RANGAHAU MĀTAURANGA MĀORI
Māori Education Research
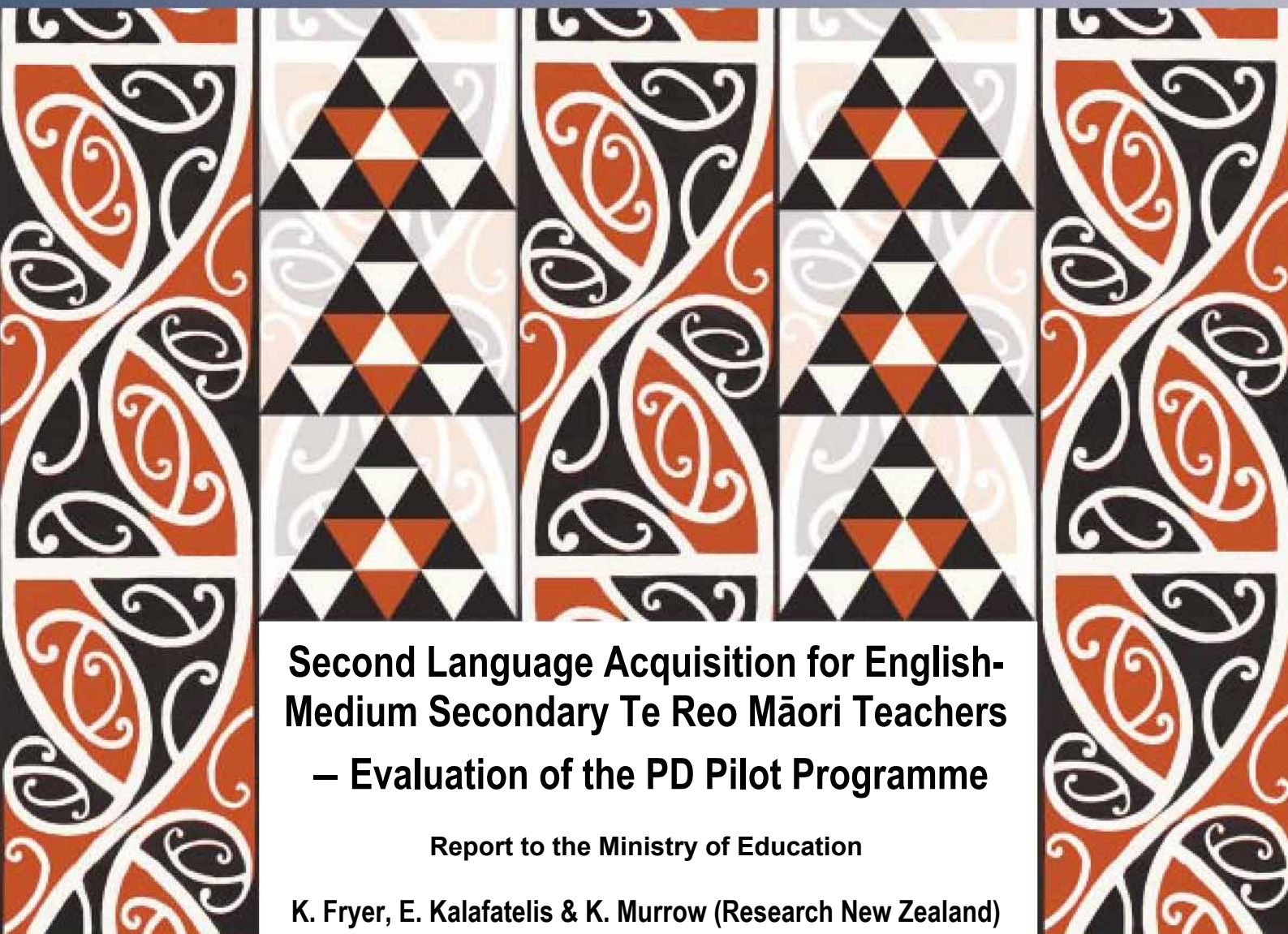
Second Language Acquisition for English-Medium Secondary Te Reo Māori Teachers – Evaluation of the PD Pilot Programme

Report to the Ministry of Education

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MĀTAURANGA MĀORI

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1.0 Acknowledgements

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Without your assistance, cooperation, and support, this evaluation would not have been possible. Tēnā rā koutou katoa.

Ngā mihi.

The Evaluation Team

2.0 Executive Summary

In 2006, the Ministry of Education contracted a provider (Haemata Ltd) to design and pilot a professional development (PD) programme that would enable English-medium secondary teachers of Māori language to:

- Deepen their understanding of current second language teaching methodology;

- Become familiar with the *Draft Te Reo Māori in the New Zealand Curriculum*;

- Plan and teach lessons/units, and assess learning at each level of the curriculum;

- Observe, and use, a range of second-language teaching strategies and resources that will improve student learning outcomes; and

- Become aware of, and overtly teach/facilitate, learner strategies.

Research New Zealand was contracted by the Ministry to evaluate this pilot PD programme.

The objectives of the evaluation encompassed: describing how the PD pilot programme was **implemented**; determining what **outcomes** or impacts were achieved; identifying what factors **contributed to** or **detracted from** the effectiveness of the PD programme; and identifying the **key learnings** that may be taken forward to optimise the initiative.

2.1 Methodology

The evaluation of the pilot Te Reo Māori in the English-Medium PD Programme for Secondary School Teachers comprised a number of related research activities. Specifically, the evaluation involved: a pre-PD survey of all enrolled participants; a post-PD survey of all those who completed the PD programme; site visits to the schools of four selected teachers, involving interviews with the selected teachers and with other key members of staff; interviews with the PD providers; and analysis of secondary information.

In addition to these specific research activities, members of the Evaluation Team visited two of the three PD hui sessions, to introduce themselves to the teachers and explain the purpose of the evaluation.

2.2   Summary of results

Implementation

Promotion and recruitment

The PD provider used a range of different methods to promote the PD programme and encourage Māori language teachers to enroll. These methods included; placing notices in the Education Gazette, faxing and phoning secondary schools, meeting with teachers and Principals, emailing Principals and PD Co-ordinators as well as various telephone calls and email discussions with interested teachers.

Participating teachers and their schools

The participating teachers represented a wide range of ages and experience in teaching te reo Māori. The majority were of Māori descent, although there was a fairly even gender split amongst them. They also represented the full range of school deciles and sizes and had varying proportions of Māori students on their school roll. It was interesting to note, however, that at least half of the teachers who attended had not been on a PD course relating to second-language acquisition prior to the pilot.

Motivations for participating

Although some teachers had been motivated to attend through the encouragement of other people (i.e. their Principal or other key member of staff), most were primarily drawn to the PD programme through their own personal interest in te reo Māori and the opportunity to develop their career and teaching skills.

Feedback and evaluation of the programme

Feedback on the programme was very positive, particularly in relation to the course provider. The only issue that arose at this point, was the need for ongoing support and resource sharing between participants and the provider, or at least between the participants themselves.

Specific aspects of the course that were identified as being the most helpful for teachers, were the practical elements of the programme, the development of resources, the use of the communicative learning approach and the observation visits. Teachers also appreciated the opportunity to discuss ideas and issues with other teachers of the Māori language.

Reflecting their positive assessment of each component of the course, all of the teachers were satisfied with the programme overall and would have no reservations about recommending the PD to other teachers of te reo Māori.

Suggestions for improvements

Most of the suggested improvements for the programme centred around the above-mentioned issue – that is, creating further opportunities for support and networking for teachers once the course is over.

Impacts

Confidence in teaching te reo Māori

While most teachers were relatively confident about their teaching abilities before the PD programme commenced, there were marked improvements in all areas by the time the course was over. The most notable increases in confidence were noted in relation to *Teaching vocabulary effectively*, *Explaining grammatical structures, Providing students with ways/strategies to ease the learning burden* and *Giving feedback to students on progress.*

Attitudes towards the teaching and learning of te reo Māori me ōna tikanga

Before the PD programme started, participating teachers were very supportive of the learning of te reo Māori in New Zealand schools. While these views did become even more positive by the end of the programme, the only notable increase was recorded in relation to the *importance of all teachers in New Zealand to learn te reo Māori.*

Use of te reo Māori

While significant increases in the use of te reo Māori did not occur on a school-wide basis, this was not necessarily an expected outcome of the programme. There was, however, a significant shift for many of the participating teachers with regard to the use of te reo Māori within their own classrooms. Rather than rely so heavily on written texts, teachers were encouraging their students to kōrero in Māori with them so they could learn the language first-hand.

Knowledge and use of teaching and learning strategies

Although teachers already had a high awareness of the learning strategies covered in the programme before they started, the use of these strategies increased markedly following the end of the course. The most notable increases were recorded in the use of the following strategies for teaching vocabulary and grammer; *Teaching grammatical structure in context, Teaching vocabulary in topic-related sets* and *Teaching similar things together.*

The PD programme also resulted in an increased use of the following strategies for second-language learning; *Guiding students to think about how best they learn, and to use that to their advantage* and *Teaching students to create transliterations.*

Use of the *Draft Te Reo Māori in the New Zealand Curriculum*

Very few of the participating teachers were familiar with the *Draft Te Reo Māori in the New Zealand Curriculum* at the beginning of the PD programme. In fact, mid-way through the programme it was discovered that many of the teachers had still not read the document. However, by the end of the PD programme, familiarity and use of the *Draft Te Reo Māori in the New Zealand Curriculum* had increased significantly, with most claiming to have used it *In planning lessons and units,* or as *A resource for vocabulary and grammar.*

Assessments

Following completion of the PD programme, teachers' use of some of the types of assessments covered in the course increased considerably. The most notable increases were recorded in relation to *Student's self-assessments,* and *Individual assessments by the teacher.*

Awareness and use of support

Participating teachers had varying levels of awareness of the types of support that are available to them. By the end of the course, there was some increase in awareness, particularly with regard to *Pouwhakataki* and *Resource Teachers of Māori.*

The extent to which teachers had approached, or used particular sources of support had also increased by the end of the course, particularly with regard to *Secondary School Māori Liaison Officers/Iwi Liaison Officers, Māori Resource Teachers of Learning and Behaviour,* and *Local rūnanga-a-iwi.*

Benefits for the students at the school

Most of the teachers visited through the site visits talked about the positive impact the PD programme had on their students. More specifically, they felt their students had responded well to the increased level of interaction and engagement in the classroom, the personal relevance of the topics that had been introduced into their lessons and the clear articulation of the desired outcomes or goals that were being set.

Factors contributing to and detracting from the programme's effectiveness

The key factors that may inhibit teachers from putting into practice what they had learnt on the programme are not necessarily factors which relate to the programme's delivery as they relate more to the attitude and motivation of the teachers themselves, and the time they have (or make) available for themselves to plan and prepare units and resources.

There were, however, a number of programme-related factors that contributed to the programme's success. These include: The communicative method and second-language learning strategies, the practical application and preparation of a unit using the curriculum, the observational visits, the opportunity to establish networks amongst participants and last, but by no means least, – the quality of the programme provider.

Conclusions

Overall, the Te Reo Māori Professional Development Pilot Programme for Secondary School Teachers has been a success, resulting in many positive outcomes for the participating teachers and their students.

A small number of issues were raised through the evaluation that should be considered if the programme is to be rolled out on a wider basis. These include: the length of the programme, providing ongoing refreshers or future networking opportunities for participants, ensuring that all participants start with a reasonable knowledge of the *Draft Te Reo Māori in the New Zealand Curriculum,* increasing the number of observation visits (or at least ensuring that each teacher agrees to take part in two such visits), and having at least one (but not necessarily all) of the hui on a marae.

3.0 Introduction

In 2006, the Ministry of Education funded a pilot PD programme for secondary school teachers of te reo Māori. The pilot was held in the Porirua region, with teachers based in Wellington, the Hutt Valley, Porirua and the Manawatu.

Research New Zealand were commissioned to evaluate the effectiveness of this pilot programme, the results of which are presented in this report.

3.1   Background

Consistent with the Ministry's mission to "raise achievement and reduce disparity", one of the Government's two goals for the education sector is to "reduce systemic underachievement in education" [1]. Given that the large majority (83% as at July 2004[2]) of Māori students attend English-medium schools, the Ministry's policies have a major focus on English-medium schools.

The recently published best evidence synthesis on quality teaching for diverse students concluded that "up to 59% or even more of variance in student performance is attributable to differences between teachers and classes, while up to almost 21% (although generally less) has been found to be attributable to school level variables"[3]. This variance between teachers and classes has been interpreted as a reflection of the variation in the quality of the teaching that students receive.

Recently, the government has promoted the benefits of students in all schools learning another language. These benefits include broadening students' general language abilities, bringing their own language into sharper focus, and enriching them intellectually, socially, and culturally. Through learning another language, students are offered an understanding of the ways in which other people think and behave. The New Zealand Curriculum Framework (1993), in which this position is expounded, also states that "students will have the opportunity to become proficient in Māori" (p10).

Given this background, the Ministry of Education has taken on board the recommendations from the Curriculum Stocktake (2003) that schools "be required to provide instruction in an additional language for students in Yrs 7–10". The overall aim of the Ministry's Māori Language Strategy (2004–2008) is to get Māori language into all English-medium primary and secondary schools by the end of 2007.

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[1] Ministry of Education (2004). Educate: Ministry of Education Statement of Intent 2004 – 2009. Wellington: Ministry of Education.

[2] From www.minedu.govt.nz. School Enrolments at 1 July 2004.

[3] Alton-Lee, A. (2003). Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis. Wellington: Ministry of Education. Page 89.

The strategy outlines three areas of focus for the teaching and learning of te reo Māori in English-medium schools:

1. Development of a curriculum for the teaching and learning of te reo Māori in English-medium settings;

2. Development of materials to support the use of the curriculum for effective teaching and learning;

3. Professional learning for English-medium teachers, with a focus on student learning outcomes in te reo Māori and the best ways to achieve them.

3.2   General description of the programme

The Ministry contracted a provider (Haemata Ltd) to establish a pilot PD programme with the aim of enabling English-medium secondary teachers of te reo Māori to:

• Deepen their understanding of current second language teaching methodology;

• Become familiar with the *Draft Te Reo Māori in the New Zealand Curriculum*;

• Plan and teach lessons/units, and assess learning at each level of the curriculum;

• Observe, and use, a range of second-language teaching strategies and resources that will improve student learning outcomes; and

• Become aware of, and overtly teach/facilitate, learner strategies.

The programme primarily focused on the learning of te reo Māori as a second language, as applicable to the needs of English-medium secondary students at all levels.

The pilot programme was run in the Wellington region with secondary school teachers of te reo Māori. The PD programme comprised three hui in Terms 2 and 4, with additional support and instruction provided through in-class visits and "co-construction" meetings (up to 2 per participant). The hui were held on 4-5 May, 27-28 July, and 10-11 October 2006.

3.3   Objectives of the PD pilot programme

The Ministry's business objectives in contracting the PD programme and commissioning an evaluation of the pilot are two-fold:

1. To determine whether the pilot PD programme is effective in achieving each of the desired outcomes (outlined above); and

2. To understand what factors make the programme most effective and to inform decisions about the nature of any programme that may be offered in the future.

3.4   Evaluation objectives

With these business objectives in mind, the specific research objectives may be stated as follows:

1. To describe how the PD pilot programme has been **implemented**, including a description of the nature of the programme and how outcomes of the programme are monitored.

2. To determine what **outcomes** the PD pilot programme has achieved, for participating teachers, their students, and their schools.

3. To identify what factors **contribute to** the effectiveness of the PD pilot programme and what factors **detract from** its effectiveness, including the model of delivery (structure, content) and environmental factors (school type, support provided by the school, etc.).

4. To identify the **key learnings** that may be taken forward to optimise the initiative.

4.0 Methodology

The evaluation of the Te Reo Māori PD pilot for secondary school teachers comprised a number of related research activities.

Specifically, in addition to a scoping phase with the Ministry of Education and the PD provider, the evaluation involved: a pre-PD survey of all enrolled participants; a post-PD survey of all those who completed the PD programme; site visits to the schools of four selected teachers, involving interviews with the selected teachers and with other key members of staff; an interview with the PD provider; and analysis of secondary information. In addition to these specific research activities, members of the Evaluation Team visited visited two of the three hui, to introduce themselves to the teachers and explain the purpose of the evaluation.

Each of the research activities is described below.

4.1   The pre-PD survey

The pre-PD questionnaire was developed in consultation with the Ministry to cover the agreed impact measures. In addition to collecting some demographic information about the participating teachers, the purpose of the questionnaire was to collect, via self-report, baseline data for each of the impact measures to be examined through the evaluation. (These impact measures are outlined in the detailed methodology in Appendix C and the questionnaire is attached in Appendix A.)

At the time of the first hui (4-5 May 2006), 27 teachers had registered for the pilot programme[4]. Of these, 18 were in attendance on the first day of the hui, and 17 attended on the second day. One of the evaluators also attended on the second day, and personally distributed the pre-PD questionnaires to the 17 teachers who were present.

Additional copies of the pre-PD survey were posted to the remaining participants (i.e. those who did not attend the first hui), in June 2006[5].

By mid-July 2006, a total of 13 completed pre-PD questionnaires had been returned. Another 5 were received around the time of the third hui, bringing the total to 18 (of the 22 teachers who attended at least one of the three hui).

This represents an overall response rate of 82% which is a very good response.

4.2   The post-PD survey

The post-PD questionnaire was developed in consultation with the Ministry and was finalised in August 2006. The post-PD questionnaire repeated many of the questions from the pre-PD survey in order to assess any movement or change that had occurred as a result of the programme over time. In addition to the impact measure questions, the post-PD survey asked a number of questions to gauge the teachers' opinions of

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[4] By the end of the programme, 29 teachers had registered, although seven withdrew without attending any of the three hui.

[5] The few teachers who had still not responded by the time of the third hui were given one final opportunity to complete the pre-PD survey in October 2006.

various aspects of the PD programme and to determine motivators and barriers to implementing what participants had learnt.

The same initial distribution method was used for the post-PD survey as was used earlier for the pre-PD questionnaire. That is, one of the evaluators attended the third and final hui (on the 11th of October 2006) and handed out the survey to all of the teachers in attendance. The evaluator then stayed on to personally collect all of the completed questionnaires and to answer any related queries (either about the questionnaire, or the evaluation per se).

Those who were not in attendance at the third hui were posted a copy of the post-PD questionnaire to complete and return by mail (freepost).

By November 2006, 17 post-PD questionnaires had been received. As 19 teachers completed (or nearly completed[6]) the PD programme, this represents a response rate of 89%. Whilst this response rate is very high, the small base number restricted the level of statistical analysis that was able to be performed with the data. The findings in this report, therefore, are based on general counts (or frequencies) as opposed to percentages.

4.3   The site visits

As part of the evaluation, a member of the Evaluation Team conducted site visits with four of the teachers who had completed the PD programme. In each of these four cases, interviews were conducted with the participating teacher, the Principal/Deputy Principal or the PD Co-ordinator.

The interview guides were developed by the Evaluation Team following the agreed evaluation objectives. A copy of the guide is included in Appendix B.

Supplementing the pre- and post-PD surveys, the site visits were designed to obtain more in-depth information about the schools and teachers concerned, how teachers/the school found out about the PD opportunity, what motivated them to go on the programme, opinions of the PD programme, impacts on the participating teacher, impacts on the wider school, barriers to implementation of what was learnt, and suggestions for improvements to the programme.

The teachers selected for the site visits were chosen on the basis of their responses to the pre-PD and post-PD surveys. Where a teacher had made considerable gains on the impact measures examined, the PD programme was deemed to have been "effective" for that teacher. Likewise, where a teacher had made few gains and/or had recorded losses on the same impact measures, the PD programme was deemed to have been "less effective" for that teacher. Two teachers for whom the programme was deemed "effective" and two for whom it was deemed "less effective" were selected for the site visits.

Each of the four selected teachers was contacted by email late November 2006 by the evaluation researcher. An explanation was given to each teacher regarding the purpose of the site visit and what it would entail, and the teacher was asked whether they would be willing to participate. This initial email was followed up with a telephone call outlining all the details that were discussed. None of the teachers who were approached declined to take part in the site visits. The teacher was asked to arrange the interview times with the Principal or PD Co-ordinator, at times convenient to those concerned.

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[6] Nineteen of the teachers who registered for the programme attended at least two of the three hui.

All four site visits were undertaken between 8 and 13 December 2006. Across the four participating schools, a total of 8 interviews were conducted.

4.4 Interviews with the providers

The interview guide for the interviews with the PD provider was developed by the Evaluation Team following the agreed evaluation objectives.

The areas of questioning covered background information about the provider, processes in relation to the PD contract (including promotion and recruitment), structure and content of the PD programme, implementation of the programme, impacts on the selected teachers, issues arising, and suggestions for improvements. A copy of the interview guide is included in Appendix B.

The provider was interviewed in person on the 13th of December 2006. As one of the key course facilitators, this person had the most direct contact with the participating teachers and was therefore in the best position to comment on the impacts on the selected teachers.

The interview guide was sent to the provider in advance of the interview to enable them to prepare their thoughts and/or gather information before the interview if they so desired.

4.5 Secondary information analysis

Secondary information, including provider contracts, milestone reports, and Ministry responses to milestone reports, was supplied to the Evaluation Team over the course of the evaluation. The information supplied was read through and used (predominantly) to provide descriptions of how the PD programme were implemented and what issues arose for provider during that process.

5.0 Implementation

The PD programme was run by Haemata Ltd, a New Zealand-based consultancy service with extensive knowledge and experience in Māori language and Māori education services. Overall, the feedback received from the provider and participating teachers indicated a relatively smooth and successful implementation of the programme.

5.1   Promotion and recruitment

Following an initial briefing session with the Ministry in January 2006, Haemata set about developing and implementing their recruitment strategy. Between February and April 2006, a number of recruitment activities took place, including:

- Notices placed in the online and hardcopy versions of the Education Gazette;

- Fax to all English-medium secondary schools in target regions;

- Phone calls to schools in Wellington-Wairarapa region;

- Meetings with teachers and Principals;

- Email messages to Principals and PD Co-ordinators;

- Telephone calls and email discussions with interested teachers.

5.2   Participating teachers and their schools

Demographic information about the teachers who participated was collected via the pre-PD self-completion survey. The following information is based on the 18 teachers who responded to that survey. Corresponding information relating to the other 11 who also enrolled for the programme is not available.

The information presented in section 5.2.2 relates to the 20 schools where each of the participants taught.

5.2.1   Profile of participating teachers

Key characteristics of the teachers who participated in the PD programme and responded to the pre-PD survey are as follows:

- Most of the participating teachers who responded to the survey identified themselves as New Zealand Māori (15 out of 18).

- A relatively even gender split was recorded, with 10 female teachers and 8 males responding to the survey.

- These teachers represented a fairly wide range of age groups although only 1 (of the 18) was under 30. Of the remainder, 4 were aged between 30 and 39, 6 were aged between 40 and 49, 6 were between 50 and 59, and 1 was 60 plus.

- Most described their position within their school as "Teacher in charge of te reo Māori" (14 out of 18). The majority (14) also reported holding management units.

- Participants had varying levels of experience teaching te reo Māori in New Zealand secondary schools, ranging from less than one year to 29 years. Half of the teachers who responded to the survey (9) had at least ten years' experience behind them.

- It was also noted that approximately half of the participating teachers (10 out of 18) had never been on a professional development or training course in relation to second-language acquisition, prior to the pilot programme.

5.2.2   Profile of participating teachers' schools

The following points summarise key characteristics of the schools where the participating teachers worked at the time they enrolled on the PD programme. This data is based on information collected via the pre-PD surveys, the site visits and Ministry of Education data.

- In total, 29 teachers from 20 schools signed up for the PD pilot. The size of each school ranged from approximately 200 students, to a school roll of over 1,700. Approximately half of these schools had a total school roll of at least 1,000 students, while a quarter (5) had a total school roll of less than 500. The average number of students overall was approximately 850.

- While only two of the 20 schools represented in the programme had a Māori roll of less than 10 percent, 11 schools had a Māori roll of 10 to 20 percent and 6 of the schools were made up of 21 to 28 percent Māori. The one remaining school had a total school roll of 202, all but one of who was Māori.

- The schools also represented a range of deciles, from 1 to 10. Approximately one third of the schools were high decile (deciles 8 to 10), a similar amount were low decile (deciles 1 to 3), with the remainder in between (the remaining third were deciles 4 to 7).

- Of the 20 schools, most (16) enrolled one teacher to participate in the pilot programme, 3 enrolled two teachers, while the remaining school enrolled 4 of its teachers.

5.2.3   Attendance

Of the 29 teachers who originally registered on the programme:

- Seven withdrew without attending any hui;

- Three completed 1 hui only;

- Five were unable to attend hui 2, but attended hui 1 and 3.

While some of these teachers did not attend (some or any) hui because of other commitments or health reasons, it was also noted during the site visits and through the provider that the teachers who had enrolled on the programme at the request of their Principal did not share the same levels of motivation and enthusiasm towards the course. This may have contributed to lack of attendance by some teachers.

5.2.4   School policies

The pre-PD survey also asked participating teachers to identify which if any policies relating to te reo Māori and/or second language teaching in general, were already in place in their school.

As Figure 1 indicates, all of the teachers who participated in the PD pilot programme (and who responded to the pre-PD survey) reported having at least one such policy in place at their school. Although many reported having policies in place relating to second language acquisition, the most commonly mentioned policies related specifically to te reo Māori:

- A school scheme for te reo Māori me ōna tikanga (13 of the 18 teachers reported having such a scheme in place at their school);

- A policy specifically on te reo Māori teaching and learning (11 out of 18).

Less than half, however, reported having either of the following policies in place:

- A policy on second language teaching and learning (8);

- A policy on teachers PD and training in second language acquisition (7).

Figure 1: School policies in place relating to second language teaching and professional development
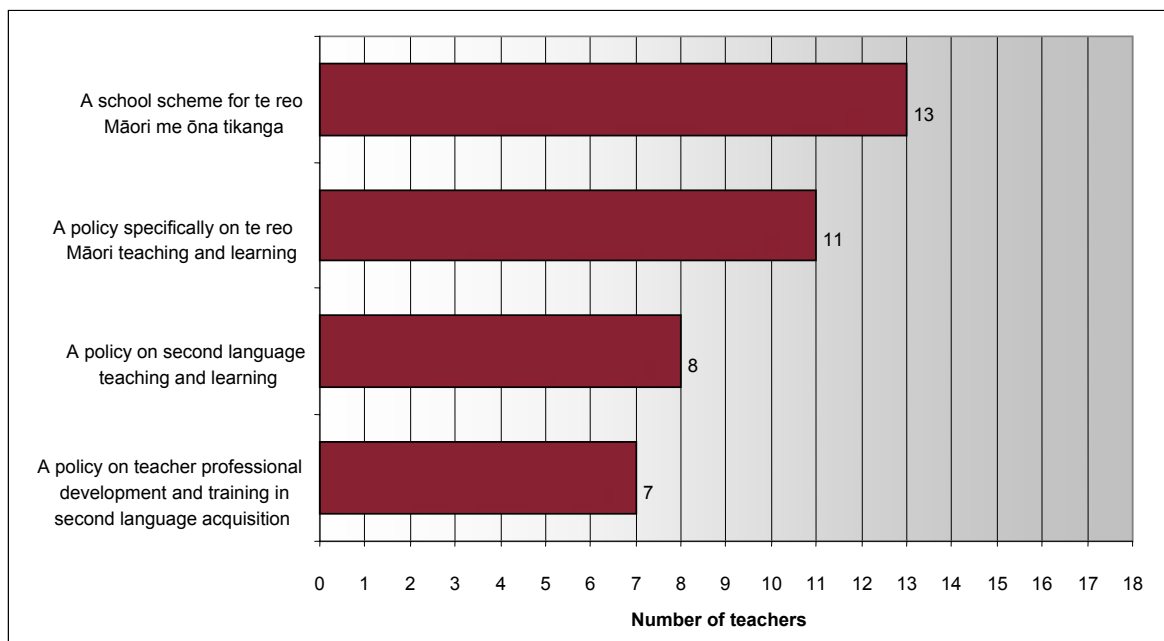
5.3   Motivations for participating

5.3.1   Teachers' motivations

Figure 2 illustrates the key reasons identified by teachers for enrolling in the PD programme. This data was collected by participating teachers through the pre-PD survey.

Although some had been motivated to attend through the encouragement of other people (i.e. their Principal or other key member of staff), most were primarily drawn to the PD programme through their own personal interest in te reo Māori and the opportunity to develop their career and teaching skills.

- Career development, wanting to upskill (14 of the 18 teachers identified this as a key motivator);

- Own personal interest (13).

> *When the chance came up to do this pilot scheme, I didn't even think about it I just went straight to the Principal and said "I want to do this."* [Teacher 1]

One third (6 of the 18) were also motivated to attend by the opportunity for collegial support from teachers outside the school.

> *I looked at the information and I felt that it would be good to look at the ideas that the programme was going to provide, but also meeting with other practitioners and listening to their ideas. Looking at the programme I also felt as though I needed to be focussing a lot on communication and activities. I felt that it would be good to see what they had with them as well as listening to others.* [Teacher 3]

> *She really enjoyed it. People were supporting each other and were giving ideas. If you are in the English Department here, you are one of eight staff. There are always buzzy ideas going around, but with [our Māori teacher], it's just her.* [Principal 2]

The opportunity to learn about the *Draft Te Reo Māori in the New Zealand Curriculum* was also a major drawcard mentioned by at least one of the teachers during the site visit.

> *The old curriculum was done specifically for universities and a lot of the teachers were quite shocked that when I said, "Trying to follow this is really difficult!" It is all in Māori, it wasn't fair on the first year teachers. So when I heard about the new curriculum I got all excited!* [Teacher 1]

Those who were strongly motivated to enrol in the PD pilot also helped to encourage and motivate some of the less enthusiastic participants. One of the teachers interviewed through the site visits made special mention of the support she had received from the other teachers during a particularly difficult time.

> *I wasn't a very good participant at the beginning. Then there was other stuff that got in the way for me, I could have quite easily said, "No, that's it". But each time I met up with them, they would always say something that kept me hanging in there, and they'd say, "No whaea, you have got to do this", and all this support helped to break through everything that I was going through at that time. I must say it was the support of colleagues, sharing in what they were doing and saying, "Here, it's okay" and then they would give me the stuff and all I had to do was put it into practise and that was good for me, and that really helped me to make that turn around and get involved. They kept me hanging in there.* [Teacher 4]

Figure 2: Motivations for participating in PD pilot programme
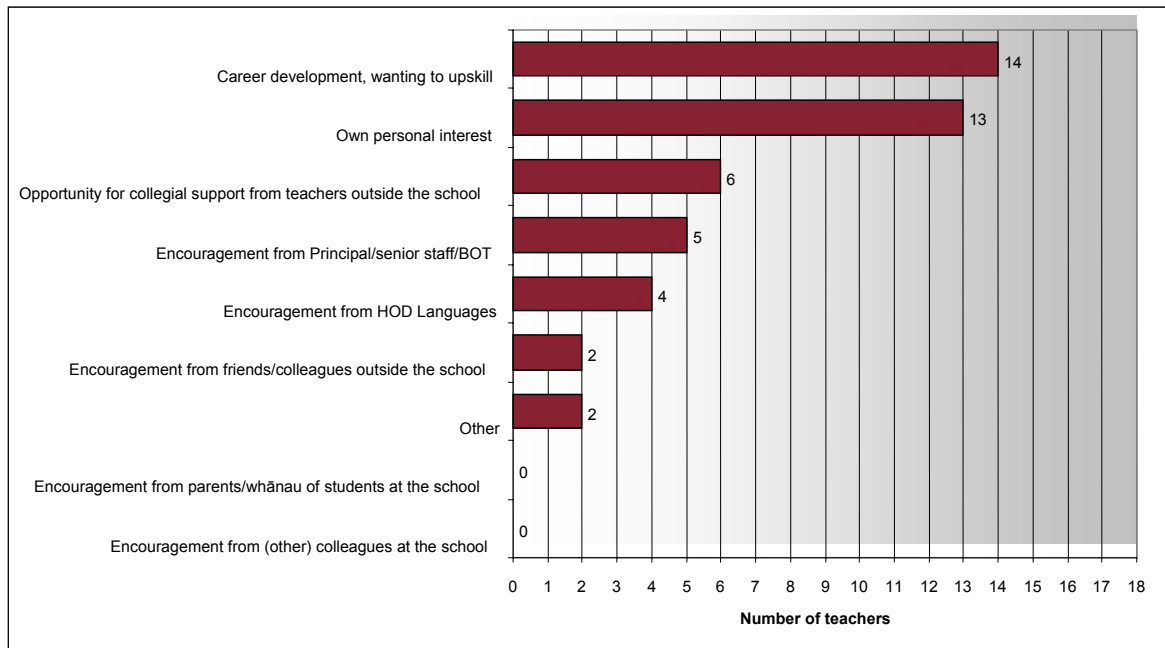
5.4   Motivation and support received from the schools

Each of the four teachers interviewed during the site visits reported that their schools were very supportive of professional development and had encouraged them to attend the programme.

> *I just showed our PD Co-ordinator the information and said I was interested and she said, "Go for it." That is usually the case, the school is very supportive.* [Teacher 3]

> *Our PD Co-ordinator got the information and then she told me about it. I must say I kept brushing it aside because there was a whole lot of stuff going on for me at that time. I had a very sick husband, there was just so much that I was going through myself so I was a bit half-pied, but she had asked me and then other members of senior management asked me, they were all supportive.* [Teacher 4]

> *Yes, the school was very, very supportive.* [Teacher 1]

These sentiments were also evident in the pre-PD survey results, where participating teachers were asked to rate how strongly they agreed (or disagreed) that the teaching of te reo Māori me ōna tikanga in their school was supported by their fellow teachers, management, and the wider school community.

As shown in Figure 3, most of the teachers who responded to this survey "agreed" or "strongly agreed" that the support was there, particularly from the Principal and management staff within their school (15 out of 18 teachers agreed that this was the case).

Whilst more than half (10 of the 18 teachers) felt that they also had the support of the wider school community (i.e. parents and whānau), this lower level of agreement suggests that the support is not quite as strong from this quarter as it is from within the school.

Figure 3: Perceived level of support from the school and school community (parents/whānau) towards the teaching of te reo Māori me ōna tikanga (pre-PD)
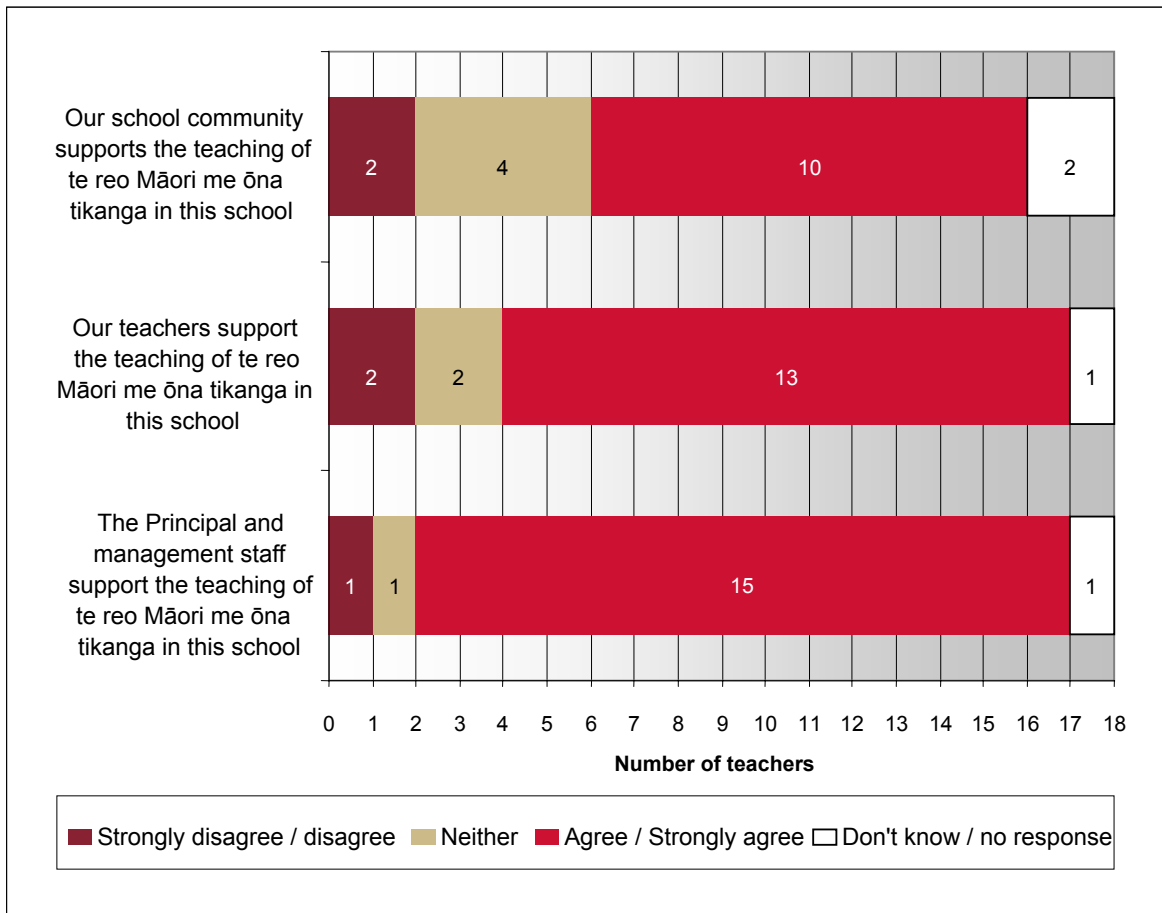
During the site visits, Principals and the heads of professional development within each respective school also discussed their own motivations for supporting the PD programme and encouraging their teacher(s) to attend.

All schools should be aware of te reo Māori, but because we are right in the middle of it all then naturally the course is going to be valuable to us. We are well aware of who we are and where we are. From a personal perspective, because I am Māori, I could see that we are wanting to improve the motivation, the skills of Māori students and any opportunity to do anything about that was worth jumping on. [Principal 4]

Although only half of the participating teachers who responded to the pre-PD survey were aware of their school having a specific PD policy, three of the four Principals/PD Co-ordinators interviewed during the site visits reported that at the end of each year they develop a PD plan for their teachers for the following year. They then went on to say that if a course comes up (at the right time) that fits into the plan (or the school's strategic goals) then the PD is almost certain to be approved.

We have a plan around our PD, we have a plan around what we are trying to develop professionally amongst the staff, so we normally approve professional development that fits into that plan. [Principal 1]

I had absolutely no reservations at all about sending [teacher] on this course. I mean, my general attitude is that if people want to do it and there's a reason that they want to do it, then on the whole

I support that. But it also sits in with our school goals, which is to improve the achievement of Māori students. [Principal 3]

The school has strategic goals and one of the goals is improving the learning outcomes of our students, so it fitted into that perfectly. One of the Ministry goals is looking at the education of Māori. It covered every base. [Principal 4]

A couple of the Principals also expressed some concern around the decreasing number of students who chose to take te reo Māori as a subject in their senior years (although this was generally recognised as a second-language issue, and not necessarily unique to te reo Māori). The PD programme, therefore, was seen as an opportunity to inject new life and enthusiasm into those who were teaching te reo Māori and their teaching methods.

The Māori roll is increasing but the number of students going on to do Māori language at the senior level is not. The feedback I get from students, which is one of the reasons why I do want to look at this more, is that the course is boring and from one year to the next there is not a lot of variation. I don't think I looked at the PD information too closely but it seemed to me that it was focussing on developing skills for teaching Māori language and it seemed a good thing for [teacher] to be doing. [Principal 1]

We are concerned about the retention rate for students taking te reo Māori. It has always been like that though and I certainly don't think that is teacher specific. It does just seem to be what happens. It's the same pattern in all languages. We have a good intake in Yr 9 and then the numbers drop off drastically each year. The ideal benefit would be to have a teacher who returned enthusiastic and ready to try new approaches and to intensify their commitment to their job and to measure the outcomes and things like that. [Principal 3]

5.5 Feedback and evaluation of the programme

Teachers responding to the post-PD survey were asked to provide some specific feedback on the PD programme by rating various aspects of the course on a 5-point scale ranging from "Poor" to "Excellent".

As Figure 4 illustrates, the teachers who participated in the PD programme (and who responded to the post-PD survey) rated all aspects of the delivery of the programme very highly, particularly those which related directly to the course provider.

- Additional support provided during the course (16 of the 17 teachers who responded to the post-PD survey rated this aspect of the programme as "Excellent");

- Professionalism of the tutors (16);

- Knowledge and competence of the tutors (16).

Figure 4: Participants' (post-PD) assessment of the quality of the PD programme and the ongoing support provided
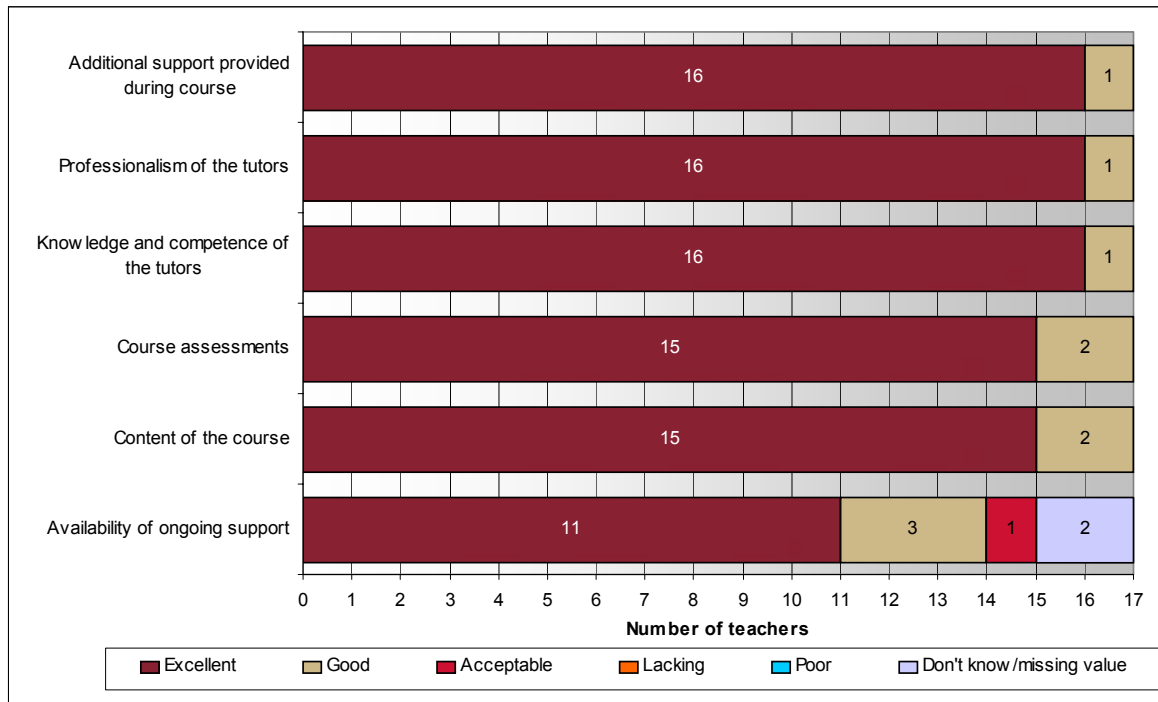
Most participants were also satisfied with the *pace of delivery*. Of the 17 teachers who responded to the post-PD survey, 15 considered the pace to have been "about right", although two felt it was "a little fast".

Although satisfied with the pace of the course, additional feedback suggests that some would have preferred the course to be longer.

- The *length of the course* was rated as "about right" by 11 of the 17 teachers, whereas 4 felt that it "could have been longer" or "was not long enough";

- Approximately half (8) also considered the *amount of time away from your school/class(es)* to be "about right", whereas 5 felt that it "could have been longer".

   The course would be better done over two years. We had two days for each hui. One day should be the talking and one day should be the resources to go with each thing. If it was done again next year, it should be spaced out – 3 days for each hui. [Teacher 2]

Those who completed the post-PD survey were also asked to consider how well they felt their individual needs had been met by the course provider (given their pre-existing knowledge and skills in te reo Māori). As indicated in Figure 5, most were satisfied in this regard, with 12 of the 17 teachers reporting that their needs were "very well" catered for by the provider.

Figure 5: Teachers views on how well their needs had been catered for by the course provider
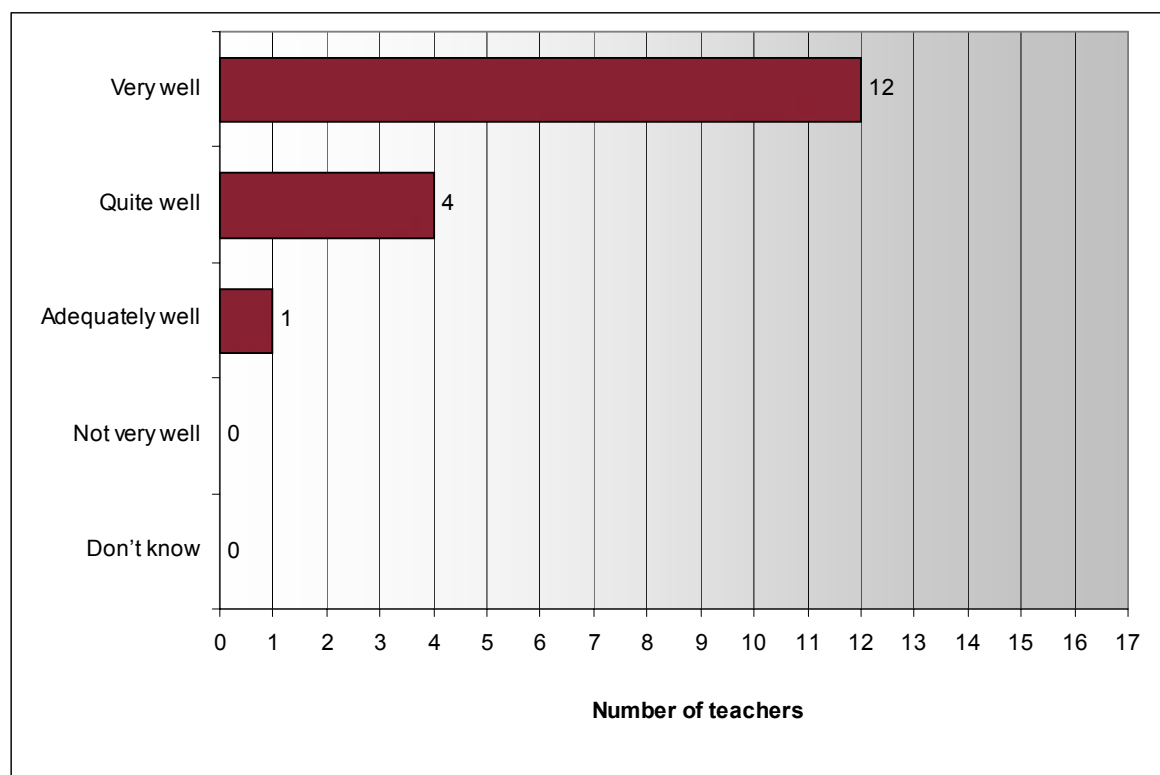
Reflecting the positive feedback received throughout the evaluation, all of the teachers who responded to the post-PD survey reported being "satisfied" or "very satisfied" with the te reo Māori professional development programme. In fact, of the 17 teachers, 13 were "very satisfied".

I found it quite interesting. It was like a refresher course, giving you new ideas of what you can do, because you can become a bit caught up in your own little world and seem to do the same thing over and over again. It just gave me the opportunity to be able to do different things in different ways. [Teacher 2]

I really enjoyed it, I enjoyed more the networking with everyone, with the other teachers, knowing where they were, understanding I wasn't going through it all by myself. I had difficulties here at school as did some of other teachers, and realising that I wasn't the only one with students who are not up to that level, knowing that other schools are going through that, was really good. It is hard being the only Māori teacher in the school because you don't have anybody to run things off, you don't have anybody to talk about your classes with. So hearing those other teachers having the same difficulties as me was really good, it is not just me! [Teacher 1]

It was great, it was very good, it was good listening to what [the provider] had to say, very constructive. It is just good to have people there who are giving direction and getting a sense from where they are coming from and the fact that they were asking you to put together a programme and lesson plans, very practical. Plus lots of different activities and then of course the provision of coming out to your school, because we had to do some lessons. It was good to have people around to talk things through. [Teacher 3]

Figure 6: Overall satisfaction with the te reo Māori professional development programme
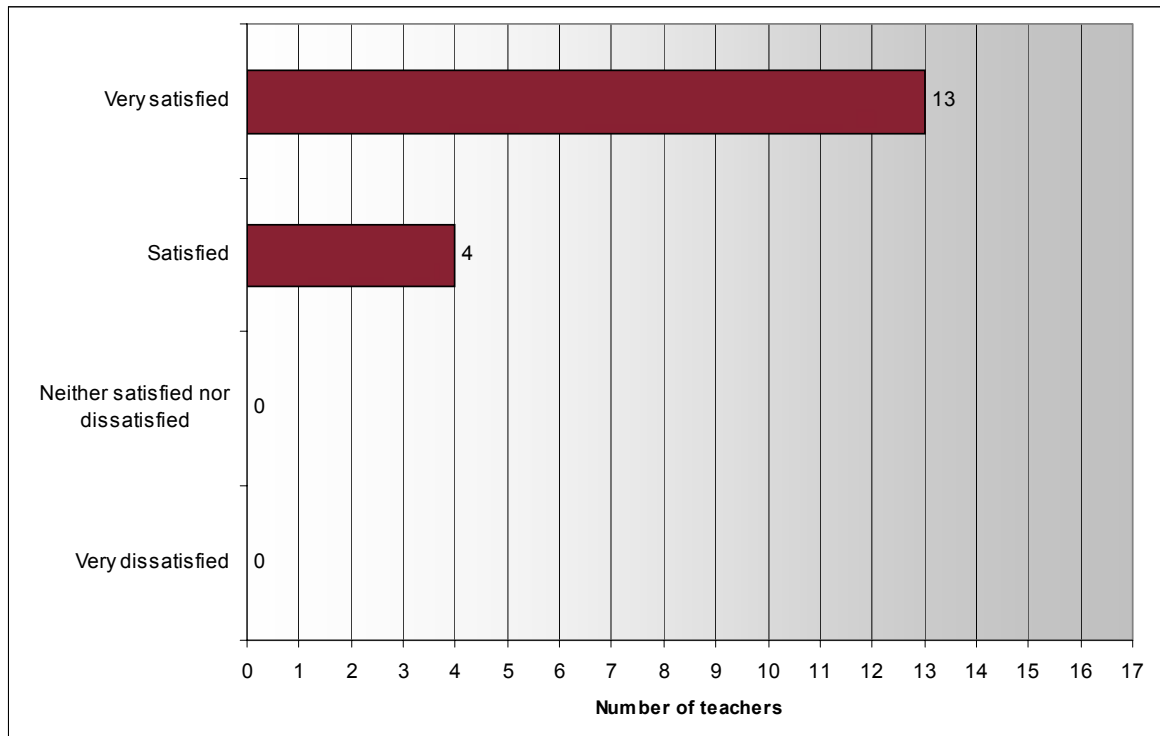
5.6   Willingness to recommend the programme

Reflecting the high level of satisfaction with the pilot, all of the teachers (100 percent) who responded to the post-PD survey said they would 'definitely' recommend the programme to other teachers in their situation.

> *I would say yes, it is something that all Māori teachers should go on, but I know some of our Māori teachers don't think that way - if they did they would have been there. Some of us out there think, "why should we go?" They have that attitude.* [Teacher 2]

> *I certainly would recommend it.* [Teacher 3]

> *It's a refresher course and I think we all need that. It is good for yourself because it helps you; it gives you more "Vim". You can keep moving on.* [Teacher 4]

> *I believe that this course [should] be compulsory for all teachers of te reo Māori. It can only enhance the skills the teacher already has and it definitely will benefit our students (and this is the reason why we are teaching the language!).* [Teacher 2]

> *All teachers' should have the chance to attend and learn what we have been given.* [Teacher 1]

5.7   Suggestions for improvements

All participating teachers who responded to the post-PD survey were asked if they had any suggestions for improvements to any aspects of the PD pilot programme. Most of the suggestions given were for ongoing support or resource sharing.

Need more time to write units because it's time consuming and hard. Great to feel inspired and encouraged by experts. The new curriculum is going to create a lot of work in resources finding/planning. I hope the support will be ongoing. [Teacher 2]

Resource sharing amongst teachers. An opportunity to observe other teachers.
[Teacher 3]

To work together putting a unit and lesson together complete with activities and resources, etc., just to see the contributions of each participant. [Teacher 4]

Similar themes were also brought up during the site visits, particularly those which related to the length of the programme, and the desire for more follow-up or continued networking opportunities to keep the momentum of the programme alive.

One teacher felt that packing a lot of information into each 2-day hui was a positive thing because it kept everybody active and did not lose momentum. However, most would have preferred to have had more time.

What we covered in the time was good. For the particular professional development we did I thought the two days was appropriate. I have been going to [xxx], which is over four days, so that is quite intensive and just having a short sharp hui was nice. You go in there and it is intensive whereas the kōrero over a long period of time is enjoyable but can be quite draining. That is why I like the short, sharp hui just to focus on what you are doing. [Teacher 3]

We only had May, July and October. I think we should have had another couple more. In our last hui we all decided that if we are going to get together next year we want to have a lot more, because I don't think three sessions was enough, not to understand the whole curriculum and how to present it and all those things. There wasn't enough time. I think we were quite rushed. [Teacher 1]

It would have been nice to have had, say, two years where you could do that sort of thing, as you go with each session, do the resources to go with it. If we had more time to make the packets or resources to go with each session it would have been nice. Coming back into the school I found it quite hard. You are back into classes, you have reports, you have all these sorts of things, there's so much going on in school. You don't seem to have time to do your resources and you just push it aside and leave it. [Teacher 2]

However, while many felt that the course needed to be longer, the preferred option was to have additional hui (perhaps in the following year) rather than extend the length of the existing hui. Two days away from school at a time was manageable, but at least one teacher was reluctant to spend any longer than that away from her students at any one time.

Some people wanted a week, but that is too long away from the kids. [Teacher 2]

The only suggestion given in terms of structure was to stress the importance of the pre-hui session to participants and use it to go over the *Draft Te Reo Māori in the New Zealand Curriculum*, so that everyone would arrive with the same base level of knowledge of the curriculum and the hui could focus more on the practical side of things.

I think it should just continue the way it is but I think the first thing they really need to do is explain the document, just have time for that. It is probably something that we have already had anyway at

the beginning, before we did the pilot scheme we met at one of the schools but not all the teachers came. Maybe if they got all of that out of the way first and then for the next one they can go straight into the planning and everything else. [Teacher 1]

The provider and Principals were also asked for suggestions as to how the programme could be improved:

The provider had a number of suggestions as to how the 'ideal' PD programme for secondary teachers of te reo Māori, might be obtained.

- Timing: 3 days per term, weeks 1 or 2 of each term over 2 years;

- 2-day resource making / unit planning time, Term 4 in mid-November after senior students have finished;

- Practical trialling of strategies during course time;

- On-line forum, teleconferencing (to share ideas, talk about the trialling, etc.) similar to the approach used in Te Hiringa i te Mahara;

- Identification of the skills and strengths of the participants so these can be organised as part of the programme;

- Peer / collegial support with facilitator follow-up visits.

One of the Principals also suggested having more observation visits for the teachers, and more feedback for the Principals themselves (from the teacher, the provider, and the teachers' students) so that they could get a better idea as to the impact/effectiveness of the programme.

I think there is a huge difference in knowing something in principle and putting it into practise unless you are constantly being monitored and being evaluated on that. A year is probably too short for a really big ongoing change. If you wanted to show real progress I would think you have to carry it through for a couple of years and continue with that. Have more observations, more accountability for how that time is spent and the results of that in the classroom. Having that done by the people who actually ran the course is the way to go. More of that accountability factor would be really useful and then possibly some regular little top ups. An after school meeting where they are getting support from each other. I know some of them have formed little allegiances but some others have dropped out. The group must be quite small now. Being a Māori teacher in this school and like in most, you are on your own. Giving them some way of working together so they are not all having to reinvent wheels would make life much easier. [Principal 2]

I would have been interested in seeing some sort of feedback from the people who were observing. There is always this whole issue between professional behaviour and accountability. If I send a teacher away for six days on a course and they have been observed in the class, I would have expected some feedback. I think it would have been really useful to have got information from kids at the beginning and from kids at the end, see if they had noticed any difference. Otherwise, how do you know? [Principal 2]

6.0 Impacts

Many positive impacts were recorded as a result of the professional development pilot programme, all of which are discussed in the following section. These impacts were primarily assessed through the pre- and post-PD surveys and the site visits. Additional information on observed impacts was also gained through the in-depth interview with the provider.

6.1 Confidence in teaching te reo Māori

Participating teachers were asked in both the pre- and post-PD surveys to rate their level of confidence in teaching te reo Māori in a number of (indicative) situations. A 5-point scale was used, ranging from 1 ("not at all confident") to 5 ("very confident"), with a midpoint of 3 ("moderately confident").

As illustrated in Figure 7 and Figure 8, while most were relatively confident about their abilities before the PD programme commenced, there were marked improvements on this in all areas by the time they had completed the programme.

The most notable improvements were recorded in relation to the following areas:

- Teaching vocabulary effectively (17 of the 18 teachers who responded to the post-PD survey rated their confidence in this area as a 4 or a 5; '5' being "very confident" compared with 11 teachers in the pre-PD survey);

- Explaining grammatical structures (14, compared with 9 pre-PD);

- Planning units (13, compared with 10 pre-PD).

  I feel I have gained a lot more confidence in assessing lessons, planning and preparation of units, etc., and the ability to marry resource activities with lessons. [Teacher 1]

  I have gained a lot more confidence. Being able to complete more lesson plans and units of work. Making resources to go with the activities and lessons. [Teacher 3]

Figure 7: Teachers confidence levels pre- and post-PD (based on ratings of 4 or 5, where 5 = "very confident")
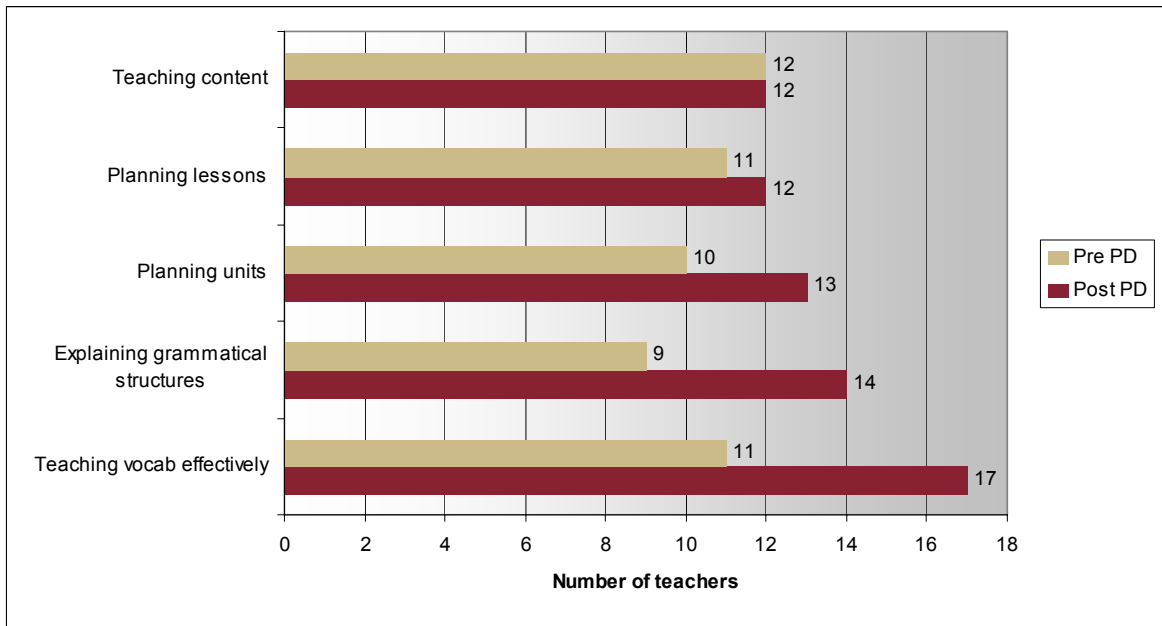
Some teachers also expressed an increased level of confidence in the following areas:

- Providing students with ways/strategies to ease the learning burden (14, compared with 9 pre-PD);

- Giving feedback to students on progress (15, compared with 11 pre-PD);

- Using a variety of resources to engage with students and enhance their learning (15, compared with 12 pre-PD;

- Assessing students' mahi (14, compared with 12 pre-PD).

Figure 8: Teachers confidence levels pre- and post-PD (based on ratings of 4 or 5, where 5 = "very confident")
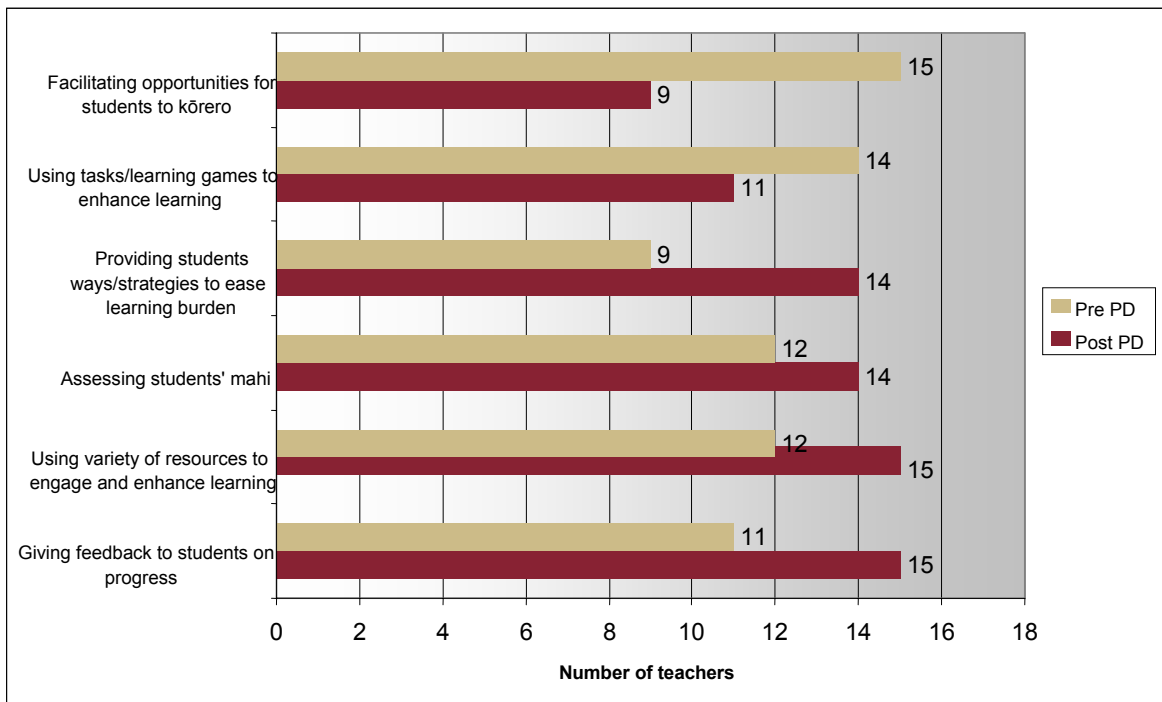
6.2   Attitudes towards the teaching and learning of te reo Māori me ōna tikanga

To gauge teachers' attitudes towards the teaching and learning of te reo Māori me ōna tikanga in New Zealand schools, respondents were presented with five statements on this topic and asked to indicate their level of agreement or disagreement with each (using a scale of 1 to 5, where 1 equalled "strongly disagree" and 5 was "strongly agree"). None of the respondents disagreed with any of the statements, but, for each statement, some teachers indicated that they "neither agreed nor disagreed" and some did not respond.

Figure 9 presents the extent to which teachers "agreed" or "strongly agreed" with each statement.

There were strong levels of agreement with each of the attitude statements in the pre-PD survey, leaving little room for improvement. As such, the only notable increase that was recorded by the end of the course was the extent to which teachers agreed "it is important for all teachers in New Zealand to learn te reo Māori". Although 13 teachers agreed with this statement in the pre-PD survey, agreement was almost unanimous by the end of the course (16 of the 17 who responded to the post-PD survey).

Figure 9: Attitudes towards learning te reo Māori me ōna tikanga (pre- and post-PD)
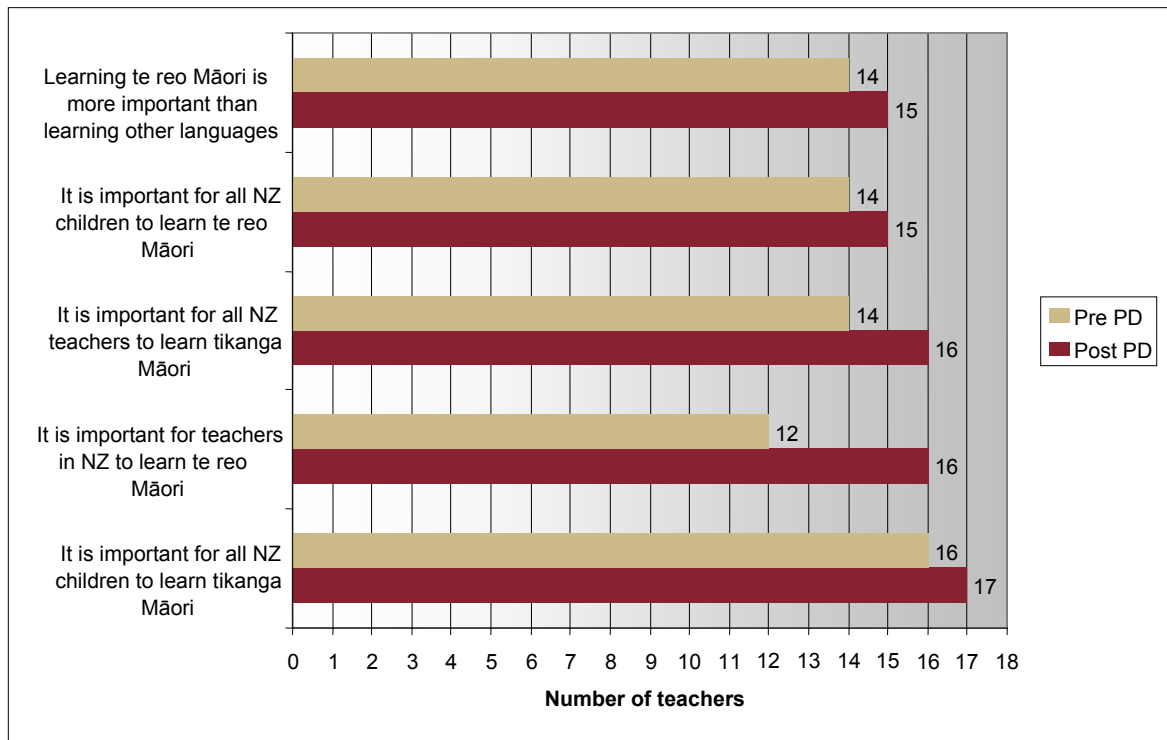
6.3   Use of te reo Māori

Teachers were also asked in the pre- and post-PD surveys to identify the extent to which they, and their colleagues used te reo Māori at school (in formal and informal situations). The rating scale used in this regard ranged from 1 to 5, where 1 was "not at all" and 5 was "to a large extent".

As illustrated in Figure 10, most of the teachers who attended the PD programme reported regularly "using te reo Māori greetings and phrases in day-to-day interactions with their students" (15 pre-PD and 17 post-PD reported that this occurred to a "large" or "very large" extent).

Figure 10: Use of te reo Māori by teachers and their schools in general (pre- and post-PD, based on those who reported these actions as occurring to a "large" or "very large" extent)
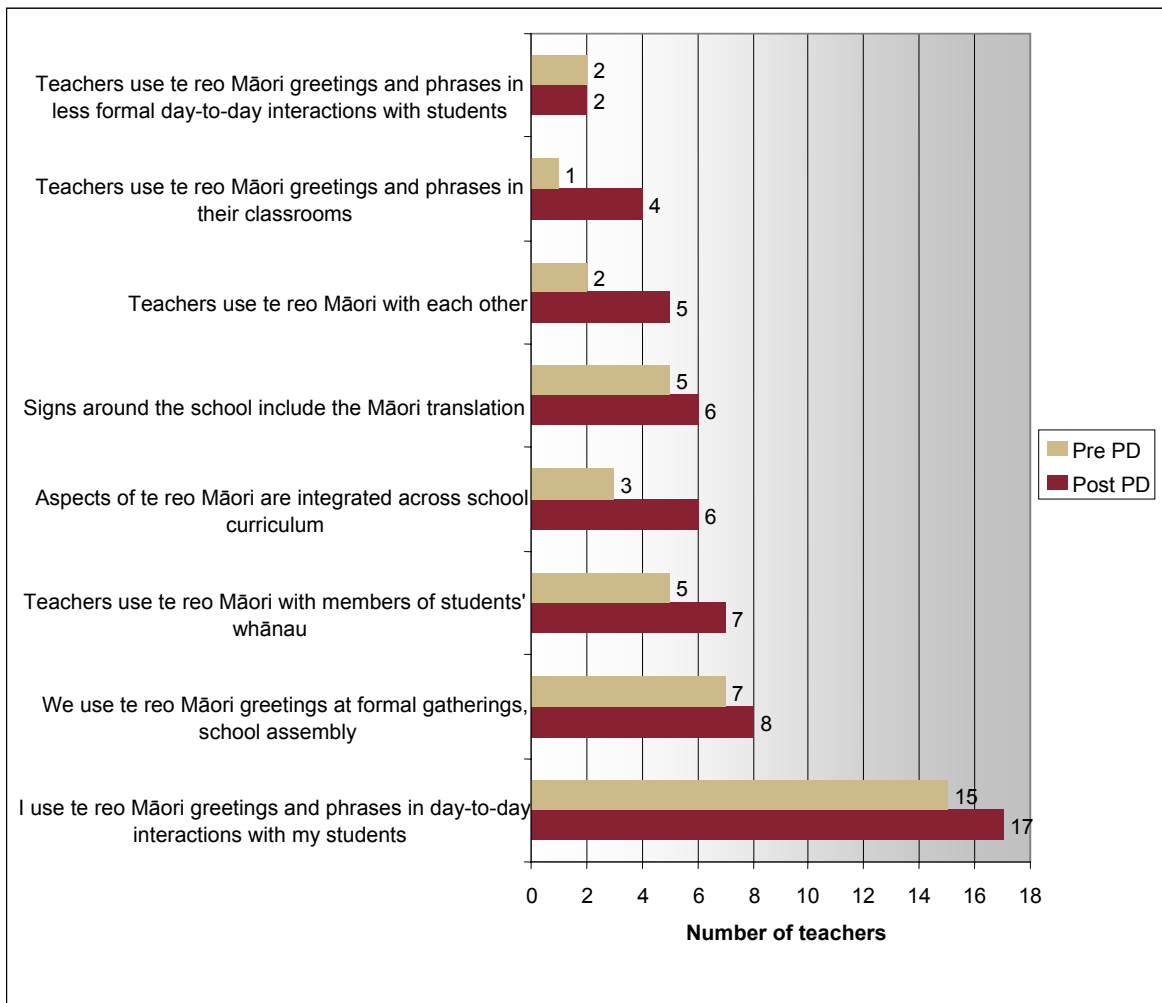
Although te reo Māori was not typically used to a large extent by other teachers within the school, there was some indication of increased activity by the time the teachers had completed the PD training course. Those (relatively minor) increases are noted below:

- Aspects of te reo Māori are integrated across the school curriculum (e.g. social studies, science, geography) – by the time of the post-PD survey, 6 teachers reported that this was occurring to a "large" or "very large" extent, compared with 3 in the pre-PD survey;

- Teachers use te reo Māori with each other (5, compared with 2 pre-PD);

- Teachers use te reo Māori greetings and phrases in their classrooms (4, compared with 1 pre-PD).

Arguably reflecting the fact that many of the teachers who attended the PD programme were the only (or one of very few) teachers of te reo Māori in their school, there was very little (if any) indication of information sharing with other school staff.

> *I shared with my colleagues and did a report for the PPTA. I said it was an excellent course. Sometimes we kind of get closed in because we are set on doing things a particular way and seem to think that it is the <u>only</u> way... [So] I did say that if it comes into your area, do go.* [Teacher 4]

> *Sharing ideas between the Māori and French classes? It's two different languages completely. I can't see how that would work, the cultures are completely different. We could share pictures and swap the words over from one language to another, but aside from that…* [Teacher 2]

> *He spoke about the course to me. He said he really enjoyed it and it was very useful. So he certainly found that it offered a lot to him.* [Principal 3]

Whilst significant increases in the use of te reo Māori on a school-wide basis did not eventuate, impacts at this level were not necessarily expected. However, the participating teachers who were involved in the site visits did comment on the fact that they were now placing more emphasis on speaking in te reo Māori with their students than they had in the past.

> *We do a lot less writing and a lot more practical, a lot more activities now than what we did before. Before, I would plan a couple of activities and a lot of writing at the end of it all, but now I am trying to get the students to remember a lot of things. Now I am trying to get them to hone their listening skills instead of relying on written things, so they are using it more and more, and communicating more because that is what the curriculum is about, it is more communicative.* [Teacher 3]

> *I can't tell with my Yr 9 class because they are totally new so they don't know how it was before. But with the Yr 11 class they have noticed the more interactive stuff and they notice that they are doing a lot more than what they would have done, and they are communicating with each other a lot more. A lot of them have commented on how much more they are using te reo now than before.* [Teacher 1]

6.4 Knowledge and use of teaching and learning strategies for second language acquisition

There are a number of second-language learning strategies that teachers can use with their students to help them learn te reo Māori. In both the pre- and post-PD surveys, teachers were asked to identify how often they use each of these strategies in their te reo Māori class using a scale of 1 to 5, where 1 was "never" and 5 was "always".

Pre-PD, the most common strategies used for teaching vocabulary and grammar were as follows:

- Teach vocabulary in lists (15 of the 18 teachers who responded to the pre-PD survey reported using this method, "often" or "always");

- Teach vocabulary in context (14);

- Teach high frequency words first (13).

As illustrated in Figure 11, the post-PD results show a marked increase in the use of specific strategies for teaching vocabulary and grammar. The most notable increases were found in relation to the following:

- Teaching grammatical structure in context (17 of the post-PD teachers reported using this strategy "often" or "always", compared with 11 in the pre-PD survey);

- Teaching vocabulary in topic-related sets (16, compared with 11 pre-PD);

- Teaching similar things together (13, compared with 8 pre-PD);

- Teaching vocabulary in "like" sets (13, compared with 10 pre-PD).

It was also interesting to note that strategies that involved teaching vocabulary and grammar in lists tended to be used less often at the end of the PD programme compared to the situation pre-PD. For example, whilst 15 teachers reported teaching vocabulary in lists ("often" or "always") prior to the PD programme, 12 reported doing so in the post-PD survey.

Figure 11: Strategies used for teaching vocabulary and grammar (pre- and post-PD results based on those who reported using these methods, "often" or "always")
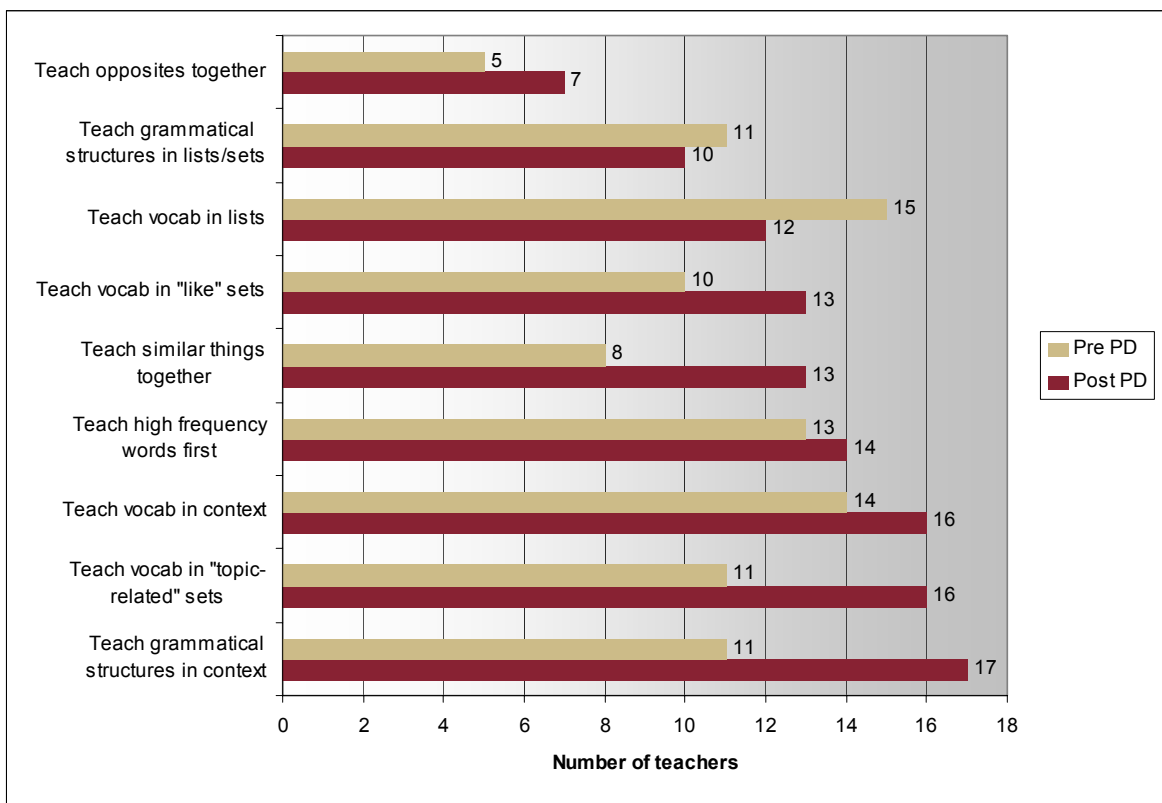
Teachers were also asked to identify the extent to which they were aware of, and used, second-language strategies in their te reo Māori classes. Whilst the majority of teachers reported being aware of these learning strategies, the extent to which they were used prior to the PD programme, varied. For example, only half reported using the following strategies:

- Guiding students to think about how best they learn, and to use that to their advantage (i.e., metacognition) (9 of the teachers who responded to the pre-PD survey reported using this strategy when teaching te reo Māori);

- Teaching students to create transliterations (9);

- Teaching students to coin new words based on existing knowledge (9);

- Teaching students how to maximise use of ICT (10).

The range of strategies used after the PD programme was again more extensive compared to the pre-PD situation. The most notable improvements were recorded in relation to the following strategies:

- Guiding students to think about how best they learn, and to use that to their advantage (i.e., metacognition) was a strategy reportedly used by 14 of the teachers who responded to the post-PD survey, compared to 9 of those surveyed pre-PD;

- Teaching students to create transliterations was used by 12 teachers post-PD, compared with 9 pre-PD;

- Devising memory aids/mnemonics (e.g., rhymes, acronyms, waiata) was used by 15 teachers post-PD, compared with 12 pre-PD.

At one stage there they were trying to ban transliterations, and I found on this course they were accepting transliterations. For my generation we used the transliterations because it was around in our time, but I found working with the younger teachers they did not like transliterations, so we used to really try not to use them, because that was not their world. I had to have a rethink there and think how my younger colleagues would deal with that. I decided it was a simple process, if they want that word, then that is still a better word than not knowing, and then there is some other words that have been brought in that are so far out, that I found that the transliteration is much better, was easier to use. [Teacher 4]

Figure 12: Second language learning strategies used in the classroom (pre- and post-PD)
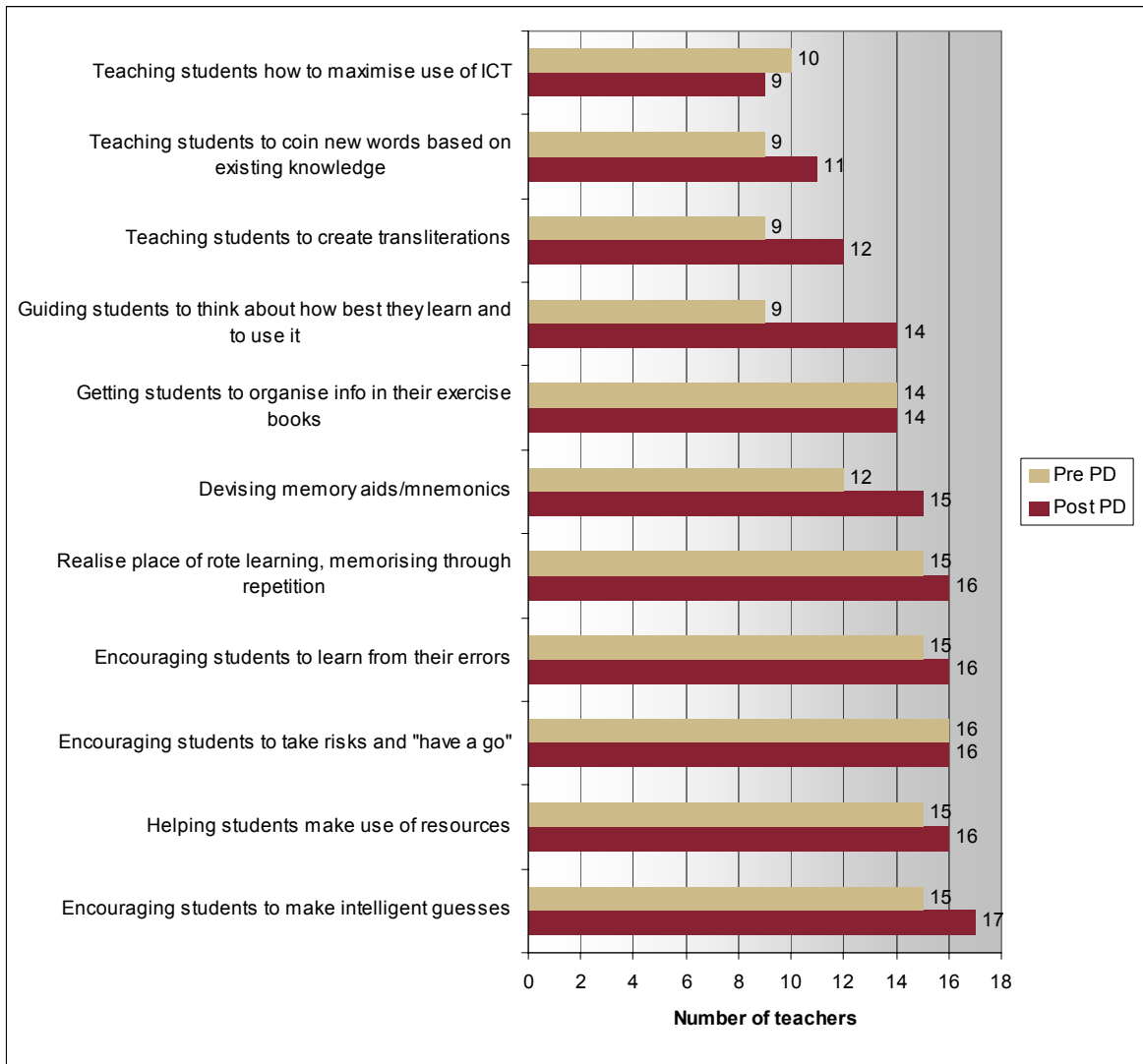
6.5   *Use of the Draft Te Reo Māori in the New Zealand Curriculum*

Te Reo Māori in the New Zealand Curriculum, was published in draft form at the end of 2003, and although it has since been released for consultation, it had not been released publicly at the time of the PD programme. Given this, it was not altogether surprising that some of the teachers had not looked at the curriculum prior to attending the PD programme (4).

However, many (10 of the 18 teachers who responded to the pre-PD survey) had seen the document at that stage, but had only "read or glanced through parts of it".

It was pleasing to note therefore, that familiarity with the *Draft Te Reo Māori in the New Zealand Curriculum* had increased considerably by the end of the PD programme. Of the 17 teachers who responded to the post-PD survey, 11 reported that they had "read through all or most of the draft curriculum", while 2 claimed by this stage to be "thoroughly familiar with the draft curriculum".

It should also be noted, however, that direct feedback from the provider and the teachers themselves, revealed that many of those who attended the programme did not actually read the draft curriculum until mid-way through the third and final hui.

Figure 13: Teachers' familiarity with the *Draft Te Reo Māori in the New Zealand Curriculum*
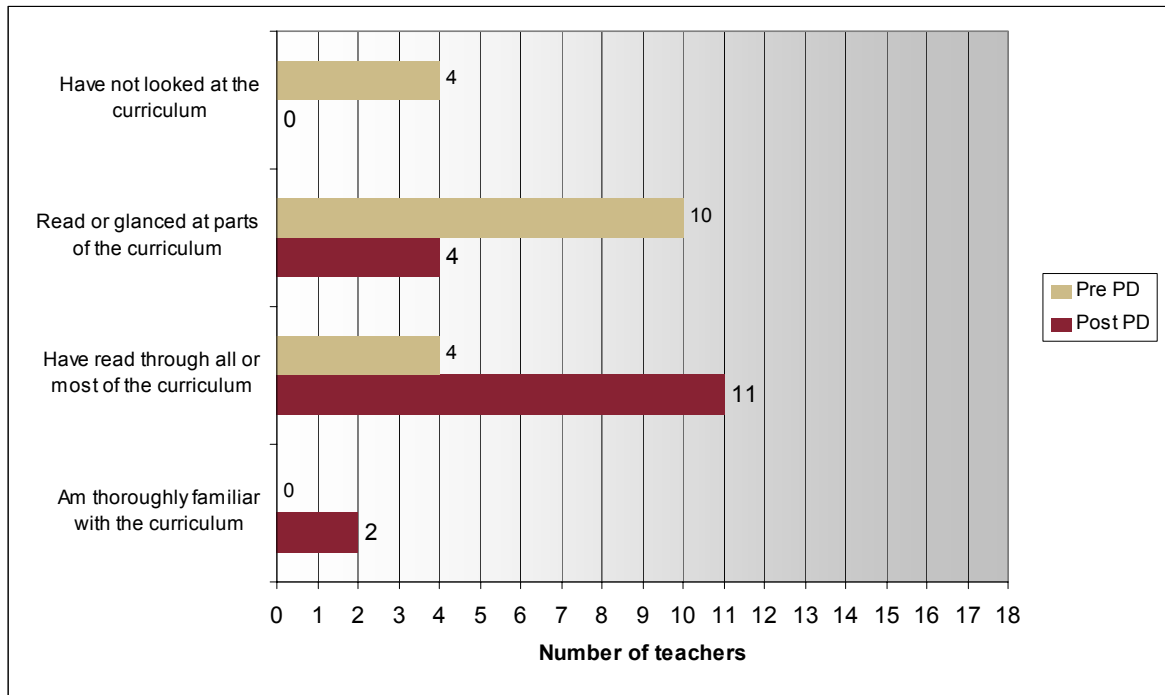
Given the limited familiarity with the *Draft Te Reo Māori in the New Zealand Curriculum* prior to the PD programme, it was not surprising to find that there was limited use of the document at that time. Of the 18 teachers who responded to the pre-PD survey, 6 reported having not used the *Draft Te Reo Māori in the New Zealand Curriculum* at all.

However, as illustrated in Figure 14, reported usage of the draft curriculum had increased markedly by the end of the programme, with only 1 of the 17 teachers who responded to the post-PD survey reporting that they still didn't use the document.

Amongst those who did report using the *Draft Te Reo Māori in the New Zealand Curriculum* post-PD, many had begun using it to:

- Plan lessons and units (14 teachers reported using the *Draft Te Reo Māori in the New Zealand Curriculum* in this way, compared with 4 pre-PD);

- As a resource for vocabulary and grammar (12, compared with 4 pre-PD).

Approximately half of the teachers who responded to the post-PD survey also reported using the *Draft Te Reo Māori in the New Zealand Curriculum* for formative/ongoing (9), or summative/end of year assessments (8), compared to only 4 before the programme commenced.

Figure 14: Extent to which teachers reported using the *Draft Te Reo Māori in the New Zealand Curriculum* (pre-and post-PD)
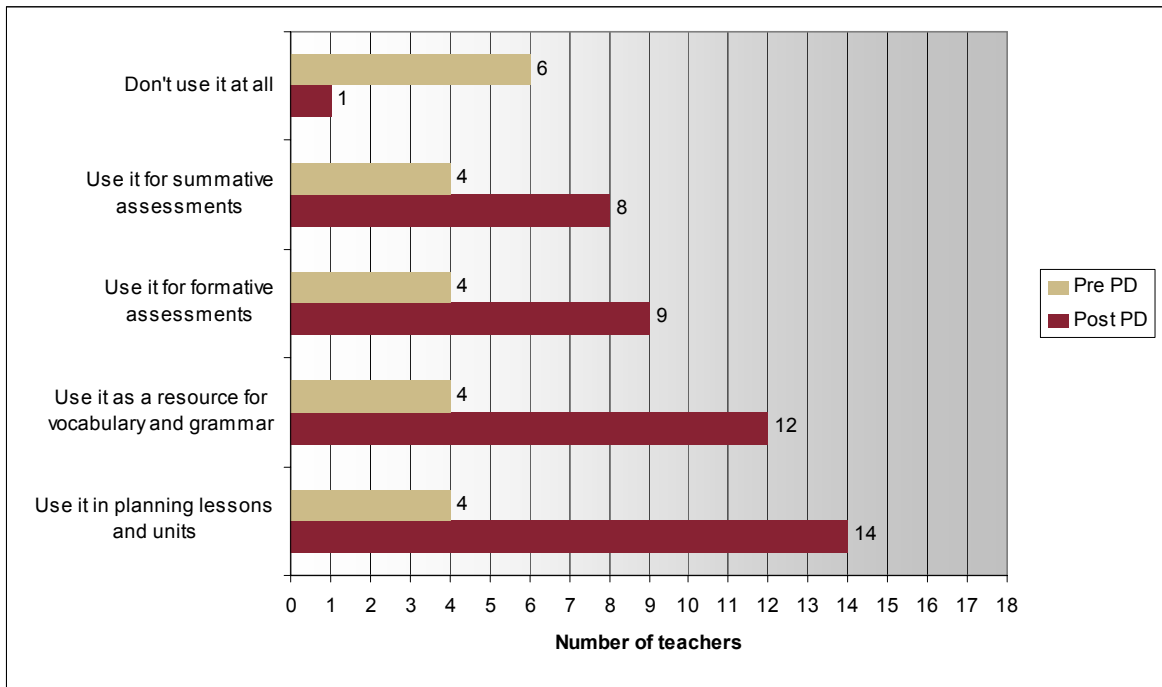
Since attending the PD programme, the majority of teachers (16 of the 17 teachers who responded to the post-PD survey) reported having planned at least one unit using the *Draft Te Reo Māori in the New Zealand Curriculum*. Of these, 4 had planned two units, while 8 reported having used the curriculum and available resources to plan more than two units since attending the course.

Furthermore, 7 teachers had already taught one of those units to their class, while another 9 had taught at least two of their planned units.

It was mentioned during the site visits, however, that the learnings from the PD programme were much more likely to have been used on the junior students at that stage, than the senior students. This was largely to do with the fact that the senior students were studying for their exams at the time, and the teachers did not want to interrupt their preparations by introducing a new method of learning so late in the year.

> *I haven't really pulled this into Yr 12 & 13 as of yet, one reason is because I am doing both unit standards in NCEA so I didn't want to trial this with Yr 12 & 13 because I wanted them to complete all that first.* [Teacher 1]

> *I have used it for my Yr 9's so far. I think it has been positive at this stage, well the roof hasn't fallen down yet!* [Teacher 3]

6.6   Assessments

In the pre-PD survey, teachers were asked to identify the types of assessments they were using in their te reo Māori classes. At that stage a wide range of assessments were being used, the most common being:

- Oral tests/tasks (17 of the 18 teachers who responded to the pre-PD survey reporting using these particular types of tests/tasks to assess their students);

- Written tests/tasks (17);

- Summative assessments (16);

- Video/audio recording (15);

- Formative assessments (14).

Results from the post-PD survey indicate an increased use of most assessment types, particularly the following:

- Students' self-assessments (14 teachers reported using this type of assessment in their te reo Māori classes, compared to 9 in the pre-PD survey);

- Individual assessments by the teacher (15, compared with 11 pre-PD).

For secondary teachers, there is a clear tension between teaching and assessing for better learning outcomes and teaching to assessments for better chances to gain credits. For the majority of secondary school teachers, to develop programmes of learning which focus on meeting the learning needs of students first and the demands of assessments second, would take a significant mindshift and perhaps a different system of assessment. This dilemma is not easily or quickly solved, particularly given that a secondary school's core business is partly about preparing students to enter an increasingly competitive workforce or to pursue further learning at a tertiary level - in both cases gaining qualifications is important. This doesn't mean, however, that secondary PD programme should not continue to help and encourage teachers to keep the student and their **learning needs** *firmly in the foreground – they must. The challenge is to assist teachers to understand that improving learning will result in improved outcomes.* [Provider]

Figure 15: Types of assessments used in the classroom (pre- and post-PD)
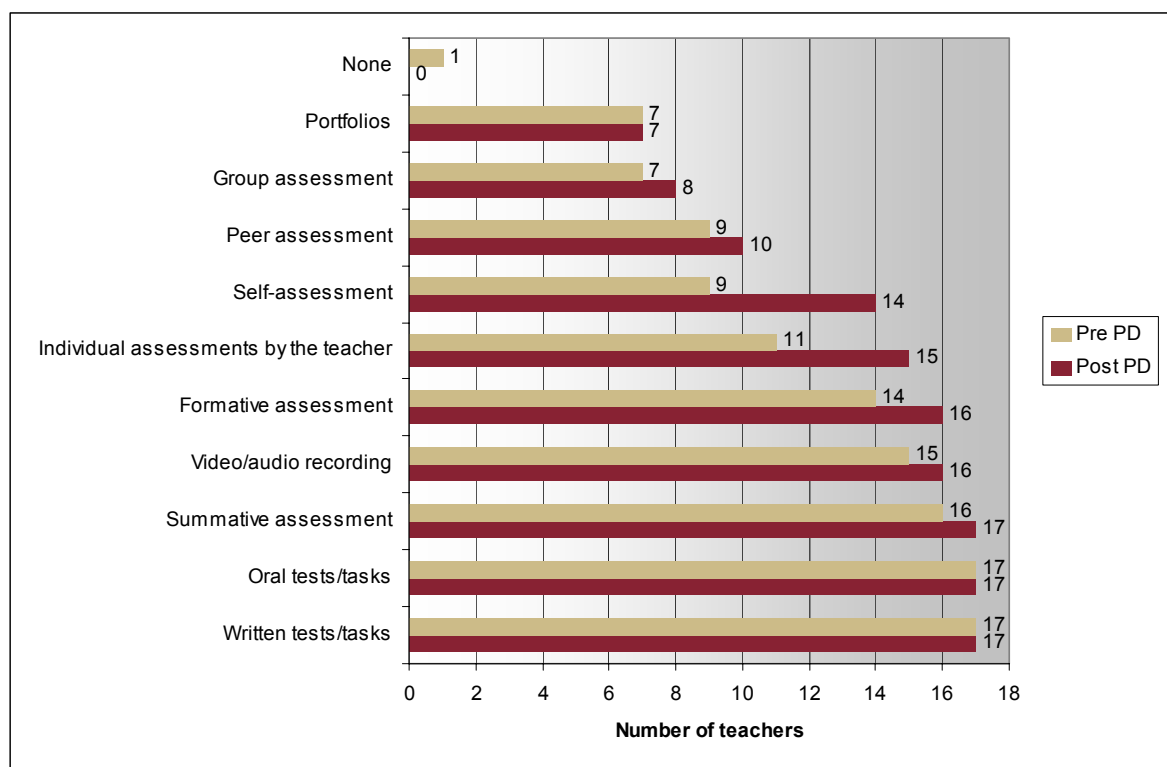
Teachers were also asked to identify the action they took following their assessments of students' progress. As Figure 16 illustrates, teachers reported taking a much wider range of action following assessments post-PD than they had before the PD programme commenced.

The most notable changes in this regard compared to the use of assessments pre-PD, included the following:

- Give feedback to whānau/caregivers (15 of the 17 teachers who responded to the post-PD survey reported doing this following an assessment, compared with 9 teachers in the pre-PD survey);

- Analyse assessments of the whole class to look for common errors or misunderstandings (13, compared with 8 pre-PD);

- Sit down with small groups of students to give oral feedback and together work out the next learning steps (i.e. feed forward) (10, compared with 5 pre-PD);

- Sit down with students individually to give oral feedback and together work out the next learning step(s) (i.e. feed forward) (13, compared with 10 pre-PD).

  Before the draft curriculum came along I was assessing at the end of each unit. Whereas with this one you can see that an assessment at the end of each class, even if it is a little one, is beneficial, just to make sure that your learning outcome for that lesson is done. [Teacher 1]

Figure 16: Actions taken following assessment (pre- and post-PD)
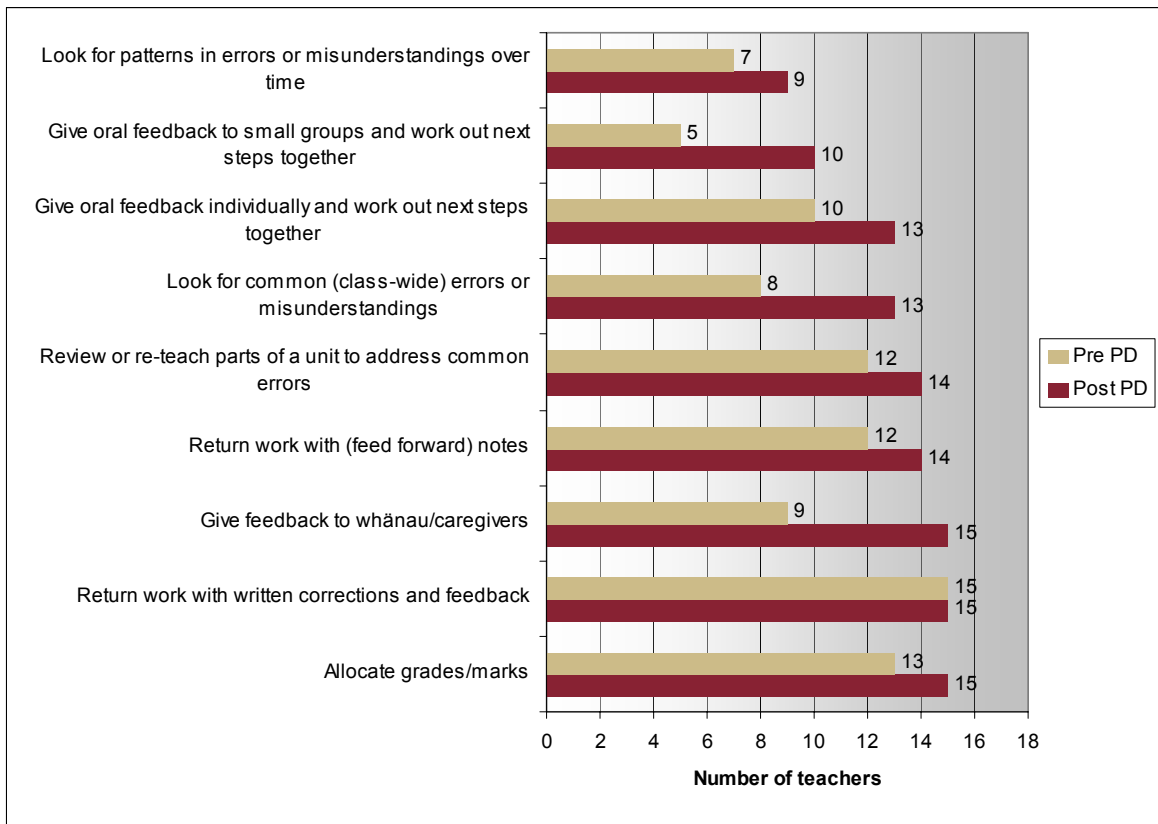
National, or commercially-produced assessment tools, were also used by some teachers, the most common being:

- Te Hiringa i te Mahara templates (used by 13 of the 17 teachers who responded to the post-PD survey);

- Pūtea Reo (8);

- Kia mau (6);

- Pupuritia (4).

6.7   *Awareness and use of support*

In the pre- and post-PD surveys, participating teachers were presented with a list of support mechanisms available for teachers of te reo Māori. They were asked to indicate, firstly, whether they were aware of this support in their area and, secondly, whether they currently made use of this support for their te reo Māori teaching. The results to this latter question are provided in Figure 18.

The sources of support teachers were most commonly aware of were:

- Colleagues at this school who teach other languages (identified by 17 of the 18 teachers who responded to the pre-PD survey);

- The school Principal (16);

- The school's whānau support group (16);

- Teachers of te reo Māori from other schools (15);

- College of Education Advisors (15).

In contrast, avenues of support that teachers in the pre-PD survey were least aware of included:

- Māori Resource Teachers of Learning and Behaviour (8);

- Pouwhakataki (8);

- Secondary school Māori Liaison Officers/Iwi Liaison Officers (8);

- Regional Māori Language Association (9).

As illustrated in Figure 17, awareness of some of these support options had increased by the time of the post-PD survey, in particular:

- Pouwhakataki (13, compared with 8 pre-PD);

- Resource Teachers of Māori (14, compared with 10 pre-PD).

Figure 17: Aware of support
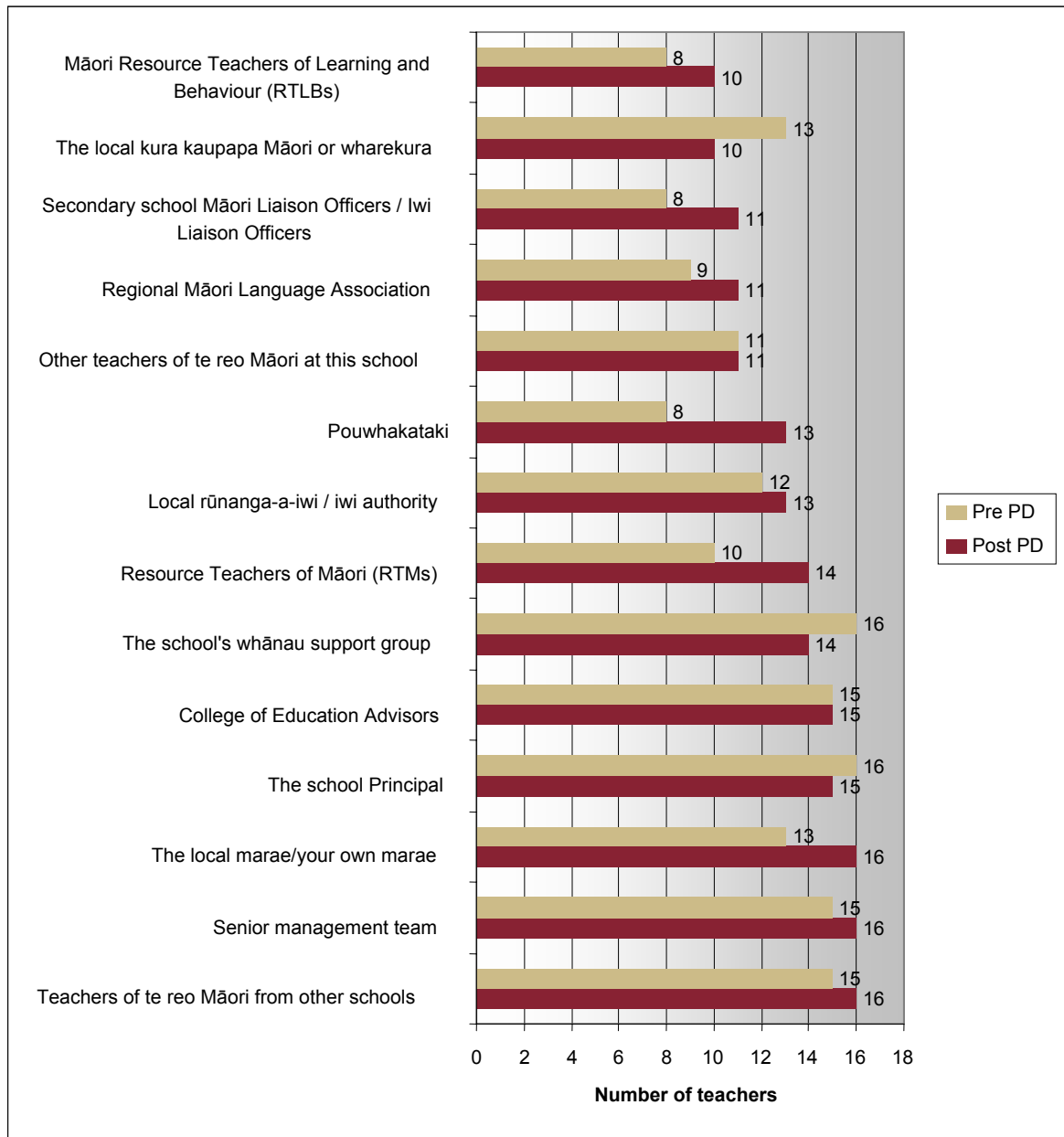
Figure 18 illustrates the extent to which teachers reported using these support mechanisms pre- and post-PD. While there were very few significant increases noted in this regard, there was an indication that by the end of the PD course, teachers had become more likely to use the following sources of support:

- Secondary school Māori Liaison Officers/Iwi Liaison Officers (8, compared with 4 pre-PD);

- Māori Resource Teachers of Learning and Behaviour (8, compared with 4 pre-PD);

- Local rūnanga-a-iwi/iwi authority (9, compared with 5 pre-PD).

Figure 18: Use of support for te reo Māori teaching (pre- and post-PD)
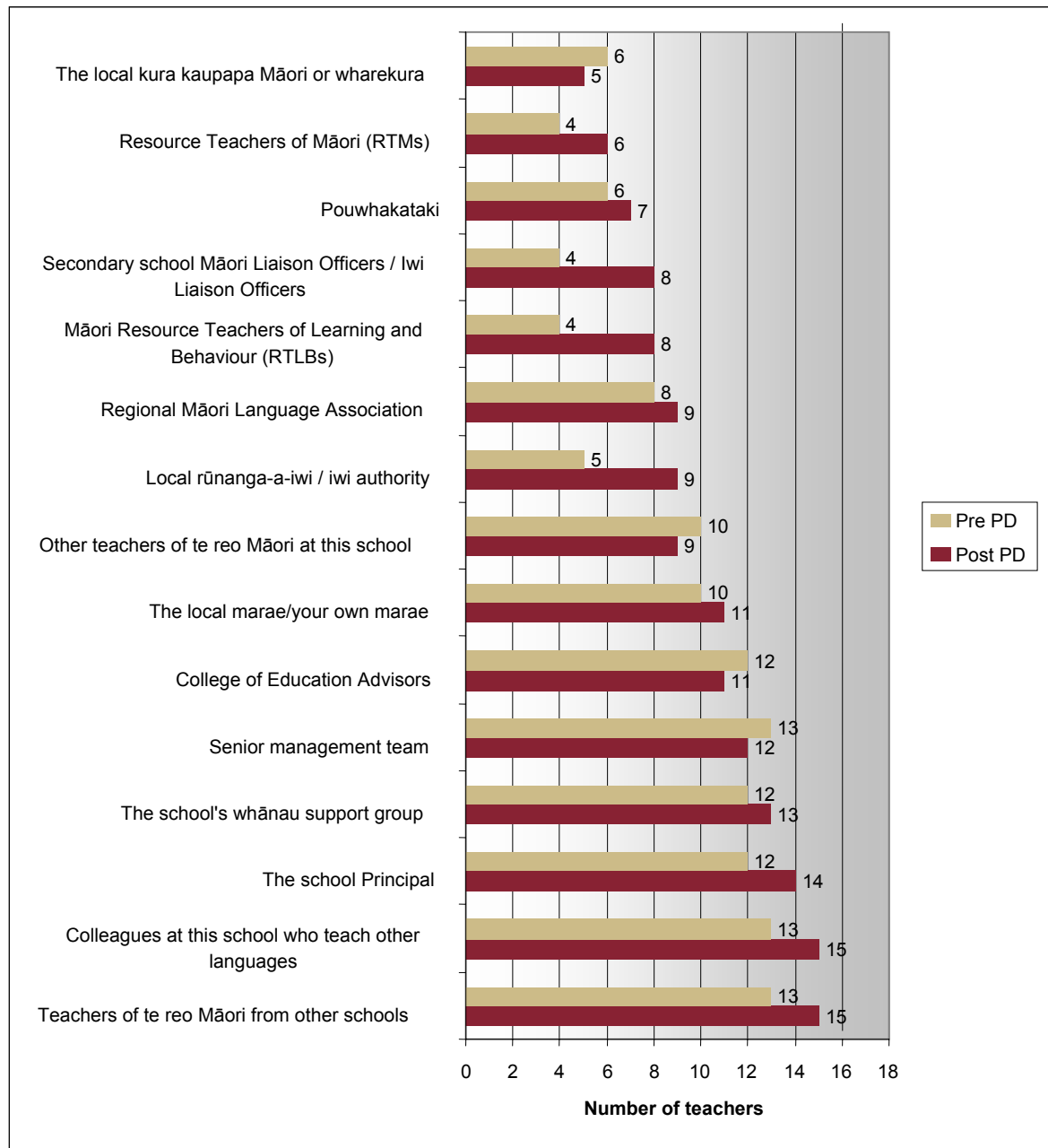
6.8   Benefits for the students at the school

Feedback from teachers during the site visits suggested that the initial reactions from students to the new learning techniques had been very positive. The students were seen to respond well to the increased level of interaction between themselves and the teachers, the personal relevance of the topics that were covered during these lessons, as well as the clear articulation of the desired outcomes of each lesson/unit.

All the things that we did on the course I have been doing. I'm trying to make the lessons more dynamic in a sense of having activities which are not only engaging, but activities whereby the students have more engagement in their learning. On reflection, I think there are so many things that I have been doing [wrong] in the past, and one is spending too much time on a particular thing. It might be writing [for example] and thinking that the students should be getting on with the job instead of assessing the situation and changing it, so that the continuation of engagement is predictive. In the past I have been guilty of that, whereas now I'm actively thinking about activities which will hopefully be interactive with the students and consequently keep them engaged right through, and they'll enjoy it. [Teacher 3]

While most of the Principals/PD Co-ordinators had received positive feedback from the teachers about the course, none had had the opportunity to observe the teachers in the classroom since they had attended the PD and were therefore unable to comment on any changes in their teaching methods or the way in which they were interacting with their students.

Although none of the Principals/PD Co-ordinators had noticed any flow-on effects from the PD programme, most noted that it was probably too early to expect to see any such effects. One of the co-ordinators did comment on the fact that they had had better attendance at exams this year amongst their Māori students and that they appeared to be more motivated, but could not definitively attribute this to the PD programme because attendance was up across **all** students.

The Yr 9's are the same that they're more confident now to kōrero and then the Yr 10's - there is the evidence of the Yr 10's coming to ask, "Whaea, can we sit our kōrero?" They were all excited. [Teacher 4]

Often it is a year along before you notice any changes. [Although] we have had better attendance at exams and better attendance from all students and part of that "all" are our Māori students, that must be part of that motivation that she is able to get through there. The other question I could ask her, and I haven't done that, is to see what the turnout for the Māori exams were like. That would be something that she is able to motivate them through and attend to those sorts of situations. We are putting more and more Yr 10's through which is fantastic for us. [Principal 4]

7.0 Factors contributing to and detracting from the programme's effectiveness

It was intended that this section would discuss the comparative findings for the site visit teachers for whom the PD programme had been "effective" and those for whom the programme had been "less effective" and examine the factors in common that appeared to influence that relative effectiveness. However, the site visits showed no pattern based on whether the programme had been "effective" or "less effective" for each teacher as defined on this basis.

As described earlier in this report, four teachers were selected for the site visits on the basis of their "gains" or "losses" between the pre-PD and post-PD surveys on the key impact measures. These measures included confidence, and use of te reo Māori, as well as awareness and use of the learning strategies. The gains and losses on these impact measures provided the basis for whether the programme had been "effective" or "less effective" for each teacher.

When the teachers were visited, however, the assessments made about the "effectiveness" of the programme for each teacher did not necessarily reflect the extent to which the teacher was using what they had learnt in their classroom. While it was hoped that the visits would help uncover what programme-related factors contributed or detracted from the programme's success, it soon became evident that the key determining factor for how successful the programme was (as it appeared to have been successful for all the teachers visited) did not relate to the programme itself, but had more to do with the attitude and motivation of the individual teacher, and the amount of time they had available to plan and prepare lessons/units and resources.

7.1 Factors external to the programme

7.1.1 Time and motivation

There were very few factors identified by participating teachers that were seen to have hindered the success of the programme. In fact, only one such factor was mentioned to any significant degree, and that was the extent to which teachers felt they had enough time (11 of the 17 teachers identified this as a barrier). While the unit/lesson plan that they developed during the course was considered very successful, the teachers were concerned about the amount of time it would take to prepare subsequent plans (and resources).

As all of the teachers had limited time available to develop new resources, only those who were truly motivated will make time to see this through. This only serves to highlight the importance of setting up avenues, or a means by which participating teachers can regroup or share ideas and resources with each other.

7.2 Programme-related factors

7.2.1 The communicative method and second-language learning strategies

The communicative approach to learning a second language was a requisite part of the PD programme. This and the associated learning strategies were identified by many of the teachers involved in the site visits as one of the most

useful parts of the programme, prompting a shift in thinking for some of the respondents, and providing them with ideas they could use in their classrooms straight away.

7.2.2   Practical application through the draft curriculum

The practical aspect of the course was considered extremely useful where the teachers were required to develop unit and lesson plans based on the draft curriculum and the use of specific learning strategies. This generated a lot of excitement/enthusiasm amongst the teachers as it enabled them to see first-hand how the information they had learnt could be applied in the classroom.

Most also identified the observation visits as being a particular strength of the programme, as this not only provided the extra motivation to put what they had learnt into practice, but it also enabled them to use the new learning techniques in a familiar environment with the support and back-up of the course provider.

7.2.3   Quality of programme provider

The programme provider contributed significantly to its effectiveness. Their ability to adapt the programme to suit individual needs, experience, and skill sets of the participants meant that the course material and content stayed relevant and practical.

The provider was also clearly experienced in the area of education and te reo Māori, therefore carried a lot of credibility and respect amongst the participants.

7.2.4   Opportunities for networking

The networking opportunities developed through the PD programme were also identified as a highlight. All acknowledged the fact that secondary school te reo Māori teachers often feel isolated in their school, so it was important to meet with other Māori language teachers to discuss/share ideas and issues. The continued contact between participating teachers (and sharing of ideas and resources) will be a key factor in determining the sustainability of the PD programme.

Figure 19: Factors that helped or hindered teachers from putting what they had learnt into practice
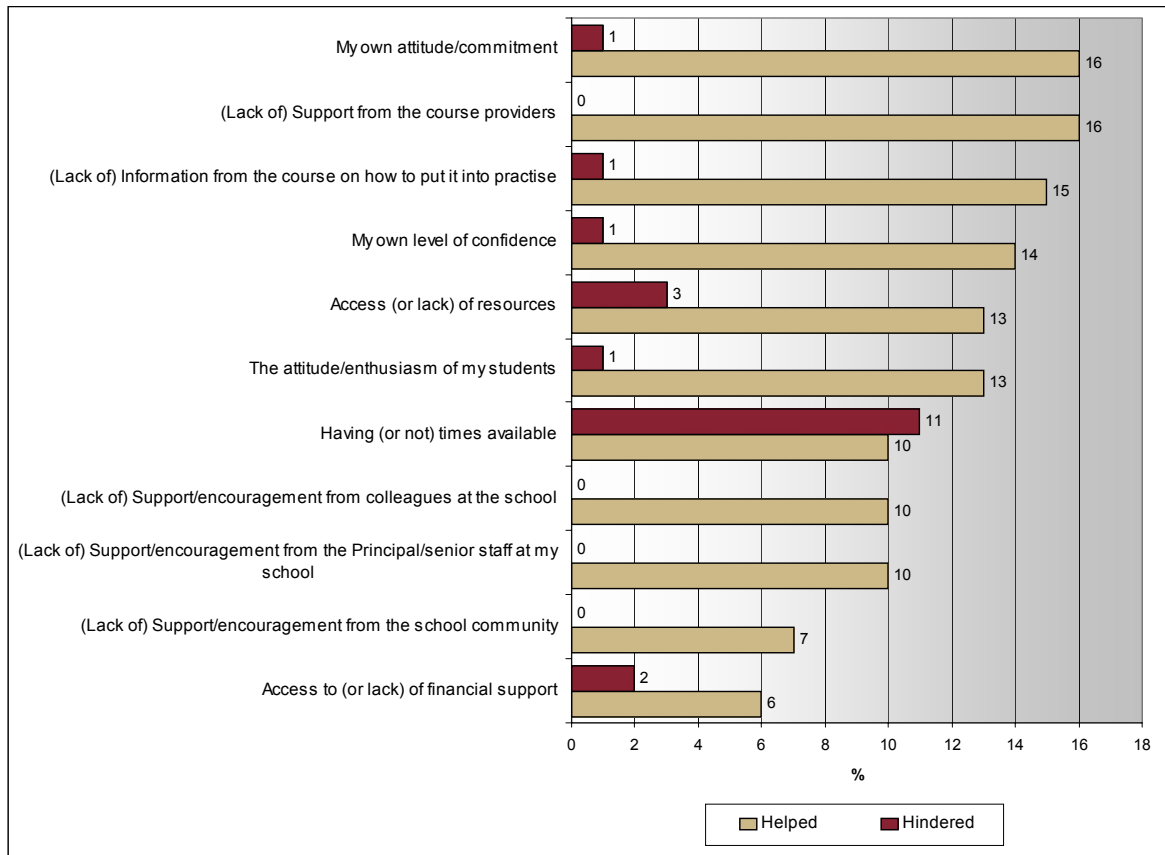
Participating teachers were asked to identify (through the post-PD survey) which specific factors contributed or hindered the overall success of the PD programme (Figure 19).

As mentioned earlier, there were very few factors identified that were seen to have hindered the success of the programme. In fact, only one such factor was mentioned to any significant degree, and that was the extent to which teachers felt they had enough *time* to put what they had learnt into practice (11 of the 17 teachers identified this as a barrier).

In contrast, there were numerous factors that teachers felt would help them to put into practice what hey had learnt on the programme. Amongst those were:

- The teachers' own attitude or commitment to the programme (16 of the 17 teachers identified this as a contributing factor);

- The support received from the course provider (16);

- Information from the course on how to put it into practice (16).

8.0 Conclusions

Overall, the Te Reo Māori Professional Development Pilot Programme for Secondary School Teachers has been a success, meeting all of the programme key objectives and desired outcomes.

In order to optimise the effectiveness of this programme, should it be rolled out to a wider audience, the following points should be considered:

- **The length of the programme.** A majority of those participating in the PD indicated that the programme could have been longer (4 x 3 day hui held in weeks 1 or 2 of each term) and that it needed ongoing refreshers, or at least opportunities for the participating teachers to regroup at a later date and share ideas and resources. This latter point could be addressed through an online forum or teleconferencing, or through a 2 day resource making session held late in term 4 (after the seniors have gone).

- **Programme content and delivery.** The content of the programme appears to have been a good mix of personal skill development, theory, and practical things that teachers could take back and readily use in their classrooms. However, it is important to ensure that all participating teachers have a reasonable knowledge of the *Draft Te Reo Māori in the New Zealand Curriculum* before the programme proper is underway.

- **Increased number of observation visits.** Although all efforts were made by the provider to set up two observation visits with each participating teacher, some only completed one visit while others had none at all. This is a key aspect of the training programme and proved to be extremely beneficial for all who partook.

  It was also noted, however, that term 3 (when the second round of observation visits were being organised by the provider), was a particularly busy time for teachers. Not only was it exam time, but Manu Kōrero and Kapa Haka nationals were also held during this term, which consequently added to the difficulties providers had in scheduling visits.

  Aside from the timing issue, the organisation of these visits may have been more successful if the provider had the support of the Principal/school management in setting them up. This would also offer a prime opportunity for the provider to engage with the Principals/co-ordinators and provide some feedback on the programme.

- **Hui location.** A mix of locations for the hui appeared to work well for the participants. Although it was considered appropriate to have at least one of the three hui in a marae, the hotel option also worked well for those not accustomed (or enthusiastic) to working, eating and sleeping in such close proximity to their colleagues.

Appendix A: Questionnaires

Second Language Acquisition
for Mainstream Secondary Reo Māori Teachers –
Evaluation of a Pilot Professional Development (PD) Programme
Questionnaire for Participating Teachers
<u>*Beginning*</u> *of PD Programme*

Name of teacher: _____

Name of school: _____

School's Ministry institution number (if known): _____

INTRODUCTION
Tēnā koe

Ngā mihi nui o te wā ki a koe e haapai, e whakaora ake nei i te reo Māori kei roto i ngā kura auraki.

The Professional Development course that you are currently undertaking is a pilot being run by the Ministry of Education for teachers of te reo Māori in mainstream secondary schools.

An evaluation is an **important** part of any pilot, and the Ministry has contracted Research New Zealand and an independent consultant (Ana Paewai) to conduct an evaluation of the pilot PD programme. The focus for the evaluation is on how effective the pilot programme has been, what has worked well, what has not worked so well, and why. Information from this evaluation will be used by the Ministry to help ensure that future PD programmes are effective in meeting the needs of secondary reo Māori teachers.

This questionnaire asks for some background information about you and your school, and a number of questions about such things as your confidence in teaching te reo Māori, the second-language teaching strategies you currently use, your familiarity with the reo Māori curriculum, and the support and professional development available to you. We will send you another questionnaire when you have completed the PD programme, which will ask you some of the same questions and will also ask your opinion of the programme.

Completing this questionnaire is **voluntary**. However, the information we ask of you – both now and when you have completed the PD programme – is a very important part of our evaluation. Your responses, and those of the other teachers who take part, will enable us to determine whether the pilot programme has been effective – which then informs the planning of future programmes.

We will keep your responses **confidential**. This questionnaire may have been sent to you through your school or to your home address, or it may have been given to you at a PD hui. Either way, you can be sure that your responses will be confidential, because you should post this questionnaire back to us directly using the Freepost envelope provided. If the envelope is mislaid, you can still send it postage-free to:

> Freepost 2088 Wn
> Research New Zealand
> PO Box 10-617
> Wellington.

Please return this questionnaire **by 11 May 2006**.

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Questionnaire for Participating Teachers   *Beginning of Programme*

If you have any questions about this questionnaire or the evaluation, please contact Kathleen Murrow on (Freephone) 0800 500 168 or kathleen.morrow@researchnz.com.

Thank you very much for your help with this evaluation.

ABOUT YOU

1.   Which of the following best describes your position in the school? *(Please circle as many as apply.)*

Tutor/Kaiāwhina	1
LAT tutor (tutor with Limited Authority to Teach)	2
Teacher/Kaiako	3
Teacher in charge of te reo Māori	4
HOD Languages	5
Dean	6
Associate/Assistant Principal	7
Deputy Principal	8
Principal	9
Other (*please specify*)	10

_____

2.   Do you hold any management units? *(Please circle one.)*

Yes	1
No	2

3.   What is your age? *(Please circle one.)*

Under 30	1
30 to 39	2
40 to 49	3
50 to 59	4
60 or over	5

4.   Are you….? *(Please circle one.)*

Male	1
Female	2

5.   What is your ethnicity? *(Please circle as many as apply.)*

NZ Māori	1
NZ European/Pākehā	2
Pasifika (*please specify*)	3

_____

Asian	4
Other (*please specify*)	5

_____

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Questionnaire for Participating Teachers   *Beginning of Programme*

6.   For how many years <u>in total</u> have you taught te reo Māori in New Zealand secondary schools? (Include any part-time years.)

.... _____ years

PROFESSIONAL DEVELOPMENT

7.   Have you previously completed any professional development or training in second-language acquisition? *(Please circle one and specify if applicable.)*

No 1
Yes (*please describe*).. 2

_____

_____

_____

8.   What motivated you to enrol in this professional development pilot programme? *(Please circle as many as apply.)*

Own personal interest 1
Career development, wanting to upskill.. 2
Encouragement from principal/senior staff/BOT........................... 3
Encouragement from HOD Languages 4
Encouragement from (other) colleagues at the school.................. 5
Encouragement from parents/whānau of students at the school 6
Encouragement from friends/colleagues outside the school 7
Opportunity for collegial support from teachers outside the school................ 8
Other (*please specify*)... 9

_____

_____

9.   Which of the following are already in place in your school? *(Please circle as many as apply.)*

A policy on second language teaching and learning 1
A policy specifically on te reo Māori teaching and learning 2
A policy on teacher professional development and training in second language
   acquisition 3
A school scheme for te reo Māori and tikanga Māori 4
None of these.. 5

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Questionnaire for Participating Teachers   *Beginning of Programme*

YOUR CONFIDENCE IN TEACHING TE REO MĀORI

10. Which of the following would best describe your <u>confidence in teaching te reo Māori</u> now (i.e., before starting the professional development programme), in each of the following areas?

    (Please circle one number on each line.)

		Not at all confident		Moder- ately confident		Very confident
a.	Teaching vocabulary effectively	1	2	3	4	5
b.	Explaining grammatical structures	1	2	3	4	5
c.	Planning lessons	1	2	3	4	5
d.	Planning units	1	2	3	4	5
e.	Teaching content	1	2	3	4	5
f.	Facilitating opportunities for students to kōrero Māori	1	2	3	4	5
g.	Using tasks/learning games to enhance your teaching	1	2	3	4	5
h.	Assessing students' mahi	1	2	3	4	5
i.	Giving feedback to students on their progress	1	2	3	4	5
j.	Providing students with ways / strategies to ease the learning burden	1	2	3	4	5
k.	Using a variety of resources to engage students and enhance their learning	1	2	3	4	5

STRATEGIES FOPR TEACHING VOCABULARY AND GRAMMAR

11. How often do you do each of the following when teaching te reo Māori in your class(es)?

    (Please circle one number on each line.)

		Never	Occasion- ally	Some- times	Often	Always
a.	I teach opposites together (e.g., wera, makariri)	1	2	3	4	5
b.	I teach similar things together (e.g., makariri, mātao)	1	2	3	4	5
c.	I teach high frequency words first (e.g., māmā vs whāea, nui vs rahi)	1	2	3	4	5
d.	I teach vocabulary in "like" sets (e.g., netipaoro, whutupaoro, mekepaoro, pehipaoro)	1	2	3	4	5
e.	I teach vocabulary in "topic-related" sets (e.g., whutupaoro, paru, papatākaro, wihara, peke, kaitākaro, hopu, rewherī, tīma)	1	2	3	4	5
f.	I teach vocabulary in lists (e.g., ngā kupu hou)	1	2	3	4	5
g.	I teach vocabulary in context	1	2	3	4	5
h.	I teach grammatical structures in lists/sets (e.g., teaching different tenses for each verb together)	1	2	3	4	5
i.	I teach grammatical structures in context (e.g., teaching about past tense through writing about "what you did in the weekend")	1	2	3	4	5

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Questionnaire for Participating Teachers   *Beginning of Programme*

SECOND LANGUAGE LEARNING STRATEGIES

12.   Listed below are some strategies to help learners.

For each strategy, please indicate (by circling the appropriate number):

(a) whether you are <u>aware</u> of the strategy (*please circle one*); and

(b) whether you <u>use or teach</u> this strategy in your <u>te reo Māori classes</u> at present (*please circle one*).

		(a) Aware of this strategy		(b) Use or teach this strategy in my te reo Māori classes		
		Yes	No	Yes	No	N/A
a.	Getting students to organise information in their exercise books (e.g. tikanga, topic vocabulary, grammar, whakataukī, kīwaha, waiata)	1	2	1	2	3
b.	Helping students to make use of resources (e.g., dictionary, glossary, map, web)	1	2	1	2	3
c.	Encouraging students to take risks, and "have a go"	1	2	1	2	3
d.	Encouraging students to learn from their errors (with your feedback/feed forward)	1	2	1	2	3
e.	Teaching students how to coin new words based on existing knowledge (e.g., waiutepe)	1	2	1	2	3
f.	Devising memory aids/ mnemonics (e.g., rhymes, acronyms, waiata)	1	2	1	2	3
g.	Teaching students to create transliterations (e.g., i-meera)	1	2	1	2	3
h.	Encouraging students to make intelligent guesses (e.g., using context, picture clues, prior experience)	1	2	1	2	3
i.	Helping students realise place of rote learning, memorising through repetition (e.g. formulaic expressions)	1	2	1	2	3
j.	Guiding students to think about how best they learn – and to use that to their advantage (i.e., metacognition)	1	2	1	2	3
k.	Teaching students how to maximise use of ICT					
l.	Other (*please specify*) _____ _____	1	2	1	2	3

TE REO MĀORI CURRICULUM AND ASSESSMENT

13.   Which <u>one</u> of the following statements would best describe your level of familiarity with the (draft) reo Māori curriculum (*Te Reo Māori in the New Zealand Curriculum*) at present (i.e., <u>before</u> starting the professional development programme)? *(Please circle one.)*

I have not looked at the reo Māori curriculum document 1

I have read or glanced at parts of the curriculum document 2

I have read through all or most of the curriculum document 3

I am thoroughly familiar with the reo Māori curriculum 4

If you have <u>not looked at</u> the reo Māori curriculum, please skip to Q15.

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Questionnaire for Participating Teachers   *Beginning of Programme*

14. In which (if any) of the following ways do you <u>use the (draft) reo</u> Māori curriculum at present? *(Please circle as many as apply.)*

> I don't use the reo Māori curriculum at all 1
>
> In planning te reo Māori lessons and units 2
>
> As a resource for te reo Māori vocabulary and grammar...............................3
>
> For formative (ongoing) assessment of students learning te reo Māori..........4
>
> For summative (e.g. end of term) assessment of students learning te reo Māori   5
>
> Other (*please specify*) 6
>
> _____

15. What texts do you use at:

> i) Junior secondary level (Years 9 & 10)?
>
> _____
>
> _____
>
> _____
>
> _____
>
> ii) Senior secondary level (Years 11 to 13)?
>
> _____
>
> _____
>
> _____
>
> _____

16. What <u>type(s) of assessment</u> do you use with your te reo Māori class(es) at present? *(Please circle as many as apply.)*

> None 1
>
> Written tests/tasks 2
>
> Oral tests/tasks 3
>
> Individual assessments by the teacher...4
>
> Students' self-assessment...5
>
> Peer assessment 6
>
> Group assessment...7
>
> Portfolios or journals 8
>
> Video recording/audiotaping/recording..9
>
> Formative assessment...10
>
> Summative assessment...11
>
> Other (please specify)...12
>
> _____

If you answered "none" to Q16, skip to Q17.

Second Language Acquisition for English-Medium Secondary Te Reo Māori Teachers Evaluation of the PD Pilot Programme   59

Questionnaire for Participating Teachers   *Beginning of Programme*

16a.   Please describe the type of assessment you would use <u>most often</u> with your te reo Māori class(es) in:

      i) Junior secondary (Years 9 & 10):

      _____

      _____

      _____

      _____

      ii) Senior secondary (Years 11 to 13):

      _____

      _____

      _____

      _____

16b.   Which (if any) of the following actions do you take with your students <u>following assessment</u>? *(Please circle as many as apply.)*

      Allocate grades/marks 1
      Return work to students with written corrections and feedback 2
      Return work to students with notes on what they should do next (feed forward)   3
      Analyse assessments of whole class to look for common errors or misunderstandings 4
      Analyse assessments of individual students over a period of time to look for patterns in errors or misunderstandings 5
      Sit down with students <u>individually</u> to give oral feedback and together work out the next learning step(s) (i.e. feed forward) 6
      Sit down with <u>small groups</u> of students to give oral feedback and together work out the next learning step/s (i.e. feed forward) 7
      Review or re-teach certain parts of a unit to address errors or misunderstandings being made by most of the class 8
      Give feedback to whānau/caregivers... 9
      Other (please specify).. 10

      _____

      None of the above... 11

16c.   Do you use any national or commercially-produced assessment resources (e.g., Te Hiringa Mahara templates, Pūtea Reo, Pupuritia, Kia Mau)?

      No 1
      Yes (*please describe*)... 2

      _____

      _____

      _____

60   *Second Language Acquisition for English-Medium Secondary Te Reo Māori Teachers Evaluation of the PD Pilot Programme*

Questionnaire for Participating Teachers   *Beginning of Programme*

THE LEARNING OF TE REO MĀORI AND TIKANGA MĀORI

17.   Please indicate your personal level of agreement with each of the following statements about the learning of te reo Māori and tikanga Māori. *(Please circle one number on each line.)*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
a. I believe it is important for all New Zealand children to learn te reo Māori	1	2	3	4	5	6
b. I believe it is important for teachers in New Zealand schools to learn te reo Māori	1	2	3	4	5	6
c. I believe that, for New Zealand teachers and students, learning te reo Māori is more important than learning other languages, such as French or Japanese	1	2	3	4	5	6
d. I believe it is important for all New Zealand children to learn tikanga Māori	1	2	3	4	5	6
e. I believe it is important for all teachers in New Zealand schools to learn tikanga Māori	1	2	3	4	5	6

18.   Which of the following apply <u>to your school</u>? *(Please circle as many as apply.)*

We have a whānau support group 1

We have (a) whānau class(es)...2

We have a system whereby teachers can buddy up with other teachers to observe, and learn from, each other 3

It is our normal practice to observe tikanga Māori in the classroom (e.g., not sitting on tables or desks, karakia to begin sessions). 4

It is our normal practice to observe tikanga Māori in the <u>staffroom</u> (e.g., not sitting on tables or desks, welcoming visitors). 5

None of these...6

19.   To what extent do the following things occur in your school at present? *(Please circle one number on each line.)*

	Not at all	To a small extent	To a moderate extent	To a large extent	To a very large extent
a. We use te reo Māori greetings at formal gatherings, such as school assembly	1	2	3	4	5
b. Teachers use te reo Māori greetings and phrases in their classrooms	1	2	3	4	5
c. Teachers use te reo Māori greetings and phrases in day-to-day interactions with students in less formal situations (e.g., in the playground or on the sports field)	1	2	3	4	5
d. I use te reo Māori greetings and phrases in day-to-day interactions with my students	1	2	3	4	5
e. Teachers use te reo Māori with each other	1	2	3	4	5
f. Teachers use te reo Māori with members of students' whānau	1	2	3	4	5
g. Aspects of te ao Māori are integrated across the school curriculum (e.g., social studies, science, geography)	1	2	3	4	5
h. Signs around the school include the Māori translation	1	2	3	4	5

Second Language Acquisition for English-Medium Secondary Te Reo Māori Teachers Evaluation of the PD Pilot Programme   61

Questionnaire for Participating Teachers   *Beginning of Programme*

20.   Please indicate your level of agreement with each of the following statements about <u>support</u> for the teaching of te reo Māori and tikanga Māori in your school. *(Please circle one number on each line.)*

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
a.	Teachers in this school support the teaching of te reo/tikanga Māori in the school	1	2	3	4	5	6
b.	The principal and management staff at this school support the teaching of te reo/tikanga Māori in the school	1	2	3	4	5	6
c.	Our school community (parents/whānau) as a whole supports the teaching of te reo/tikanga Māori in the school	1	2	3	4	5	6

SUPPORT FOR TEACHERS

21.   Listed below are a number of possible sources of support for teachers of te reo Māori. Please indicate (by circling the appropriate number):

(a) which of these you are <u>aware of</u> in your area (*please circle one*); and

(b) which you currently <u>make use of</u> (*please circle one; if you are <u>not aware</u> of the support in your area, or if you feel it doesn't apply to you, circle "3", N/A*).

		(a) Aware of this support in my area		(b) Use this support for my te reo Māori teaching		
		Yes	No	Yes	No	N/A
a.	Resource Teachers of Māori (RTMs)	1	2	1	2	3
b.	Māori Resource Teachers of Learning and Behaviour (RTLBs)	1	2	1	2	3
c.	College of Education Advisors	1	2	1	2	3
d.	Pouwhakataki (Ministry of Education)	1	2	1	2	3
e.	Secondary school Māori Liaison Officers / Iwi Liaison Officers	1	2	1	2	3
f.	Other teachers of te reo Māori <u>at this school</u>	1	2	1	2	3
g.	Teachers of te reo Māori from <u>other schools</u>	1	2	1	2	3
h.	Colleagues at this school who teach other languages	1	2	1	2	3
i.	The school principal	1	2	1	2	3
j.	Senior management team	1	2	1	2	3
k.	The school's whānau support group	1	2	1	2	3
l.	The local kura kaupapa Māori or wharekura	1	2	1	2	3
m.	The local marae/your own marae	1	2	1	2	3
n.	The local rūnanga-a-iwi/iwi authority (or those from your own rohe)	1	2	1	2	3
o.	Regional Māori Language Association	1	2	1	2	3
p.	Other (please specify) _____ _____	1	2	1	2	3

62   *Second Language Acquisition for English-Medium Secondary Te Reo Māori Teachers Evaluation of the PD Pilot Programme*

Questionnaire for Participating Teachers   *Beginning of Programme*

22.   If you would like to make any comments about the professional development pilot programme, or about the evaluation, at this time, please add them here.

No comments...1

_____

_____

_____

_____

Ngā mihi nui ki a koe mō tō tautoko mai.
Thank you very much for taking the time to complete this questionnaire.

Second Language Acquisition
for Mainstream Secondary Reo Māori Teachers –
Evaluation of a Pilot Professional Development (PD) Programme
Questionnaire for Participating Teachers
<u>End</u> *of PD Programme*

Name of teacher: _____

Name of school: _____

School's Ministry institution number (if known): _____

INTRODUCTION
Tēnā koe

Ngā mihi nui o te wā ki a koe e haapai, e whakaora ake nei i te reo Māori kei roto i ngā kura auraki.

The Ministry of Education has contracted Research New Zealand and an independent consultant (Ana Paewai) to evaluate the pilot PD programme you have just completed.

The information you provided at the beginning of the programme and the information we are asking of you now – is a very important part of our evaluation. Your responses, and those of the other teachers who take part, will enable us to determine whether the pilot programme has been effective – which then informs the planning of future programmes.

We will keep your responses *confidential*. This questionnaire may have been sent to you through your school or to your home address, or it may have been given to you at a PD hui. Either way, you can be sure that your responses will be confidential. You should post this questionnaire back to us directly using the Freepost envelope provided. If the envelope is mislaid, you can still send it postage-free to:

> Freepost 2088 Wn
> Research New Zealand
> PO Box 10-617
> Wellington.

Please return this questionnaire *by 6 November 2006*.

If you have any questions about this questionnaire or the evaluation, please contact Katrina Fryer on (Freephone) 0800 500 168 or Katrina.fryer@researchnz.com

Thank you very much for your help with this evaluation.

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Questionnaire for Participating Teachers   *End of Programme*

YOUR CONFIDENCE IN TEACHING TE REO MĀORI

1.   Now that the professional development programme has finished, which of the following would best describe your current levels of <u>confidence in teaching te reo Māori</u> in each of the following areas?

(Please circle one number on each line.)

		Not at all confident		Moder-ately confident		Very confident
a.	Teaching vocabulary effectively	1	2	3	4	5
b.	Explaining grammatical structures	1	2	3	4	5
c.	Planning lessons	1	2	3	4	5
d.	Planning units	1	2	3	4	5
e.	Teaching content	1	2	3	4	5
f.	Facilitating opportunities for students to kōrero Māori	1	2	3	4	5
g.	Using tasks/learning games to enhance your teaching	1	2	3	4	5
h.	Assessing students' mahi	1	2	3	4	5
i.	Giving feedback to students on their progress	1	2	3	4	5
j.	Providing students with ways / strategies to ease the learning burden	1	2	3	4	5
k.	Using a variety of resources to engage students and enhance their learning	1	2	3	4	5

STRATEGIES FOR TEACHING VOCABULARY AND GRAMMAR

2.   How often do you currently do each of the following when teaching te reo Māori in your class(es)?

(Please circle one number on each line.)

		Never	Occasion-ally	Some-times	Often	Always
a.	I teach opposites together (e.g., wera, makariri)	1	2	3	4	5
b.	I teach similar things together (e.g., makariri, mātao)	1	2	3	4	5
c.	I teach high frequency words first (e.g., māmā vs whāea, nui vs rahi)	1	2	3	4	5
d.	I teach vocabulary in "like" sets (e.g., netipaoro, whutupaoro, mekepaoro, pehipaoro)	1	2	3	4	5
e.	I teach vocabulary in "topic-related" sets (e.g., whutupaoro, paru, papatākaro, wihara, peke, kaitākaro, hopu, rewherī, tīma)	1	2	3	4	5
f.	I teach vocabulary in lists (e.g., ngā kupu hou)	1	2	3	4	5
g.	I teach vocabulary in context	1	2	3	4	5
h.	I teach grammatical structures in lists/sets (e.g., teaching different tenses for each verb together)	1	2	3	4	5
i.	I teach grammatical structures in context (e.g., teaching about past tense through writing about "what you did in the weekend")	1	2	3	4	5

Second Language Acquisition for English-Medium Secondary Te Reo Māori Teachers Evaluation of the PD Pilot Programme 65

Questionnaire for Participating Teachers   *End of Programme*

SECOND LANGUAGE LEARNING STRATEGIES

3.   Listed below are some strategies to help learners.

For each strategy, please indicate (by circling the appropriate number):

(a) whether you are <u>aware</u> of the strategy (*please circle one*); and if you <u>are</u>:

(b) whether you <u>use or teach</u> this strategy in your <u>te reo Māori classes</u> at present (*please circle one*).

	(a) Aware of this strategy		(b) Use or teach this strategy in my te reo Māori classes		
	Yes	No	Yes	No	N/A
a. Getting students to organise information in their exercise books (e.g. tikanga, topic vocabulary, grammar, whakataukī, kīwaha, waiata)	1	2	1	2	3
b. Helping students to make use of resources (e.g., dictionary, glossary, map, web)	1	2	1	2	3
c. Encouraging students to take risks, and "have a go"	1	2	1	2	3
d. Encouraging students to learn from their errors (with your feedback/feed forward)	1	2	1	2	3
e. Teaching students how to coin new words based on existing knowledge (e.g., waiutepe)	1	2	1	2	3
f. Devising memory aids/ mnemonics (e.g., rhymes, acronyms, waiata)	1	2	1	2	3
g. Teaching students to create transliterations (e.g., i-meera)	1	2	1	2	3
h. Encouraging students to make intelligent guesses (e.g., using context, picture clues, prior experience)	1	2	1	2	3
i. Helping students realise place of rote learning, memorising through repetition (e.g. formulaic expressions)	1	2	1	2	3
j. Guiding students to think about how best they learn – and to use that to their advantage (i.e., metacognition)	1	2	1	2	3
k. Teaching students how to maximise use of ICT	1	2	1	2	3
l. Other (*please specify*) _____ _____	1	2	1	2	3

TE REO MĀORI CURRICULUM AND ASSESSMENT

4.   Which <u>one</u> of the following statements would best describe your level of familiarity with the (draft) reo Māori curriculum (*Te Reo Māori in the New Zealand Curriculum*) at present? (*Please circle one.*)

I have not looked at the reo Māori curriculum document 1

I have read or glanced at parts of the curriculum document 2

I have read through all or most of the curriculum document 3

I am thoroughly familiar with the reo Māori curriculum 4

If you have <u>not looked at</u> the reo Māori curriculum, please skip to Q8.

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Questionnaire for Participating Teachers   *End of Programme*

5.   In which (if any) of the following ways do you <u>use the (draft) reo</u> Māori curriculum at present? *(Please circle as many as apply.)*

        I don't use the reo Māori curriculum at all 1

        In planning te reo Māori lessons and units 2

        As a resource for te reo Māori vocabulary and grammar...............................3

        For formative (ongoing) assessment of students learning te reo Māori..........4

        For summative (e.g. end of term) assessment of students learning te reo Māori   5

        Other (*please specify*) 6

        _____

6.   Since attending the professional development programme, how many <u>units</u> have you planned using the (draft) reo Māori curriculum and available resources?

        None...1

        One...2

        Two..3

        More than two...4

If you answered "none" to Q6, skip to Q8.

---

7.   And how many of these units have you already <u>taught</u> using the (draft) reo Māori curriculum and available resources?

        None...1

        One...2

        Two..3

        More than two...4

8.   What texts do you use at:

        i) Junior secondary level (Years 9 & 10)?

            _____

            _____

            _____

            _____

        ii) Senior secondary level (Years 11 to 13)?

            _____

            _____

            _____

Second Language Acquisition for English-Medium Secondary Te Reo Māori Teachers Evaluation of the PD Pilot Programme   67

Questionnaire for Participating Teachers   *End of Programme*

9.   What <u>type(s) of assessment</u> do you use with your te reo Māori class(es) at present?
(Please circle as many as apply.)

      None 1
      Written tests/tasks 2
      Oral tests/tasks.. 3
      Individual assessments by the teacher 4
      Students' self-assessment 5
      Peer assessment.. 6
      Group assessment 7
      Portfolios or journals.. 8
      Video recording/audiotaping/recording 9
      Formative assessment 10
      Summative assessment 11
      Other (please specify) 12

      _____

If you answered "none" to Q9, skip to Q17.

9a.   Please describe the type of assessment you would use <u>most often</u> with your te reo Māori class(es) in:

      i) Junior secondary (Years 9 & 10):

      _____
      _____
      _____
      _____

      ii) Senior secondary (Years 11 to 13):

      _____
      _____
      _____
      _____

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Questionnaire for Participating Teachers   *End of Programme*

9b.   Which (if any) of the following actions do you take with your students <u>following</u> <u>assessment</u>? *(Please circle as many as apply.)*

      Allocate grades/marks..1

      Return work to students with written corrections and feedback......................2

      Return work to students with notes on what they should do next (feed forward)   3

      Analyse assessments of whole class to look for common errors or misunderstandings 4

      Analyse assessments of individual students over a period of time to look for patterns in errors or misunderstandings 5

      Sit down with students <u>individually</u> to give oral feedback and together work out the next learning step(s) (i.e. feed forward) 6

      Sit down with <u>small groups</u> of students to give oral feedback and together work out the next learning step/s (i.e. feed forward)...................................7

      Review or re-teach certain parts of a unit to address errors or misunderstandings being made by most of the class..8

      Give feedback to whānau/caregivers..9

      Other (please specify) 10

      _____

      None of the above..11

9c.   Which, if any, national or commercially-produced assessment resources do you use? *(Please circle as many as apply.)*

           Te Hiringa Mahara templates 1

           Pūtea Reo...2

           Pupuritia..3

           Kia Mau...4

           Other (*please specify*)...5

           _____

           _____

           _____

Second Language Acquisition for English-Medium Secondary Te Reo Māori Teachers Evaluation of the PD Pilot Programme 69

Questionnaire for Participating Teachers *End of Programme*

THE LEARNING OF TE REO MĀORI AND TIKANGA MĀORI

10. Please indicate your personal level of agreement with each of the following statements about the learning of te reo Māori and tikanga Māori. *(Please circle one number on each line.)*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
a. I believe it is important for all New Zealand children to learn te reo Māori	1	2	3	4	5	6
b. I believe it is important for teachers in New Zealand schools to learn te reo Māori	1	2	3	4	5	6
c. I believe that, for New Zealand teachers and students, learning te reo Māori is more important than learning other languages, such as French or Japanese	1	2	3	4	5	6
d. I believe it is important for all New Zealand children to learn tikanga Māori	1	2	3	4	5	6
e. I believe it is important for all teachers in New Zealand schools to learn tikanga Māori	1	2	3	4	5	6

11. To what extent do the following things occur in your school at present? *(Please circle one number on each line.)*

	Not at all	To a small extent	To a moderate extent	To a large extent	To a very large extent
a. We use te reo Māori greetings at formal gatherings, such as school assembly	1	2	3	4	5
b. Teachers use te reo Māori greetings and phrases in their classrooms	1	2	3	4	5
c. Teachers use te reo Māori greetings and phrases in day-to-day interactions with students in less formal situations (e.g., in the playground or on the sports field)	1	2	3	4	5
d. I use te reo Māori greetings and phrases in day-to-day interactions with my students	1	2	3	4	5
e. Teachers use te reo Māori with each other	1	2	3	4	5
f. Teachers use te reo Māori with members of students' whānau	1	2	3	4	5
g. Aspects of te ao Māori are integrated across the school curriculum (e.g., social studies, science, geography)	1	2	3	4	5
h. Signs around the school include the Māori translation	1	2	3	4	5

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Questionnaire for Participating Teachers   *End of Programme*

SUPPORT FOR TEACHERS

12.   Listed below are a number of possible sources of support for teachers of te reo Māori. Please indicate (by circling the appropriate number):

(a) which of these you are <u>aware of</u> in your area (*please circle one*); and

(b) which you currently <u>make use of</u> (*please circle one; if you are <u>not aware</u> of the support in your area, or if you feel it doesn't apply to you, circle "3", N/A*).

		(a) Aware of this support in my area		(b) Use this support for my te reo Māori teaching		
		Yes	No	Yes	No	N/A
a.	Resource Teachers of Māori (RTMs)	1	2	1	2	3
b.	Māori Resource Teachers of Learning and Behaviour (RTLBs)...	1	2	1	2	3
c.	College of Education Advisors..............................	1	2	1	2	3
d.	Pouwhakataki (Ministry of Education)...................	1	2	1	2	3
e.	Secondary school Māori Liaison Officers / Iwi Liaison Officers	1	2	1	2	3
f.	Other teachers of te reo Māori <u>at this school</u>........	1	2	1	2	3
g.	Teachers of te reo Māori from <u>other schools</u>.........	1	2	1	2	3
h.	Colleagues at this school who teach other languages..	1	2	1	2	3
i.	The school principal..	1	2	1	2	3
j.	Senior management team	1	2	1	2	3
k.	The school's whānau support group......................	1	2	1	2	3
l.	The local kura kaupapa Māori or wharekura	1	2	1	2	3
m.	The local marae/your own marae	1	2	1	2	3
n.	The local rūnanga-a-iwi/iwi authority (or those from your own rohe)	1	2	1	2	3
o.	Regional Māori Language Association	1	2	1	2	3
p.	Other (please specify) _____ _____	1	2	1	2	3

13.   ***PROFESSIONAL DEVELOPMENT PROGRAMME*** What, if anything, has <u>hindered you</u> from putting into practice what you have learnt in the PD programme? *(Please circle as many as apply.)*

Lack of support from the principal/senior staff at my school............................	1
Lack of support/encouragement from colleagues at the school	2
Lack of support/encouragement from the school community/whānau............	3
Lack of support from the course provider/tutors	4
Lack of information from the course on how to put it into practice..................	5
My own attitude	6
My own level of confidence	7
The attitude of my students..	8
Lack of resources...	9
Lack of financial support (e.g., from the school)	10
Lack of time	11
Other (please specify)	12

_____

Second Language Acquisition for English-Medium Secondary Te Reo Māori Teachers Evaluation of the PD Pilot Programme   71

Questionnaire for Participating Teachers   *End of Programme*

14. What, if anything, do you <u>now do differently</u> in your classroom or your school, or <u>plan to do</u> <u>differently next year</u>, as a result of the te reo Māori PD programme you have completed? (This may include things to do with teaching te reo Māori, your interactions with your class, your interactions with whānau/parents, your interactions with other staff at the school, etc.)

A. Do differently now

_____

_____

_____

B. Plan to do differently next year

_____

_____

_____

15. Overall, how satisfied are you with the te reo Māori professional development programme you have just completed? *(Please circle one.)*

Very satisfied 1
Satisfied 2
Neither satisfied nor dissatisfied.. 3
Dissatisfied 4
Very dissatisfied 5
Don't know.. 6

16. How would you rate the following aspects of the te reo Māori professional development programme that you have just completed? *(Please circle one number on each line.)*

		Excellent	Good	Accept-able	Lacking	Poor	Don't know
a.	Knowledge and competence of the tutors...............	1	2	3	4	5	6
b.	Professionalism of the tutors.................................	1	2	3	4	5	6
c.	Content of the course	1	2	3	4	5	6
d.	Course assessments	1	2	3	4	5	6
e.	Additional support provided during course..............	1	2	3	4	5	6
f.	Availability of ongoing support (i.e., after the course)	1	2	3	4	5	6

		Too fast	A little fast	About right	A little slow	Too slow	Don't know
g.	Pace of course delivery	1	2	3	4	5	6

		Too long	A little long	About right	Could have been longer	Not long enough	Don't know
h.	Length of course	1	2	3	4	5	6
i.	Amount of time away from your school/class(es)....	1	2	3	4	5	6

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Questionnaire for Participating Teachers *End of Programme*

17. Given your pre-existing knowledge and skills in te reo Māori, how well do you feel <u>your own needs</u> were catered for by the course provider? *(Please circle one.)*

       Very well 1
       Quite well 2
       Adequately well...3
       Not very well 4
       Not well at all 5
       Don't know 6

18. What, if anything, has <u>helped you</u> to put into practice what you have learnt in the PD programme? *(Please circle as many as apply.)*

       Support/encouragement from the principal/senior staff at my school.............1
       Support/encouragement from colleagues at the school................................2
       Support/encouragement from the school community/whānau (e.g., parents) 3
       Support from the course provider/tutors...4
       Information from the course on how to put it into practice 5
       My own attitude/commitment 6
       My own level of confidence 7
       The attitude/enthusiasm of my students 8
       Access to resources 9
       Access to financial support (e.g., from the school) 10
       Having time available 11
       Other (please specify) 12

       _____

Second Language Acquisition for English-Medium Secondary Te Reo Māori Teachers Evaluation of the PD Pilot Programme   73

Questionnaire for Participating Teachers   *End of Programme*

19.   Considering everything, would you recommend this te reo Māori professional development programme to other teachers in your situation? *(Please circle one.)*

Yes, definitely 1
Yes, but with reservations 2
Probably not 3
Definitely not.. 4
Don't know.. 5

19a.   Please give the reasons for your answer to Q19.

_____

_____

_____

_____

20.   Finally, if you have any suggestions for improvement to any aspects of the PD pilot programme you participated in, please add them here.
(Consider, for example, content, pace of delivery, course structure, varying needs of course participants, the programme providers, facilities, etc.)

No suggestions for improvements... 1

_____

_____

_____

_____

_____

_____

_____

_____

Ngā mihi nui ki a koe mō tō tautoko mai.
Thank you very much for taking the time to complete this questionnaire.

Appendix B: Interview guides

Interview Guide for Participating Teacher

- This evaluation is being conducted for the Ministry of Education.

- The purpose of the evaluation is to give the Ministry feedback on the pilot PD programme to enable them to make decisions about any similar programme that might be offered in the future.

- The information you give us, including any opinions you express, will be used for the purposes of the evaluation only. You and your school will not be named, or expressly identified, in any written report we provided to the Ministry.

    - We will use some quotations in our report – without naming the person we are quoting. If there is anything you tell us that you specifically don't want us to quote, please just let us know.

- Any questions before we start?

- Permission to tape the interview?

1. First of all, can you tell us a bit about yourself and your role in the school?

    a. Position, how long teaching te reo Māori?

2. How did you find out about the professional development programme?

3. What motivated you to go on the PD?

    a. Personal reasons? Reasons to do with the school, your students, etc.?

    b. What support did you get from your school?

        – Encouragement? Financial support? Time and support to implement what learnt?

        – Other?

4. Overall, what is your opinion on the PD programme?

    a. How well it was run? Did it cater well across the varying levels of experience in teaching te reo amongst the teachers who attended?

    b. Length, time commitment, structure?

    c. What aspect/part of the programme did you find <u>most</u> helpful/useful? What do you see as the strengths of the programme/what worked well? (e.g. practical information/strategies, networking, increased knowledge and use of the curriculum, follow up visits etc.)

    d. What aspect/part did you find <u>least</u> helpful/useful? What did you find did not work particularly well? (e.g. not enough time to fit everything in?)

5. Do you feel that this PD programme is something that <u>all</u> te reo Māori teachers should go on?

6. Specifically, how has the programme impacted on what <u>you do now</u> in the classroom or elsewhere in the school? (Te reo Māori or tikanga Māori.)

    –   Unit planning using the *Draft Te Reo Māori in the New Zealand Curriculum*

    –   Assesments

    –   Teaching techniques and learning strategies

    –   Use of te reo used in the classroom (compared to use of English)

    –   Have you had any feedback from your students about the new learning strategies you've been using?

7. What about in the <u>school as a whole</u> – has your involvement in the PD programme had any flow-on effects into the school as a whole?

    a. Policies? – On teaching te reo Māori, or tikanga Māori, on second-language teaching…?

    b. Practices? – Re how te reo Māori is used in the school, use of tikanga Māori (specifics), implementation of the *Draft Te Reo Māori in the New Zealand Curriculum* …?

    c. Transferring of skills to other teachers/staff? – Formally (e.g., in-house training, implementing an agreed policy) or informally (e.g., chats in the staffroom, assisting teachers on an ad hoc basis, sharing vocab/strategies with other teachers)?

8. What (if anything) do you see the benefits for the <u>children/students</u> at the school as a result of your involvement in the programme?

    a. Learning of te reo Māori? Learning of tikanga Māori?

        –   Any specific/identifiable outcomes?

    b. Specific benefits for Māori children/students? (In areas other than te reo learning – e.g., relationships with teachers, attitude to school, achievement generally?)

        –   Any specific/identifiable outcomes?

9. Is there anything that is currently preventing or hindering you from fully putting into practice what you learnt on the te reo Māori PD programme? If so, what are these things?

    a. How might this be resolved?

10. What suggestions do you have for improvements to the te reo PD programme?

11. Do you have any final comments?

Provider interview guide

Background

1. Bit about yourself and your organisation?

    – Experience in teaching te reo Māori, experience of running PD programme for teachers, etc.

Process

2. Processes involved with the contract you had with the Ministry and those involved in implementing the PD programme.

    – Timing.

    – Promotion & recruitment.

    – Application process.

    – Support from the Ministry.

Structure of programme

    – Overall goal of the programme

    – Structure. Wananga/hui, observations etc.

    – Content/approach/activities

    – Course assessment.

    – Course evaluation/feedback from teachers

    – What worked well/what didn't?

Observations

    – Was there anything that stood out for you in terms of the changes and growth for her/him over the course of the programme?

    – Comments on the observations….

    – Positive/negative

    – Any obstacles/barriers stopping them from implementing what was learnt on the programme?

    – Do you think they need more support/follow up/refresher course..?

Final comments

3.   Any issues or challenges that arose over the course of the programme?

4.   Suggested improvements?

5.   Are there any other comments you would like to make about any part of this process?

Interview Guide for School Principal/PD Co-ordinator

- This evaluation is being conducted for the Ministry of Education.

- The purpose of the evaluation is to give the Ministry feedback on the pilot PD programme to enable them to make decisions about any similar programme that might be offered in the future.

- The information you give us, including any opinions you express, will be used for the purposes of the evaluation only. You and your school will not be named, or expressly identified, in any written report we provided to the Ministry.

- We will use some quotations in our report – without naming the person we are quoting. If there is anything you tell us that you specifically don't want us to quote, please just let us know.

- Any questions before we start?

- Permission to tape the interview?

1. First of all, can you tell us a bit about your school?

   a. Size, ethnic make-up (students, teachers?), school type, etc.

2. How did you first find out about the professional development programme that _____[teacher] went on?

   a. How was it promoted in your area?

3. What was your first reaction to the PD programme? Were you immediately in favour, or did you have reservations?

   a. If reservations, what were these?

   b. What (if any) incentive did the Ministry of Education provide the school to encourage participation?

      – PD paid for? Teacher release? Travel/accommodation costs?

      – What costs were covered by the school?

   c. What convinced you to approve the PD for _____?

4. Now that _____ has completed the PD programme, have you seen any changes for her/him personally and the way she/he teaches and/or interacts with students in the classroom? What (if anything) does _____ do now that is different from before? (te reo Māori or tikanga Māori.)

   a. Te reo Māori or tikanga Māori in the classroom/ in the wider school context? (Including specifics of use of tikanga Māori.)

   b. Knowledge of second-language teaching/learning strategies?

   c. Familiarity with the *Draft Te Reo Māori in the New Zealand Curriculum*?

   d. Approach to teaching te reo /using te reo Māori in the school?

   e. Confidence? Networks?

   f. Anything else?

5. What about in the <u>school as a whole</u> – has _____'s involvement in the PD programme had any flow-on effects into the school as a whole?

   a. Transferring of skills to other teachers/staff? – Formally (e.g., in-house training, implementing an agreed policy) or informally (e.g., chats in the staffroom, assisting teachers on an ad hoc basis, sharing vocab/strategies with other teachers)?

6. What (if anything) do you see the benefits for the <u>children/students</u> at the school as a result of _____'s involvement in the programme?

   a. Learning of te reo Māori? Learning of tikanga Māori?

      – Any specific/identifiable outcomes?

7. Overall, what is your opinion on the PD programme?

   a. How well it was run/organised?

   b. Length, time commitment, structure?

   c. What aspect/part of the programme do you see as being <u>most</u> helpful/useful? What do you believe worked well?

   d. What aspect/part do you see as being <u>least</u> helpful/useful? What do you believe did not work particularly well?

8. From your perspective, do you see any obstacles or barriers that might prevent or hinder _____ from fully putting into practice what she/he learnt on the te reo Māori PD programme? If so, what are these things?

   a. How might these barriers be overcome?

9. From your perspective, do you have any suggestions for improvements to the te reo PD programme?

10. Do you have any final comments?

Appendix C: Detailed methodology

Detailed methodology

The evaluation of Te Reo Māori in the English-Medium Professional Development (PD) Pilot Programme for Secondary School Teachers comprised a number of related research activities.

Specifically, in addition to a scoping phase with the Ministry of Education and the provider, the evaluation involved: a pre-PD survey of all enrolled participants; a post-PD survey of all those who completed the PD programme; site visits to the schools of four selected teachers involving interviews with the selected teachers and with other key members of staff; an interview with the PD provider; and analysis of secondary information. In addition to these specific research activities, members of the Evaluation Team visited two of the programme hui to introduce themselves to the teachers and explain the purpose of the evaluation.

Each of the research activities is described in more detail below.

The pre-PD survey

The questionnaire

The pre-PD questionnaire was developed in consultation with the Ministry to cover the agreed impact measures. In addition to collecting some demographic information about the participating teachers, the purpose of the questionnaire was to collect, via self-report, baseline data for each of the impact measures to be examined through the evaluation. (The questionnaire is attached in Appendix A.) Specifically, in relation to the baseline data for the impact measures, the pre-PD questionnaire covered teachers':

- Confidence in teaching te reo Māori;

- Use of te reo Māori me ōna tikanga in the classroom, and in the wider school situation;

- Attitudes towards the learning of te reo Māori me ōna tikanga in New Zealand schools;

- Support for the teaching of te reo Māori in the school and the school community;

- Awareness and use of second-language teaching and learning strategies;

- Familiarity with, and use of, the *Draft Te Reo Māori in the New Zealand Curriculum*;

- Assessment strategies used when teaching te reo Māori;

- Awareness, and use, of sources of support for teachers of te reo Māori.

Further questions were asked relating to:

- Demographic information about the respondent – age, gender, ethnicity, position in the school, length of time teaching te reo Māori;

- Previous professional development or training in te reo Māori;

- Motivations for enrolling in the PD pilot programme;

- Support received from the school to attend the PD programme;

- Professional development policies and schemes for te reo Māori in the respective schools;

- Additional comments.

Processes

At the time of the first hui (4-5 May 2006), 27 teachers had registered for the pilot programme[7]. Of these, 18 were in attendance on the first day of the hui, and 17 attended on the second day. One of the evaluators also attended on the second day, and personally distributed the pre-PD questionnaires to the 17 teachers who were present.

Additional copies of the pre-PD survey were posted to the remaining participants (i.e. those who did not attend the first hui), in June 2006[8].

Following receipt of the questionnaires, they were edited (checked for errors[9]) and entered into a database. Responses were analysed to provide baseline data, which was reported to the Ministry of Education in an interim report in August 2006.

Due to the timing of the commissioning of the evaluation, the PD programme had begun the day before the pre-PD survey was distributed, while others did not complete the pre-PD survey until the programme was well underway. This means that technically, the pre-PD survey was not actually completed "pre-PD". This is acknowledged as a possible limitation of the evaluation.

While this situation was unavoidable, attempts were made to mitigate its effects on the evaluation by asking teachers who completed the pre-PD questionnaire late, to complete each question in relation to how things were for them before they started the PD programme. In addition, reminders were given throughout the questionnaire to answer on this basis.

Response rate

By mid-July 2006, a total of 13 completed pre-PD questionnaires had been returned. Another 5 were received around the time of the third hui, bringing the total to 18 (of the 22 teachers who attended at least one of the three hui).

This represents an overall response rate of 82 percent which is a very good response.

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[7] By the end of the programme, 29 teachers had registered, although seven withdrew without attending any of the three hui.

[8] The few teachers who had still not responded by the time of the third hui were given one final opportunity to complete the pre-PD survey in October 2006.

[9] For example, two or more answers on a single-response question, skips not followed as intended, and missing responses.

The post-PD survey

The questionnaire

The post-PD questionnaire was developed in consultation with the Ministry and was finalised in August 2006. Much of the post-PD questionnaire repeated questions asked in the pre-PD questionnaire, in order to assess the impact of the PD programme. The areas of questioning in relation to the impact measures, listed in full above (in the pre-PD Survey section), included teachers' confidence in using te reo Māori, attitudes towards the teaching of te reo Māori me ōna tikanga, awareness and use of language learning strategies, use of specific assessments familiarity with and use of the *Draft Te Reo Māori in the New Zealand Curriculum*, and awareness and use of sources of support for teachers of te reo Māori.

In addition to the impact measure questions, the post-PD questionnaire asked:

- Teachers' opinions of the PD programme;

- How well they felt their needs were catered for by the course provider;

- What (if anything) had <u>helped</u> teachers to put into practice what they had learnt on the PD programme;

- What (if anything) had <u>hindered</u> teachers from putting into practice what they had learnt on the PD programme;

- What specifically teachers were doing – planned to do – differently as a result of the PD programme;

- Teachers' overall satisfaction with the PD programme;

- Whether teachers would recommend the PD programme to others and why/why not;

- Suggestions for improvement.

The demographic questions asked in the pre-PD questionnaire were not repeated in the post-PD questionnaire.

Processes

The post-PD questionnaire was developed in consultation with the Ministry and was finalised in August 2006. The post-PD questionnaire repeated many of the questions from the pre-PD survey in order to assess any movement or change that had occurred as a result of the programme over time. In addition to the impact measure questions, the post-PD survey asked a number of questions to gauge the teachers' opinions of various aspects of the PD programme and to determine motivators and barriers to implementing what participants had learnt.

The same initial distribution method was used for the post-PD survey as was used earlier for the pre-PD questionnaire. That is, one of the evaluators attended the third and final hui (on the 11th of October 2006) and handed out the survey to all (16) of the teachers in attendance. The evaluator then stayed on to personally collect all of the completed questionnaires and to answer any related queries (either about the questionnaire, or the evaluation per se).

Three of teachers who completed the programme but had not earlier returned their pre-PD questionnaire were provided both the pre- and post-PD questionnaires at this point to give them a further opportunity to

respond. The evaluator stressed to them that the pre-PD questionnaire related to their situation as it stood **before** the programme commenced, and that they needed to bear that in mind when completing the survey.

Those who were not in attendance at the third hui were posted a copy of the post-PD questionnaire to complete and return by mail (freepost).

As with the pre-PD survey, returned questionnaires were edited (checked for errors) and entered into a database. These data were then analysed to provide comparative data on the impact measures, as well as information on teachers' opinions on the PD programme.

In November 2006, comparisons were made between teachers' individual responses to certain questions (impact measures) on the pre- and post-PD questionnaires. These comparisons were used as a basis for selecting teachers for the site visits (see the Site Visits section below).

Response rate

By November 2006, 17 post-PD questionnaires had been received. As 19 teachers completed (or nearly completed[10]) the PD programme, this represents an excellent response rate of 89 percent.

However, whilst this response rate was very high, the actual base number restricted the level of statistical analysis that was able to be performed with the data. The findings presented in this report therefore, are indicative only, as they are based on general counts (number of responses) as opposed to percentages.

The site visits

The site visits involved one of the Evaluation Team visiting the schools of four teachers who had completed the PD programme. The schools visited were located in the greater Wellington area. In each school, interviews were conducted with:

- The participating teacher; and

- The Principal (or PD Co-ordinator).

Interview guides

The interview guides were developed by the Evaluation Team following the agreed evaluation objectives. The guides were semi-structured, with questions designed to allow the respondent to talk freely on the areas of questioning (in any order), and the interviewers could follow up with additional questions as needed to elicit the desired information. A copy of each of the three interview guides is included in Appendix B.

Some of the areas of questioning covered in the interviews were asked in slightly different ways of each respondent at the school, in order to gain their different perspectives. Any questions that were clearly not relevant to any particular respondents were omitted from the interview. Across the interviews, the following areas of questioning were covered:

- Background – Background about the participating teacher and their role in the school (asked of the participating teacher); descriptive information about the school (asked of the Principal);

- Promotion – How school personnel found out about the PD programme (all);

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[10] Nineteen of the teachers who registered for the programme attended at least two of the three hui.

- Motivation – What motivated the participating teacher to go on the programme (including personal reasons, support/encouragement they received from the school, incentives provided by the Ministry of Education); the Principal's initial reaction to the programme and reasons for approving it for the participating teacher;

- Opinion/impression of the PD – Overall opinion of the PD, including how well it was run, its length, and the way it was structured and whether they felt all te reo Māori teachers would benefit from the programme (participating teacher); overall impression of the PD (all);

- Most and least helpful/useful parts of the programme (all);

- Impacts on participating teacher – What the participating teacher believed they had learnt or otherwise gained from their involvement in the PD programme; how they believed the programme has impacted on what they currently do in the classroom or elsewhere in the school; what changes have been observed by others in the way the participating teacher teaches and/or interacts with students in the classroom (Principal);

- Impacts on the wider school – How the participating teacher's involvement in the programme has had flow-on effects to the school as a whole – in terms of transferring the skills and knowledge they gained to others in the school (all); perceived benefits to the children/students at the school (all);

- Barriers to implementation – Possible barriers to the participating teachers implementing what they have learnt on the course and, if there are barriers, ways these might be overcome (all);

- Suggestions for improvements to the PD programme (all);

- Additional comments (all).

Selection of teachers

When planning this evaluation, it was intended that the site visits would involve two teachers for whom the programme had been "effective" and two for whom it had been "less effective" – with the proviso that this would need to be reconsidered if the programme proved to be effective for all of the participating teachers. The basis for determining whether the PD was effective for individual teachers was a comparison of each teacher's responses to the impact measure questions in the pre- and post-PD surveys.

Teachers' individual responses to certain (impact measure) questions from the pre- and post-PD surveys were compared, to gauge the effectiveness of the programme for each teacher. Where a teacher had made considerable gains on the impact measures examined, the PD programme was deemed to have been "effective" for that teacher. Likewise, where a teacher had made few gains and/or had recorded losses on the same impact measures, the PD programme was deemed to have been "less effective" for that teacher. Specifically, for each impact measure question, teachers' responses were rated according to the size of the gain (or loss) for their score on that measure[11], and the number of gains (and losses) was tallied for each teacher.

Two teachers for whom the programme was deemed "effective" and two for whom it was deemed "less effective" were selected for the site visits. Initially, the two teachers selected for the site visits for each

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[11] For example, if a teacher rated her/his knowledge of te reo Māori as a "2" on the 7-point scale in the pre-PD survey and as a "5" on the scale in the post-PD survey, that would be a large increase.

programme were the teacher with the most (or second-most) gains and the teacher with the most (or second-most) losses across the measures examined.

Processes

Each of the four selected teachers was contacted by email late in November 2006 by the Lead Researcher. An explanation was given to each teacher regarding the purpose of the site visit and what it would entail. Each teacher was also advised what day(s) the Evaluation Team planned to come to their area and were asked about their willingness and availability to be involved in the site visits on one of those days. The teacher was asked to arrange interview times with the Principal or PD Co-ordinator at the school, as well as organising their own release from the classroom if required, at times convenient to those concerned. Two of the teachers responded immediately to the email, contacting the Researcher to arrange interview times. The other two teachers were followed up by telephone by the Researcher, at which time they also agreed to participate and their site visits were subsequently arranged.

All four site visits were undertaken between 8 and 13 December 2006. In each case, the school was visited by the Lead Researcher. As described at the beginning of this section, each site visit involved an interview with the selected teacher and the Principal, Deputy Principal, or the school's PD Co-ordinator.

In total, across the four participating schools, 8 interviews were conducted with the teachers and other staff at the schools. The interviews, which were digitally recorded[12], were transcribed. They were then reviewed and analysed to determine the themes in the responses.

Interviews with the providers

The interview guide

The interview guide for the interviews with the PD provider was developed by the Evaluation Team following the agreed evaluation objectives. The questions in the guide were designed to allow the respondent to talk freely on the areas of questioning, with the interviewer able to follow up with additional questions as needed to elicit the desired information. A copy of the interview guide is included in Appendix B.

The areas of questioning covered by the interview guide are as follows:

- Background information on the interviewee and their organisation;

- Process in relation to the PD contract – e.g., timing, promotion of the PD programme, recruitment of participants, issues arising (if any), application process for teachers/schools wanting to be involved in the PD, support received from the Ministry;

- Structure and content of the PD programme – how the programme was structured, nature of the classroom visits, content of the wānanga/hui, assessment of teachers' skills at the completion of the course;

- Implementation and what worked well/less well – what aspects of the PD programme worked particularly well and what aspects did not work so well with this group of teachers;

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[12] With the exception of one interview, which did not record successfully. This interview was written up from notes taken during the interview.

- Impacts on the teachers – for each teacher who was the focus of a site visit: what if anything stood out for this teacher in terms of changes or growth over the course of the programme, the provider's opinion on how well the teacher will be able to implement what they have learnt on the programme, or any perceived barriers in this regard;

- Issues and improvements – whether there were any issues or challenges that arose over the course of the contract, suggestions for improvements to the processes around offering such a programme.

Processes

Following completion of the interview guide, interviews were arranged with each of the four PD programme provider for the first two weeks in April 2006. The person in the provider organisation who was interviewed was the course facilitator, as they had the most direct contact with the participating teachers and would therefore be in the best position to comment on the impacts of the programme on the selected teachers. In one interview, the programme director (who also had a facilitation role) also participated in the interview.

The interview guide was sent to the provider in advance of the interview to enable them to prepare their thoughts and/or gather information before the interview if they so desired. The interview was conducted in person by the Lead Researcher.

The interview was digitally recorded, and transcribed.

Secondary information analysis

Secondary information, including provider contracts, milestone reports, and Ministry responses to milestone reports, was supplied to the Evaluation Team over the course of the evaluation, with the bulk of the information received in November/December 2006. The information that was supplied was generally very comprehensive and informative to the evaluation.

The information supplied was read through and used (predominantly) to provide descriptions of how the PD programme was implemented and what issues arose for the provider during that process.

Appendix D: Tabular results

Table 1: Teacher Profile

	pre-PD Total count
Q1. Position in school	
Tutor/Kaiāwhina	2
LAT tutor (tutor with limited authority to teach)	2
Teacher/Kaiako	7
Teacher in charge of te reo Māori	14
HOD languages	3
Dean	3
Other	3
Total	**
**Total may exceed 100 percent because of multiple response	
Q2. Management units held	
Yes	14
No	4
Total	18
Q3. Age	
Under 30	1
30 – 39	4
40 – 49	6
50 – 59	6
60 or over	1
Total	18
Q4. Gender	
Male	8
Female	10
Total	18
Q5. Ethnicity	
NZ Māori	15
NZ European/Pākehā	3
Pasifika	1
Asian	0
Other	2
Total	**
**Total may exceed 100 percent because of multiple response	
Q6. Experience teaching te reo Māori	
12 months or less	2
2 – 5 years	3
6 – 10 years	6
11- 15 years	2
16 – 20 years	1
21 – 25 years	2
26 – 30 years	2
Total	18
Q7. Previous PD or training in second language acquisition	
Yes	8
No	10
Total	18

Q8: What motivated you to enrol in this professional development pilot programme?

Table 2: Motivations to enrol in PD programme

	pre-PD Total count
Career development, wanting to up skill	14
Own personal interest	13
Opportunity for collegial support from teachers outside the school	6
Encouragement from Principal/senior staff/BOT	5
Encouragement from HOD languages	4
Encouragement from friends/colleagues outside the school	2
Encouragement from (other) colleagues at the school	0
Encouragement from parents/whänau of students at the school	0
Other	2
Total	**

**Total may exceed 18 because of multiple response

Q9: Which of the following are already in place in your school?

Table 3: Existing school policies

	pre-PD Total count
A school scheme for te reo Māori me ōna tikanga	13
A policy specifically on te reo Māori teaching and learning	11
A policy on second language teaching and learning	8
A policy on teacher professional development and training in second language acquisition	7
None of these	0
Total	18

Q10 a-k (Q1 a-k, post-PD): Which of the following would best describe your current levels of confidence in teaching te reo Māori in each of the following areas?

Table 4: Confidence in teaching te reo Māori

	pre-PD Total count	post-PD Total count
a) Teaching vocabulary effectively		
01 Not at all confident	0	0
02	1	0
03 Moderately confident	6	0
04	5	10
05 Very confident	6	7
No response	*0*	*0*
Total	18	17
b) Explaining grammatical structures		
01 Not at all confident	0	0
02	1	0
03 Moderately confident	8	3
04	4	11
05 Very confident	5	3
No response	*0*	*0*
Total	18	17
c) Planning lessons		
01 Not at all confident	0	0
02	1	0
03 Moderately confident	6	4
04	6	6
05 Very confident	5	6
No response	*0*	*1*
Total	18	17
d) Planning units		
01 Not at all confident	0	0
02	2	0
03 Moderately confident	5	4
04	7	9
05 Very confident	3	4
No response	*1*	*0*
Total	18	17
e) Teaching content		
01 Not at all confident	0	0
02	1	0
03 Moderately confident	5	4
04	7	7
05 Very confident	5	5
No response	*0*	*1*
Total	18	17
f) Facilitating opportunities for students to kōrero Māori		
01 Not at all confident	0	0
02	2	0
03 Moderately confident	7	1
04	4	7
05 Very confident	5	8
No response	*0*	*1*
Total	18	17

Table 4: Confidence in teaching te reo Māori - continued

	pre-PD Total count	post-PD Total count
g) Using tasks/learning games to enhance your teaching		
01 Not at all confident	0	0
02	3	0
03 Moderately confident	4	2
04	6	4
05 Very confident	4	10
No response	*1*	*1*
Total	18	17
h) Assessing students' mahi		
01 Not at all confident	0	0
02	2	0
03 Moderately confident	4	2
04	8	9
05 Very confident	4	5
No response	*0*	*1*
Total	18	17
i) Giving feedback to students on their progress		
01 Not at all confident	0	0
02	1	0
03 Moderately confident	6	1
04	7	9
05 Very confident	4	6
No response	*0*	*1*
Total	18	17
j) Providing students with ways/strategies to ease the learning burden		
01 Not at all confident	0	0
02	3	0
03 Moderately confident	6	2
04	7	11
05 Very confident	2	3
No response	*0*	*1*
Total	18	17
k) Using a variety of resources to engage students and enhance their learning		
01 Not at all confident	0	0
02	3	0
03 Moderately confident	3	2
04	9	9
05 Very confident	3	6
No response	*0*	*0*
Total	18	17

Q11 a-I (Q2 a-I, post-PD): How often do you currently do each of the following when teaching te reo Māori in your class(es)?

Table 5: Use of teaching strategies

	pre-PD Total count	post-PD Total count
a) I teach opposites together		
Never	2	0
Occasionally	3	3
Sometimes	5	7
Often	3	4
Always	2	3
No response	*3*	*0*
Total	18	17
b) I teach similar things together		
Never	1	1
Occasionally	2	1
Sometimes	5	2
Often	3	8
Always	5	5
No response	*2*	*0*
Total	18	17
c) I teach high frequency words first		
Never	1	0
Occasionally	1	1
Sometimes	2	2
Often	11	8
Always	2	6
No response	*1*	*0*
Total	18	17
d) I teach vocabulary in 'like' sets		
Never	2	0
Occasionally	1	1
Sometimes	4	3
Often	8	7
Always	2	6
No response	*1*	*0*
Total	18	17
e) I teach vocabulary in 'topic-related' sets		
Never	2	0
Occasionally	1	0
Sometimes	4	1
Often	7	9
Always	4	7
No response	*0*	*0*
Total	18	17
f) I teach vocabulary in lists		
Never	0	0
Occasionally	0	3
Sometimes	3	1
Often	7	7
Always	8	5
No response	*0*	*1*
Total	18	17

Table 5: Use of teaching strategies – continued

	pre-PD Total count	post-PD Total count
g) I teach vocabulary in context		
Never	0	0
Occasionally	0	0
Sometimes	4	0
Often	9	7
Always	5	9
No response	*0*	*1*
Total	18	17
h) I teach grammatical structures in lists/sets		
Never	1	1
Occasionally	2	2
Sometimes	3	4
Often	8	6
Always	3	4
No response	*1*	*0*
Total	18	17
i) I teach grammatical structures in context		
Never	1	0
Occasionally	0	0
Sometimes	6	0
Often	7	9
Always	4	8
No response	*0*	*0*
Total	18	17

Listed below are some strategies to help learners. For each strategy, please indicate (by circling the appropriate number):

Q12a (Q3a, post-PD): Whether you are <u>aware</u> of the strategy (please circle one); and
Q12b (Q3b, post-PD): Whether you <u>use or teach</u> this strategy in your te reo <u>Māori classes</u> at present (please circle one).

Table 6: Awareness and use of learning strategies

	pre-PD		post-PD	
	Awareness	Use	Awareness	Use
Getting students to organise information in their exercise books	15	14	15	14
Helping students to make use of resources	17	15	17	16
Encouraging students to take risks and 'have a go'	17	16	17	16
Encouraging students to learn from their errors	17	15	17	16
Teaching students how to coin new words based on existing knowledge	11	9	13	11
Devising memory aids/mnemonics	17	12	17	15
Teaching students to create transliterations	14	9	15	12
Encouraging students to make intelligent guesses	17	15	17	17
Helping students realise the place of rote learning/memorisation through repetition	17	15	16	16
Guiding students to think about how best they learn and use that to their advantage	15	9	15	14
Teaching students how to maximise use of ICT	12	10	14	9

Q13 (Q4, post-PD): Which one of the following statements would best describe your level of familiarity with the Draft Te Reo Māori in the New Zealand Curriculum at present?

Q14 (Q5, post-PD): In which (if any) of the following ways do you use the Draft Te Reo Māori in the New Zealand Curriculum at present?

Table 7: Familiarity and use of the *Draft Te Reo Māori in the New Zealand Curriculum*

	pre-PD Total count	post-PD Total count
Q13. Familiarity		
I have not looked at the te reo Māori curriculum document	4	
I have read or glanced at parts of the curriculum document	10	4
I have read through all or most of the curriculum document	4	11
I am thoroughly familiar with the te reo Māori curriculum		2
Total	18	17
Q14. Use		
I do not use the curriculum at all	6	1
In planning lessons and units	4	14
As a resource for vocabulary and grammar	4	12
For formative assessment	4	9
For summative assessment	4	8
Other	0	1
No response	*0*	*1*
Total	**	**

**Total may exceed 100 percent because of multiple response

Q6 post-PD: Since attending the professional development programme, how many units have you planned using the Draft Te Reo Māori in the New Zealand Curriculum and available resources?

Q7 post-PD: And how many of these units have you already taught using the Draft Te Reo Māori in the New Zealand Curriculum and available resources?

Table 8: Units planned and/or taught using the *Draft Te Reo Māori in the New Zealand Curriculum*

	post-PD Total count
Units planned	
One	4
Two	4
More than two	8
No response	*1*
Total	17
Units taught	
One	7
Two	2
More than two	7
No response	*1*
Total	17

Q16 (Q9, post-PD): What type(s) of assessment do you use with your te reo Māori class(es) at present?

Q16b. Which (if any) of the following actions do you take with your students following assessment?

Q16c. pre-PD: Do you use any national or commercially produced assessment resources?

Post-PD: Which, if any, national or commercially produced assessment resources do you use?

Table 9: Assessments

	pre-PD Total count	post-PD Total count
Q16. Types of assessment		
None	1	0
Written tests/tasks	17	17
Oral tests/tasks	17	17
Individual assessments by the teacher	11	15
Students' self-assessment	9	14
Peer assessment	9	10
Group assessment	7	8
Portfolios or journals	7	7
Video recording/audio taping/recording	15	16
Formative assessment	14	16
Summative assessment	16	17
Other	0	3
Total	**	**
Q16b. Actions following assessment		
Allocate grades/marks	13	15
Return work to students with written corrections and feedback	15	15
Return work to students with notes on what they should do next	12	14
Analyse assessments of whole class to look for common errors or misunderstandings	8	13
Analyse assessments of individual students over a period of time to look for patterns in errors or misunderstandings	7	9
Sit down with students individually to give oral feedback and together work out the next learning steps	10	13
Sit down with small groups of students to give oral feedback and work out the next learning steps	5	10
Review or re-teach certain parts of a unit to address errors or misunderstandings being made by most of the class	12	14
Give feedback to whānau/caregivers	9	15
Other	0	0
None of the above	0	0
Total	**	17
Q16c. Resources used		
Yes	14	-
No	2	-
Te Hiranga Mahara templates	-	13
Pūtea Reo	-	8
Pupuritia	-	4
Kia Mau	-	6
Other	-	3
No response	*1*	*2*
Total	17	**

**Total may exceed 100 percent because of multiple response

- Different questions asked of respondents in pre and post-PD surveys

Q17 a-e (Q10 a-e, post-PD): Please indicate your personal level of agreement with each of the following statements about the learning of te reo Māori me ōna tikanga.

Table 10: Attitudes towards the learning of te reo Māori me ōna tikanga

	pre-PD Total count	post-PD Total count
a) I believe it is important for all New Zealand children to learn te reo Māori		
Strongly Disagree	0	0
Disagree	0	1
Neither Agree nor Disagree	2	1
Agree	3	5
Strongly Agree	11	10
No response	*2*	*0*
Total	18	17
b) I believe it is important for teachers in New Zealand schools to learn te reo Māori		
Strongly Disagree	0	0
Disagree	1	0
Neither Agree nor Disagree	3	1
Agree	1	7
Strongly Agree	11	9
No response	*2*	*0*
Total	18	17
c) I believe that, for New Zealand teachers and students, learning te reo Māori is more important than learning other languages such as French or Japanese		
Strongly Disagree	0	0
Disagree	0	0
Neither Agree nor Disagree	2	2
Agree	3	5
Strongly Agree	11	10
No response	*2*	*0*
Total	18	17
d) I believe it is important for all New Zealand children to learn tikanga Māori		
Strongly Disagree	0	0
Disagree	0	0
Neither Agree nor Disagree	0	0
Agree	5	5
Strongly Agree	11	12
No response	*2*	*0*
Total	18	17
e) I believe it is important for all teachers in New Zealand schools to learn tikanga Māori		
Strongly Disagree	0	0
Disagree	1	0
Neither Agree nor Disagree	0	1
Agree	3	3
Strongly Agree	11	13
No response	*2*	*0*
Total	18	17

Q18 pre-PD only: Which of the following apply to your school?

Table 11: Applicable to school

	pre-PD Total count
We have a whānau support group	13
We have (a) whānau class(es)	3
We have a system whereby teachers can buddy up with other teachers to observe, and learn from, each other	14
It is our normal practice to observe tikanga Māori in the classroom	12
It is our normal practice to observe tikanga Māori in the staffroom	12
None of these	0
Total	**

**Total may exceed 100% because of multiple response

Q19 a-h (Q11 a-h, post-PD): To what extent do the following things occur in your school at present?

Table 12: Use of te reo Māori within the school

	pre-PD Total count	post-PD Total count
a) We use te reo Māori greetings at formal gatherings, such as school assembly		
Not at all	1	0
To a small extent	4	7
To a moderate extent	4	2
To a large extent	4	4
To a very large extent	3	4
No response	*2*	*0*
Total	18	17
b) Teachers use te reo Māori greetings and phrases in their classrooms		
Not at all	4	0
To a small extent	5	8
To a moderate extent	6	5
To a large extent	0	2
To a very large extent	1	2
No response	*2*	*0*
Total	18	
c) Teachers use te reo Māori greetings and phrases in day-to-day interactions with students in less formal situations		
Not at all	3	3
To a small extent	8	5
To a moderate extent	4	6
To a large extent	1	1
To a very large extent	1	1
No response	*1*	*1*
Total	18	17
d) I use te reo Māori greetings and phrases in day-to-day interactions with my students		
Not at all	0	0
To a small extent	1	0
To a moderate extent	1	0
To a large extent	1	7
To a very large extent	14	10
No response	*1*	*0*
Total	18	17

Table 11: Use of te reo Māori within the school - continued

	pre-PD Total count	post-PD Total count
e) Teachers use te reo Māori with each other		
Not at all	3	0
To a small extent	4	7
To a moderate extent	7	4
To a large extent	1	3
To a very large extent	1	2
No response	*2*	*1*
Total	18	17
f) Teachers use te reo Māori with members of students' whānau		
Not at all	3	2
To a small extent	5	6
To a moderate extent	3	2
To a large extent	4	5
To a very large extent	1	2
No response	*2*	*0*
Total	18	17
g) Aspects of te reo Māori are integrated across the school curriculum		
Not at all	1	0
To a small extent	6	6
To a moderate extent	5	4
To a large extent	1	5
To a very large extent	2	1
No response	*3*	*1*
Total	18	17
h) Signs around the school include the Māori translation		
Not at all	1	3
To a small extent	9	7
To a moderate extent	2	0
To a large extent	2	4
To a very large extent	3	2
No response	*1*	*1*
Total	18	17

Q20 a-c, pre-PD only: Please indicate your level of agreement with each of the following statements about <u>support</u> for the teaching of te reo Māori me ōna tikanga in your school.

Table 12: Support mechanisms

	pre-PD Total count
a) Teachers in this school support the teaching of te reo Māori me ōna tikanga in the school	
Strongly Disagree	1
Disagree	1
Neither Agree nor Disagree	2
Agree	7
Strongly Agree	6
No response	*1*
Total	18
b) The Principal and management staff at this school support the teaching of te reo Māori me ōna tikanga in the school	
Strongly Disagree	0
Disagree	1
Neither Agree nor Disagree	1
Agree	8
Strongly Agree	7
No response	*1*
Total	18
c) Our school community (parents/whānau) as a whole supports the teaching of te reo Māori me ōna tikanga in the school	
Strongly Disagree	0
Disagree	2
Neither Agree nor Disagree	4
Agree	4
Strongly Agree	6
Don't know	1
No response	*1*
Total	18

Q21 (Q12, post-PD): Listed below are a number of possible sources of support for teachers of te reo Māori. Please indicate:
(a) which of these you are <u>aware of</u> in your area?; and
(b) which you currently <u>make use of</u>?

Table 13: Awareness and use of support

	pre-PD		post-PD	
	Awareness	Use	Awareness	Use
Resource Teachers of Māori (RTMs)	10	4	14	6
Māori Resource Teachers of Learning and Behaviour (RTLBs)	8	4	10	8
College of Education Advisors	15	12	15	11
Pouwhakataki (Ministry of Education)	8	6	13	7
Secondary school Māori Liaison Officers / Iwi Liaison Officers	8	4	11	8
Other teachers of te reo Māori <u>at this school</u>	11	10	11	9
Teachers of te reo Māori from <u>other schools</u>	15	13	16	15
Colleagues at this school who teach other languages	17	13	16	15
The school Principal	16	12	15	14
Senior management team	15	13	16	12
The school's whānau support group	16	12	14	13
The local kura kaupapa Māori or wharekura	13	6	10	5
The local marae/your own marae	13	10	16	11
The local rūnanga-a-iwi/iwi authority (or those from your own rohe)	12	5	13	9
Regional Māori Language Association	9	8	11	9
Other	0	0	0	0
Total	**	**	**	**

**Total may exceed 100% because of multiple response

Q13 a-f (post-PD only): How would you rate the following aspects of the te reo Māori professional development programme that you have just completed?

Table 14: PD programme ratings

	post-PD Total count
a) Knowledge and competence of the tutors	
Excellent	16
Good	1
Acceptable	0
Lacking	0
Poor	0
No response	*0*
Total	17
b) Professionalism of the tutors	
Excellent	16
Good	1
Acceptable	0
Lacking	0
Poor	0
No response	*0*
Total	17
c) Content of the course	
Excellent	15
Good	2
Acceptable	0
Lacking	0
Poor	0
No response	*0*
Total	17
d) Course assessments	
Excellent	15
Good	2
Acceptable	0
Lacking	0
Poor	0
No response	*0*
Total	17
e) Additional support provided during course	
Excellent	16
Good	1
Acceptable	0
Lacking	0
Poor	0
No response	*0*
Total	17
f) Availability of ongoing support (i.e., after the course)	
Excellent	11
Good	3
Acceptable	1
Lacking	0
Poor	0
No response	*2*
Total	17

Table 15: PD programme ratings - continued

	post-PD Total count
g) Pace of course delivery	
Too fast	0
A little fast	2
About right	15
A little slow	0
Too slow	0
No response	*0*
Total	17
h) Length of course	
Too long	0
A little long	0
About right	11
Could have been longer	3
Not long enough	1
No response	*1*
Total	17
i) Amount of time away from your school/class(es)	
Too long	0
A little long	0
About right	8
Could have been longer	5
Not long enough	0
No response	*4*
Total	17

Q14 (post-PD only): Given your pre-existing knowledge and skills in te reo Māori, how well do you feel <u>your own needs</u> were catered for by the course provider?

Table 16: Assessment of how well own needs were met

	post-PD Total count
Very well	12
Quite well	4
Adequately well	1
Not very well	0
Not well at all	0
Total	17

Q15 (post-PD only): What, if anything, has <u>helped you</u> to put into practice what you have learnt in the PD programme?

Q16 (post-PD only): What, if anything, has <u>hindered you</u> from putting into practice what you have learnt in the PD programme?

Table 17: Factors which helped or hindered classroom implementation

	post-PD Total count
15. Helped	
Support/encouragement from the Principal/senior staff at my school	10
Support/encouragement from colleagues at the school	10
Support/encouragement from the school community/whānau (e.g., parents)	7
Support from the course provider/tutors	16
Information from the course on how to put it into practice	15
My own attitude/commitment	16
My own level of confidence	14
The attitude/enthusiasm of my students	13
Access to resources	13
Access to financial support (e.g., from the school)	6
Having time available	10
Other	0
16. Hindered	
Lack of support from the Principal/senior staff at my school	0
Lack of support from colleagues at the school	0
Lack of support from the school community	0
Lack of support from the course providers	0
Lack of information from the course on how to put it into practice	1
My own attitude	1
My own level of confidence	1
The attitude of my students	1
Lack of resources	3
Lack of financial support	2
Lack of time	11
Other	1
No response	*5*

Q18 post-PD only: Overall, how satisfied are you with the te reo Māori professional development programme you have just completed?

Table 18: Overall satisfaction

	post-PD Total count
Very satisfied	13
Satisfied	4
Neither Satisfied nor Dissatisfied	0
Dissatisfied	0
Very Dissatisfied	0
Total	17

Q19 post-PD only: Considering everything, would you recommend this te reo Māori professional development programme to other teachers in your situation?

Table 19: Recommendation

	post-PD Total count
Yes, definitely	17
Yes, but with reservations	0
Probably not	0
Definitely not	0
Total	17