

PRINCIPAL'S SABBATICAL LEAVE REPORT

Term 3 2006

BILINGUAL EDUCATION

SHIRLEY MAIHI QSM
PRINCIPAL

FINLAYSON PARK SCHOOL

U8 – MANUREWA (AUCKLAND)

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TOPIC: BILINGUAL EDUCATION **TERM 3, 2006**

ACKNOWLEDGEMENTS

First of all I formally wish to thank my very supportive Board of Trustees for allowing me this time and the funding to refresh and grow in an area of education that is very important to my educational philosophy. Thanks also must go to:

- Finlayson Park School Senior Management for managing the school in my absence
- APPA for some funding for ICT Indigenous Conference
- John McCaffrey, Senior Lecturer Languages- Auckland University
- Those Principals who willingly shared their expertise and programme knowledge

BACKGROUND

I have been teaching for 37 years and 21 of these have been in Principalship. I am totally committed to making a difference for multicultural students and their families in low decile schools. I strongly believe in nurturing students in their first or heritage language and as a result of this to strengthen their academic ability, self esteem and cultural identity.

I have been the Educational Leader of FINLAYSON PARK SCHOOL for 18 years and over this time have pioneered and supported many changes including growth from 300 to 900 students.

FINLAYSON PARK SCHOOL: Decile 1- Contributing/ Bilingual Year 7/8

Parents have requested 4 different types of education for their children

- Total Immersion Maori (150 students)
- Bilingual Maori (110 students)
- Bilingual Samoan (160 students)
- English medium (480 students)

My Vision

Is to promote and support Bilingual Education through accessing the best practise approaches to learning bilingually, therefore enhancing achievement for Maori and Pasifika students

SABBATICAL GOALS

- To further my knowledge of Bilingual Education
- To study recent New Zealand research, specifically, on best practice methodology and assessment strategies for Bilingual Education
- To undertake a small study on successful Bilingual and Full Immersion units.

ACTIVITIES UNDERTAKEN

UNIVERSITY STUDY

- Enrolment in and completion of 2 Bilingual Education papers at Graduate Level at Auckland University
 - (a) EDPFST 226 Introduction to Bilingual Education
 - (b) EDPFST 377 Bilingual Education: Curriculum and Pedagogy

PROFESSIONAL READING

These recent research and publications in and about New Zealand Schools:

- Bishop, R., & Glynn, T (1999) *Culture counts: Changing power relations in education*. Palmerston North, NZ: Dunmore Press.
- Dickie, J.G. (1998) Samoan children in New Zealand Primary Schools: Developments in education and the place of Indigenous knowledge. *Reading Forum NZ, 2, 32-40*.
- Franken, M., May, S., & McCornish, J. (2005) *Pasifika languages research & guidelines project: Literature review*. Hamilton Wilf Malcom Institute of Educational Research, School of Education, University of Waikato.
- May, S. (1999). (Ed). *Critical Multiculturalism: Rethinking multicultural and antiracist education*. London: Falmer Press.
- May, S. (2002) "Where to from here? Charting the way forward for language and education policy in Aotearoa/ New Zealand." *TESOLANZ Journal, 10, 22-35*.
- May, S. (2002, June) *Accommodating multiculturalism and biculturalism in Aotearoa: Implications for language education*. Professional Inaugural Address: School of Education, University of Waikato.
- May, S., Franken, M., & Barnard, R. (Eds). (2005) *Refereed proceedings of the language education and diversity conference, CD*. Waikato University 26-29 November 2003. Wilf Malcom Institute for Educational Research, Waikato University.
- May, S., Hill, R., & Tiakiwai, S. (2004) *Bilingual/ immersion education: Indicators of good practise. Final report to the Ministry of Education*. Hamilton: Wilf Malcom Institution of Educational Research, University of Waikato.
- McCaffrey, J., & Fuatavai, N. (2002, October) *Read write succeed*. Keynote opening address to the Ulimasao First National Pasifika Bilingual Education Conference, Auckland, New Zealand.
- McCaffery, J., McMurchy, C., & Dale, H. (1998) *Teaching and learning issues in Maori medium education: Immersion plus one*. A paper presented to the CLESOL Conference, Palmerston North, New Zealand: September 1998.
- McCaffrey, J., & Tuafuti, P., (2003) in association with: Maihi, S., Aukuso, S., Elia, L., & Ioapo, N. Samoan children's bi-lingual language and literacy development. In

R. Barnard, and T. Glynn, (Eds.), *Bilingual children's language and literacy development* (pp 80-107). Clevedon, England: Multilingual Matters.

- McCaffrey, J., Tuafuti, P. (2004) *Family and community empowerment through bilingual education*. Proceedings CD, Making a difference. Social Work Conference, July 2003. Auckland College of Education, Auckland, New Zealand.
- McMurchy- Pilkington, C. (2001) Maori Education: Rejection, resistance, renaissance. In V. Carpenter, H. Dixon, E. Rata & C. Rawlinson, (Eds), *Theory in Practice for Educators* (pp 161-188). Palmerston North, New Zealand: Dunmore Press.
- McMurchy-Pilkington, C. & Te Puna Wanaaga Staff. (2004) *He Arotakenga o Nga Tuhinga E Pa Ana ki Nga Marautanga Maori Literature Review Te Anga Marautanga o Aotearoa*. Final Report to the Ministry of Education, 18 October, 2004. Auckland: Faculty of Education, The University of Auckland.
- NZEI. (2002) *Report to Annual meeting 2002: Pasifika bilingual education*. Wellington: New Zealand Educational Institute. (NZEI)
- Tuafuti, P., & McCaffrey, J. (2005) Family and community empowerment through bilingual education. *The International Journal of Bilingual Education and Bilingualism*, 8(5), 480-503.
- Waite, J. (1992) *Aotearoa: Speaking for ourselves: Part A and Part B*. Wellington: Ministry of Education.

WEBSITE REFERENCE

- New Zealand Ministry of Education. (MOE) Pasifika site <http://www.tki.org.nz/e/pasifika/>
- New Zealand Ministry of Education. (MOE) Maori site <http://www.tki.org.nz/e/community/maorieducation/>

CONFERENCES

The following conferences were attended and at these I followed the Bilingual Education pathway throughout sessions as much as was offered :

- Gifted and Talented **"The Rising Tide"** – Wellington. July 2006
- **Up the River with a Paddle** – Waikato Principals Assoc. – Hamilton. Sept 2006
- ICT – **Australian Computers in Education** Conference- Cairns. Oct 2006

SCHOOL VISITS

Several schools were visited in:

- Wellington

- Hamilton
- Auckland

GENERAL OUTCOMES OF MY STUDY

1. Knowledge and Understanding of Bilingual Education pedagogy is paramount for all Educationalists but specifically essential for anyone involved with multi ethnic clientele students and families.
2. Only a few Principals have undertaken study in the importance of supporting students in their first language and the methodologies that should be used to ensure maximum academic achievement for bilingual Learners.
3. Schools are struggling to support Bilingual Learners in Units within English Medium Schools (specifically Pasifika Units)
 - Lack of quality teachers in some areas
 - Very few Relievers to sustain languages used when class teacher is absent
 - Only a few schools have a “whole school value and commitment” to the undertaking within bilingual/ immersion units (pedagogical knowledge)
 - Lack of extra funding to support Pasifika Units in a similar way to Maori Education. This puts a drain on whole school resourcing.
 - Standardised Assessment tools are not readily available. Maori assessments in Literacy have only recently been offered within professional development packages (by very few people suitably trained as yet)
 - AKA (equivalent to School Entry Assessment)
 - He Matai Matatipu (equivalent to 6 yr net)
 - Iti Rearea (fluency test)

The Assessment kit for AKA testing is the only one that has been available for several years.

AsSTLE now has non standardised options available for classroom teachers to use and develop for their own needs.

Pasifika assessments have **not** been developed, so schools are trying to “reinvent the wheel”, at the great expense of teachers time and energy.

- Readers in Pasifika languages are available from Learning Media, however the quality of language in many of these titles is not of a standard of correctness for quality language learning, (some books have had literal translations). Purchasing suitable resources elsewhere can be very expensive and budgets are stretched over the limit..
4. There is only a small bank of New Zealand knowledge and even less recorded experience on how to:
 - Set up a Unit that fits the needs of the School Community.
 - Educate parents and community on Bilingual Education philosophy
 - Communicate with Community Leaders (protocol etc)
 - Access funding for initial set up

- View Units that are operating successfully (even the Ministry of Education were unable to provide me with an up to date list of schools with Bilingual Samoan Units across NZ)
5. Several Auckland schools were the only schools where Pasifika Units were operating using informed bilingual educational methods with full pedagogical understanding. However within the Auckland area, there are also a few schools operating as enrichment classes (supporting students with a second language to quickly learn English as their main language of instruction). This latter method was also found to be the case in the other centres that I visited.
In Wellington some schools who had been 'strong' in their Bilingual Education approaches, had 'folded' owing to staff changes and the availability of qualified teachers with that particular language ability. One such school now only offered an enrichment New Entrant Class (Principal reported).
 6. A very real concern from all schools visited with units, was the lack of knowledge of Bilingual Education by employees of Helping Agencies. Also most of these agencies do not have employees who are of a similar ethnicity to the students needing assistance so therefore schools rarely use them. Not having cultural understanding and language to assist students was seen as a bigger barrier than the problem being presented by the student.

POSITIVE OUTCOMES

1. There are several very strongly committed Principals and many Teachers of Pasifika Units within Auckland schools who are willing to share their experiences.
2. Bilingual Education Teachers are prepared to work together in their own time, on Saturdays or at other times to prepare resources, share ideas and up- skill their Communities.
3. There are two Associations that Pasifika teachers can belong to for professional development and collegial support:
 - Ulimasao-- (contact S.Van Schaijik, teacher Marist Primary School, Mt. Albert, Auckland) or www.ulimasao.org.nz
 - Pacific Nations Educators

There is also a Pasifika Principals Advisory Group (contact Principal, Petone Central School, Wellington, for more information)

4. Auckland University offers papers with specific emphasis on Bilingual Education; background knowledge and curriculum pedagogies.
Personnel of renowned abilities in bilingualism are John McCaffery, Patisepa Tuafuti, Stuart McNaughton, Rae Sialata (Team Solutions Auckland) and Chris Lowman (Resource Teacher Maori - Auckland).
5. Waikato University also offers Bilingual Education papers and have strong Languages personnel within the region including: - Stephen May- Russell Bishop- Margaret Frankham- Cath Rau.

These people are renowned for their research and up to date knowledge of Immersion and Bilingual Education and several good publications are now available for background knowledge.

6. The Government have begun to implement their policy for Languages for Year 7 up and as previous to this there had not been a policy it can only be seen as a great step forward. However there is still much work to be done in getting the policy makers to the realisation and understanding that this 'Year 7+ policy' should be introduced early, to include fostering a students' first language from the moment they enter school and resourcing needs to be provided for this.
7. Only one other school with Maori immersion classes in an English Medium setting, that I had contact with, had focussed their philosophy under Te Aho Matua (Kura Kaupapa Maori Philosophical Document). Whanau were included in all aspects of decision making and given the opportunity to become empowered with knowledge and understanding of Heritage language learning.
(Finlayson Park Maori Immersion Unit – Te Huringa Rumaki Reo also follows Te Aho Matua philosophy).
8. Many focussed, dedicated and knowledgeable teachers work in bilingual and immersion units under great pressures from less knowledgeable people e.g. ERO, other colleagues, Educators or managers who want similar student achievement levels as those in English Medium (You cannot compare apples with pears!)

Special Note:

1. My apologies to any other schools who were not involved in my study – those who may have successful Bilingual Units, but who were unknown to the National Database available at the time of planning for this study. I would be pleased to receive this information from any school in this category so that I can begin to set up to data base of Bilingual/Immersion schools/units

Please e-mail to: smaihi@finlaysonpark.school.nz

Please state:

- School name
- Principal name
- Type of unit and language
- No. of classes/levels
- Unit Leaders name
- E-mail address

2. As a result of my study and the wide requests for information and support that I have encountered, I have decided to construct a Bilingual Education (N.Z) website that will hopefully cover many aspects that are pertinent to Units in New Zealand Schools. **I confess to being an amateur at this ICT task but hopefully it may be of some use to schools/teachers..**

BILINGUAL EDUCATION (NZ) WEBSITE

www.bilingualednz.co.nz

This new website will be active on 10 March 2007.

- The main intentions will be to provide information on:
 - **Benefits** – Why educationalists need to gain more knowledge and understanding of the reasons for nurturing a child's first language.
 - **Models** – Various models of bilingual education.
 - **Myths**- Frequently asked questions.
 - **Parent commitment and knowledge** – Encouraging whanau / fanau in Bilingual learning.
 - **Professional Reading** – N.Z Research and knowledge base for ease of accession.

 - **Setting up a Bilingual unit**
 - What to consider?
 - Where to start?
 - The process?
 - How to sustain it?
 - Possible pitfalls.

 - Database of schools with Bilingual or Immersion units
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This time has been very valuable to me personally and academically. My whole Hauora / Wairua has been strengthened and nurtured. This opportunity of a term's leave from the rigours of managing a school has been very much appreciated.

Thank you Ministry of Education and NZEI .

***Shirley Maihi
Finlayson Park School
Manurewa***