Whakamanahia Te Reo Māori

He Tirohanga Hōtaka – An exploration of Issues and Influences that effect Te Reo Māori Competence of Graduates from Māori Medium ITE programmes

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He Tirohanga Hōtaka has been called an "environmental scan" of Initial Teacher Education (ITE) programmes as the first stage of a significant research project of Te Pouherenga Kaiako o Aotearoa, the New Zealand Teachers Council.   The project originated from the Council's Māori Medium Advisory Group and aims to enhance the proficiency levels of Te Reo Māori Teacher graduates from teacher education programmes, hence the main title of the research project "Whakamanahia Te Reo Māori".

Haemata ^{Ltd}

Foreword

Ko te reo Māori kia whai, ko te reo Māori kia ora,
ko te reo Māori kia whaiora ngā Iwi o Aotearoa

The Māori Medium Advisory Group to the New Zealand Teachers Council took up its first exciting challenge in 2005: to explore what was happening in the tertiary sector in terms of Māori medium teacher education programmes for early years, primary and secondary sectors. These programmes were developed in contexts which are unique and distinct. Although they were viewed as innovative, ground-breaking and, indeed, nation building, not enough was known as to their content, their accessibility and the status of graduates for the Māori-medium sector. What was known was that they were laying the foundations of a bicultural/bilingual educational landscape in post-colonial Aotearoa as part of the deep structure of our unique context, and in keeping with our Treaty-based nation.

Although the exploration being offered here in *"Whakamanahia Te Reo Māori – He Tirohanga Hōtaka"* is essentially a descriptive study it does provide the details or basis for further research projects to strengthen capacity to meet the educational needs of children and young people in culturally harmonious ways and with absolute regard for their identities as Tāngata Whenua and Tāngata Tiriti. Transformation in a post-colonial era assumes the reconceptualisation and reconstruction of our cultural identities (which are not homogenous), the revernacularisation of te reo Māori and the growth of a bicultural Nation. As the New Zealand historian Hazel Riseborough so eloquently put it; '…I am comfortable in both worlds. I think that is what being a New Zealander is all about. You can never be part of the Māori world, but it can be a part of you. We are a bicultural nation, not multicultural – all those other people have a homeland and a language base outside this country. Māori have no other place but this.' (Your Weekend, November 2008 p. 16).

It is solid foundations such as those provided by the alternative teacher education programmes described in this report, aiming to graduate teachers who can move comfortably and confidently between diverse world-views and languages, upon which our bicultural nation can thrive. This research project is part of that solid base upon which further qualitative research projects can provide clarity as to what it means to be a New Zealander and can make a difference to the educational outcomes for ngā tamariki / mokopuna of Aotearoa.

Dr Mere Skerrett

Abstract

The purpose of this study, *Whakamanahia Te Reo Māori – He Tirohanga Hōtaka*, was to identify the issues experienced by Māori-medium Initial Teacher Education (ITE) programme providers in 2008 in relation to the development of Māori language proficiency of their graduates, and to recommend ways of addressing those issues. In the early part of 2008, Haemata Limited's research team gathered information through a review of the available documentation and a series of interviews with programme directors and lecturers. All 10 of the ITE providers offering Māori and bilingual programmes in 2008 participated in the study.

While several providers identified issues unique to their programmes, a number of common themes were apparent across all programmes. Most notably, the findings identify that all ITE providers of Māori-medium programmes are concerned about ensuring that their graduates have good Māori language skills, a thorough understanding of the Māori-medium curriculum (the 'Marautanga') and of second language acquisition theory, and that they can apply this knowledge in practical teaching situations.

Analysis of the data suggests that Māori-medium ITE programme providers need a range of support mechanisms in order to successfully develop both Māori language proficiency and pedagogical knowledge and skills in their graduates.

Acknowledgements

Haemata Ltd would like to acknowledge the assistance given by the staff of Initial Teacher Education programmes who took time out of their busy schedules to contribute to this very important kaupapa. Tēnei te mihi ki a koutou katoa e poipoi ana i te reanga kaiwhakaako hou.

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Executive summary

Initial Teacher Education (ITE) programmes aim to prepare graduates for a career in teaching, and in the context of this study, more specifically for teaching in Māori-medium and bilingual settings.

This 2008 study of ITE programmes, *Whakamanahia Te Reo Māori – He Tirohanga Hōtaka*, found a range of issues specific to Māori-medium programmes that, for the most part, have not changed since the New Zealand Teachers Council's last significant study of ITE education programmes undertaken in 2005 (Kane, 2005).

This report provides a summary and clarification of issues identified by programme providers in relation to the development of the Māori language proficiency of their graduates.

The report has two main sections. The first section describes the background and rationale that led to the commissioning of this piece of work, and the research methodology which guided the project.

The second section focuses on the questions which this study sought to answer and discusses the issues raised by providers of ITE programmes. A range of strategies to address those issues are suggested and areas for further research are indicated.

Our analysis of the data has resulted in recommendations based on information provided by the teacher educators interviewed in the study. We hope the recommendations will contribute to the development of common understandings and knowledge sharing opportunities for the Māori-medium ITE sector.

The key findings of this study suggest that:

- Professional conversations between ITE programme providers and teachers need to be encouraged. The sharing of information and views on common issues such as frameworks, outcomes and expectations will ultimately strengthen the profession and result in better outcomes for learners.

- Providers strive to ensure that graduates have the knowledge and skills required to understand and teach the marautanga particularly in relation to Māori language and second language acquisition theory. Support is required across providers if this aim is to be achieved consistently.

- Teacher educators identified difficulties with teaching some aspects of programmes to student teachers through the medium of Māori because of the associated technical language. This applies both to teaching pedagogy, and the various subject areas within the marautanga which include many recently coined terms.

- There is an apparent relationship between the amount of Māori used to deliver the programme and the extent of the focus on curriculum language. Iwi-based and other ITE programmes that delivered 80% or more of the programme in Māori were more likely than bilingual programmes to have a focus on the language of the curriculum.

- Providers would benefit from a range of support systems and tools to develop, assess and monitor the Māori language proficiency of their graduates.

- A collaborative approach to Māori-medium ITE programmes is required to fully prepare graduating student teachers for different education settings – from total immersion through to bilingual settings.

1.   Reo Māori Proficiency Project

In February 2008, Haemata Ltd was contracted by the New Zealand Teachers Council (NZTC) to conduct research into issues affecting the Māori language proficiency of students in Māori-medium and bilingual teacher education programmes in Aotearoa/New Zealand.

Prior research indicated a significant gap in knowledge regarding aspects of Māori language proficiency and other important issues in Māori-medium teacher education programmes. This was reinforced by the collective experience and wisdom of the NZTC's newly constituted Māori Medium Advisory Group in 2005, who recommended to Council that they commission a specific research project to explore the knowledge gap around te reo proficiency.

A scoping group comprising Māori language specialists and Māori educators was brought together to define a brief for the research. They recommended a two-phase kaupapa Māori research project consisting of:

- an initial scoping phase to collect data on current practice, standards and implementation in the sector

- a more in depth phase to research the issues, such as the quality of graduate outcomes, the expected levels of Māori language proficiency and culturally appropriate pedagogy.

Haemata Ltd was contracted to undertake a series of interviews with Māori-medium ITE programme providers and provide an analysis of current practice in the sector in fulfilment of the first phase.

This report relies on data gathered through face-to-face and telephone interviews together with programme documentation to identify and describe the current practices and issues in Māori-medium ITE programmes. Where relevant, reference is made to the findings of the more extensive 2005 study into ITE programmes throughout Aotearoa/New Zealand (Kane, 2005).

Research Brief

The research brief provided by the NZTC was to describe the current processes by which graduates in Māori-medium ITE programmes develop the required Māori language proficiency to teach in Māori-medium and bilingual settings.

This section of the report sets out the methodology and ethical procedures that were followed in the development and undertaking of the study.

Ethical Research Guidelines

In order to maintain the integrity of the research project, Haemata sought to ensure adherence to an agreed code of ethics for all aspects of the project. In consultation with the project advisory group, a set of ethical guidelines based on kaupapa Māori research principles was developed.

Te Rōpū Whakamana Reo Advisory Group members

- Dr Mere Skerrett, Chair of Te Rōpū Whakamana Reo Advisory Group

- Debbie Marshall-Lobb, Te Kura Kaupapa Māori o Manawatū

- Kaa Williams, Te Wānanga Takiura o ngā Kura Kaupapa Māori o Aotearoa

- Lynne Harata Te Aika, University of Canterbury

- Maraea Hunia, independent consultant

- Dr Margaret Franken, University of Waikato (NZTC, Council representative)

- Mere-Heeni Simcock-Reweti, Te Taura Whiri i te Reo Māori

- Dr Peter Lind, Director, NZTC

- Ken Wilson, Senior Adviser: Teacher Education, NZTC Staff Support

- Brian Ruawai-Hamilton, Policy Advisor: Māori, NZTC Staff Support

- Erin Pilcher, Research Analyst, NZTC Staff Support

- Anna Gruner, Research Analyst, NZTC Staff Support

- Cynthia Shaw, Manager Policy and Strategic Development, NZTC Staff Support

Kaupapa Māori Research Approach

Haemata Ltd has a responsibility to both the client and the research participants to ensure that integrity, trust, and respect, evident in a kaupapa Māori-based approach, underpin the research methodology and guide the conduct of researchers throughout this project.

Core Māori concepts and tikanga (cultural practices) common across Māori-centred ethical frameworks were used to guide us in our research practices and ethical processes. Smith and Cram (2001) list seven key values to guide researchers operating from a kaupapa Māori basis:

1. aroha ki te tangata (a respect for people)

2. kanohi kitea (the seen face; that is, present yourself to people face to face)

3. titiro, whakarongo … kōrero (look, listen … speak)

4. manaaki ki te tangata (share and host people, be generous)

5. kia tūpato (be cautious)

6. kaua e takahia te mana o te tangata (do not trample over the mana or dignity of the people)

7. kaua e mahaki (do not flaunt your knowledge).

Haemata Ltd is also guided by a set of principles that reflect our belief in empowering Māori to define their future which are applicable to this study:

- Nā mātou, mō mātou – by Māori, for Māori.

- Te reo Māori – respect for and promotion of Māori language.

- Te hāpai i a tātou – improving outcomes for Māori.

- Partnership, participation and protection (Treaty anchored relationships).

The kaupapa Māori approach employed by Haemata in this study was guided by these values and principles, and reflected in the way we approached each aspect of the research.

Identifying the Sample

This section describes the criteria used to identify potential participants, the processes around securing their participation in the project, and the management of confidential information.

Teacher education provider selection process

Teacher education programmes were identified from the 2008 TeachNZ teacher education provider information booklets for early childhood, primary and secondary (Ministry of Education, 2008) and had to meet the following criteria. They were:

- initial teacher education[1] i.e. pre-service Māori-medium and bilingual programmes[2]

- offered in 2008

- at Level 7 on the NZQA framework – including Bachelor of Teaching degrees and Diplomas of Teaching (and similar qualifications)

- approved by the NZTC.

Thirteen (13) programmes met the criteria for inclusion in this study. Those programmes were offered by ten (10) different providers.

Selection of participants

With the purpose of the study and the research questions in mind, programme directors were identified as one group of key informants. Each programme director was asked to identify a second informant for their programme. Criteria provided required the second participant to:

- be fully conversant with the programme

- hold a senior position on the programme

- teach paper/s with a Māori language focus.

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[1] This study concerns Māori-medium initial teacher education programmes only, and does not include in-service programmes for qualified teachers.

[2] For the purposes of this report, the term Maori-medium is used to include both Māori-medium and bilingual ITE programmes.

This formed a potential sample group of 13 programme directors and 13 tutors/lecturers.

Initial Contact

All providers of NZTC approved ITE Māori-medium and bilingual programmes offered in 2008 were approached to participate in the study. Initial contact with the provider was made via correspondence from Peter Lind, Director of NZTC, addressed to the Programme Director, Chief Executive Officer, Dean of Education, or Pro Vice Chancellor (Education). The letter (Appendix B) outlined the purpose of the project and introduced the research team.

The initial contact was then followed up with a telephone call by Haemata staff to seek each provider's agreement to participate in the project, and to ascertain any additional research ethics approval processes required by the institutions.

The invitation to participate had been forwarded to each programme director. An information pack (Appendix C) was also disseminated to the programme directors, and included:

- a copy of the introductory letter from Peter Lind, Director, NZTC

- a set of interview questions

- timeframes for contacting participants via phone

- consent forms

- ethical and confidentiality statements

- information about data collection, usage and storage.

In most cases, the documentation provided was sufficient to meet the ethical standards of the institutions. Where further information was requested, any concerns, questions or issues were addressed by telephone or in face to face meetings. This process resulted in agreement by all providers to participate in the study.

Cultural Safety

We anticipated similar numbers of male and female participants and that the vast majority would be Māori, and Māori speaking. The Haemata researchers are Māori, female, speakers of Māori, and comfortable with Māori practices and protocol. With wide experience in Māori education, as classroom teachers, lecturers of teacher education programmes and other tertiary programmes, and as students of the Māori language, our researchers offered both cultural and educational understanding to the research. This, along with our guiding principles, supported our engagement and interaction in a way that allowed us to understand and respect the context in which providers operate.

Informed Consent

Prior to interviews with programme directors and lecturers/tutors, participants were fully informed of the following:

- the rationale for undertaking the research project

- the names of people responsible for the project

- that participation was optional

- they had the right to withdraw from the process at any time before the data collection process was completed

- the consent and confidentiality procedures

- the interview questions

- the intended use of the information

- who would have access to the information

- confidentiality and anonymity processes

- data storage.

Participants also received the interview questionnaire and were asked to sign a consent form prior to the interview taking place.

Confidentiality

To ensure that ethical standards were adhered to throughout the project and that the integrity of the collected information was maintained, it was important to ensure

that information collected was treated in a confidential and secure manner. The following processes to handle the information were utilised:

- A code-based system of data management was used to ensure confidentiality of individuals and institutions throughout the analysis process. Individuals were only identifiable by the holder of the code key.

- Information from interviews was entered into an excel database housed on the Haemata server which is a secure facility only accessible by Haemata staff, and protected by firewalls and passwords.

- Completed interview schedules were held in a locked filing cabinet on Haemata office premises and will be destroyed on completion of the project.

- Audio recordings of interviews were held in a locked filing cabinet on Haemata office premises and will be deleted or wiped on completion of the project.

- All informants were asked to sign consent forms that included an explanation of how information is handled in a confidential manner.

- All Haemata staff who handled or had access to the data were required to sign confidentiality agreements.

Research Methodology

Research Questions

The following research questions were based on recommendations from the project advisory group, and on indicators identified in the 2008 Graduating Teacher Standards.

1. What conceptual frameworks underpin each Māori-medium ITE programme?

2. What proficiency in te reo Māori is required for entry into each of the Māori-medium ITE programmes?

3. How do Māori-medium ITE providers assess their students' Māori language proficiency?

4. What approaches do Māori-medium ITE providers adopt to develop Māori language proficiency of the students in their programmes?

5. What proficiency in Maori language is expected of graduates in Māori-medium ITE programmes?

6. To what extent do the Graduating Teacher Standards influence the language component of the programmes?

7. What percentage of content in Māori-medium ITE programmes is delivered through Māori language?

8. On what basis are decisions about language use/choice made across a programme e.g. Are some subjects taught in Māori and others in English?

9. What experiences and qualifications are expected of staff in the Māori-medium ITE programmes and to what extent are these expectations met?

10. What issues do ITE providers and the other research participants identify in terms of Māori language proficiency?

An interview questionnaire (Appendix D) was developed based on the above research questions and available to participants in Māori and English.

Data gathering

Data was gathered in three ways:

1. Document review and analysis

Documentation about each programme was gathered prior to commencing interviews. Sourced from provider websites, calendars, prospectuses, and programme directors, the information available included conceptual frameworks, programme aims, entry criteria, course outlines and paper descriptions. Interviews were used to validate the accuracy of the information gathered.

2. Interviews – telephone and 'kanohi ki te kanohi'

Interviews were semi-structured – a questionnaire was developed to guide the interview process. Prior to interviews each participant received an information pack containing details about the study including the interview schedule and a consent form. Participants also had the opportunity to ask any questions about the process or the research, prior to being interviewed. Approximately half of the interviews were undertaken by telephone and half in person.

Telephone interviews were conducted one-to-one. By contrast, some participants in face-to-face interviews requested that they be interviewed with their colleague/s. Five of the face-to-face interviews involved more than one person.

3. Written responses

Although participants were not offered the option of providing a written response to the survey questions, the staff from two programmes (at one provider) requested that they be allowed to participate in this way. Workload at the time of the research meant these participants were unable to commit a time for phone or kanohi-ki-te-kanohi interviews.

Of the 22 participants who responded, 14 were interviewed kanohi-ki-te-kanohi, five were interviewed by telephone, and three provided written responses.

Researchers recorded all responses in writing, and with the exception of the written response received, also recorded responses on a digital recording device. The information was entered into a database to facilitate analysis.

Number of Participants

All 10 providers (offering the 13 eligible programmes) agreed to participate in the research project. However, due to time constraints and workload issues three informants of the original sample group of 26 were not available for interview and one declined the offer to participate. This resulted in a participation rate of 84.6 percent representing 12 programmes and 10 providers.

Table 1   Number of participants and responses received

Response	Number
Response received	22
No response received[3]	3
Declined to participate[4]	1
Total	26

[3] Two informants from one programme did not provide their written responses in time to be included in the project so we were not able to collect information about this programme. It proved impossible to coordinate an interview time for a participant from another programme and that person did not end up being interviewed.

[4] Informant declined to participate as they were a new employee and did not feel confident to participate fully in the study. There were no other potential participants from the same programme.

Table 2   Number of respondents for each type of response

Type of Reponses	# Participants
Kanohi–ki–te–kanohi interview	14
Phone interview	5
Written response	3
*Nil response[5]	3
Declined	1
Total	**26**

On five occasions participants requested that they be interviewed with a colleague/s. In one of those interviews, five teaching staff of one programme participated in an interview. However, for the purposes of this study, these five participants have been counted as two responses ('programme director' and 'second informant' – senior staff member). All other programme participants have been counted as either one or two depending on whether the programme director and/or staff member took part in the project.

Two participants from one programme provided written responses (at their own request) and one participant from another programme was unable to make the kanohi–ki–te–kanohi interview but submitted a written response via email instead.

All participants received a written summary of their interviews and were asked to confirm the accuracy of the information in its summarised form and to make any additions they felt were necessary. Eighteen participants (84%) responded.

Analysis

The analysis of the data is embedded in a strengths–based approach whereby the intention of the research is to identify strengths of a programme as well as the issues associated with producing Māori language competent graduates. By identifying the strengths and understanding the issues the aim is to help improve the educational outcomes for Māori (te hāpai i a tātou).

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[5] The provider had agreed to participate but was subsequently unable to provide information.

The sample group of 22 participants is too small a sample to undertake a quantitative analysis, but has allowed qualitative analysis leading to the identification of common themes and best practice examples.

Issues

The following issues were identified by either the research team or cited as reasons participants felt reluctant to participate in the research project.

Lack of knowledge about the programme

One participant did not feel they had been teaching in the programme long enough to provide adequate responses. The programme director was available to be interviewed but was unable to respond to some programme specific questions such as the amount of Māori language used to deliver papers in the programme.

Tikanga Māori process

One provider was concerned about the purpose of the research project. Although full information prior to consent was supplied, concerns raised by the provider resulted in the researcher agreeing to meet with staff to discuss the project prior to securing their agreement to participate. Agreement was forthcoming and an interview was conducted.

Identification of participants

The number of people who work in Māori education is relatively small, with fewer still working in Māori-medium education. This poses a risk to being able to ensure the anonymity of those interviewed. In order to mitigate any risks associated with individual participants being identifiable, findings are reported in general terms. This report has also been reviewed by the project advisory group to ensure that it does not identify individual participants in a way that may be perceived as detrimental.

2. Findings

This section of the report begins with a brief overview of the ITE programmes included in this study and then addresses the ten research questions. It provides an analysis of data sourced from interviews with programme directors and lecturers of Māori-medium and bilingual ITE programmes, and from programme-related documents. Where relevant and useful, findings concerning similar questions asked of Māori-centred, Māori-medium and bilingual programmes that feature in the Kane report (Kane, 2005) have been referenced.

Overview of Māori-medium and Bilingual Initial Teacher Education

Providers

In 2008, ten ITE providers (five universities, three wānanga, two private training establishments) offered Māori-medium or bilingual programmes.

Programmes

Māori-medium or bilingual ITE programmes aim to prepare graduates for teaching careers in bilingual or total immersion settings in the early childhood and primary education sectors. Across the ten providers, a total of 13 Māori-medium and bilingual programmes were offered, and participants from 12 of the programmes participated in this study.

All programmes offered through universities were college of education programmes prior to the mergers with local universities which have taken place in the last decade.

Some of the programmes are available in larger city centres as well as smaller regional towns through provider outposts.

Typically programmes are full-time for three years with an option of part-time study (to be completed within six years).

A range of graduate level qualifications are offered through the 13 programmes. Graduates of 10 programmes receive bachelor degrees, and students of three programmes graduate with a diploma of teaching.

Table 3   Type of Qualification by Provider by Sector

Provider	Early Childhood		Primary	
	Diploma	Degree	Diploma	Degree
Anamata Private Training Establishment				1
Massey University				1
Otago University				1
Te Wānanga o Aotearoa				1
Te Wānanga o Raukawa	1		1	1
Te Wānanga Takiura o ngā Kura Kaupapa Māori o Aotearoa			1	
Te Whare Wānanga o Awanuiārangi		1		1
University of Auckland				1
University of Waikato				1
Victoria University of Wellington		1		
Total	**1**	**2**	**2**	**8**

Modes of delivery

The programmes available are delivered through a range of different delivery modes:

- College-based programmes

  Students attend lectures throughout the week and at various times throughout the programme are placed in schools or early childhood centres for blocks of practical teaching experience.

- Centre-based programmes (early childhood)

Students attend classes one day per week, work between one and four days in their early childhood centre with guidance by an associate teacher; and, at various times throughout the programme, complete blocks of practical teaching.

- Campus-based (early childhood)

Students attend classes on two or more days a week, work at least one day in their centre with guidance by an associate teacher and attend blocks of teaching or practicum throughout the course.

- Distance education

Students learn online, attend intensive noho marae, and complete blocks of practical experience during the programme.

Of the 13 Māori-medium programmes available in 2008, five were college-based, three were campus-based, four were delivered via distance education, and one was centre-based.

Five Areas of Inquiry

This study focuses on identifying the issues concerning the Māori language proficiency of teacher education students in Māori-medium and bilingual teacher education programmes.

The research questions cover five areas of inquiry and for ease of reading and discussion, the findings are presented according to these five areas.

In this section the main findings of the study are presented along with a discussion of the issues identified. A summary of recommendations is included at the end of this report.

Inquiry Area 1: Conceptual Frameworks and the Graduating Teacher Standards

What conceptual frameworks underpin each Māori-medium ITE programme?

To what extent do the Graduating Teacher Standards influence the language component of the programmes?

Inquiry Area 2: Reo Māori Proficiency through Initial Teacher Education

What proficiency in te reo Māori is required for entry into each of the Māori-medium ITE programmes?

How do Māori-medium ITE providers assess their students' Māori language proficiency?

What approaches do Māori-medium ITE providers adopt to develop Māori language proficiency of the students in their programmes?

What proficiency in Māori language is expected of graduates in Māori-medium ITE programmes?

Inquiry Area 3: Reo Māori Content of Programmes

What percentage of content in Māori-medium ITE programmes is delivered through Māori language?

On what basis are decisions about language use/choice made across a programme e.g. Are some subjects taught in Māori and others in English?

Inquiry Area 4: Staff Experience and Qualifications

What experiences and qualifications are expected of staff in the Māori-medium ITE programmes and to what extent are these expectations met?

Inquiry Area 5: Issues

What issues do ITE providers and the other research participants identify in terms of Māori language proficiency?

Inquiry Area 1: Conceptual Frameworks and the Graduating Teacher Standards

Conceptual frameworks for ITE programmes help identify what a provider believes is most important in preparing graduates for teaching careers. According to Kane (2005:51), conceptual frameworks 'provide an account of the assumptions and understandings about teaching and learning to teach that underpin the qualification structure, content and implementation' and have been identified as a key indicator of programme quality. (Feiman-Nemser, 1990; Howey, 1996 cited in Kane, 2005:51).

In 2008, the NZTC defined a set of national standards for graduating teachers of ITE programmes. Known as the Graduating Teacher Standards (NZTC, 2008), these benchmarks define areas of skill, knowledge and understanding expected of ITE graduates applying for provisional teacher registration. The standards are intended as a means of helping ITE programme providers to produce graduates who are well prepared for entering the teaching profession, and enable schools to have clear expectations of potential employees.

In this study we attempted to identify the foundations and principles of ITE programmes as outlined in their conceptual frameworks, and the alignment of these to the Graduating Teacher Standards. We expected to see a focus on many of the important foundational skills of being an effective teacher in the conceptual frameworks, but we also found that the conceptual frameworks serve to highlight the differences and uniqueness of the programmes. These differences are influenced by a range of factors including existing Māori conceptual frameworks, the role of iwi and tikanga, and international research.

Conceptual frameworks

In 2005, researchers examined 78 conceptual frameworks across early childhood, primary and secondary ITE programmes (Kane, 2005:79). They found that overall there were a range of understandings as to the structure, content and purpose of conceptual frameworks within ITE. Where frameworks were well-developed, providers made explicit their understanding of: teaching and learning, best practice in pre-service teacher education, and the contexts in which their graduates would be working. Researchers noted that few conceptual frameworks recognised the needs of second language learners in schools. (Kane 2005:81) These elements became the basis for review of conceptual frameworks in this current study of Māori-medium ITE programmes.

Conceptual frameworks were not available for all participating programmes, and in some cases information was sourced from providers' websites and prospectuses.

Findings

Participants who described their conceptual frameworks, referred to Māori frameworks, dual knowledge systems, the Treaty of Waitangi, iwi partnerships and knowledge, te reo Māori me ngā tikanga, curricula such as Te Whāriki, programme content and aims, and graduate outcomes. Some conceptual frameworks also described the type of setting/s in which graduates could teach, ranging from English-medium mainstream settings, bilingual through to total-immersion Māori-medium kōhanga reo, kura kaupapa Māori, and iwi-specific schools.

Programme Content

Generally, there are four key components to the content of Māori-medium ITE programmes:

- Curriculum knowledge and teaching

    The marautanga Māori (Māori-medium curricula) are the focus of these studies. May be referred to as: curriculum studies, marautanga reo Māori, education curriculum, or curriculum-based studies

- Education studies

    May be referred to as: education studies, teaching specialisation, professional studies, or education professionalism

- Te reo me ngā tikanga

May encompass: reoruatanga (bilingualism), iwi and hapū studies, te reo Māori, marautanga ā-iwi, mātauranga Māori (Māori knowledge)

- Practicum

Off campus practical teaching experience.

Language Revitalisation and Second Language Teaching and Learning

Participants from nine of the 12 programmes included in this study made reference to researchers such as Jim Cummins, Joshua Fishman, Stephen May, Colin Baker, Richard Benton, and Rod Ellis in regard to language revitalisation, and to second language acquisition, learning and teaching principles and approaches.

Eight of the 12 programmes deliver 80–100% of their content through the medium of Māori language and classify their programmes as total immersion. The other four programmes deliver 31–50% of the content through the medium of Māori and classify their programmes as bilingual. One programme had originally been total immersion but had recently become bilingual due to a decrease in students fluent enough in Māori.

> *"Āe, kua whakarerekētia. I heke ngā nama, ka tīni i runga i te whakaaro i te taumata o ngā tauira. I te wā o te rōpū rumaki/whānau, he nui rawa ngā tāngata. I taua wā tokoono ngā kaiako. Now there are not enough students or kaiako. I runga i tērā, i puta mai ko te kākano rua." [Bilingual, primary].*

> *"(Yes, it has changed. The number (of students) has decreased, due to the level of the student. At the time of the total immersion whānau/group, there were lots of people. At that time there were six teachers. Now there are not enough students or teachers. Because of that, it became bilingual)".*

'Front Loading'

Many, if not most, students in Māori-medium ITE programmes are second language learners of Māori. In recognition of this situation, two immersion ITE programmes introduce new concepts in English and then discuss the new learning in tutorials in Māori. Students learn new and complex concepts in English in lectures, and then discuss the new concepts in their tutorials and how to express those concepts in the

Māori language. Both programmes teach core education papers using this method of teaching. One programme refers to the approach as 'front loading', while the other programme recognises it as an accelerated learning technique.

> "*One in six papers are (delivered) in English. We sometimes frontload in English. Staff are currently looking at the concepts of simultaneous bilingualism, trans-acquisitions, which is looking at the role of using English to access fast information and thinking.*" [Māori-medium, primary].

Te Whāriki

All three early childhood ITE programmes indicated the central importance of *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa, Early Childhood Curriculum* (Ministry of Education, 1996) to their programmes. Te Whāriki is considered to fit well with both Māori and western pedagogies emphasising an holistic and inclusive approach to teaching and learning. As one participant wrote:

> "*The provision of quality teaching and learning for young children is underpinned in this programme by the conceptual framework provided by both the Māori and English early childhood curriculum documents: Te Whāriki (Ministry of Education, 1996). Using these parallel documents allows for the dual knowledge systems of Māori and Pākehā/Western pedagogies to be positioned as equally valid and valuable, and provides the bridge for students to make connections between the two knowledge systems. To continue the metaphor used by the developers of the Te Whāriki: Early Childhood Curriculum where the curriculum is described as "a Whāriki, or mat, woven from the principles, strands and goals" (Ministry of Education, 1996, p. 11), this programme seeks to weave together early childhood knowledge and pedagogy from both Māori and Pākehā/Western perspectives to develop graduates who are able to draw upon both to support them in their teaching.*" [Māori-medium, ECE].

The programme also centralises the child in learning, and encourages relationships with whānau and community, a concept central to preferred Māori ways of teaching and learning.

"During the degree you'll cover all the essential curriculum documents, including Te Whāriki. You will also gain an understanding of the preferred Māori ways of teaching and learning. These are centred around the children, who they are – their whakapapa – and how they are connected to their communities – their whānau, hapū, and iwi. The degree also reaches out to incorporate other indigenous perspectives, providing a stimulating learning environment". [Māori-medium, ECE].

Dual Knowledge Systems

Dual knowledge-based pedagogy was a characteristic of some programmes and considered complementary. This approach was typical of programmes offering a dual pathway or degree with another stream of the institution. While the overall programme aims and outcomes for individual papers were similar to the general teaching stream, key differences included the language of delivery, aspects of content (such as Māori pedagogies), the curriculum document focus (marautanga Māori), and second language acquisition teaching and learning.

"Based in dual knowledge systems of Māori and Pākehā/Western early childhood traditions and pedagogies. Knowledge systems are positioned as equal, valued, and complementary to each other". [Bilingual, ECE].

One participant acknowledged partnership with local iwi and to the Treaty of Waitangi as a principle underpinning their conceptual framework and in their strategic plan.

"[Name of provider] has a formal partnership with [iwi]. This also lines up with their commitment to the Treaty of Waitangi. The University and the iwi developed a Māori Strategic Framework together to provide a programme that taught reo and tikanga…. [We need to develop] teachers who can integrate reo and tikanga into teaching programme, and as part of my involvement with [name of programme] we also realised that they needed to have an understanding of second language learning and the pedagogy that underpins the theory". [Bilingual, primary].

On amalgamation with the local universities, participants from programmes previously delivered through colleges of education found themselves having to redevelop their teaching degrees. In the most part, this has been done successfully but mergers have not been without some tension.

"[In] most cases there are English-medium equivalent papers where the learning outcomes are the same, but we have a learning proficiency aspect to the degree as well. The programme papers are developed together with the English-medium lecturer/s and at some point we make different decisions with regard to content. The [department] stands alone within the [university] structure. Since the amalgamation, [our department] remains autonomous to the [university], but with tension. The advantage of being autonomous means we have access to the research and budget of the university, and they have their own monitoring structure and own reporting procedures to TEC [Tertiary Education Commission] so we don't have to spend time doing that. Students receive a Bachelor of Teaching – same as all [university] students. The Māori component of our programme is acknowledged by transcript which details the papers taken/passed, including the Māori papers. This works for students when applying for overseas jobs. If it had B Teaching (Māori) it may appear inferior. This way the programme can provide Te Aho Matua [Guidelines for immersion written by a Māori elder] perspective and understanding without being disadvantaged". [Māori-medium, primary].

ITE Māori-medium and bilingual programmes offered through universities can experience tension/s as a result of needing to achieve dual aims and purposes. Managing the tension requires fulfilling requirements for programme approval while upholding the structure, aims and desired outcomes of the programme and relies on sound institutional knowledge as well as the ability to identify clearly the points of connection between the programme aims and the institutional goals.

Māori Frameworks

Kane (2005) found that:

"Conceptual frameworks presented by those qualifications offered by Māori-centred providers or through the medium of Māori, reflect particular philosophical approaches to initial teacher education located in a Māori worldview and focus on enhancing the achievement of Māori students in schools". (p80)

Every programme in this study referred to a Māori framework in their description of the conceptual framework. The Māori frameworks were fundamental to their perspective, and approach to learning and teaching and included Te Aho Matua, Te

Whare Tapawhā, Ngā Kaupapa Here, kaupapa Māori (Māori concepts), mātauranga Māori (Māori knowledge), iwi frameworks, te Ao Māori (Māori worldview)[6].

Typically, programmes delivered by wānanga mentioned more than one framework, for example:

> *"Ko te reo me ōna tikanga, ko te rangahau mō [te mātauranga ā-iwi/ā-hapū], ko ngā ariā o Te Whāriki, o Te Whare Tapawhā, o Te Aho Matua, me ngā kaupapa o te Whare Wānanga[7]. Ka hono ngā mea katoa". [Māori-medium, ECE].*

> *"(The language and its customs, research about tribal/sub-tribal knowledge, principles of Te Whāriki, of Te Whare Tapawhā, of Te Aho Matua, and the principles of the Whare Wānanga. They are all linked)".*

Participants rationalised the inclusion of Māori frameworks within their programmes' conceptual frameworks with statements such as:

> *"[The programme] is built on the premise that our people need to understand themselves first and their location in the world… before embarking on other learning". [Māori-medium, primary]>*

> *"[The programme] is based on Māori values. The staff who designed this programme and came up with the concept and they had very strong and definite ideas about pedagogy and communication". [Māori-medium, primary].*

One provider and programme grounded their conceptual framework firmly in international indigenous theories, adapting it to reflect the centrality of the child to learning and to their world, and 'iwi-ness' as opposed to 'Māori-ness'.

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[6]   Te Aho Matua sets out the founding principles and philosophy for kura Kaupapa Māori (ERO, 2008). Te Whare Tapawhā is a Māori holistic health model consisting of four cornerstones (or sides): whānau (family health), tinana (physical health), hinengaro (mental health) and wairua (spiritual health). (Te Kete Hauora, 23 June 2008). Ngā Kaupapa Here are the guiding policies/principles of one of the participating institutions.

[7]   Whare wānanga are both contemporary Māori-based universities and traditional schools of esoteric learning

"The literature that informs the philosophy is by American academics Vine Deloria Junior and Daniel Wildcat. It is based around mauri/power and place/whenua, and connectedness – connecting the child to the curriculum through their own world. It defers the notion of Māori to one of iwi specificity. It is designed to be engaged from 'iwi-ness' rather than 'Māori-ness'. It aligns with the [iwi-based curriculum].... The majority of students are [name of iwi], but other iwi are also encouraged to participate using their own iwi knowledge. It is based on three poutokomanawa – whakapapa, whanaungatanga, wānanga – cornerstones of indigenous epistemology. We have taken the notion of teacher education to one of 'indigenous education', to extend the relevance of the learning – and to be cognisant of the role of the teacher outside of the classroom, as a leader of the whānau and iwi. Excellent teachers will make us excellent leaders, and their skills will be utilised to develop increasing participation and involvement in children's learning with whānau and hapū". [Māori-medium, primary].

Graduating Teacher Standards

It is intended that the new Graduating Teacher Standards will apply to all graduates of initial teacher education programmes entering teaching in a school or early childhood centre and including all Māori-medium settings. From January 2009, providers applying for approval of ITE programmes have to show that new teaching programmes align with the Graduating Teacher Standards.

While this development is still new, participants in this study were asked about the types of skills and knowledge taught through their programmes, based on the competencies identified in the Graduating Teacher Standards.

Findings

Pedagogy associated with second language acquisition teaching methods

Participants from 11 programmes responded to questions about second language acquisition pedagogy within their programmes. The results indicate that two programmes specifically teach second language pedagogy, five other programmes include some aspects of second language acquisition, and four do not reference it at all.

Participants identified researchers and material used for teaching second language acquisition pedagogy such as Jim Cummins, Joshua Fishman, Stephen May, Colin

Baker, Bernard Spolsky, Richard Benton, and Rod Ellis, while some also mentioned educationists and linguists Toni Waho, Rose Pere, Mason Durie, Wharehuia Hemara, Wally Penetito, Ian Cormack, Bruce Biggs and Fran Hunia when referring to Māori pedagogy. It is noted that some of the people named may not fit the area or category of expertise attributed to them by the participants.

In terms of students being able to demonstrate their skills in the application of second language acquisition pedagogy, most participants relied on observations during practicums and seminar presentations.

Pedagogy associated with teaching children of different age groups

Participants from 10 programmes confirmed that their programmes focus on the pedagogy associated with teaching children in the age groups the programme is tailored for (for example, early childhood or primary) and two thought they could improve in this area.

Some of the programmes offer age-appropriate papers based on curriculum levels and subject areas. All programmes assess students' knowledge of pedagogy to some extent through performance during practicums. Curriculum-based planning and observations during class exercises are also used to assess pedagogical knowledge.

Do graduating teachers have knowledge of the relevant curriculum documents of Aotearoa New Zealand?

Programmes utilised a mix of the curriculum documents, the marautanga Māori (current and draft versions), the New Zealand Curriculum and Te Whāriki Curriculum (in Māori and English). Staff chose the curriculum documents most relevant to the focus of their programmes but the majority focused on the marautanga Māori.

Iwi-based immersion ITE programmes also utilise a range of Māori-centred documents and concepts in addition to the Marautanga o Aotearoa, including Te Aho Matua, Te Whare Tapawhā and Kauae Runga, Kauae Raro.[8]

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[8] Te Aho Matua sets out the founding principles and philosophy for kura Kaupapa Māori (ERO, 2008). Te Whare Tapawhā is a Māori holistic health model consisting of four cornerstones (or sides). Kauae runga, kauae raro acknowledges both general and esoteric knowledge.

Other documents referred to by participants who delivered 30% or less of their programme in Māori included:

- Te Reo Māori in the New Zealand Curriculum: Draft (document for teaching Māori in English-medium schools)

- Learning Languages series

- NZ Curriculum Framework document.

To what extent does the programme focus on the language of the curriculum?

Five of the programmes had a very strong focus on the language of the curriculum. There is an apparent relationship between the amount of Māori used to deliver the programme and the extent of the focus on curriculum language. Iwi-based and other ITE programmes that delivered 80% or more of the programme in Māori were more likely than bilingual programmes to have a focus on the language of the curriculum. Programmes that spent less than 30% of the language of instruction in Māori were more likely to have a limited focus on the language of the curriculum.

Do graduating teachers have knowledge of the relevant curriculum documents of Aotearoa New Zealand?

All participants confirmed that their students have the ability to understand the Māori curriculum documents appropriate to the subject and age group (or level) that the programme focuses on. The majority demonstrate this ability by designing age-appropriate lesson plans, through practicums and in classroom discussions.

Participants were also asked about the connection between language proficiency and the ability to deliver the marautanga. They noted that some teacher educators have problems teaching the marautanga in Māori because they themselves do not have a good grasp of the Māori vocabulary and concepts associated with each curriculum area. This raises concerns about whether the programme graduates will in turn be able to teach the marautanga in schools.

Do graduating teachers know how to develop thinking and learning strategies in learners?

Participants from five of the 12 programmes reported using the Māori-medium numeracy programme, Te Poutama Tau, to help their students develop the skills needed to teach children in a manner that develops thinking strategies.

Two immersion programmes take a different approach to ensuring that their students are able to encourage the development of thinking strategies in children.

Both programme providers require their students to learn, and to be able to teach anything in the classroom in a way that is both relevant and connected to the foundation concepts of their ITE programmes. One of the two programme providers encouraged thinking strategies based on connections to the *kaupapa here* (principles and policies) of the institution and the other focused on connections to *whakapapa* (genealogy, cultural identity, relationships). Both expected that graduates of their programmes would utilise these skills in the classroom to enable their own students to make similar connections between what they learn in class and how it relates to their world.

Those that did not have a formal programme in place to develop metacognitive strategies cited strategies such as planning, discussion, assessment, or brainstorming to encourage the development of thinking but it appeared that it did not tend to be a primary focus.

The primary means of demonstrating students' ability to encourage/develop thinking strategies is through practicums, and then through being able to talk through their planning processes and rationale for approaches they would use in the classroom.

Do graduating teachers have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand?

This question is not able to be answered fully within the scope of this research project; however the question asked by the researchers allows comment on how Māori language and tikanga are addressed in the programmes.

Iwi-based programmes have tikanga ā-iwi embedded throughout their programmes and are guided by clear iterations of tikanga or policy. One programme, although

not iwi-based in location, also had a strong tikanga aspect throughout their programme.

Programmes run within mainstream institutions tend to practice general tikanga e.g. karakia, waiata, haka, tikanga o te marae, mihimihi, wānanga. Many experience difficulties in balancing the requirements of the institutions and what they feel their responsibilities are in terms of tikanga.

Most programmes encourage the practice of tikanga through everyday activities such as karakia, waiata, haka, ngā tikanga marae, mihimihi, and wānanga during the programme, and also outside of the classroom if they have a marae on campus or local marae they can access.

Interpretative commentary

Institutional Knowledge and Support

Continuity of staff impacts heavily on programmes in terms of conceptual underpinnings, structure, language of delivery and sustainability. Changes of staffing can result in a loss of institutional knowledge in terms of the conceptual framework, the principles on which the programme was founded and the programme's overall aims.

While some participants / interviewees could clearly articulate the core components of the conceptual framework underpinning their programmes, others lacked an understanding of the purpose of a conceptual framework and how it underpins approaches to learning and teaching in the context of their programme.

Teacher educators of a programme need opportunities to discuss what a conceptual framework is, and to revisit the conceptual framework underpinning the programme from time to time, particularly when they have a change in staff. At the time that this study took place four programmes that had experienced recent staff changes and therefore four interviewees were new to their programme. As a result, they were not able to comment on some of the key information such as the conceptual framework. One potential participant declined to participate in the study for this reason.

This initial investigation of conceptual frameworks and Graduating Teacher Standards identified many components that could easily fit into both frameworks which raises the question of what relationship they should have and how closely aligned the two should be.

Teaching the Curriculum

Although there is a wealth of research about the teaching skills highlighted through the Graduating Teacher Standards, including second language acquisition pedagogy, some participants lacked knowledge and understanding of how to pass those skills on to their students. It was also concerning that while the teacher educators said that their students understand the curriculum documents, they also note problems they have with teaching it to their students through the medium of Māori.

Initial teacher educators need to keep up to date with curriculum development and second language acquisition theory. Educators can appear to be operating within a vacuum and in isolation to their colleagues at other providers. They need opportunities to network, observe, discuss the issues and difficulties, and an opportunity to share the strengths of their programmes. It may also be helpful to investigate what support graduates need to be able to teach the curriculum well, including the type of language and vocabulary required to deliver the different areas of the curriculum, particularly the large number of neologisms.

A collaborative approach to Māori-medium ITE programmes between providers as well as schools and other key organisations is required to progress and fully prepare our graduate teachers for the different education settings – whether that be in full immersion Māori-medium or bilingual settings.

Inquiry Area 2: Māori Language Proficiency through Initial Teacher Education

In this area of inquiry, we were interested in identifying current practices for measuring and monitoring Māori language proficiency at the start and throughout the duration of the programmes, the approaches to developing proficiency, and the expectations around graduates' proficiency on completion of programmes.

Māori Language Entry Requirements

The expectations of programme directors and lecturers in terms of the Māori language proficiency of students on entry to the programmes varied widely. This

variance depended on the ability of the applicants for the programmes and of the programme teaching staff themselves as well as the purpose of the programme, i.e. preparing graduates to work in bilingual or immersion contexts.

Findings

Other findings include:

- Many participants stated that there was no specified language entry requirement.

- Students applying to enter programmes delivered through the medium of Māori were expected to have the language ability to be able to cope with that environment. By contrast, students applying for entry to bilingual programmes were likely to get in, provided they met all other requirements, regardless of their Māori language proficiency.

- Students entering bilingual programmes who already had some fluency in Māori were likely to receive recognition of prior learning (RPL) and be credited or exempt from taking Māori language papers in their first and/or second years of the programme.

- Staff of iwi-based or community-based programmes usually had some prior knowledge of, applicants through involvement in the local kōhanga reo, kura kaupapa Māori, secondary schools, or marae, and used that knowledge to determine the applicants' ability to cope with the language demands of the programme.

- A couple of providers were delivering more than one approved teacher education course or programme. This created the opportunity of an alternative pathway where students who gained entry to a particular programme but were unable to cope with the language demands, were able to transfer into another programme with lower language demands.

Most programmes required students to have a sufficient level of Māori language proficiency to enable them to cope with the language demands of the programme components delivered in Māori. Many stated that there was no formal entry requirement. However, students applying to enter programmes delivered in Māori were expected to be able to cope in a total immersion environment.

> "Students are expected to be able to survive in Māori-medium from day one of the programme and it is difficult". [Māori-medium, primary].

"Mā te mōhio pea ki te whakarongo, ki te kōrero, ki te whakawhitiwhiti kōrero". [Māori-medium, ECE].

"(By knowing how to listen, speak, and converse.)".

'Ko te manaako ake kia mārama te ākonga i te reo, ā, e taea e te ākonga te kōrero i te reo Māori. E kore e titiro atu ki te ikeike o te reo engari ko te taumata 4-5. Ko te whakawhiti kōrero, whakautu patai, ko te mōhio, ko te mārama hoki ki te āhua o te kaupapa e taea e ia te whakaahua'. [Māori-medium, ECE].

"(The student's desire to understand the language, and the ability of the student to speak Māori. The high echelons are not looked at (or expected) but they are expected to be at level 4-5. (They must) be able to converse, respond to questions, have knowledge and understanding (of the language), and the types of topics that they are able to describe.)".

"They have to be fluent and able to engage at an academic level before they begin the course. NCEA level 3 te reo Māori for school leavers". [Māori-medium, primary].

"None as such [entry language requirement]. Talk to students and determine if they have any level of fluency. We look at their prior experience shown on paper e.g. kōhanga reo, kura, or other language experience. Some who have good oral Māori but not written Māori choose [name of another programme offered by provider] as opposed to the total immersion programme". [Bilingual, primary].

E taea e te tauira te tuhi i te reo Māori, te kōrero hoki. Kei roto ngā pepa katoa i te reo Māori". [Māori-medium, ECE].

"(The student will be able to write and speak in Māori. All papers are taught in the Māori language)".

Candidates who apply to enter one of the bilingual programmes were not expected to have a specific language proficiency level on entry. This was expressed in the following ways:

"Students arrive at all levels, no prerequisite or standard level of Māori requirement. If they are weak we develop it, just as we develop the reo of

those who come in with some. To improve their language regardless of reo level on entry". [Bilingual, primary].

"[The institution] has no entry requirements at all; it has an open door approach. The original requirement for entry to this programme was basic oral competency in conversational reo but now, before a person can enrol, there is a 350 word written requirement, and their reo must be at a level equivalent to a Level 1 pass which is a formal standard at the [name of provider]". [Māori-medium, primary].

"No formal or informal assessment. Students of all Māori language ability can gain entry to the programme". [Bilingual, primary].

"There is no assessment on entry. The majority of students work in kōhanga reo while studying and so it's assumed they have a basic level of proficiency. There is quite a range from basic level speakers to native in the group". [Bilingual, ECE].

"We used to have a te reo Māori entry assessment, but not any more. It became a barrier to entry rather than a useful means of assessment. It's not only Māori students on the programme but also other nationalities, the assessment had the effect of stopping these people from carrying on". [Bilingual, primary].

With the exception of one programme, staff from all other programmes assessed students' language abilities on entry through a mix of oral and written exercises including:

- oral assessment through interviews or conversation (10 responses)

- using the descriptors for Level 2 of Te Taura Whiri i te Reo Māori Level Finder Examination (1 response)

- diagnostic tools developed by the programme, for example one programme used a set of eight criteria to assess students' language proficiency, and another used a set of oral, written, reading, numeracy assessments (2 responses)

- whether they had qualified for a TeachNZ scholarship for Māori-medium teaching. This requires applicants to gain a certain level on Te Taura Whiri i te Reo Māori Level Finder Examination (1 response).

By contrast, one programme discontinued the use of Māori language entry assessments because they found it had become a barrier to entry rather than a useful means of assessment, especially for non-Māori without existing Māori language skills.

Notably, any assessments used are unique to the programme and therefore expectations, criteria, standards, and benchmarks vary across the programmes.

Monitoring Students' Māori Language Proficiency

In this study we were interested in identifying how each provider assesses or monitors their students' Māori language development. Assessment policies are typically grounded in a set of principles or assumptions about the purposes of assessment such as enhancing and promoting student learning through formative assessment and motivating students to develop their skills and abilities (Kane, 2005:123).

Findings

Most providers use a mix of written, oral and observational tools for monitoring the Māori language development of their students. It is of note that three programmes assessed their students through the Māori language department of their institution. On entry to the programmes, students were placed in either stage one, two or three Māori language courses. These three programmes had implemented personalised language learning programmes for their students and one other programme was looking to develop a personalised language learning programme for 2009.

Staff of another programme assessed students informally at hui Māori and on marae when they were required to perform whaikōrero, mihi, karakia, or karanga. ITE providers that had a marae tended to use these types of opportunities to monitor and informally assess the language development of their students.

Māori-speaking students of bilingual programmes are gaining recognition of prior learning and enrol in Māori language courses external to the programme if they wish to continue developing their language proficiency. Students in these programmes could go one, two, or three years without receiving any specific Māori language development from their ITE programme.

Eight programmes indicated a desire to make changes or improvements to their current approaches to monitoring students' language proficiency. Current considerations for change include:

- written assessments at the beginning of the programme to better indicate the language level of students on entry to the programme

- introducing the Waikato University test as indicator of growth and development

- developing language profiling tools based on the Graduating Teacher Standards

- developing tools to identify language errors, problems or difficulties at the beginning of the programme to inform a personalised language plan

- introducing proficiency testing such as Te Taura Whiri i te Reo Māori examinations (Whakamātauria Tō Reo Māori Framework).

Approach to Developing Māori Language Proficiency

The methods providers use to develop the Māori language proficiency of their students is likely to impact on the proficiency levels of their graduates. For this reason, the study inquired into the approaches used currently to develop Māori language proficiency.

Findings

Generally speaking, two main approaches are used: teaching Māori language specific papers and delivering papers (other than Māori language) through the medium of Māori. Other findings of interest include:

- Eleven (11) of the 12 programmes taught Māori language specific papers, one programme was unable to teach Māori language specific papers within the Education department of the institution. They develop students' Māori language by delivering all but four papers in Māori and by including a Māori language learning outcome and assessment criteria in each paper.

Some programmes have addressed the language proficiency level of their students by developing different approaches to learning. Approaches include:

- 'front loading' or accelerated learning techniques

- specific language learning outcomes for curriculum papers, and

- investigating personalised learning programmes for Māori language development.

These approaches indicate awareness by some providers that students may struggle with new content learning without well thought out language support so they try to lessen the burden of simultaneous language learning and content learning.

Changes to the current approach to developing language proficiency

Some providers are considering changes to their programmes to enhance the language development of students. The types of change being considered include:

- revising the glossary of key terms and language functions given to students

- introducing Te Whanake language learning programme

- creating personalised language development plans for students

- aiming for full immersion rather than bilingual

- using more online resources for language development

- involving more Māori language experts in the programme

- developing stronger networks with the Māori Studies department and the language papers the department offers

- networking with kura so students are prepared for reality when they graduate

- further developing technical language for teachers

- networking with other bilingual and immersion ITE programmes – sharing information

- implementing a prerequisite language programme, similar to a foundation programme

- improving the profile of the degree as a high quality qualification

- increasing the amount of Maori language used to teach papers, particularly in the Māori language papers

- increasing the amount of Māori language used across all curriculum papers.

Improving the proficiency of students

Participants were asked to identify options for improving the proficiency of students while on their programmes, if resources were not an issue. A wide range of options were identified including:

- support networks

- assessment tools

- resources

- research

- increasing opportunities to speak Māori outside of kura

- exposure to good exemplars

- validation of Māori systems of knowledge

- increased number of Māori language papers

- teaching accelerated language learning

- increasing staff skills.

Further exploration of these suggestions may be appropriate in Phase two of the project.

Māori Language Outcomes for Graduates

ITE programmes had different language outcomes and expectations of their students. Factors that influenced the expectations included:

- the experiences and context students were involved with prior to entry e.g. ex-kura kaupapa Māori student, working or experience in kōhanga reo

- the language proficiency students entered the programme with

- the setting they were likely to enter on leaving the programme.

The means of identifying language proficiency issues varied between programmes. One programme offers a paper that identifies and corrects common errors made by

language learners and they are now implementing a new system of assessing and monitoring a student's language development by addressing individual's needs.

Without a formal measure of language proficiency on entry to the programme it was difficult for participants to stipulate a level at exit from the programme. Lack of appropriate language proficiency assessment tools was an issue identified by some participants, and may explain the vague levels of proficiency described in some responses. The types of descriptors of expectations of graduate language include: *able to use formal language; able to deliver all topics in Māori; have a high degree of written Māori.*

Figure 1 Possible Links between teacher language ability and student achievement

Teachers	May lead to	Students
Poor teacher language proficiency	→	Poor student language proficiency
No understanding of technical language and concepts	→	Students will be hampered in their learning – and may only learn through English
Teachers are often the only language role models for their students	→	Students have no option but to learn from teachers, whether good or bad
If there is an absence of personal iwi and hapū experience, teachers struggle to put language into a cultural context for students	→	Students learn language without any of the richness and experience associated with culture
Planning, implementing and evaluating unit plans encourages reflectivity, critical thinking, and evaluating through practice	→	Greater chance students will learn well, and have a thorough understanding of what is being taught

Linking teacher language ability and learner achievement

While most programmes do not explicitly include this notion in their programme design, they understand the concept and in fact some participants commented that

it would probably be useful to address this concept explicitly in their programmes. This finding may contribute to the development of a framework for Phase 2 of this study.

Figure 1 on the preceeding page attempts to capture the researchers understanding of the possible link between teacher (graduate) language and learner achievement which could just as easily apply to teacher educator and their students.

Interpretative commentary

A number of issues are apparent in exploring the approaches to teaching, monitoring and assessing Māori language development across ITE programmes.

Viable numbers

Some programmes had difficulty securing enough student numbers for the programmes to remain viable. This sometimes meant having quite informal Māori language entry criteria to secure the required numbers in the first instance, and also meant that some students began the programmes with a less than desirable level of Māori language proficiency which in turn may have led to compromising some of the original programme aims and goals. A further related issue for a number of programmes was the ability of older students who had 'good' oral language skills in Māori but had difficulty with the written and academic demands of the programme.

Assessing proficiency

Without rigorous, robust, and accurate baseline data at entry to the programme it is hard to determine how well or how much participants have developed in language proficiency over the course of the programme.

The lack of robust assessment tools providing accurate baseline data at entry to the programme made it difficult for providers to monitor and describe how well, or to what extent students' Māori language proficiency had developed over the course of the programme.

The findings identify a lack of consistent assessment procedures to monitor the language development of the ITE students and graduates. Staff of only one programme referenced their language expectation to a nationally recognised qualification, Te Taura Whiri i te Reo Māori Level Finder Examination, but that was based on anecdotal evidence collected to apply to the level descriptors on the

framework. The students did not actually sit the exam and the provider identified that the costs for the examination were prohibitive.

Reo Māori Proficiency of Graduates

Criteria identified by providers in terms of language proficiency of applicants to their ITE programmes were typically related to the language demands of the programme. All programmes expected students to make gains in their Māori language proficiency but for some, the expected gain was in relation to what they entered with and not in relation to what they were expected to be able to do as a result of graduating from the programme.

This highlights the need for closer links between the expectations of schools, the language demands of teaching and the language outcomes of ITE programmes. Schools require a clear indication of the Māori language ability/proficiency of graduates they are considering employing. For the vast majority of graduates entering Māori-medium settings, Māori is their second language, adding to the burden of being a first year teacher. Schools need to be aware of the language needs of the graduating teachers in order to provide the right support in the workplace. This has implications for induction and advice and guidance programmes for beginning teachers.

A measure or measures which identify and describe the language competencies of graduating teachers in relation to the language demands of the classroom would be a useful tool for schools, ITE providers and graduating teachers. Such a tool could allow ITE providers to identify the entry level of their students, monitor language development, and assess Māori language proficiency of graduates. This type of system would allow Māori language to be recognised more formally as a professional competency and clarify professional discourse between providers.

Also, it is important to have a clearer picture of the language demands of a teacher required to teach particular learning areas – pūtaiao, pāngarau, tikanga ā-iwi, ngā toi, hangarau, hauora – through the medium of Māori, especially those areas where new vocabulary is constantly being coined. The identification of core and specific vocabulary and language needs would assist initial teacher educators to design and develop curriculum papers based on the researched demands of teaching curriculum through the medium of Māori.

Gaining support from the teacher educators will be crucial to the successful development and/or implementation of a Māori language proficiency assessment tool. If teacher educators are included as an integral part of the development of a framework they are more likely to embrace it in their programmes.

Inquiry Area 3: Reo Māori Content of Programmes

In considering the approaches used to enhance and develop the Māori language proficiency of students, this study also looked at the extent to which Māori language is used as the language of delivery in ITE programmes and the factors that influence that situation.

Findings

In relation to the extent to which ITE programmes are delivered via the medium of Māori language, the findings show that:

- Programmes without a minimum Māori language entry requirement tended to deliver less of their programme in Māori and were also more likely to aim the level of delivery to the student with the least ability in the Māori language.

- Nine (9) programmes taught components other than Māori language papers through the medium of Māori.

- In two programmes, the amount of Māori used in the Māori language papers varied depending on the language ability of the lecturer and students. In one of those programmes the amount of Māori language used in the Māori language papers reportedly increases to 70–80% across the three year duration of the programme. In the other programme the amount of Māori language used increases to approximately 30% over the three years.

- All programmes could be categorised by the amount of Māori spoken by the lecturers in the programmes. The language ability of staff also determined the extent to which Māori language was used as a medium for teaching across the programme.

- Of the 12 programmes in this study:

  o Seven (7) used an immersion approach, i.e. teaching through the medium of Māori, and taught 81–100% of the programme in this way.

  o One (1) taught 51–80% of the programme through the medium of Māori.

- o Two (2) taught 31–50% of the programme through the medium of Māori.

- o Two (2) taught less than 30% of the programme through the medium of Māori.

The table below shows the number of programmes according to the percentage and component/s of each programme delivered through the medium of Māori.

Table 4   Percentage and Components of Programmes delivered in Māori

Percentage of the programme taught in Māori	Number of programmes	Component of programme
81–100%	7	All papers, or the majority of the papers in the degree or diploma delivered in Māori
51–80%	1	A large number of papers delivered in Māori
31–50%	2	Māori language papers and wānanga reo delivered in Māori
Less than 30%	2	Māori language specific papers only delivered bilingually

Interpretative commentary

A number of factors impact on the language of instruction in ITE Māori-medium programmes. The findings show that the deciding factors in all programmes as to whether they teach components through Māori or English are:

- the language ability of the tutor

- the language ability of the students

- the nature of the course content

- the structure of the course i.e. bilingual courses which have papers in English and Māori.

Generally speaking, where the tutor was a proficient speaker, and the students' Māori language ability was at a level where they easily comprehended the information the teacher educators delivered, the language of choice was Māori.

The exception was that even when both the tutor and student were proficient Māori speakers, the teacher educators may still have chosen to switch to English to explain some programme content if they can't express it in Māori or the students are not likely to understand. For example, the newly coined technical language of the various subject areas within the marautanga has been identified as a barrier to being able to teach curriculum papers fully in the Māori language.

Inquiry Area 4: Staff Experience and Qualifications

As part of this study we inquired into the range of experience and qualifications expected of staff involved in Māori-medium ITE programmes.

Findings

All providers required staff to have a relevant tertiary qualification. Of the 12 programmes researched, eight (8) explicitly required staff to have, or to be working toward, a postgraduate qualification. Six (6) of the 12 programmes identified appropriate teaching experience as essential, and three (3) rated qualifications and experience together as the ideal background for their staff. The findings also identify that:

- most staff were required to have an undergraduate or postgraduate qualification with relevant experience in the field of teaching

- Māori-medium, Māori-centred, iwi-based and iwi-centred providers expected their staff to have relevant experience in Māori-medium settings

- programme directors were generally expected to have a postgraduate qualification and relevant experience

- there was a general expectation that all staff would be working towards a postgraduate qualification

- staff of university-based ITE programmes were more likely than staff from other providers to be working towards their PhD, and were expected to be research active.

Interpretative commentary

While all providers require staff to hold tertiary qualifications and continue to further their studies in order to gain higher qualifications, there was also an apparent desire to recognise other forms of skills, knowledge and expertise which may not be acknowledged through formal qualifications. Some participants made the point that they currently recognised formal qualifications but that those qualifications were not necessarily the only appropriate measure of ability. They suggested that other types of qualifications should be recognised – such as the expertise of a kaumātua in tikanga or natural sciences.

The iwi-based or iwi-centred providers were more likely to utilise people, kaumātua, kuia and other experts in Māori knowledge in parts of their programme. These people were considered steeped or expert in some of the types of knowledge valued by the programme and considered beneficial for their students.

Inquiry Area 5: Māori language proficiency issues

This research study emanates from evidence suggesting that there are specific issues relating to Māori language proficiency in Māori-medium ITE programmes. (Kane, 2005)

Similar to Kane (2005:203), this study found that there is an ongoing expectation that staff continue to further their academic qualifications, teaching experience and develop their own Māori language ability on top of already demanding workloads. There was also some expectation that students in Māori-medium ITE programmes would have a grasp of both English-medium and Māori-medium curriculum documents, and as a matter of course, this also increased the workload and pressure on staff and students. The exception to this was those bilingual programmes which spent little time on Māori curriculum documents due to student language proficiency and lack ability to understand the documents.

Findings

In this study most participants identified several issues relating to the Māori language proficiency of their students. Issues of workload and expectations identified previously were reiterated in this study, but we also tried to explore issues further. Questioning of participants was open ended with no limitations on the types of answers possible, although there was limited scope to explore the issues identified further with participants.

The range of issues

The following table shows the issues identified by participants and also the solutions they suggested to address them.

Table 5   Issues and solutions identified by participants

Issue	Solution
Insufficient amount of Māori language in the programme either due to short staffing or staff lack of Māori language ability.	Improve recruitment strategies, increase the number of students on the course which increases EFTS and allows more teacher educators to be hired.
Difficulty in maintaining a Māori language immersion environment and getting students to only speak Māori.	Create and maintain immersion environments. Improve knowledge of language of the marautanga Māori.
Language proficiency – speaking Māori all the time does not mean that proficiency is good, still need to be developing and improving and extending vocabulary.	Expose students to good language role models, use the expertise of older native speakers who may not be qualified teachers, and expose students to well known highly proficient speakers.
Language development has to occur both in and outside the classroom.	Students need to use and continue to improve their Māori language outside of the classroom, e.g. at marae, hui.
Difficulty with learning/using the language of the marautanga – different specialist language is required for each subject area.	More time required to learn the language of each area of the marautanga.
Low proficiency in written Māori ability.	Increased focus in papers on written Māori skills.
Some students start the programme with little Māori language.	Bridging courses for beginners.
Uncertainty about language proficiency achieved at the end of the programme.	A specialised language diagnostic tool to measure progress.

	Assessment of their hapū or iwi skills/knowledge.
Students' awareness of responsibility for Māori language.	Students must see the Māori language as being essential and take responsibility for their own development.
Limited access to language experts/courses/resources outside of the college.	Create new relationships in the institution to allow teacher educators from other schools within the institution to teach parts of the programme. Increase funding to enable students to attend external wānanga run by other groups.
Appropriateness of quality assurance and accreditation systems/requirements.	Iwi should have the right to be responsible for quality assurance and accreditation.
Correcting the errors that students pick up while on practicum.	Create dictionaries and other specialised resources that exemplify correct language for schools that all teachers can access.
Need for continued support mechanisms once students have graduated.	Create networks for teachers.

Interpretative commentary

The above table could provide the basis for the development of an outcomes framework, specifying the type of investment or inputs required, the forms of intervention proposed and the expected outcomes.

Marautanga and Language Ability

Technical language of the various subject areas within the marautanga is identified as a barrier to delivering curriculum papers fully in the Māori language, even when both the tutor and student are proficient Māori speakers because of the huge number of neologisms.

The findings suggest that teachers and students lack sufficient knowledge about the marautanga and marautanga-specific language. This is compounded by a lack of time within programmes to give more than a basic grounding in each subject area.

Tool Development

Staff in some programmes have developed tools, such as planning templates, to assist with language support for students. The data suggests that students find it beneficial to have access to tools which attend to the language requirements of teaching and learning tasks and which acknowledge the importance of language in the learning process for children.

Meeting the Needs of the Setting

Professional conversations need to occur between ITE providers and initial teacher educators. Sharing of information in regard to the conceptual frameworks that underpin the programmes, the aims, structure, content, and delivery of the programmes, and the outcomes as a result of each programme needs to take place. The focus needs to be on developing and producing quality teacher educators to meet the needs of students in the many types of Māori-medium and bilingual educational settings.

3. Recommendations

These recommendations are informed by the findings of this study and our understanding of the issues outlined by the participants. The recommendations are formulated for the NZTC in the first instance, but in most cases the recommendation requires the NZTC to work collaboratively, or in a facilitative role, with the Ministry of Education and/or ITE providers of Māori-medium programmes.

The recommendations also identify a range of possibilities for further research into the Māori language needs of teachers and the language demands of a classroom or early childhood setting. Some of these areas for further research may best be undertaken in collaboration with other agencies such as Te Taura Whiri i te Reo Māori, Te Rūnanganui o Ngā Kura Kaupapa Māori, Ngā Kura Motuhake, Te Kōhanga Reo National Trust and Te Tauihu o ngā Wānanga.

Recommendation 1:   Facilitate forums for ITE educators to discuss and develop conceptual frameworks.

Recommendation 2:   Undertake a study into the type of language and vocabulary graduates require to deliver the curriculum/marautanga in various Māori-medium settings.

Recommendation 3:   Develop curriculum specific language resources for students and graduates.

Recommendation 4:   Provide professional development opportunities for teacher educators in: second language acquisition, curriculum-marautanga Māori, Māori language and other key areas.

Recommendation 5: Facilitate forums for ITE educators to share experiences, and learn about new developments in curriculum development and second language acquisition.

Recommendation 6: In consultation with teacher educators, develop or identify Māori language proficiency tools for use by ITE programmes.

Recommendation 7: In consultation with teacher educators and practising teachers, develop a set of indicators for the required Māori language proficiency of ITE graduates in various Māori-medium settings.

Recommendation 8: Further investigate:

- the extent to which graduates of Māori-medium ITE programmes are prepared for Māori-medium education settings in schools and early childhood services

- the best approaches (such as 'frontloading', the role of English in accessing information quickly) to learning new content knowledge and developing Māori language proficiency simultaneously in ITE.

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Appendix A: Graduating Teacher Standards[9]

Ngā Paerewa Pouako Paetahi: Aotearoa

E whakatūturu ana ngā paerewa nei i te rite tahi o te mana me ngā motika

a te Māori me te Pākehā i raro i te Tiriti o Waitangi.

Ko te pouako paetahi e tomo ana ki ngā mahi whakaako, ka mārama pū ki te wāhi nui ki a ia e tutuki pai ai i ngā ākonga katoa tēnei mea te ako.

Mōhiotanga Ngaio

Paerewa 1: E mōhio ana te Pouako Paetahi he aha hei whakaako māna

a. kua whai mōhiotanga marau e hāngai ana ki ngā ākonga me ngā wāhanga ako o tā rātau hōtaka

e. kua whai mōhiotanga tikanga akoako e hāngai ana ki ngā ākonga me ngā wāhanga ako o tā rātau hōtaka

h. kua whai mōhiotanga ki ērā o ngā marautanga o Aotearoa e hāngai ana

i. kua whai mōhiotanga marau, mōhiotanga tikanga akoako hoki, hei tautoko i ngā ākonga kei te ako i te reo Ingarihi hei reo tuarua, kia puta pai ai rātau i te marautanga.

Paerewa 2: E mōhio ana te Pouako Paetahi ki te āhua o ngā ākonga me ā rātau huarahi ako

a. kua whai mōhiotanga ki te whānuitanga o ngā ariā me ngā rangahau e hāngai ana mō te wāhi ki ngā tikanga akoako, te tipu o te tangata me te ako

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e. kua whai mōhiotanga ki te whānuitanga o ngā ariā, ngā mātāpono me ngā tikanga aromatawai, aromātai e hāngai ana

h. kua mōhio me pēhea te whakapakari i ngā rautaki whakaaro hōhonu o ngā momo ākonga huhua

i. kua mōhio me pēhea te kōwhiri i ngā kai o te marautanga e tika ana ki ngā ākonga me te horopaki ako.

Paerewa 3: E mōhio ana te Pouako Paetahi ki te wāhi ki te horopaki hei kawe i te whakaako me te ako

a. kua mātau ki te pānga matatini o ngā āhuatanga whaiaro, pāpori, ahurea tērā ka pā mai ki ngā pouako me ngā ākonga

e. kua whai mōhiotanga ki te reo Māori me ngā tikanga Māori e tika ai te kawea o ngā mahi i ngā horopaki kākano rua o Aotearoa

h. kua mātau ki te āhua o te mātauranga i roto i ngā horopaki kākano rua, kākano tini, pāpori, tōrangapū, ohanga, kōrero nehe o Aotearoa.

Mahi Ngaio

Paerewa 4: Whakamahi ai te Pouako Paetahi i te mōhiotanga ngaio ki te āta whakarite i te akomanga hei taiao haumaru, kia tino pai anō hoki te whakaako me te ako

a. ka nanao atu i ngā mōhiotanga marautanga me ngā mōhiotanga tikanga akoako, ka kuhu atu ki ā rātau mahi māherehere, whakaako, aromātai hoki

e. ka whakamahi, ka whakaraupapa i ngā momo wheako hei ārahi, hei whakaū i te tutukinga pai o ngā mahi ako a ngā ākonga

h. ka hāpai i ngā whāinga tiketike mō ngā ākonga katoa, ka arotahi ki te ako, ka hāpai anō i te kanorautanga

i. ka whakaatu i tōna matatau ki te kōrero, tuhituhi hoki (reo Māori, reo Pākeha rānei), ki ngā mahi tātai, me te hangarau pārongo e hāngai ana ki tōna tūnga

k. ka whakamahi tika i te reo Māori me ngā tikanga–ā–iwi i roto i ā rātau mahi

m. ka whakaatu i tōna whakapau kaha ki te whakaū, ki te whakakaha ake i te noho haumaru ā–tinana, ā–wairua o ngā ākonga katoa.

Paerewa 5: Whakamahi ai te Pouako Paetahi i ngā taunakitanga hei hāpai i te ako

a. ka āta wherawhera, ka arohaehae i ngā taunakitanga hei huritao, hei whakapai ake anō hoki i ā rātau ake mahi

e. ka whakakao, ka tātari, ka whakamahi i ngā mōhiohio aromatawai hei whakapai ake i te ako, hei taki hoki i ngā mahere

h. ka mōhio me pēhea te tuku tika i te mōhiohio aromatawai ki ngā ākonga, ki ō rātau mātua/kaitiaki, me ngā pouako o te kura.

Uara Ngaio, Hononga Ngaio

Paerewa 6: Whakawhanaunga ai te Pouako Paetahi ki ngā ākonga me ngā tāngata o roto i ngā rōpū ako

a. kua kite i te pānga o ngā uara me ngā whakapono ki ngā ākonga me tā rātau ako

e. kua mōhio me pēhea te mahi tahi me ngā hoamahi, ngā mātua/kaitiaki, ngā whānau me ngā hapori

h. ka whai kia torokaha ngā hono ki ngā ākonga

i. ka whakarite i ngā whakaakoranga kia ngākaunui mai ai ngā momo ākonga katoa

k. ka kitea i roto i āna mahi te whakaaro nui ki te reo Māori me ngā tikanga-ā-iwi.

Paerewa 7: E ngākaunui ana, e pūmau ana te Pouako Paetahi ki te mahi whakaako

a. ka hāpai i Ngā Tikanga Matatika o Te Pouherenga Kaiako o Aotearoa

e. kua mōhio ki ngā kawenga taha matatika, taha ngaio, taha ture kei runga i te pouako

h. ka mahi tahi ki ērā atu tāngata he kawenga kei runga i a rātau mō te ako me te noho ora o ngā ākonga

i. e taea ana e ia te whakapuaki, te taunaki hoki ōna ake whakaaro e pā ana ki te whakaako me te ako.

Graduating Teacher Standards: Aotearoa New Zealand

These standards recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pākehā alike.

Graduates entering the profession will understand the critical role teachers play in enabling the educational achievement of all learners.

Professional Knowledge

Standard One: Graduating Teachers know what to teach

a. have content knowledge appropriate to the learners and learning areas of their programme.

b. have pedagogical content knowledge appropriate to the learners and learning areas of their programme.

c. have knowledge of the relevant curriculum documents of Aotearoa New Zealand.

d. have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum.

Standard Two: Graduating Teachers know about learners and how they learn

a. have knowledge of a range of relevant theories and research about pedagogy, human development and learning.

b. have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation.

c. know how to develop metacognitive strategies of diverse learners.

d. know how to select curriculum content appropriate to the learners and the learning context.

Standard Three: Graduating Teachers understand how contextual factors influence teaching and learning

a. have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners.

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b. have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand.

c. have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand.

Professional Practice

Standard Four: Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment

a. draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating.

b. use and sequence a range of learning experiences to influence and promote learner achievement.

c. demonstrate high expectations of all learners, focus on learning and recognise and value diversity.

d. demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role.

e. use te reo Māori me ngā tikanga-a-iwi appropriately in their practice.

f. demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.

Standard Five: Graduating Teachers use evidence to promote learning

a. systematically and critically engage with evidence to reflect on and refine their practice.

b. gather, analyse and use assessment information to improve learning and inform planning.

c. know how to communicate assessment information appropriately to learners, their parents/caregivers and staff.

Professional Values & Relationships

Standard Six: Graduating Teachers develop positive relationships with learners and the members of learning communities

a. recognise how differing values and beliefs may impact on learners and their learning.

b. have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whānau and communities.

c. build effective relationships with their learners.

d. promote a learning culture which engages diverse learners effectively.

e. demonstrate respect for te reo Māori me ngā tikanga-a-iwi in their practice.

Standard Seven: Graduating Teachers are committed members of the profession

a. uphold the New Zealand Teachers Council Code of Ethics/Ngā Tikanga Matatika.

b. have knowledge and understanding of the ethical, professional and legal responsibilities of teachers.

c. work co-operatively with those who share responsibility for the learning and wellbeing of learners.

d. are able to articulate and justify an emerging personal, professional philosophy of teaching and learning.

Appendix B: Letter from NZTC to Providers

Director's Office

☎ (04) 470 9061

🖷 (04) 472 0241

Email: peter.lind@teacherscouncil.govt.nz

22 February 2008

Tēnā koe [Name]

Nei rā ngā mihi ki a koe, otirā ki a koutou e hāpai nei i te kaupapa whakangungu kaiako.

RE: RESEARCH PROJECT INTO TE REO MĀORI PROFICIENCY IN MĀORI-MEDIUM TEACHER EDUCATION PROGRAMMES

As you will know, the Teachers Council and the Ministry of Education published a research report in 2005 titled *Initial Teacher Education: Policy and Practice* which came to be known as "the Kane Report." In this report Ruth Kane and her team identified a significant gap in knowledge regarding aspects of te reo Māori proficiency in Māori-medium teacher education programmes. This was noted by the Council's Māori Medium Advisory Group who recommended to the Council that a significant research project be undertaken to explore this issue. The recommendation was supported by a number of other stakeholders in the Māori-medium sector.

This proposal was adopted by the Council in 2007 and a Kaupapa Māori Scoping Group was brought together to plan a process by which the Council could most effectively research the area. Their recommendation to the Council was that a two-phase kaupapa Māori research project be developed – an initial scoping phase which would collect data on current practice, standards and implementation in the sector, followed by a larger second phase which would explore issues in more depth, such as quality of graduate outcomes, expected levels of te reo Māori proficiency and culturally appropriate pedagogy.

A Request for Proposals for Phase One was released by the Council in November 2007 and in February 2008 the contract was awarded to Haemata Ltd.

The purpose of this letter is to background the research proposal and to introduce the Haemata research team to you. The Phase One project will identify a number of key themes in relation to the current provision of Māori-medium teacher education programmes based on a series of interviews with staff of those programmes. The Haemata team will approach you soon and ask your permission to invite staff teaching in your Māori-medium teacher education programmes to be interviewed. Full ethical procedures will apply to these interviews and your staff will be provided with information about the research, the ethics implementation and feedback provisions before the interviews commence.

The Haemata team are;

- Hineihaea Murphy (Ngāti Kahungunu, Ngāi Tahu, Ngāti Apa) Project Manager
- Sheridan McKinley (Ngāti Kahungunu, Ngāi Tahu) Researcher
- Nicola Bright (Ngāi Tūhoe, Ngāti Awa) Researcher.

The research team will contact you in the near future to discuss with you the work they wish to do within your teacher education provider. Your participation in this project is invaluable and will assist with directing future initiatives to support the provision of Māori-medium teacher education.

If you have any queries, please do not hesitate to contact me using the contact details above.

Noho ora mai,

Dr Peter Lind

Director

Appendix C: Information Pack Documents

20 March 2008

Te Reo Māori Proficiency Research Project

Tēnā koe me ngā āhuatanga o te wā, ō tātou mate noho mai i roto i te ao wairua.

Heoi, waiho ake rātou ki a rātou. Tēnei te mihi ki a tātou i runga i ngā mahi kaupapa mātauranga Māori me ngā mahi rangahau e kawea nei e mātou o Haemata me ngā whare wānanga e whakahaerehia ana i ngā kaupapa whakangungu pouako hou mō ngā akomanga reo Māori.

Please find enclosed two information packs for Te Reo Māori Proficiency Research Project being undertaken by Haemata Ltd on behalf of the New Zealand Teachers Council.

We invite you as Programme Director to participate in this research project and we ask you to nominate another staff member to participate who:

- you consider to be a key informant about the programme;
- holds a senior position in the programme;
- teaches papers with a Māori language focus.

We will contact you within the next two weeks to answer any questions you may have and to arrange an interview time. Thank you for considering our request to participate.

Nā māua noa, nā

Sheridan McKinley

Nicola Bright

Haemata Ltd

Participant Consent Form

Te Reo Māori Proficiency Research Project

1. I have read the Information Sheet for this study and have had details of the study explained to me.
2. My questions about the study have been answered to my satisfaction, and I understand that I may ask further questions at any time.
3. I also understand that I am free to withdraw from the study at any time, or to decline to answer any particular questions in the study.
4. I agree to provide information to the researchers under the conditions of confidentiality set out on the information sheet.
5. I wish to participate in this study under the conditions set out in the Information Sheet.
6. I agree/do not agree that the interview will be audio taped.
7. I do not consent to the information collected for the purposes of this research study being used for any other research purposes.

_____

Participant's Name: _____

Participant's Signature: _____

Date: /   /

Contact details: _____

        _____

Researcher's Name: _.   _____

Researcher's Signature: _.   _____

Haemata Ltd

Living Language and Education
te reo • kia ora • te ako • kia pakari

Participant Information Sheet

Te Reo Māori Proficiency Research Project

Tēnā koe

Sheridan McKinley (Ngāti Kahungunu, Ngāi Tahu) and Nicola Bright (Tūhoe, Ngāti Awa), are part of the Haemata Ltd research team. Haemata Ltd has been contracted by the New Zealand Teachers Council to conduct research on Māori language proficiency of teacher education students in Māori-medium and bilingual teacher education programmes in Aotearoa/New Zealand.

There are two phases to this research:

- Phase One is an initial scoping phase to collect data on current practice, standards and implementation in the sector.
- Phase Two will explore issues in more depth, such as quality of graduate outcomes, expected levels of te reo Māori proficiency and culturally appropriate pedagogy.

This participant information sheet and consent form relates to Phase One only of the research project.

Phase One of the project involves conducting a series of interviews with key staff of Māori-medium Initial Teacher Education programmes. We expect the analysis of the data to identify a number of key themes in relation to the current provision of Initial Teacher Education. The information will be used in a report to be submitted to the New Zealand Teachers Council to inform Phase Two of the research project.

In your position as either the Programme Director or key staff member of the Māori-medium or bilingual teacher education programme you have been identified as a prospective interview candidate and we would welcome your participation in this research.

Sheridan or Nicola will arrange to interview you kanohi ki te kanohi (face-to-face) or by telephone or skype. If you choose to take part, you will be asked some questions which will take between 1 to 1 1/2 hours of your time. You will be asked to comment on the provision of Māori-medium teacher education and its impact on the Māori language proficiency of students in your programme.

You have the right to choose to answer or to pass on any question and you may choose to withdraw from the interview at any time. You may also withdraw your information from the research project at any time up until the completion date.

With your written consent, your interview will be audio-taped. The audiotape will be stored securely at our office in Wellington. Only the researchers will have access to your interview. The reporting of the results of the research will not include any data that could identify you personally.

We thank you for your time and look forward to hearing your views. If you have any further questions regarding this research project or any concerns, please feel free to contact Sheridan McKinley (04) 232 4616 or Nicola Bright (021) 569928 or (04) 4742340 during working hours.

For any queries regarding the role of the New Zealand Teachers Council, or ethical concerns please contact:

Brian Ruawai-Hamilton

Policy Advisor: Māori Education, Policy and Strategic Development

New Zealand Teachers Council / Te Pouherenga Kaiako o Aotearoa

Phone: 470 9098

Fax: 472 0241

Email: brian.ruawai-hamilton@teacherscouncil.govt.nz

Te Rōpū Whakamana Reo

The New Zealand Teachers Council / Te Pouherenga Kaiako o Aotearoa

Phone: 470 9098

Fax: 472 0241

For any queries regarding the researchers assigned to this project, please contact:

The Director of Haemata Ltd is:

Hineihaea Murphy

Tel/Fax: 04 233 2055

Email: hineihaea@haemata.co.nz

Ethics Information
Te Reo Māori Proficiency Research Project

The research brief provided by the New Zealand Teachers Council is to describe the current processes by which graduates in Māori-medium Initial Teacher Education programmes develop the required reo Māori proficiency to teach in kura kaupapa, kōhanga reo, wharekura and other Māori-medium settings. This document sets out the ethical processes that will be followed in the development and undertaking of the project.

Ethical research considerations

Haemata will work with Te Rōpū Whakamana Reo Māori, the Medium Advisory Group and the Professional Leadership Sub-committee of the New Zealand Teachers Council to ensure that ethical standards are upheld throughout the duration of this research project.

Te Rōpū Whakamana Reo Māori

Te Rōpū Whakamana Reo Advisory Group members include:

Dr Mere Skerrett-White (Kaiwhakahaere), Te Kōhanga Reo National Trust

Mere-Heeni Simcock-Reweti, Te Taura Whiri i te Reo Māori

Debi Marshall-Lobb, Te Kura Kaupapa Māori o Manawatū

Garrick Cooper, NZCER

Margaret Franken (Council Rep), University of Waikato

Kaa Williams, Te Wānanga Takiura o ngā Kura Kaupapa Māori o Aotearoa

Lynne Harata Te Aika, University of Canterbury

Maraea Hunia

Peter Lind (Director), New Zealand Teachers Council

Ken Wilson, New Zealand Teachers Council

Brian Ruawai-Hamilton, New Zealand Teachers Council

Erin Pilcher (Administrative Support), New Zealand Teachers Council

Research Approach

Haemata Ltd has used a kaupapa Māori based approach to develop the methodology for this project and to guide the conduct of its researchers throughout its implementation.

Part One: Kaupapa Māori Research Approach

A small number of Māori ethical frameworks have been developed as a guide to research. All of them share some common key Māori concepts, and these will guide us in our research practices and ethical processes. These key concepts are important when entering into a respectful research process.

Linda Smith (1999:120) lists seven Kaupapa Māori practices that guide Māori researchers:

- aroha ki te tangata (a respect for people)
- kanohi kitea (the seen face; that is, present yourself to people face to face)
- titiro, whakarongo … kōrero (look, listen … speak)
- manaaki ki te tangata (share and host people, be generous)
- kia tūpato (be cautious)
- kaua e takahia te mana o te tangata (do not trample over the mana or dignity of the people)
- kaua e mahaki (do not flaunt your knowledge).

The kaupapa Māori approach employed by Haemata is guided by these practices that reflect a Māori "code of conduct" This means ensuring that:

- Aroha – the researcher will treat people with respect and allow them to define their own space and meet on their own terms
- Kanohi kitea – at least 50% of all interviews will be conducted kanohi-ki-te-kanohi. 100% would be ideal, however budget limitations will only allow 50%
- Titiro, whakarongo, kōrero – we look, listen and observe in order to develop understandings
- Manaakitanga – we share, host and be generous. Knowledge can flow both ways between the researcher and the participant. It acknowledges the researcher as a learner. It facilitates the process of 'giving back', and sharing results.
- Kia tūpato – researchers be politically astute, culturally safe, and reflective about their insider/outsider status.

- 'Kaua e takahia te mana o te tangata' – a researcher does not trample the mana or dignity of the person. Ensure the participant is fully informed and guard them against harmful exposure.
- Mahaki – we behave with humility. A researcher must find ways to share knowledge and be generous with it without being arrogant.
- everyone will benefit from participating from the research leading to something positive
- matters of tikanga and process are acknowledged / addressed correctly e.g, such as if any of the feedback is done through meetings
- we will find ways that will encourage participation e.g. sending out surveys "cold" to Māori is unlikely to generate feedback, so telephone call first; acknowledging any issues that may be affecting the organisation, iwi, hapū at that time etc.

A further six principles underpin our approach in our work and are equally applicable to research:

the three Treaty of Waitangi principles:

- Partnership with the client/contractor and with the participants.
- Participation with the client/contractor and with the participants.
- Protection of the client/contractor and of the participants.

the three principles at the basis of all Haemata work that reflect our belief in empowering Māori to define their future.

- Nā mātou, mō mātou – By Māori, for Māori.
- Te reo Māori – Māori language.
- Te hāpai i a tātou – Improving outcomes for Māori.

Haemata has a responsibility to both the clients and the research participants to ensure integrity, trust, and respect.

The following sections provide a discussion around the development of the criteria for participation and the research methodology.

Part Two: Criteria for participation

Teacher education provider selection process

Teacher education programmes will be identified from the Teach NZ teacher education provider booklets for early childhood, primary and secondary and must meet the following criteria:

- programmes must be for Initial Teacher Education;
- programmes must be offered in 2008;
- programme is at Level 7 on the NZQA framework – including BEds and Diplomas of Teaching (and similar names);
- programmes are Teachers Council approved.

Graduate and Postgraduate Diplomas are not included as these are usually only one year in duration aimed at qualified teachers. We are interested in Initial Teacher Education programmes only.

Interviewee selection process

The Programme Director will be selected as a key informant and one initial teacher educator will be selected from each programme. The second informant will be selected based on the following criteria:

- considered a key informant by the programme director;
- holds a senior position in the programme;
- teaches papers with a Māori language focus

We expect that this will include 10 providers and 14 programmes and that we will interview 14 Programme Directors and 14 initial teacher educators.

Initial contact

All education providers that offer a teacher education programme to teach in bilingual, total immersion, Māori-medium or Kura Kaupapa Māori will be identified and approached to participate. Initial contact will be made by correspondence from Peter Lind, Director of New Zealand Teachers Council and will be directed to the Programme Director, Chief Executive Officer, Dean of Education, or Pro Vice Chancellor (Education) at the teacher education provider.

Haemata will then contact the above listed people by phone to determine what research ethics approval is necessary before commencing the project. Once these discussions have taken place, Haemata will send the Programme Directors of the Māori-medium programmes an information pack that will outline clearly the purpose of and rationale for the research project and which will include:

- a copy of the introductory letter from Peter Lind, Director of New Zealand Teachers Council
- Participant Information Sheet
- Participant Consent Form
- Confidentiality Agreements
- Ethics Information
- Interview Questionnaire

The information pack will be followed by a phone call to the Programme Director to gauge their response and interest in participating, and to respond to any questions they may have regarding the research project.

Cultural safety

We expect that most interviewees will be Māori and Māori speakers and similar rates of male and female. The Haemata researchers are Māori, female, speakers of Māori, and comfortable with Māori practices and protocol. With wide experience in Māori education, as classroom teachers, lecturers in colleges of education and universities, and as students of the Māori language, our researchers bring both cultural and educational understanding to the research. This will ensure understanding and respect for the participants and enable a non-harmful and non-offensive experience.

Informed consent
Participants will be fully informed of the following prior to the interview taking place:

- the rationale for undertaking the research project
- the names of the people responsible for the project
- that participation is optional
- that they have the option to withdraw from the process without penalty before data collection process is completed
- the consent and confidentiality procedures they will be asked to agree to as participants
- the questions they will be asked

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- what the information will be used for
- who will have access to the information
- how confidentiality and anonymity will be protected
- what will happen to the data on completion of the process

To reiterate the main points here, participation will be optional. Participants will be provided with full information about the above points, the questionnaire, and a consent form which they will be asked to sign prior to the interview taking place.

Confidentiality

(i) Haemata has a process of confidential data management that uses a code based system that ensures that individuals and institutions cannot be identified except by the holder of the code key.

(ii) All information collected will be entered into a database housed on the Haemata server which is a secure facility only accessible by Haemata staff, and protected by firewalls and passwords.

(iii) Completed interview schedules will be held in a locked filing cabinet on Haemata office premises and will be destroyed on completion of the project.

(iv) Tapes will also be held in a locked filing cabinet on Haemata office premises and will be deleted or wiped on completion of the project.

(v) All interviewees will be asked to sign consent forms that will include an explanation of how information will be handled in a confidential manner.

(vi) All Haemata staff handling the data will sign a confidentiality agreement.

Part Three: Research methodology

Structured interviews will be conducted with each of the Programme Directors and initial teacher educators either by phone or face-to-face during work hours, where appropriate and/or convenient. All participants will be initially contacted by letter from the Teachers Council, and then again with an information pack from Haemata which will include full information about the research, the interview questionnaire and

consent forms. This will be followed by a phone call to confirm participation, answer any questions and to arrange a time for a phone interview or a face-to-face interview.

There are 10 providers and 13 programmes. At a minimum we recommend interviewing two people from each programme, ideally the programme director and a senior teacher/lecturer. This would provide a sample group of approximately 28. This sample is too small to undertake a quantitative analysis; however it does allow qualitative analysis that will enable us to draw out themes and best practice examples.

The analysis of the data is embedded in a strengths-based approach whereby the intention of the research is to identify strengths of a programme as well as the issues associated with producing Māori language competent graduates. By identifying the strengths and understanding the issues the aim is to help improve the educational outcomes for Māori (te hāpai i a tātou).

Research Ethics Approval

Haemata will ascertain what research ethics approval processes will need to be satisfied in order to secure participation by all ten providers.

The providers (in the first instance this will be the person who received the letter from the Teachers Council, or to whoever they delegate responsibility to) will be contacted by phone and asked about the policy for carrying out research in their institution and who to contact to work through the process of obtaining permission to undertake the research.

Haemata will send information packs about the project including this document to the relevant person at the institution and will provide any further requested information.

If necessary, a formal approach will be made to the University/Wānanga ethics committee on behalf of the New Zealand Teachers Council and Haemata.

In all cases the policy guidelines of the institution will be followed.

Interviews

We recommend that project directors be interviewed in the first instance, and then one of their nominated senior programme lecturers. Note that if budget and time allowed we would also recommend interviewing a recent graduate to see whether students who complete the programmes do so feeling confident and prepared to start

their teaching careers. Participants will be offered the opportunity to be interviewed in Māori or English.

Participants will receive an information pack which will outline the purpose of and rationale for the research project and will include a questionnaire, ethics information and consent forms.

Interview Questionnaire

The questions for the interview schedule will be developed and refined around the suggested research questions proposed by Te Rōpū Whakamana Reo Māori/Medium Advisory Group of the New Zealand Teachers Council and the new Graduating Teacher Standards.

Document Review

Course outlines and paper descriptions for each of the papers offered in the Māori-medium programmes will be gathered prior to the interviews. These will be reviewed and analysed and the information gleaned will be cross referenced with the data gathered from the interview material. The cross referencing of information gathered from two sources (interviewees and documents) will ensure greater assurance of accuracy.

Data storage and management

(i) All information collected will be entered into a database housed on the Haemata server which is a secure facility only accessible by Haemata staff, and protected by firewalls and passwords.

(i) Completed interview schedules will be held in a locked filing cabinet on Haemata office premises and will be destroyed on completion of the project.

The management of qualitative data can be particularly challenging. The information often includes comments or transcripts, data that reveals personal impressions and concerns. The raw information can be extensive and as a consequence difficult to sort and classify.

Because we are working with a relatively small sample, we will enter the data into Microsoft Excel spread sheets. Following each interview, comments will be transcribed into the database. This database will allow researchers to examine the questionnaires by individual or by question, and to produce summaries for each question. Coding will allow anonymity of the participants to be maintained.

Haemata will implement quality systems and processes throughout the course of the project to ensure that ethical standards are adhered to in the gathering of information

and that the integrity of the collected information is maintained. Consent forms for interviewees will ensure we have their permission to use their information for clearly specified purposes. We will maintain the confidentiality of any information collected and communicate this fact to all people interviewed.

Feedback to/confirmation by participants of accuracy of data gathered

Haemata will confirm the accuracy of the information collected by either:

Option 1: Providing copies of completed summaries of interviews to the interviewees to confirm accuracy.

Option 2: Sending back interview information cross referenced with information gathered from documents and confirms accuracy.

This will be decided once the interviews are complete.

Potential risks

The number of people who work in Māori education in comparison to education in general in Aotearoa/New Zealand is small, and the numbers who work in Māori-medium education is smaller still. Those who work in Māori education therefore tend to know one another.

This poses a risk to being able to ensure the anonymity of the interviewees and the information they provide. The research team is aware of this risk and will try to mitigate the possibility of exposure wherever possible. However the risk is real and participants will need to be informed that there is a small chance that an institution, programme or participant will be unintentionally identifiable. This will be explained to the participants prior to interviews taking place.

Once the information has been compiled and a draft analysis report completed, the report will be circulated amongst the Advisory Group who will assess the risk of institutions and/or individuals being identified in the report. All feedback relating to this potential risk will be carefully considered prior to the final report being completed.

Part Four: <u>Concealment of information</u>

The research does not involve any concealment of information or deception.

Appendix D: Interview Questionnaire

Te Reo Māori Proficiency Research Project

Interview Questionnaire

Candidate No. _____

Date _____

Part One: Research Questions

Research Questions
What conceptual frameworks underpin each Māori-medium Initial Teacher Education programme?
What proficiency in te reo Māori is required for entry into each of the Māori-medium Initial Teacher Education programmes?
How does each of the Māori-medium Initial Teacher Education providers assess the development of te reo Māori proficiency of the students in their programmes?
What approaches does each of the Māori-medium Initial Teacher Education providers adopt to develop the te reo Māori proficiency of the students in their programmes?
What proficiency in te reo Maori is expected of graduates in each of the Māori-medium Initial Teacher Education programmes?
To what extent do the Graduating Teacher Standards influence the language component of the programmes?
What percentage of the programme is delivered in te reo Māori in each of the Māori-medium Initial Teacher Education programmes?
On what basis are decisions about language use/choice made across a programme e.g.

Are some subjects taught in te reo Māori and others in English?
What experiences and qualifications are expected in staffing of the Māori-medium Initial Teacher Education programmes and to what extent are these expectations achieved?
What issues do Initial Teacher Education providers and the other research participants identify in terms of te reo Māori proficiency?

Te Wāhanga Tuatahi

Te Pātai Rangahau
He aha ngā anga ariā e noho tūāpapa mai ana ki tēnā, ki tēnā o ngā kaupapa whakangungu pouako hou mō roto i ngā akomanga reo Māori?
Kia pēhea te matatau o te tangata ki te reo Māori e uru ai ia ki tēnā, ki tēnā o ngā kaupapa whakangungu pouako hou mō roto i ngā akomanga reo Māori?
He pēhea te aromatawai a ngā kaituku i ngā kaupapa whakangungu pouako hou nei i te pakari haere o te reo Māori o ā rātou ākonga i roto i ā rātou kaupapa?
He aha ngā ara ka whāia e ngā kaituku i ngā kaupapa whakangungu pouako hou mō ngā akomanga reo Māori hei whakapakari i te reo Māori o ngā akonga?
Kia pēhea te matatau o te tangata ki te reo Māori i a ia ka puta i tēnā, i tēnā o ngā kaupapa whakangungu pouako hou mō roto i ngā akomanga reo Māori?
He pēhea te pānga o ngā Paerewa Pouako Paetahi ki te āhua o te hāpai i te reo i roto i ngā kaupapa nei?
E hia ōrau o tēnā, o tēnā kaupapa whakangungu pouako hou mō roto i ngā akomanga reo Māori e kawea ana ki te reo Māori?
He aha ngā āhuatanga e whai wāhi mai ana ki te whakamahinga/kōwhiringa o te reo mō roto i tētahi kaupapa? Hei tauira, ko ētahi kaupapa whāiti e kawea ana ki te reo Māori, ko ētahi ki te reo Pākehā, pēhea kē rānei?
He aha ngā wheako, ngā mōhiotanga, ngā tohu mātauranga e kimihia ana i te hunga ko rātou kei te whakaako i ngā kaupapa whakangungu pouako hou nei? Pēhea nei te kaha o te ea o ēnei tūmanako mō ngā pūmanawa o ngā kaimahi?
He aha ngā uauatanga, ngā raruraru e tautohua ana e ngā kaituku i ngā kaupapa whakangungu pouako hou mō roto i ngā akomanga reo Māori, me ērā atu o te hunga ka rangahautia, mō te wāhi ki te matatau ki te reo Māori?

Part Two: Interview Questionnaire

	English	Possible Responses
1.	Can you tell me about the conceptual framework that underpins this Māori-medium Initial Teacher Education programme?	A theory of teaching or learning, programme or course information may be provided and explained
2.	What is the Māori language proficiency level or capability required of students at entry to the programme?	Pass mark in Māori examination or paper called: ––––––––––––––––––––––––––––––––– Formal/informal language task/activity (possibly at time of interview) Other requirements
3.	How is the Māori language proficiency of new students measured before they begin the programme?	**At the beginning** Pass mark in previous Māori examination or paper called: ––––––––––––––––––––––––––––––– Formal/Informal oral assessment by programme teacher educators or director Formal written assessment/examination –––––––––––––––––––––––––––––––––– Kaumātua attestation Other
4.	How is the student's Māori language development monitored throughout the programme?	**Explanation**
5.	What does the Māori language development component of your course consist of?	Units within the programme Language of instruction Other
6.	Are there any plans to alter this approach? And if so, why?	Yes /No

7.	What do you think could ideally be done to further improve the proficiency of students in the programme? If resources were not an issue	Explanation
8.	When a student completes the programme, what level of Māori language proficiency do you expect them to have?	Descriptors Qualification or examination pass Other
9.	How is the Māori language proficiency of students measured at the end of the programme?	**At the end of the programme** Pass mark in programme's reo Māori examination Formal/Informal oral assessment by programme teacher educators or director Formal written assessment/examination _____ Other
10.	Does your programme make a link between teacher language ability and student achievement?)	Explain how
11.	To what extent does the programme focus on the language of the curriculum?	Examples:
12.	As future Māori-medium or bilingual teachers, do the students complete the programme with a thorough understanding of the pedagogy associated with: • 2nd language acquisition teaching methods?	Yes / No
13.	How do students demonstrate this knowledge?	Examinations Practical exercises Other

14.	As future Māori-medium or bilingual teachers, do the students complete the programme with a thorough understanding of the pedagogy associated with: • Teaching children in the age groups (or at the levels of the curriculum) the programme is tailored for? Prompt if needed: Such as appropriate teaching and learning principles, teaching practices and approaches.	Yes / No
15.	How do students demonstrate this knowledge?	Examinations Practical exercises Other
16.	Which curriculum documents is the programme based on?	Name curriculum documents _____
17.	Do the students have the ability to understand the Māori curriculum documents appropriate to the subject and age group (or level) that the programme focuses on? Prompt if needed: Do they have a working knowledge of levels 1–4/5 of the curriculum if they are teaching years 1–8? Are they able to plan from and implement learning at those levels?	Yes / No
18.	How do students demonstrate this knowledge? I.e. are students able to design lesson plans based on the Māori curriculum requirements?	Examinations Practical exercises Other
19.	There is an increasing focus in the curriculum on children developing thinking strategies (e.g Poutama	Examples

	Tau). How does the programme help graduates to develop the language skills they need to teach children in this way?	
20.	How do students demonstrate this knowledge?	Examples
21.	How does the programme deal with tikanga?	Examples
22.	What percentage of this programme is delivered in te reo Māori	Percentage or hours
23.	Within the programme, how do you decide which components will be taught in Māori? And which will be taught in English? or On what do you base your choices when you choose the language of instruction for each component of the programme?	Comments
24.	What is the minimum qualification/s or experience you expect the trainers/lecturers/initial teacher educators of your programme to have?	Qualification name
25.	What is the ideal formal qualification/s and experience you would prefer the trainers/ lecturers /initial teacher educators of your programme to have? Professional Development?	Comments
26.	What issues do you see in terms of the level of reo Māori proficiency of your students when they start and when they finish the programme?	Comments
27.	What issues do you see in terms of increasing the reo Māori proficiency	Comments

	of your students?	
28.	Are there any issues in terms of your students being able to deliver the marautanga in Māori?	Comments
29.	Are there any other issues in regards to the reo Māori proficiency of your students?	Comments

Te Wahanga Tuarua: Te Rārangi Pātai

	Te Pātai ka Uia	Ētahi whakautu tērā ka puta ake
1.	Tēnā whakamāramatia mai ngā ariā, ngā whakaaro whānui e noho tūāpapa mai ana ki tēnei kaupapa whakangungu pouako hou mō roto i ngā akomanga reo Māori.	Tērā pea ka whakamāramatia he ariā whakaako, he ariā ako rānei e whāia ana. Ka homai rānei ngā pārongo kua tāia mō te akoranga, me ngā whakamārama ā-waha anō i te taha.
2.	He aha te taumata reo Māori kia ekea e te ākonga hiahia whakauru mai, e whakaaetia ai tana uru mai ki te kaupapa nei?	Me puta te ihu i tētahi whakamātautau reo Māori, arā i te (ka homai te ingoa o te whakamātautau): ———————————————— He mahi ōkawa/ōpaki (tērā pea i te wā tonu o tana uiuinga whakauru) e kitea ai te pai o tana reo. Tētahi atu momo taumata, momo whakawā
3.	Ka pēhea te ine/whakatau i te matatau o ngā ākonga hou ki te reo Māori ina tīmata rātou i tēnei kaupapa?	**I te tīmatanga** Kua puta kē te ihu i tētahi whakamātautau, arā i te (ka homai te ingoa o te whakamātautau): ———————————————— He aromatawai ōkawa/ōpaki nā ngā kaikawe/te kaihautū o te kaupapa He aromatawai/whakamātautau ā-tuhi ōkawa nei_____ Te kupu whakaū a tētahi kaumātua Tētahi atu
4.	He pēhea te āta whakatau i te pakari haere o te reo Māori o te ākonga i roto i te kaupapa?	**Whakamārama**
5.	Pēhea nei te āhua o ngā mahi whakapakari reo Māori o te kaupapa	Ko te reo Māori te arotahinga o ētahi o ngā kōwae mahi o te kaupapa.

	nei?	Ko te reo Māori tonu te reo whakaako.
		Tētahi atu
6.	E whakaaro ana koutou ki te whakarerekē i tēnei āhua? Mēnā āe, he aha ai?	Āe /Kāo
7.	He aha ētahi atu mahi pai hei whakapakari ake i te reo Māori o ngā ākonga e whai ana i tēnei kaupapa (mēnā i a koutou ngā rawa, ngā rauemi, ngā tāngata, ngā aha atu e taea ai)?	Tēnā whakamāramatia mai
8.	Ina tutuki i te ākonga tēnei kaupapa, ko te tikanga kua tae tōna matatau ki te reo Māori ki tēhea taumata?	Ngā kupu whakaahua i tōna matatau
		Kua whiwhi i tētahi tohu mātauranga, kua puta rānei i tētahi whakamātautau
		Tētahi atu
9.	Ka pēhea te ine/whakatau i te pai o te reo Māori o te ākonga i te mutunga o te kaupapa?	**I te mutunga o te kaupapa**
		Ka puta ia i te whakamātautau reo Māori kua whakaritea mō te kaupapa.
		He aromatawai ōkawa/ōpaki ā-waha ka whakahaeretia e ngā kaikawe/te kaihautū o te kaupapa
		He aromatawai/whakamātautau ā-tuhi ōkawa nei _____
		Tētahi atu
10.	I raro i tēnei kaupapa, e hono tahi ana te pai o te reo Māori o te pouako me te tutuki pai o ngā mahi i ngā ākonga?	Tēnā whakamāramatia mai
11.	Pēhea nei te kaha o te arotahi a te kaupapa ki te reo o ngā marautanga?	He tauira:
12.	Ko ngā pouako hou ēnei ka riro mā rātou e whakaako ngā akoranga ki te reo Māori ā taihoa ake. Ina tutuki	Āe / Kāo

	i a rātou te kaupapa nei, ka mārama pai rātou ki te mātauranga e pā ana ki: • Ngā tikanga whakaako i tētahi reo hei reo tuarua?	
13.	He pēhea te whakaatu mai a ngā ākonga pouako nei i ēnei mātauranga kua mau i a rātou?	Ngā whakamātautau Ngā mahi whakawaiwai Tētahi atu
14.	Ina tutuki i a rātou te kaupapa nei, ka mārama anō ngā pouako hou nei ki te mātauranga e pā ana ki: • Te whakaako i ngā tamariki kei te huinga taipakeke (kei ngā taumata rānei o te marautanga) mō rātou tēnei kaupapa whakangungu? Prompt if needed: Arā te momo mātauranga pēnei i ngā mātāpono ako, ngā āhuatanga ako, me ngā huarahi whakaako.	Āe / Kāo
15.	He pēhea te whakaatu mai a ngā ākonga pouako i ēnei mātauranga kua mau i a rātou?	Ngā whakamātautau Ngā mahi whakawaiwai Tētahi atu
16.	I whakaritea te kaupapa kia hāngai ki ēhea marautanga?	Whakaingoatia mai ngā tuhinga marautanga: _____
17.	Ka mārama anō ngā ākonga ki ngā tuhinga marautanga reo Māori e hāngai ana ki te kaupapa ako, ki te taipakeke (ki te taumata rānei) koia te arotahinga o te kaupapa? Prompt if needed: Mēnā ko ngā tamariki tau 1 ki te 8 te arotahinga o tēnei kaupapa, e mārama anō ngā	Āe / Kāo

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	pouako hou ki ngā taumata 1 ki te 4, 5 rānei o ngā marautanga? Pēhea te pai o tōna māramatanga? Ka taea e rātou te whakatakoto mahere mai i ngā marautanga me te whakatinana i aua mahere? Pēhea te uaua, pēhea te māmā rānei?	
18.	He pēhea te whakaatu a ngā ākonga i tēnei mātauranga? Arā, ka taea e ngā ākonga te whakatakoto mahere akoranga e ū ana ki ngā whakaritenga a ngā marautanga Māori?	Ngā whakamātautau Ngā mahi whakawaiwai Tētahi atu
19.	Kei te kaha ake te arotahi a ngā marautanga ki te akiaki i ngā tamariki kia whakapakari i ā rātou rautaki whakaaro (hei tauira, ko Te Poutama Tau). He pēhea te āwhina a tēnei kaupapa i ngā pouako hou kia pakari tonu ā rātou pūkenga reo e tika ana mō te whakaako pēnei i te tamariki?	He tauira
20.	He pēhea tā ngā pouako whakaatu mai i tēnei?	He tauira
21.	He aha tā te kaupapa nei hei hāpai, hei whakaako i ngā tikanga Māori?	He tauira
22.	E hia te ōrau o tēnei kaupapa e kawea ana i roto i te reo Māori?	Te ōrau o ngā hāora
23.	I tēnei kaupapa, ka pēhea te whiriwhiri ko ēhea āhuatanga ka whakaakona ki te reo Māori, ko ēhea ki te reo Pākehā? *ko tēnei rānei* Ina kōwhiria te reo whakaako, ka pēhea te kōwhiri i te reo mō tēnā, mō tēnā wāhanga o te kaupapa?	He whakamārama

24.	He aha te tohu mātauranga tino hakahaka, ngā mōhiotanga tino iti rānei ka whakaaetia kia kawea mai e te hunga ko rātou kei te whakangungu i ngā ākonga i raro i tēnei kaupapa?	Te ingoa o te tohu mātauranga
25.	He aha te/ngā tohu mātauranga ōkawa, ngā mōhiotanga rānei e tūmanakohia ana kia kawea mai e te hunga ko rātou kei te whakangungu i ngā ākonga i raro i tēnei kaupapa?	He whakamārama
26.	He aha ngā uauatanga, ngā whakararu mō te wāhi ki te pai o te reo Māori o ō ākonga – i te tīmatanga, i te mutunga anō o te kaupapa nei?	He whakamārama
27.	He aha ngā mea e whakararu ana i te piki haere o te matatau reo Māori o ō ākonga?	He whakamārama
28.	He aha ngā mea e whakararu ana o te āhei o ō ākonga ki te whakaako i te marautanga ki te reo Māori?	He whakamārama
29.	He āhuatanga atu anō e tika ana kia kōrerotia mō te wāhi ki te pai o te reo Māori o ō ākonga?	He whakamārama

Appendix E:

Programme Pre-requisites, Outlines, Outcomes

	Provider	Programme	Pre-requisites	Programme Outline	Outcomes
01	Auckland University Faculty of Education	Bachelor of Education Primary	*If under 20* You must meet University Entrance Standards of either NCEA, Cambridge International Examinations (CIE), or International Baccalaureate. Entrance to Faculty of Education undergraduate programmes also requires an interview and referees' reports (references). Applicants must also meet certain standards of English language proficiency. You must also demonstrate the potential to meet the New Zealand	In the first year you will: • be introduced to the study of education in Aotearoa, the Marautanga Aotearoa curriculum and effective teaching practice • work alongside experienced teachers during your practical placements to develop your teaching practice. In subsequent years, courses include: • more advanced study of educational theory and practice via tutorials, lectures and group work • more practical experience within Māori-medium, bilingual and mainstream classrooms • one course from the General Education schedule allowing you to pursue interests outside of your main area of study (may vary by campus/study mode)	Qualified teachers with te reo Māori are in high demand. This degree qualifies you to teach in Māori-medium and bilingual schools as well as mainstream primary and intermediate schools.

			Teachers Council (NZTC) criteria for provisional registration. The NZTC requires students to make two declarations at registration time; a declaration of criminal convictions and a declaration of health conditions.	In the third year of the programme, you will study a set of courses that look in–depth at: • pānui/tuhituhi (literacy) • pāngarau (mathematics) • educational theory and practice • tikanga–ā–iwi (social sciences) • te reo Māori.	
02	Te Wānanga Takiura o ngā Kura Kaupapa Māori o Aotearoa	Diploma of Teaching Primary	No formal academic requirements for entry. Applicants must be over 16 yrs of age. The ability to communicate fluently in Te Reo Māori is essential.	This is an iwi generated teacher training course. At Years 1, 2 and 3 the main curriculum areas are Pānui Tuhi, Te Aho Matua, Pāngarau, Toi, Ngā Mahi a Rehia, Tuakiri Hauora, Hākinakina, Puoro, Te Reo Māori, Tikanga–ā–Iwi, Pūtaiao, Rangahau, Uaratanga, Teaching Strategies, Planning and Teaching Practicum.	Graduates will be fluent and literate in Te Reo Māori, be knowledgeable of all Māori curriculum from Year 1 to Year 8, be able to produce quality planning in Māori for all these year levels and be able to deliver quality curriculum totally in Te Reo Māori.
03	Waikato University	Bachelor of Teaching Primary	*Applicants under 20 years* Applicants must be over 16 yrs of age. 42 credits at Level 3 or higher, or 14 credits at Level 3 plus numeracy and literacy. The ability to communicate fluently in	Kaupapa Māori underpins much of the content of the papers on offer. These include the core papers for the Bachelor of Teaching Programme and a further five papers specifically designed for Kākano Rua. The five Kākano Rua papers are taught at the Hamilton campus and online (NET). The papers	Graduates will be fluent and literate in Te Reo Māori, be knowledgeable of all Māori curriculum from Year 1 to Year 8, be able to produce quality planning in Māori for all these year levels and be able to deliver quality curriculum totally in Te Reo Māori.

#	Institution	Programme	Admission criteria	Course details	
			Te Reo Māori is essential. *Applicants over 20 years* No formal academic requirements for entry. Special admission. The ability to communicate fluently in Te Reo Māori is essential.	include: • Whāriki Tuatahi: Teaching Māori, • Marau Māori 2: Curriculum for Māori • Marau Māori 3: Curriculum for Māori The following two papers are not offered in 2008. • Whāriki Tuatoru: Teaching Māori • Whāriki Tuawhā: Teaching Māori	
04	Te Whare Wānanga o Awanuiārangi	Bachelor of Teaching Primary	*Applicants under 20 years* Students may enter in any year of the programme by meeting all normal entry criteria, students direct from secondary school will be based on NCEA and other secondary school exam results. *Applicants over 20 years* Graduates from bridging courses at Te Whare Wānanga o Awanuiārangi, or admission by interview on a case by case basis.	3year Degree Programme Māori–medium Institution unable to provide course outline or conceptual framework Programme based on philosophy developed by Dr Mere Skerrett.	Documents unavailable.

04	Te Whare Wānanga o Awanuiārangi	Bachelor of Teaching and Learning ECE	• An aggregate of '16' in four 6th Form Certificate subjects. • A grade of 'C' or better in four University Bursary subjects. • NCEA level '2' or '3' in four subjects. • Students who have graduated from any bridging course offered by Te Whare Wānanga o Awanuiārangi, If all other criteria are met. • Those who have been away from secondary school will be considered for admission, by interview, on a case-by-case basis. • Māori language competency of all applicants will be assessed as part of the interview process. *NB Students do not have to be of Māori descent, or from a particular iwi, to enrol at Awanuiārangi. The focus is on meeting all entry criteria.*	Institution unable to provide course outline or conceptual framework Study includes aspects of mātauranga Māori and mātauranga Pākehā, learners and their development, teaching and learning processes, a range of educational contexts, intentions and values, curriculum content, research, teaching and assessment methods and subject knowledge.	Graduating students will be prepared for work in a variety of educational settings with children from birth to eight years of age.
05	Anamata Private Training Establishment	Bachelor of Teaching Primary	Entry for school leavers are at least 13 credits in each of 3 different subjects at level 3 or above on the NZQA framework with Te Reo Māori as one of the subjects; a minimum of 8	Tohu Ako Paetahi: Mā Te Reo is a teaching programme which will enable students to become effective and confident teachers using Māori as the medium of instruction and learning.	Graduates of Tohu Ako Paetahi: Mā Te Reo: Bachelor of Teaching: Māori-medium will be competent and confident kaupapa Māori, reflective practitioners with the

credits at level 2 or higher in English; 4 credits in reading, 4 credits in writing; a minimum of 14 credits at level 1 in Maths or Pāngarau on the NQF. Mature Students You will be required to show evidence of academic capability which meet the required standards in te reo Māori, English and Maths. Consideration will be given to levels of schooling, commitment to learning, other relevant study, interests and expertise, recent professional development and general life experiences. You must: • Have a passion for teaching • Love tamariki • Be committed • Be good at some of these things – Art, Sports, Reading, Maths, Te Reo Māori • Be 17 years or older • Be proficient in Te Reo Māori	The Tūhoe Māori view of the universe will underpin the philosophy of the course. At the completion of the course, students will be competent to teach in bilingual, total immersion units, kura kaupapa Māori and mainstream schools.	ability to establish (and maintain) caring relationships with students. Graduates will demonstrate high personal integrity, a love of their work and be trusted and respected by pupils and parents. They will exhibit ihi, wehi, and wana in their practice. Because the course is firmly grounded in te reo Tūhoe/Māori and Tūhoetanga, their knowledge and skill base will promote the values important to Māori communities. Graduates will be expected to demonstrate that they meet the Teachers Council Satisfactory Teacher Dimensions.

No	Institution	Qualification	Requirements	Description	Graduate outcomes
06	Massey University	Bachelor of Education Primary	A NZ University entrance qualification or equivalent; NZ Teachers Council character / fitness for registration requirements; selection.	Primary teacher education for Kura Kaupapa Māori or Māori bilingual classes. Te Reo Māori; professional and educational studies, curriculum knowledge and practice, teaching experience.	Te Aho Tatairangi graduates will have the necessary knowledge and skills to be effective teachers in Kura Kaupapa, Māori immersion or bilingual classes. Graduates will be reflective teachers committed to Te Aho Matua and able to pursue postgraduate study.
07	Te Wānanga o Raukawa	Diploma of Teaching Primary	No reo proficiency required.	Bi-lingual teacher training, 'mainstream with a Māori influence' Conceptual framework is based on the institution's 10 Kaupapa Here Includes three components: 1. teacher education as specialisation 2. iwi and hapū studies 3. te reo Māori	Poumanawa Te Rangakura – Kaiwhakaako (PTRK) produces graduates with the necessary knowledge and attitudes needed to access and impart 'taonga tuku iho', as drawn from the study of iwi and hapū values, knowledge and institutions, in a way that is consistent with the notion of a Māori world view curriculum and its application in the kaupapa Māori educational context.
07	Te Wānanga o Raukawa	Bachelor of Teaching	Conversational Māori. No specific level of reo proficiency required.	Conceptual framework is based on the institution's 10 Kaupapa Here Includes three components:	This programme produces graduates who can teach people to see the world through Māori eyes and are competent to teach a range of subjects using the Māori

					language. The PMW is NZQA accredited and approved by the NZ Teaching Council.
				1. teacher education as specialisation	Ka hua mai, ko te pouako:
				2. iwi and hapū studies	• e mārama ana ki ngā taonga tuku iho a ngā tūpuna
				3. te reo Māori	• e mātau ana ki te kawe i tētehi marautanga kōhungahunga mā te reo Māori
				Conceptual framework is based on the institution's 10 Kaupapa Here	• e mātau ana ki te whakaako ki ngā kura kōhungahunga
					• e mātau ana ki te whakarite, te whakamahere, me te whakahaere i ngā mahi o te kura kōhungahunga e aro a Māori atu ngā tamariki ki tōna ao
			Conversational Māori. No specific level of reo proficiency required.	Ka whakahaerehia katoatia te tohu nei mā te reo Māori, ā, ka whakatūria he whare kōhanga akoranga e taketake ake nei i te mātauranga Māori.	• e mārama ana ki te whakatupu i te mana āhua ake o ia tamaiti, o ia tamaiti
				Mā te mōhio, mā te mātau, mā te mārama ki te mātauranga Māori me te ao Māori e taea ai te whakarite i tētahi marautanga kōhungahunga e tupu ai te aronga Māori ki roto ki ngā tamariki.	• e mōhio ana ko ngā mātua ngā pouako tuatahi, ā ko te kāinga te kura tuatahi mō ngā tamariki, nō reira me whai wāhi ka tika ngā mātua me te whānau whānui.
07	Te Wānanga o Raukawa	Diploma of Teaching ECE			Āmua, ka taea e te ākonga te whakaako i roto i ngā whare

		kōhungahunga o te motu. Ka taea anō te whai atu i te tohu paerua.		Unable to access documents.
08	Otago University	Bachelor of Education Primary	*Applicants under 20 years* 42 credits at Level 3 with: 14 credits at Level 3 in each of two subjects, 14 credits at Level 3 taken from no more than two additional domains and: 14 credits in Mathematics at Level 1 or higher and 8 credits at Level 2 or higher in English or Te Reo Māori, with at least 4 credits in Reading and 4 credits in Writing *Applicants over 20 years* Evidence of recent successful study and/or relevant experience.	Akoranga Marau Mātauranga – Curriculum Studies. Ako Whakangungu – Education Studies Ako Tohunga – Professional Studies and Professional Practice Whaia Ākonga – Subject Studies – includes two papers which will provide opportunities to develop in-depth knowledge in Te Reo Māori and Tikanga Māori.
09	Victoria University Wellington	Bachelor of Education ECE	A New Zealand university entrance qualification or equivalent, and demonstration of the qualities needed to be a satisfactory teacher	The weaving metaphor that underpins both the early childhood education curriculum document, Te Whāriki, and the philosophy of weaving together Māori and Pākehā/Western knowledge is utilised in the framework and structure of the programme. The five key strands that make up the programme have been	As a graduate of this programme you will be: • able to appreciate the complexity of Māori and Pākehā/Western knowledges through research and practice, and be a lifelong learner committed to your own ongoing professional development

conceptualised in terms of weaving materials, each chosen for its particular purpose.

Wāhanga Kākaho – Te Reo Māori Strand

This strand moves through the three years of the programme, providing you with opportunities to develop and extend your te reo Māori, particularly for use within the early childhood education context.

Wāhanga Kuta – Teaching Experience Strand

Within this strand you will undertake teaching experiences each year, predominantly in immersion Māori centres but also in kindergarten and education and care settings.

Wāhanga Harakeke – Curriculum Strand

This strand is built around the early childhood education curriculum document, Te Whāriki.

Wāhanga Pīngao – Whānau and

- committed to the principles and practices of Te Ao Māori
- competent and confident in using te reo Māori
- committed to the well-being of whānau and tamariki, and be able to develop positive relationships with children, whānau and the wider community
- able to teach children in an holistic manner, and be skilled in using a range of teaching and assessment strategies that draw upon both Māori and Pākehā/Western pedagogies to support children's learning and development
- reflective about your teaching practice and be able to demonstrate a high level of professionalism
- an effective advocate for children and be able to work within the community.

			Community Strand In this strand you will explore your own whakapapa and sense of identity, and develop skills for working in partnership with parents, whānau and the wider community. Wāhanga Kiekie – Professional Studies Strand Courses in this strand provide you with the professional knowledge required for effective teaching. http://www.victoria.ac.nz/education/do cuments/brochures/2008– TEBupdated.pdf	
10	Te Wānanga o Aotearoa	Bachelor of Teaching Primary	Applicants must have a police clearance, NCEA Level 2 passes; all students will sit entry tests in literacy, numeracy and must pass an interview.	The course includes Te Reo Māori/ Te Ao Māori, Child Development, Introduction to Teaching, Planning, Assessment and Evaluation, Study and Research Skills, Computer and Classroom Technology and Teaching Practice.	Graduates will become proficient in Te Reo me ōna Tikanga Māori, critically analyse theoretical educational perspectives and their relevance to teaching, create a positive learning environment for the delivery and teaching of the Primary School Curriculum.