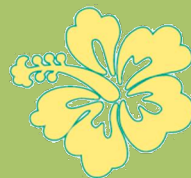


PRINCIPAL SABBATICAL REPORT TERM 2 2013



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TOPIC: Bilingual Education

ACKNOWLEDGEMENT

I wish to acknowledge and offer my thanks to those people who made my sabbatical study possible and productive:

- The Board of Trustees of Finlayson Park School for their generous support and willingness to allow me to apply for this my second sabbatical study.
- The Associate Principal and Deputy Principal who were willing to take on higher duties in my absence from school. I appreciate their expertise and professionalism.
- The Principals and staff of all the schools I visited in various areas of New Zealand. I really appreciated their willingness to share their philosophies and organisation to enable their students to benefit from learning through two languages.
- The Principals and staff of the bilingual schools I visited in Hawaii particularly the immersion school on the Big Island “Nawahi Ohio Kalani”.
- My son Ricky for his expertise and support in upgrading and extending my website www.bilingualednz.co.nz

PURPOSE

My vision is to continue to develop my knowledge and promote Bilingual Education to enable teachers to teach more effectively and therefore enhance student achievement specifically for Maori and Pacific Island students.

To view educational systems /organisation in New Zealand schools to collate successful approaches, including successful assessment strategies/tools for gauging accurate data for bilingual learners.

To update my bilingual education website to share information and up to date research for the benefit of others who may be wanting to venture along the philosophy of Bilingual Education track.

BACKGROUND

I have been the Principal of Finlayson Park School for 25 Years. The roll has grown from 240 students to 950 during this time.

The ethnic breakdown today is:

- Maori 53%
- Pacific Island 33%
- Other 14%

Parents have requested pathways for learning through first language and our school has developed language learning units gradually since 1989 to accommodate this.

First established in 1989 was:

Total Immersion Maori - to cater for several Kohanga Reo in the Manurewa area (Te Huringa Rumaki Reo).

Second established in 1996 was:

Samoan Bilingual Unit (O Le Taiala - Immersion till Year 3 then 50:50 dual medium).

Third established in 1998 was:

Maori Bilingual Unit (Te Roopu Reo Rua 50:50 dual medium).

Fourth established in 2010 was:

Tongan Bilingual Unit (Sia Mo'ui 50:50 dual medium).

English medium is also available in our school.

Our school has been at the forefront of Bilingual Education in New Zealand with all staff committed to University study to strengthen pedagogy regardless of where in the school they are teaching.

METHODOLOGY

These were the key areas of process for sabbatical study -

- Attended several indigenous language research conferences
 - Hawaii
 - Waikato
- Meetings with notable Bilingual Educators
- Attended Australian Adult Learners Conference - Wellington
- Visited schools on Big Island Hawaii, Wellington, Auckland, Christchurch and Hamilton.
- Survey sent to 300 schools across New Zealand, thought to have had Bilingual units. (Survey Monkey)
- Interviews with several Principals with Immersion or bilingual units.
- Questions included:

- Why have you set up a bilingual unit?
 - What is your pedagogy or depth of knowledge of bilingual education?
-
- How did you gain this?
 - What tools are used for assessment in that language?
 - Parent engagement / expectation of school and of parents?

FINDINGS FROM NZ SCHOOLS (SURVEY MONKEY)

The purpose was to ascertain the number of Immersion or Bilingual units in New Zealand, and to establish a list of proven assessment tools and to gain knowledge of the language models they are using.

SPECIFIC KEY QUESTIONS FOR SURVEY STUDY

- Does your school promote bilingual education?
- If so, what is the model of delivery in the two languages?
- What language is being nurtured?
- What assessment tools are being used to gauge achievement in the first language?

SURVEY RESULTS

Raw Data

300 schools surveyed through Survey Monkey

53 responses

30 responses - Nil Units

Do you have a Bilingual Unit in your school?

- ❖ 23% responded with Bilingual Units

List the languages:

- Maori
- Tongan
- Samoan
- French

- ❖ NB: Some replies said they were still consulting their community to possibly start next year.

Does your unit teach this language through the curriculum?

- 83% Yes

What is the model of delivery?

- All models from 50:50 to 100% immersion. 50% though said their unit was only language enrichment.

- **Length of time in operation?**
- 7 more than 10 years
- 3 5-10 years
- 3 1-4 years

What assessment tools are you using for Te Reo Maori?

- GLOSS (Maori)
- Te Reo Matatini
- Kia Tere Tonu (3 levels)
- Haurapa (PROBE)
- AKA
- Hopukina (oral retelling)
- Hopukina Pangarau (Math literacy)
- Developing own progressions
- AsTTle
- Pukete Panui / Panui Haere (RR)
- Nga Whanaketanga (transitioning)
- Matai Matatipu
- Poutama Tau
- OTJ's
- Nga kete korero

If you have higher than 50% Reo are you listing data against National Standards or Whanaketanga?

- 6% Whanaketanga
- 4% National Standards

Have you been able to access good PD in Whanaketanga Pangarau / Reo?

- 42% Yes
- 42% No
- 16% No Comment

What institute assisted with this PD?

- Te Manatu Matauranga o Tuhoe
- Ka Puia Reo
- Te Whare Wananga o Waikato
- Te Whare Wananga o Awanuiarangi
- Kia Atamai - R Hata
- He Aro Ako i te reo Matatini
- Core Ed - TM
- Nga Taumatua - C Rau
- University of Auckland - Pangarau / Poutama Tau - T Trinnick

What Reo Maori resources have been worthwhile?

- All Ministry of Education resources
- Professional Learning Development from wherever it can be sourced

Pasifika Units - What assessment tools are you using?

- Assessments translated for JAM/GLOSS, writing criteria
- Own kits as lack of resources available in the target language.
- Anofale 'A' and 'E' - Samoan Comprehension /Vocab tool
- Observation of Students using the language in and out of the classroom

What training expectations do you have for Pasifika Teachers in Units?

- Networking with other units
- Sharing good practice
- Undertaking Bilingual Education University papers (1 or 2)
- TESSOL

What has been successful for up-skilling parents in the benefits of Bilingual Education?

- Whanau Hui
- University of Auckland Language Educators
- Community Evenings / Data shown
- Regular Newsletter snippets
- Whanaketanga introductory statements are excellent to share
- Radio Channels advertising Tongan / Samoan
- Sessions with Kaiarahi Reo
- One to one parent conversations
- Principal monthly forum
- Celebrating data successes

OUTCOMES OF SURVEYS

- Very few bilingual units nationally by responses, however Ministry of Education data from Roll Returns should be able to be collated and issued to all schools who have such a unit. This would be extremely helpful for collegial support.
- Bilingual Units vary in intensity and processes
- Many units are not using the few normed assessments that are available
- A wide variation of Leadership expectations for staff and students
- Professional Learning Development has not been consistent across the motu.
- Dependence on resources provided by Ministry of Education
- Most of these Bilingual Units nationally are Reo Maori. Pasifika bilingual units are mostly in Auckland.
- A total of 10 Pasifika units with the same philosophical backgrounds and implementation strategies are working as a strong learning and support cluster in Auckland (Auckland Samoan Bilingual Education Cluster). 4 other Pasifika units appear to be operating on various models with parent approval and engagement.

- Very wide pedagogical approaches to bilingual education in our state schools. Many are only an extension of English medium and seem not to have their own kaupapa or culturally based approaches sanctioned by the community they serve.

TE REO MAORI ASSESSMENT TOOLS

Nga Whanaketanga Reo and Pangarau are only starting to be used in 50:50 and Immersion units. It was established that very little guidance and support has been given to implement these documents. Most schools who have begun using them have mainly done in-house professional development. Some have had intermittent facilitation in Whanaketanga Pangarau and less in Whanaketanga Reo.

The following were being used to varying degrees but the tools themselves have proved to be a good benchmarking tool

1. Nga Kete Korero - Individual Prose Inventories
2. Ite Rearea - Fluency at higher levels
3. AKA - 5.1's
4. He Matai Matatipu -6 year net
5. Writing - units have devised their own indicators and mostly based on English version.
6. Nga Rauemi Aromatawai Reo A- Waha (Oracy)
7. Maori Language Proficiency in Writing. "Kaiaka Reo" - Year 8 Writing Test - Catherine Edmonds

Literature Reviews

There are several good New Zealand literature documents available to extend and embed bilingual pedagogy. Many of the principles involved in these documents are reflected in recent Education Review Office (also see Bibliography) these are:

- Research Based Pedagogies for Bilingual/Immersion Education (a paper presented to The Plurilingual School in the communities of the Pacific Interaction Seminar - Nouvelle Calendonia Oct 2010) - John McCaffery Faculty of Education - University of Auckland.
- "Foundations of Literacy" (Baker, 2000) and "A parent's guide to bilingual education (Baker, 2007) are an excellent resource for pedagogical knowledge as a starting point for learning.
- Languages in Aotearoa NZ (2013) - The Royal Society of New Zealand
- ERO (2012) - Improving Education outcomes for Pacific learners.

- May S, Hill R (2005) - Bilingual Education in Aotearoa New Zealand - At the Crossroad.

Latterly the Maori Achievement Strategy 2013-2016 “Kahikitia” and the Pasifika Achievement Strategy 2013-2016 along with Tataiako, Ministry of

Education 2012 gives a starting place to embed cultural values, whanau expectations and cultural learning styles into bilingual education pedagogy.

FINDINGS

A. Successful Bilingual Units in State Schools

The following aspects were noted in all successful Bilingual Education Units.

1. The most noticeable criteria for successful bilingual units is leadership from the top. The Principal must be leading in all areas
 - Pedagogy of two language learning
 - Knowledge of bilingual curriculum documents
 - Willingness to undertake University Study in Bilingual Education
 - Grow knowledge of cultural backgrounds
 - understand where “students come from and their home cultural beliefs and routines.
 - Develop practices through a bilingual lens.
2. Quality Teachers fluent readers or writers in the two languages is paramount (Baker, Foundations of Bilingual Education and Bilingualism (4th Ed), 2006). Professional development targeted to the units needs and level of development of the Teachers.
3. Units who can have autonomy to approach planning and curriculum coverage from “Maori World View”. This means units who work as a team with all levels within that team - not spread across the school into other English medium year levels for planning etc.
4. Teachers, who have autonomy to plan, think and speak in the targeted language. This quickly extends a teacher’s academic language knowledge (not a translated English medium curriculum (Baker, Foundations of Bilingual Education and Bilingualism (4th Ed), 2006) (Garcia, 2009).
5. Schools Board of Trustees that assisted staff in a monetary way to complete at least one Bilingual Education University paper.

6. Units where parents were encouraged to be part of their child's learning. Where an environment of inclusion, parents and students voice were valued and expected.
7. Units where the whole school (all staff) understood and shared in the philosophy of the approach.
8. Literacy being taught in both languages from Year 1 (Thomas & Collier, 1997) (Hakuta, Butler, & Witt, 2000) (Cummins, Language, Power and Pedagogy - Bilingual Children in the Crossfire, 2000) (Cummins, 2007, pp. 221-204)
9. Units where the language is the medium of instruction and taught as well (Baker, Foundations of Bilingual Education and Bilingualism (4th Ed), 2006) (Cummins, 2000) (Cummins, 2007)

FINDINGS

B. Visits to Schools in New Zealand

Principals I spoke to all reiterated the difficulty recruiting quality experienced teachers fluent in Te Reo Maori. Many units were staffed with Provisionally Registered Teachers who have the language but needed experienced guidance for their training. Several of these schools had used experience Tutor Teachers who did not have a cultural depth of knowledge. There lies a huge miss match for these young teachers trying to develop their bilingual education philosophy and approaches. To be able to plan suitable programmes in Te Ao Maori (The World of Maori) but being expected to provide outcomes as an English medium teacher.

All state schools visited in the NZ setting had Pakeha Principals (except for one) and these Principals must be congratulated for trying to fulfil their community needs or requests. However specific professional development is not available to assist these Principals in growing their Te Reo Bilingual units into highly successful places for meeting the explicit needs of the heritage language. Learning outcomes are for preparing these students as confident individuals who are able to access two worlds of knowledge.

Professional development programmes would also broaden knowledge that bilingual learning needs to be a process from birth but if this has not been nurtured by the whanau (for a variety of reasons) then schools must provide bilingual learning at least from age 5 to 13 (8 years of

Primary schooling). However research in the “Nga Moemoea” project (Waikato University) has shown that “Reo in the Home” must happen first, for any level of sustainability to occur.

Schools in Hawaii

O Ka ‘Olelo Ke Ka’a O Ka Maui - Our Language Binds Us to our Culture - Hilo, Hawaii

Hawaii have a few schools endeavouring to nurture and grow their language (based on the NZ model of Kohanga Reo) and Immersion Schools). Only one “Nawahi Ohio Kalani” in Hilo, - The Big Island, Hawaii has Early Childhood Education through to Secondary, and these are based on the same site (approx. 90 students in the school and 20 in pre-school). They do want to grow but only with students born and grown there (bottom up). Their Philosophy of bilingual learning is one hour per day in English and when this happens the students wear a hat in the classroom to signify “English only spoken”.

The struggles for quality teachers who have fluency in the Hawaiian language is similar to New Zealand’s in Maori medium. Also the Federal Government’s requirements to teach and test specific curriculum in English is impacting on cultural teaching time, although the Hawaiian language has been recognised by the Federal Government of the United States (1990) as a right for Hawaiians to preserve, use and support their indigenous language. All Airport notices are in Hawaiian first, then English. Shop signs similarly. The number of Hawaiian speakers grows steadily in homes and schools.

University of Hawaii at Hilo - Ka Haka Ula o Ke’elikolani

This University provides an indigenous teacher education programme “Kahua Waiola”.

The programme provides training in 3 sections:

- Hawaiian language medium schools
- Hawaiian language and Culture programme in English medium schools
- Schools serving students with strong Hawaiian cultural backgrounds

CONCLUSION

- Based on the information gathered through this study period there are fundamental learnings that we as leaders in schools must undertake to enable Bilingual Units to function in a way that follows rich research knowledge to ensure that students gain the highest achievement academically that they can and that suitable outcomes for life in both worlds is accomplished for our students.
Bilingual models must be planned and implemented with secure researched bilingual pedagogy so that students will be biliterate and culturally strong in both worlds of knowledge in 10-13 years of being educated bilingually.
- Parents have a huge part to play in their child's bilingual journey and they must realise that the first language / heritage language must be used in the home also. This will ensure the embedding of that language and give the child a stronger sense of pride in who they are when they see it modelled by their parents as well as their teachers.
- Professional development in bilingual learning processes and the pedagogy behind these are an essential part of any successful establishment of a Bilingual Education Unit within a school. This should be provided for Principals, teachers and parents so all can "paddle the waka in the same direction".
- Assessment resources that have been produced for Maori Education need to be more easily accessible with professional support readily available. They also need to be informed to schools with bilingual and immersion units as not all of these schools receive copies or notification of new resources.
- ***Thank you to the Ministry of Education for my selection to enable me to do this Sabbatical Study.***

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