

Sabbatical Report

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Teaching Te Reo and Tikanga Effectively.

Acknowledgements.

I thank the Ministry of Education for making Sabbatical Leave available to Principals. The opportunity to be able to take time out and look in depth at an aspect of practice, to have time for uninterrupted reflection and to have a period of refreshment is invaluable.

I thank the Kaiwaka School Board of Trustees for supporting my application for Sabbatical Leave.

Special thanks go to our Deputy Principal, Sharlene Tornquist, for leading the school whilst I was away. She, along with our great teachers and support staff, ensured the school continued smoothly and progressively.

I also thank the principals and teachers of the schools I visited. Their generosity and openness made this research useful and sound.

Summary.

Visiting other schools in Northland provided me with the opportunity to observe classes being taught te reo and tikanga, to discuss lesson planning and delivery with the teachers and the students and to learn about assessment in Te Reo Maori in different settings. I wanted to find out how our lesson planning, delivery and assessment compared with other schools. I wanted to see if there were new ideas and activities that we would benefit us. I visited 5 schools and observed across all year levels.

I did see some new ideas and practices, but came away with the belief that the best practice is for daily, spontaneous, meaningful use of te reo and referring to tikanga, by all of the school community, are the most effective supports for Te Reo Maoritanga that can be given.

Purpose

My Sabbatical Research topic was to learn how other mainstream schools present lessons, assess student achievement, and evaluate teaching and learning in te reo and tikanga to gain insight into best practice and effective learning.

I observed, interviewed and reflected on 5 schools, 2 in the Kaipara area, and 3 in the Whangarei area. There was one Secondary School, one Intermediate and 3 Primary Schools. 2 were city schools and 3 were small town/rural schools.

Initially I wanted all the visits and observations to be in schools that operated at the Level 4b as we do, but I found such a variety of practice within schools, I decided to observe all forms of lesson delivery. The capability of the teacher was fundamental to this.

Activities Undertaken

Input was sought from Advisory Services in the field of implementing Te Aho Arataki in English medium schools.

Schools were visited. Classes were observed from year 1 – 11, across a range of deciles and locations in Northland.

Each teacher was interviewed regarding the materials and resources they use, the lesson planning, assessment formats, difficulties encountered and overall satisfaction with their work. Principals offered their insights.

Data Gathering

A/ Advisory Beliefs of Best Practice for delivering Te Reo effectively and culturally responsively.

- All teachers teach te reo with their own class
- Te reo is taught as a subject in all classes
- Schoolwide plan for progression
- Extension class available for those who have strong ability and interest
- School trips to Marae and local historic areas
- Local Maori stories included across the curriculum
- Good quality, up to date resources that are readily available.
- Use of apps in te reo.
- Professional development for all staff.
- Bilingual visuals and classroom displays.
- Te reo is used often and everywhere around the school.
- All documentation and newsletters are in both English and Te Reo Maori
- Maori Language Week and Matariki are especially celebrated.
- Community celebrations include kapahaka.
- Whanau consultation for school planning.
- Whanau supports te reo programmes in the school.

B/ Data Gathered from schools

School	Materials and Resources	Lesson Planning	Assessment	Difficulties encountered	Overall Comments
1	Papa Whakakorero Game/programme	Lessons start with waiata. Teacher introduced Papa Whakakorero game for learning and practising correct grammar and vocabulary. PD previous staff meeting on this.	Observations and participation	Correct pronunciation depended on teacher ability. Needs frequent new materials prepared as progress made.	Teacher was enthusiastic about the PD and use of this tool, and would be using it extensively. Good for older students who have a good understanding of grammar rules in English. (Person, tense..)
2	Teacher prepared activities for preparing for major NCEA assessment.	Lesson began with karakia – loud and proud. Extensive use of electronic whiteboard for recording discussion and ordering of ideas. Demonstration assessment response and then students practise for themselves.	A sample of previous year's NCEA assessment paper was being used to teach students how to be successful in the examinations. Mock Exams were to be held a week later.	NCEA level 6 has 6 credits for oral Maori and 18 for written Maori. This was food for thought. Are primary and secondary school programmes complementary?	Seeing te Reo Maori tuition from the High School point of view was really helpful. Most students enunciate perfectly but many struggle with text type and the written language. Secondary School level of kapa haka and formal speeches is extraordinarily good but this may not be reflected in exam results.
3	Large illustrations of various fruit and vegetables, labelled, adhered to the board. Paper sheets with	Lesson starts with practising and revising mihi and powhiri process. The teacher introduces today's	Twice a term each child is required to give a presentation (a song or a skit) about what they	Mat time did not suit a few of the students.	This school has employed extra staffing to ensure Te Reo is very well delivered. The classroom teachers are involved in all the

	illustrations of today's topic - To be pasted into exercise books, which act as a dictionary reference for the students. Google Slides, U Tube music and Book Creator are also used.	new vocabulary And students repeat pronunciation until they get it right. These are then put into sentences and these sentences are practised. Written up and sentence structure unravelled. Quiz, using new vocab follows. The lesson then finishes with waiata.	have learnt from the current unit of work. This is school wide and is for every subject.		lessons and carry on the learning during the rest of the week. The students were happy and confident with responding and speaking in Maori.
4	TKI Maori resources appreciated and well used.	Working hard on strong Powhiri and Kapa haka.	Observations	This is a large school and time constraints make specific te reo lessons short and rushed. Aiming to implement Ka Hikitea throughout the school,including BOT and PD for staff.	The dedicated staff members are working hard to foster a love of and pride in Maoritanga.
5	Charts with pictures	Lesson starts with a Powhiri for me as a new visitor to the school. This also gives the students an opportunity to practice their roles in a powhiri. Illustrations of shopping items are used to practise pronunciation and then put into sentences that build on the previous day's lesson. Correct spelling is emphasised as well as correct use of the macron. Students then get up from their desks and play 2 games they know that require them to use the new vocabulary.	Unit assessment as planned. Oral and written.	Opportunities for genuine use of mihi and powhiri etiquette may not present themselves so often.	Use of reinforcing games and activities that essentially give all the students opportunity to practise their new learning in fun ways, is really effective in building confidence and improvement. Knowing the students really well and adapting the learning to their interests and prior knowledge is really good practice.
6	Picture Books and stories, readers in te reo, charts and pictures	Lessons commence with Karakia and waiata and mihi practice. Ability	Unit assessment, upon completion. Written and oral.	Teachers' confidence with their own pronunciation and language knowledge can	Maoritanga is well established as a value and special character of this school.

		differentiated classes using topic based vocabulary development. Practice saying and writing topic sentences. Activity for books follows, or a whole class illustration or construction.		be a barrier.	
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C/ Matching Advice and Practices

School	1	2	3	4	5	6
All teachers teach te reo with their own class	✓		✓			✓
Te reo is taught as a subject in all classes	✓	✓	✓	✓	✓	✓
Schoolwide plan for progression	✓	✓	✓		✓	✓
Extension class available for those who have strong ability and interest	✓	✓			✓	✓
School trips to Marae and local historic areas	✓	✓	✓	✓	✓	✓
Local Maori stories included across the curriculum	✓	✓	✓	✓	✓	✓
Good quality, up to date resources that are readily available.	✓	✓	✓	✓	✓	✓
Use of apps in te reo.						
Professional development for all staff.	✓	✓	✓	✓	✓	✓
Bilingual visuals and classroom displays.	✓	✓	✓	✓	✓	✓
Te reo is used often and everywhere around the school.	✓	✓	✓		✓	✓
All documentation and newsletters are in both English and Te Reo Maori						
Maori Language Week and Matariki are especially celebrated.	✓	✓	✓	✓	✓	✓
Community celebrations include kapahaka.	✓	✓	✓	✓	✓	✓
Whanau consultation for school planning.	✓	✓	✓	✓	✓	✓
Whanau supports te reo programmes in the school.	✓	✓	✓	✓	✓	✓

Findings

1. Visual resources are key to te reo lessons.
2. All schools commence lessons with traditional waiata and/or karakia.
3. Assessment practices vary, but are mostly formative, except at the senior level, where NCEA is the standard.
4. Many classroom teachers feel that their ability with pronunciation and language features are inadequate and they appreciate the extra funding their schools provide for Kaiarahi i te Reo and professional development.
5. Genuine opportunities for students to practice and use mihi, powhiri and te reo are valued.
6. Sourcing good materials and resources for lessons is not seen as a barrier or problem. Time constraints are a problem, when trying to share a limited personnel resource.
7. Whanau support is valued. Opportunities to perform in the community are really appreciated.
8. Local history, stories and geography are integral.
9. Use of Apps is not apparent. Other ICT features are well used.
10. Documentation and newsletters are in English.
11. All schools are committed to delivering the best Maoritanga learning that they can, and are determined to continue to improve and be sustainable.

Conclusions

All schools are carrying out most of the recommended approaches. There is common understanding of and commitment to quality Te Reo Maori and Tikanga. As per the recommendations in Ka Hikatea, whanau engagement is paramount and curriculum delivery begins with the things that are important and well known to the students. The teachers' confidence in their own ability to deliver tuition in te reo is fundamental to the students' achievement and enjoyment. Ongoing support of a respected Kaiarahi and Kamatua associated and/or committed to the school makes a big difference and creates sustainability.

References

Ministry of Education 2013 *Summary of Ka Hikitia Accelerating Success 2013-2017*. Te Kawanatanga o Aotearoa
Education Review Office (ERO). (June 2010) *Promoting Success for Maori Students: Schools' Progress*. NZ Government.