

PRINCIPAL SABBATICAL REPORT



July 2014

Tena koutou, tena koutou, tena koutou katoa
No Ingarani ahau
He tumuaki ahau ki te Kura o Kawatiri ki Te Raki
Ko Sharon Marsh toku ingoa
No reira
Tena koutou, tena koutou, tena koutou katoa.

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Ko te manu e kai ana i te miro, nōna te ngahere
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Thank you to all those who have so willingly given their time and wisdom to help me take a few more steps on my own personal journey of understanding. Thank you for sharing your personal stories, thoughts and opinions to help me to shape my own.

One thing has been glaringly obvious for those of us who work in dual medium settings and this is that it is a challenging and often lonely setting however because of its nature, it is most often filled with highly passionate and committed professionals who relish and rise to the challenge!!

Kia kaha, kia manawanui!

Background to the Sabbatical

When our school looked to establish our first bilingual classroom in 2011 I had no background in bilingual provision or indeed any great knowledge of second language learning pedagogy. It was a very steep learning curve! I leaned heavily on and acknowledge the knowledge and support provided by our first kaiako appointment, Jess Ormsby. She guided (sometimes dragged!!) me through the first stages of learning! We were also blessed with the support of Fiona Matapo from Whāia te Kairangitira who also ensured that I was developing my understandings. My 'go to' document was the MOE publication 'Bilingual/Immersion Education: Indicators of Good Practice' and it was on this information and the sound background of the two Whāea above, that our first classroom was established. As we progressed and eventually opened a second classroom, I discovered through questioning those who came to both see and support the bilingual aspect of our school that not everyone's programmes ran the same way that ours did and that began the question that was to form the foundation of my sabbatical. I had also discovered that leading and managing in a school offering a Māori medium programme had its own set of challenges. One of those challenges was being one of only two schools on the West Coast currently offering any Māori medium provision – this was another motivation for the sabbatical.

Purpose of Sabbatical

- Further engage with the research that informed the Bilingual/Immersion Education: Indicators of Good Practice report.
- Visit other bilingual settings similar to ours to look at the variety of ways that Te Reo Matatini is delivered and to investigate the decision-making processes that were used to inform programme design.
- Share student achievement data in Te Reo Matatini and obtain from school leaders the key factors they attribute to their achievement results.
- Discuss with other Principals the complex nature of leading and managing in a mainstream school that has a bilingual component.

Starter Questions used at interviews

1. Tell me about your context & your bilingual journey to date.
2. How is your Te Reo Matatini programme structured? What factors have made it this way? What academic models or theories did you use to inform your programme?
3. How do you engage with whānau in particular around the programme of learning?
4. How do your students achieve in Te Reo Matatini? How do you know? What factors have contributed to these results?
5. What are the challenges for you in leading/managing in a bilingual context? How do you address these things?

KEY POINTS FROM INTERVIEWS -

Factors contributing to the structure of the Te Reo Matatini programme.

Schools cited the following as factors that had impacted on their programme design;

Work of Mason Durie & the Welsh model of bilingual education – cited by two schools.
Heritage model – Indicators of Good Practice – mentioned by one school.

Additive model- 60% english 40% translation to Maori

Rumaki + Reo Rua classes (Level 1 & Level 3 – just focussing on communicative language, not fluency – participate with Rumaki for some things) – community demand drove shape of programme.

Te Reo Pakeha from Year 5 (fluency at Pingau/Miro) – not gatekeeping by Year level (proficiency based decision) – from Year 4

Moderating performance in Panui & Tuhi – kura developed moderation manual

Strong lead teacher

Learning from other schools

Accessing resources

PLD contract access

Trial & Error

Lots of korero

More than 50% of learners are consecutive bilinguals (L1 is English)

Programme would look very similar to a great junior programme in English medium.

Three of the schools visited had moved from Level 2 to Level 1 (more immersion / better language uptake) with advice from PLD provider and/or whanau driven. One school had received SAF support to implement transition.

School-based curriculum - Marau a Kura in place in two schools who were looking to potentially move to whole-school Marau. Some schools did not yet have a graduate profile or a documented programme but had identified these as next steps.

Planning was predominantly across the school then across teams then across the bilingual classes. Kaiako in Māori-medium classes were most commonly involved in English-medium teams for planning purposes. One school made use of kaiawhina in English-medium planning teams to support links to Marau.

Community expectations – lots of whānau consultation – availability of other options (e.g. Kura close by) – lack of pathway through Int/Sec / families strongly want (or don't want) English. One school said kaumatua & kaiako had shaped the programme. There was a common feeling from Whanau of not wanting to “lose English”.

Funding – all additional funding goes in to kaiawhina/kairahi / additional funds provided by DHB projects / Iwi funding. All schools without exception expressed this use of funding to provide fluent speakers to support the programme.

Clarity of purpose – very few whānau had expressed their motivation was for ‘educational advantages’ although some had indicated advantages later in life (e.g. job opportunities) – most were motivated by providing a connection to Te Ao Maori – some for language revitalisation. School predominantly did this through constant consultation and whānau hui. One school could relate quite clearly the ‘moment’ this occurred for them.

Engaging with Whānau

- written surveys (using personal contact/visits to support returns)
- Whanau hui – termly
- Kai – Kaupapa Maori (hui organised and run according to Māori protocol)
- Maori staff – networking within community
- Open door
- Workshop sessions / working with Wananga to provide for need / SWiS provides after school programme for whanau
- Realistic expectations – “if you can’t share their Māori reader with them, read them something in English – do what you can!” One school only sends home reading and scaffolds with English supports.
- Support for non-Maori staff – whānau acknowledgement (more noticeable come 2nd generation)
- Kapahaka (one school said this is the only place they ‘target’ whanau learning – feel this is enough) – all schools spoke of kapahaka as the ‘flagship’ for how well they were doing.
- Coaching sport
- Student conferences / Poutama Ako (portfolio) shared last Tues of each term
- Volunteer Points programme – 1 hour = 1 point. Exchanged for stationery/uniform/fees etc (capped at 250 – budgeted for)
- Whanau room established
- Booklet about the carvings around the school
- Father/Son breakfast – Mother/daughter afternoon tea
- Email to text – letting whanau know when certificates are being given at assembly, when powhiris are on etc
- Meet teacher- BBQ tea with pool time for kids and meetings for parents
- Clear expectations for each type of provision in school...what you can expect from us, what we expect from you. (this is our ‘code’ / kaupapa-tikanga)
- Strong kaiako presence in community
- BOT representation and deliberate engagement with Māori community
- Use of ‘student events’ e.g. Food festival / performance
- Use pictures of students on all whanau communications
- Champions programme
- Te Reo wananga – whole staff attend also
- Class blogs in Maori – generating responses in te reo.
- At school disco – kids go to disco and whanau meet with staff
- EOTC
- Reading Together / Numeracy Home-School Partnership

- “invite not flog”
- Matariki celebration schoolwide

Key Factors contributing to student achievement results.

Status of bilingualism in the school. All schools spoke of being “dual medium” affording equal status to both programmes in the school. Strong awahi from the rest of the staff across the school.

Importance of recognising context and having clarity of purpose (what is the expectation about achievement?)

Initially rumaki classes sat English tests and outperformed – (surrounded by English without deliberate instruction - they still ‘know’ it)

Within 2-3 years of Māori-medium programme, saw achievement levels rise.

Speaking much slower to come (especially from late adopters) – lagged behind for 4 years. Developmental step – home environment factor – looking at Reading Together for rumaki parents...developing ‘how to manage that’ with whānau

School has high transience but not in rumaki classes. Another school reported transience was higher in bilingual classes (1/3 of roll yearly). Another reported a new trend of transience as housing market had changed (same school noted the impact of overcrowding on the well-being of students).

Writing low across whole school – mirrored in rumaki

One school reported that Panui was really high – Tuhi & Korero great but not as high- Pangarau focus for last 3 years (early identification / adjusting programme to meet NWRM)

- lots of PLD
- sharing of teaching practices at each level
- strong emphasis on assessment for learning
- providing opportunities for colleagues to observe others in teaching cycle
- strong oral language programme in junior years
- responsive to learner needs
- being Level 1!!

Several of the schools with Level 2 & Level 3 classes using NZC & Nat Standards still. Achievement levels in all parts of the school are the same (fairly low). Instruction in English with Māori translations. Yet to develop graduate profile. (interestingly 60% of the teachers in this school are Māori)

Level 2 but teacher uses conversational language (kupu / some instructions etc / Te reo Maori translated to English) – graduate profile states “80% conversational” is aim. Small % outperform counterparts but attributes this to expectations from these whanau, not the class programme.

Two principals said it was difficult to comment – ‘unsure of expectations’ NWRM but Nat Stds students are achieving at or above. Two schools had yet to collect any NWRM data.

One school only had Panui data for last year – Y2-4 poor, others OK. 60% entered from previously all English setting and 75% of them were below in N.S.

One school indicated that hearing Maori in the playground and in informal settings without teachers present was an indicator that the programme was achieving its goals.

Very few have access to Māori speakers at home (consistent across all schools)

In one school each part of the school has graduate profile (this school had 3x – Rumaki / Reo Rua / English)

Enrolment – variety of approaches.....

- must choose the option and commit to it for at least 4-6 years.
- Can transition in and out after consultation – (some restrict late adopters)
- Gatekeeping – only those with Kohanga background – and have access to native speaker / offered from Year 3 (once achievement in English is at ‘acceptable’ level) One school was now feeling pressure from whanau to include some form of gatekeeping to make it easier for the kaiako to keep the level of te reo up in the classroom.
- Have reception class for bilingual enrolments – transition as ‘ready’ (filtering)

High degree of change – one school had gone from 500 kids (30% Maori) to 200 kids (95% Maori) / growth in numbers of young parents also noted in two schools.

Govt policy changes such as ‘Out at work @ 6’.

Professional Development - Finally getting some – what we need (slow to arrive). Most really happy with quality once it arrives. One school mentioned RTM. Differentiated PLD was mentioned by several schools.

Planning across school / professional learning groups across school (Bilingual PLD also offered to English-medium teachers) / sometimes curriculum themes come from Marau and English-medium do the matching up with NZC

Expectations – teachers know what’s to be delivered / students know what they need to do / whanau know what expectations are to be achieved (patience / collaboration / regularly conversations)

Leading & managing in a mainstream school with a bilingual component.

“Dual Medium” concept was the ‘norm’ - Integrating all the students within a total school programme. (one school also provided Montessori). Ensuring understanding of the cultural contexts across whole school – all staff to understand 2nd lang learning pedagogy.

Role of the Principal – planning, coordination, staffing, spokesperson – commitment, understanding, support, promote, articulate, defend, presence, active participant
Strategic leadership roles – shared strategy / deliberate acts of leadership / one school has a Lead Teacher - Maori dimension to provide advice across school
If starting again – more time to meet with kaiako / knowing what it is supposed to look like / being more involved.

Advocating for all mediums equally – seen to care equally / equality of time
Senior management reflects the school make up – all voices represented. Transparency – shared decision-making.
Classrooms spread within the school – not separated geographically
Remembering what benefits Maori benefits all learners

Parental support – whanau want it but don’t know how to support it – expectations need to be explicit and revisited often (Academia vs Whanau)

Two curriculum workload – some schools looking to move to Marau across whole school next year – assessment (questioning whether they should be assessing in dual medium)

Acknowledging planning takes more time – funding time together to do this. In fact everything takes more time (and money!) – patience!

Staffing was a common challenge – easier as you grow...support for each other
Growing own staff – student teachers to BTs / associations with Wananga and other providers / good teacher first!
Lifting level of reo of kaiako / appointing staff with reo (in all parts of the school)
Hosting student teachers then inviting them back as staff
Succession planning through English medium also

Kotahitanga – remaining as one school – this was discussed by each Principal. Some ways that Principals promoted this included; code of norms (how we behave together) - code developed over time as need arose- “way we do things here”- applies to whole school – developed by staff and sent out to all whānau: e.g. When visitors come / When we meet together / How we treat each other / When we go somewhere - kapahaka, full school productions, Boys leadership programme across school, Principal presence at hui. Assemblies all include karakia & waiata – every 4th assembly all in Maori. All staff at school are assisted with pronunciation – all have mihi & pepeha they can use. All bilingual classes aligned with English medium class. Informal – play times / Monday whole school karakia/waiata programme – other times other classes invited to

share morning programme / kapahaka performance group whole school / sports teams / team assemblies (camps separate for integrity of programme outcomes)
Each team is a 'whanau' – the bilingual teams are 'just one of the whanaus!' – X-whanau activities (e.g. Year 8 leadership programme) / Karakia & waiata each week with whole school.
BOT down focus on 'all Maori / all students' irrespective of provision.

Mana within community – One male Principal said this was easier for him because he is male, speaks Maori, therefore has support from community. ("Would imagine a female, non Maori Principal would struggle here.")

Another..."As a non speaking, non-Māori woman I feel privileged to be supporting this kaupapa."

Resourcing – limited technology etc...all goes on staffing (FTU 10.2 actual staff 22.0) – employing 'tutors' (not necessarily qualified teachers) to support extra parts of the programme e.g. carving, kapahaka. Building expertise to support Taha Maori within the school. Balancing expectations of whanau with staffing/funding constraints.

Transition from Year 6 – two schools were looking to recapitate to provide for Year 7-8. One school had already recapitated.

Supporting transition – experiencing some resistance from Int/Sec providers...possibly seen as too hard to tackle?)

No clear pathway – no real engagement either.

Ngā hau e whā – setting up a school 'marae' (teaching & learning base) as community resource. One school described as 'no roots' – we are all from somewhere else! Few identify with local area. All protocols need to be 'of this place' – time taken identifying what those are.

Professional loneliness – little contextual understanding from colleagues. Principals spoken to were all looking forward with optimism to the dual medium association proposal being investigated in the central North Island area. Iwi relationships still a challenge. Rely mostly on personal networks. Networks & connections – "its how things roll in the Māori world!"

On a personal note I noted that several of the Principals I spoke to shared very personal stories of how their professional and personal lives had been affected by the stresses of their roles. It reminded me of how infrequently Principals are given the opportunity to purely 'download' with another person who has at least some understanding of the context within which they work. I hope that the organisation of the Dual medium schools network will help to provide Principals with these opportunities and that this concept can be made available to all parts of Aotearoa.

Managing workload – TMOA, TWRM, PLD, Grad Profiles, Planning, Consultation, Charter/Targets, Assessment & Reporting – difficulty when there are duplicate systems required.

Difficulty accessing professional leadership support when needed (not same as experienced with NZC / Nat Stds).

Summary

The Bilingual / Immersion Education: Indicators of Good Practice summarises the key research into three main indicators of good practice education programmes (pg 133). I have summarised my key findings using these indicators.

Principals interviewed highlighted the following;

1. Wider school environment
 - Kotahitanga – keeping the sense of ‘one school’.
 - Clarity of Purpose – everyone having clear expectations & understandings.
 - Transparent, equity of support for both ‘dual medium’ programmes from leadership & management.
 - Commitment and ongoing support from whānau and iwi (acknowledging that this takes time and requires additional resourcing).
 - Leadership (including BOT) acknowledging and strategically managing the challenges of ‘dual medium’ provision.
 - Transitions managed strategically and in partnership with community and in line with whānau expectations.
2. Teachers
 - Importance of providing fluent speakers for students – pressure on funding
 - Access to quality staff – networking with providers and ‘growing’ from within.
 - Accessing appropriate / timely / quality PLD and resources
 - Schoolwide understanding of second-language learning pedagogy
 - Ability to form and maintain networks within Te Ao Māori
 - Provision of time for additional planning needed within dual medium context – funding appropriately.
3. Instructional Design
 - Clarity of Purpose – responding to whānau-driven expectations balanced with what is ‘good practice’ and school constraints.
 - Agreed achievement expectations, explicitly stated that can be measured and reported to whānau (irrespective of MOE requirements).
 - Innovatively meeting the challenge of ‘lag’ in expressive language achievement.
 - Clear expectations at enrolment and commitment from whānau to programme from that point forward.
 - The greater the level of immersion the more successful the programme will be.

Whāia te iti kahurangi

Ekea tō tāpuhipuhi

Pursue excellence. Follow your dreams

Reach your potential/Be all that you can be.

Sharon Marsh

Tumuaki

1/7/14