

2017 PRINCIPAL'S SABBATICAL REPORT ON THE TE REO TUATAHI MAORI LANGUAGE PROGRAMME

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Introduction

The Te Reo Tuatahi Maori Language Programme began on the North Shore of Auckland City in February 2014 with six schools. In 2017, the programme involves 15,000 students across 40 Auckland Schools. The classroom-based delivery of the programme is carried out by kaiawhina reo (Maori language assistants) in the presence of the classroom teacher, who helps manage the students and is a learner alongside the students.

The Te Reo Tuatahi website <https://tereotuatahi.co.nz> describes the kaupapa that lead to the programme's development:

In past years, there have been two main challenges to having te reo taught in our mainstream schools. The first was the lack of resources. Now we have many to choose from – books, CDs, DVDs and a range of online inter-active programmes.

The second challenge and by far the most significant was the fact that there were not enough qualified teachers to go into our mainstream schools who could speak and teach te reo. Putting a language assistant (kaiawhina reo) in front of the class to work alongside the class teacher addresses this problem.

The class teacher stays in the classroom the whole time to manage class behaviour while the te reo language assistant (kaiawhina reo) delivers the lesson in te reo. Both the children and the teachers are learning te reo. This builds capacity for the school creating a win-win-win situation.

The programme is administered by the Te Reo Tuatahi Trust, which has developed lesson plans and progressions, accesses kaiawhina reo to work in schools, prepares contact documentation to manage the involvement of schools in the programme and the employment by schools of the kaiawhina reo. Trustees (<https://tereotuatahi.co.nz/trustees>) are supported by ambassadors (<https://tereotuatahi.co.nz/ambassadors>) for promoting the programme, raising its profile and acting as community coordinators.

Schools involved in the Te Reo Tuatahi Programme enter into a contract with the Te Reo Tuatahi Trust. This includes a per-pupil payment to the trust to assist with the coverage of expenses, training and administration. The contract ensures a consistent approach to the delivery of the programme and the payment of kaiawhina reo under the trust's umbrella.

Sabbatical Background

At the time of my sabbatical application (May 2016), Kenakena School was in a development phase following a review of Tikanga and Te Reo Maori Programmes and Maori Achievement. A one-day-per week Te Reo Maori and Kapahaka Programme had been implemented for our large school of 550 students. Although our students

and teachers were enjoying being part of this, it was not enough to deliver a programme with sufficient depth or continuity in te reo Maori. There was demand for more from teachers and from Maori whanau. One of our biggest issues was accessing expertise to assist us in building capacity. One of our school's Maori grandparents offered her services that year and began working in classes alongside teachers to deliver a Te Reo Maori programme. She spoke to me about the Te Reo Tuatahi Programme in Auckland and we became interested in exploring the possibility of implementing the programme at Kenakena. She had also spoken with local kaumatua about this. The kaumatua then approached the Otaki-Kapiti Principals Association to ask schools as a group for an expression of interest for Te Reo Tuatahi.

By the time I visited schools on Auckland's North Shore for my sabbatical inquiry, the Moku Reo Trust had been established on the Kapiti Coast to administer the Te Reo Tuatahi Programme in schools under the umbrella of the Te Reo Tuatahi Trust. Kenakena School was the first school to sign up for the programme, which was officially launched at the beginning of 2017. By the end of 2017, three Kapiti Coast Schools were on board.

I was privileged to visit Devonport School, Takapuna Normal Intermediate School and Windy Ridge School, where the programme had been running since 2014, to be able to draw on the experiences of those schools while reflecting on the early implementation of the programme at Kenakena.

Purpose of my Study Project

Essentially, in considering the establishment of the Te Reo Tuatahi Programme at Kenakena, I wanted to draw on the experiences of schools that had been running the programme since its inception in 2014. I also wanted to talk to trust founding member Raewyn Harrison, with whom I had been liaising over the establishment of the programme at Kenakena, to find out more about the benefits of working with the trust.

My information gathering was based on a set of Focus Questions for schools and a set for the Trust.

Focus Questions for Te Reo Tuatahi Trust:

1. What is the process for schools committing to a contract/agreement with the Trust?
2. What ongoing support does the trust provide for schools once a contract/agreement has been established?
3. What advantages would schools have in utilizing the services of the Trust over employing their own kaiawhina reo?
4. How does the trust support programme sustainability for Te Reo Maori learning in schools?
5. If a group of schools were interested in negotiating a contract/agreement with the trust, how would that work? How would the trust oversee the implementation and quality of the programme across a group of schools?

Focus Questions for Schools:

1. What was the identified need that led to the implementation of the Te Reo Tuatahi Programme at your school?
2. How widespread is the programme at your school?
3. What does the programme cost to run? How are the costs met?
4. Who leads and manages the programme's implementation in your school?
1. 5 What professional development supports the implementation?
5. How does the school know the programme is successful?
 - a. What data is collected?
 - b. How is programme success measured?
 - c. What anecdotal/gut-feeling responses have been articulated?
 - d. How has teacher voice been used in the evaluation process?
 - e. How has student voice been used in the evaluation process?
6. What unexpected outcomes (if any) have emerged from the programme?
7. Looking ahead, how will the programme be sustained over time? Are any changes envisaged in the way the programme is structured at your school?
8. How has the Te Reo Tuatahi Trust supported the programme over time?
9. How are issues of employment and quality with Kaiawhina Reo addressed with the trust?
10. What advice would you give schools that are considering implementing the programme?

I also undertook some reading related to the programme and some more general reading about Te Reo Maori and Tikanga Maori in schools.

The Structure of This Report

The outcomes for the three school visits are presented as separate case studies based on the answers to the focus questions.

This will be followed by the answers to the focus questions to Raewyn Harrison, Community Coordinator for the Te Reo Tuatahi Trust, and one of the trust's founding members.

A Conclusion will complete this report.

1. What was the identified need that led to the implementation of the Te Reo Tuatahi Programme at your school?

The Te Reo Tuatahi Trust Chairperson, who was a member of the Devonport community, established the programme following an approach. This coincided by recognition by the school that Te Reo Maori was an identified professional development need by teaching staff and school management.

2. How widespread is the programme at your school?

All classes in the school participate in the programme, with the Kaiawhina Reo coming in one day per week. The Kaiawhina Reo also tutors the senior Kapahaka group. There is a term-by-term rotation with dovetailing to enable all classrooms to participate over the course of the year.

The Year six students get a good burst at the beginning of the year to compensate for a very busy time in Term 4, when they are involved in a range of time-consuming activities.

Involvement of New Entrants takes place after two terms at school once they have settled into routines and programmes.

3. What does the programme cost to run? How are the costs met?

\$6000 per annum through operations funding (Gifted and Enrichment budget).

4. Who leads and manages the programme's implementation in your school?

A teacher-manager without a full-time classroom oversees the implementation of the programme. This includes timetabling, teacher and kaiawhina liaison and trouble-shooting.

5. What professional development supports the implementation?

Staff meetings and staff forums covering history and background of protocols and kaupapa, Q&A sessions, powhiri and ensuring teachers are in the classroom alongside the kaiawhina reo. The Te Reo Tuatahi Trust coordinator has facilitated some of this PLD.

6. How do you know the programme is successful?

- What data is collected?

No formal data is collected.

- How is programme success measured?

Regularity of lessons (as opposed some irregularity in the past)
Obvious enjoyment of the programme by the children.

Kaiawhina reo runs an 'open-book' test with classes to see what they have learned. Teacher observation of the test leads to ascertaining the level of understanding and application based on which students have to constantly refer back to the book.

Feedback meeting at the end of each term where kaiawhina reo and manager discuss the programme and plan for the following term.

- What anecdotal/gut-feeling responses have been articulated?

The programme is running most successfully in 2017 due to attendance regularity and quality of the current kaiawhina reo, commitment by teachers to the programme and better management and organization. There is a lot of positive talk throughout the school about the programme and how it is delivered.

- How has teacher voice been used in the evaluation process?

No particular formal process other than the end of term feedback meetings.

- How has student voice been used in the evaluation process?

Nothing formal but articulated through student enthusiasm and response. There is an increase in the number of students willing to karanga, speak and sing solo. Students are showing enthusiasm by bringing taonga from home and sharing stories their parents have shared with them about the taonga, or about their own memories of te reo and Kapahaka when they were at school.

When students were on camp, they broke into spontaneous singing of waiata.

7. What unexpected outcomes (if any) have emerged from the programme?

The programme is running as expected, however there has been a significant uptake from senior students in Kapahaka. Students are offering to lead in Maori contexts. As in 6, above.

The repertoire of waiata being sung confidently at the Kapahaka festival.

8. Looking ahead, how will the programme be sustained over time? Are any changes envisaged in the way the programme is structured at your school?

Management would like to see more teachers using te reo more confidently in classrooms; not fluently but using te reo more regularly and spontaneously; using what they have learned alongside their students in the Te Reo Tuatahi programme lessons. Would like to see teachers being ok with making mistakes in a tuakana-teina environment with students.

Strong and focused management of the programme needs to remain in place.

9. How has the Te Reo Tuatahi Trust supported the programme over time?

Through establishing, the programme at the school, responding positively to issues and ensuring the schools enthusiasm and support of the programme is matched by the trust.

PLD and staff meetings facilitated by the trust.

Liaison between the principal and the trust chairperson.

10. How are issues of employment and quality with Kaiawhina Reo addressed with the trust?

Issues are rectified when raised.

When there is a challenge with retaining high quality staff, school management liaises with the trust.

11. What advice would you give schools that are considering implementing the programme?

Ensuring relief teachers stay in the room to support the kaiawhina reo.

Staff need to be on board and enthusiastic about the kaupapa and to be prepared to take a learning risk alongside students.

Be aware of the nationalities of members of the teaching staff and their understanding and appreciation of the kaupapa in a New Zealand school.

1. What was the identified need that led to the implementation of the Te Reo Tuatahi Programme at your school?

There was an identified need to build staff confidence in teaching and using Te Reo Maori in the classroom. The Principal was on the establishment Board of Te Reo Tuatahi, with the kaupapa being to establish a Maori language programme based on the model delivered by the Confucius Foundation to teach Mandarin. The model is based on teachers working alongside a tutor of Mandarin to deliver a programme of classroom learning, where the classroom teacher learns along with the students.

2. How widespread is the programme at your school?

Initially, the programme was delivered school-wide. In 2017, the programme is being delivered to the Years 3-6 students, where the focus is on building capacity. The eventual goal is for capacity to have built throughout the school to the degree that Te Reo Tuatahi no longer needs to operate in the school. In the Years 1 and 2 area, capacity and confidence is at the point where the programme is not required.

The cost of the programme is also a consideration for decisions on delivery.

3. What does the programme cost to run? How are the costs met?

Between \$5000 and \$6000 per annum through operations funding.

4. Who leads and manages the programme's implementation in your school?

The Deputy Principal, who is also the Teacher in Charge of Maori Curriculum. She is changing the programme to a model where the Te Reo Maori focus is based around the unit topics in teaching teams.

5. What professional development supports the implementation?

The main form of professional development is the requirement for teachers to work alongside the kaiawhina reo as a learning experience and is linked to appraisal goals.

In the past, a Kura Kaupapa Maori teacher was engaged to bolster teacher confidence and capacity at staff PLD sessions, where attendance was voluntary.

The once-per-term school powhiri provides an opportunity for targeted PLD.

6. How does the school know the programme is successful?

- What data is collected?

Teacher voice and student voice based on a model used by Alan Wyllie of Wyllie Associates <https://wylliea.co.nz>, whom the school contracts as an evaluator.

Parent voice: Parent evenings are held to share the results of the programme and talk about the future based on key questions. Student performance and food are used to attract parents and the questions are placed on big sheets that parents are encouraged to write on. The questions used based on the Ka Awatea Project (<http://www.maramatanga.co.nz/sites/default/files/Ka%20Awatea%20-%2031%20March.pdf>).

- How is programme success measured?

Based on feedback, Students say they are more confident in using Te Reo Maori and are using it more often. Teachers say they are attentive, involved and enjoying the programme.

- What anecdotal/gut-feeling responses have been articulated?

The programme has raised the profile of Maori in the school and has 'normalized' Te Ao Maori. Students and teachers are more confident at navigating Tikanga Maori generally.

- How has teacher voice been used in the evaluation process?

Through an evaluation process carried out by Wyllie Associates.

- How has student voice been used in the evaluation process?

The focus question for Maori students is "What's it like to be Maori in our school?" There are weekly meetings with students based on permission from their parents to be involved in the evaluation. The principal reports that the outcomes from this are very positive with students feeling their culture is respected.

7. What unexpected outcomes (if any) have emerged from the programme?

A growing feeling of whanaungatanga throughout the school.

A Matariki Hangi has emerged as an important part of the school culture that everyone can be involved in.

Other ethnicities are stepping forward with pride in knowing there is respect in the school for other cultures.

8. Looking ahead, how will the programme be sustained over time? Are any changes envisaged in the way the programme is structured at your school?

Windy Ridge School is looking to build capacity for staff to deliver their own programme and embed tikanga Maori. The principal estimates the school will be running its own programme for older students and an opt-in programme for students to study at a level beyond Te Reo Tuatahi. Tuakana-Teina teaching is a possibility for this next step.

9. How has the Te Reo Tuatahi Trust supported the programme over time?

The trust delivers ongoing professional learning and development to support teachers on classroom practice and to support powhiri and mihi for staff and Board of Trustees members.

10. How are issues of employment and quality with Kaiawhina Reo addressed with the trust?

There have been no issues with Kaiawhina Reo quality.

11. What advice would you give schools that are considering implementing the programme?

Be certain about your reasons for undertaking the programme so your school is committed to it. Undertake continual evaluation and feedback.

**Case Study 3: Takapuna Normal Intermediate School, 26 Northcote Road,
Takapuna, Auckland 0622**

<https://tnis.school.nz/>

1. What was the identified need that led to the implementation of the Te Reo Tuatahi Programme at your school?

TNIS had been running an extensive language programme including Mandarin, Korean and Spanish when the principal saw the benefits of ensuring Te Reo Maori also being available.

2. How widespread is the programme at your school?

Throughout the school as a choice in a language programme, that includes five languages.

3. What does the programme cost to run? How are the costs met?

Not disclosed.

4. Who leads and manages the programme's implementation in your school?

The previous principal was quite hands-on in getting the programme establish. Now a dedicated staff member has this role.

5. What professional development supports the implementation?

Early in the programme's development, Te Reo Tuatahi ran a PLD session with the whole staff, which was well received. In the first two years, regular after-school sessions were held for TNIS staff and staff from other local schools. The model of teachers working alongside and learning from kaiawhina reo provides a level professional development that promotes acceptance, understanding and ownership.

6. How does the school know the programme is successful?

- What data is collected?

Data collection has changed due to the introduction of Seesaw. The school is trialling new ways of assessing student's language acquisition in Te Reo and the other languages. Student conversations are recorded and a checklist assigned, where students peer-assess and highlight next steps in learning. There would also be a move towards involving the kaiawhina reo in listening to the conversations to get a feel for how the students were developing, especially those less-vocal students in the class sessions.

- How is programme success measured?

TNIS sees success in having all its teachers involved in Te Reo Maori. Language assistants meet regularly to ensure a consistent approach to content deliver and assessment across Te Reo Maori and the other languages, as well as aligned alignment to the International Baccalaureate transdisciplinary themes. The programme runs routinely on three days per week as planned and the ability of students to converse in Te Reo has been evident in conversations on Seesaw (<https://web.seesaw.me/blogs/>).

- What anecdotal/gut-feeling responses have been articulated?

There are many very positive responses to Te Reo, some more obvious than others. The level of pronunciation has improved enormously. There are very few negative responses from students.

- How has teacher voice been used in the evaluation process?

As teachers are co-teaching with language assistants, it is constantly re-shaping the languages programme generally to help classroom teachers feel comfortable in teaching a second language, in which they may have no background. The school feels it has come a long way in creating a set of TNIS resources, the content aligned to Levels 1 and 2 of the New Zealand Language Curriculum, as well as to the school's International Baccalaureate background. Resource books for all the language areas have been produced to ensure teachers and language assistants are consistent in content delivery.

- How has student voice been used in the evaluation process?

Target language class emails have been set-up by teachers for students to communicate with their teachers if they have any questions or concerns.

7. What unexpected outcomes (if any) have emerged from the programme?

The emergence of student acceptance of a school-wide karakia at powhiri, where most students know the karakia off by heart. Unexpected positive responses from students, particularly the ones teachers least expect.

8. Looking ahead, how will the programme be sustained over time? Are any changes envisaged in the way the programme is structured at your school?

Programme sustainability of Te Reo Tuatahi will be considered as part of a reconsideration of languages funding when the ALLIS (Asian Language Learning in Schools) funding ends.

9. How has the Te Reo Tuatahi Trust supported the programme over time?

The programme at TNIS has been supported very well through good kaiawhina reo, professional development and through the previous principal being a Te Reo Tuatahi Trustee.

10. How are issues of employment and quality with Kaiawhina Reo addressed with the trust?

Having the previous principal as a trustee was advantageous, although there have been very few issues.

11. What advice would you give schools that are considering implementing the programme?

Plan to deliver a programme that provides students with more than one lesson per week. See the programme as a beginning to raising awareness and understanding of te reo. Schools need to balance the programme with many of the other programmes that they run to determine what, if anything, has to 'drop-off' for Te Reo Tuatahi to be fully implemented.

Focus Questions for the Te Reo Tuatahi Trust

The answers to the focus questions are a direct transcript provided by Raewyn Harrison Community Coordinator for the Te Reo Tuatahi Trust, and one of the trust's founding members.

<https://tereotuatahi.co.nz/>

1. What is the process for schools committing to a contract/agreement with the Trust?

Schools usually approach us (in fact we can't keep up with demand) Once contact is made we send them some paperwork, which includes:

- *School agreement as well as the Kaiawhina reo (KR) agreement to keep process open and transparent. We do the same with our KR – they get to see the school agreement as well.*
- *Also included is the EoI (Expression of Interest) form so the school can inform us of the size of school roll, number of classes they would like (we have a minimum of 3 hours (6 classes) which is written in the agreement although we have been known to make exceptions. The reason for this is to make the time and travel worth it for the KR. They don't want to be going into a school for just 1 hour! Although that said, there are some of us that do – me, because I can. Also the number of Maori children in the school (we like this for our own statistics). It is important for us to know how many Maori children are receiving our programme. With 95% of Maori children attending mainstream schools it is very important to us that, besides normalising te reo in the school, playground and beyond, we are helping to raise the participation and achievement levels of our Maori children (just wish we could evaluate it more closely and consistently). In the EoI, we also ask them their preferred day/s and times – 9 – 12pm, 12.30 – 3pm, 9 – 3pm etc.*
- *In addition, we may include a copy of our Wyllie & Associates evaluation to endorse to benefits and value of Te Reo Tuatahi. Most schools contact us because they have heard good things about the programme already from other Principals so they don't need any more convincing.*

2. What ongoing support does the trust provide for schools once a contract/agreement has been established?

Support for schools comes in various ways and they pay an admin fee for being able to have this resource readily available. One example of support is if there is a concern or problem with the kaiawhina reo that they feel they cannot resolve we tell them – please contact us. Unfortunately, sometimes schools can sit on some things that may not be working as well as they expected – their KR is regularly late, their KR only turns up once every 2 weeks etc. and although these situations are (thankfully) few and far between, they have happened. That said; after 3 years (now in our fourth year) we are more robust with our vetting process and have found that, if we really provide the right training and exposure of what it takes to be a KR, we are less likely to end up

with someone who may display these tendencies or who may want to throw in the towel after one term. Therefore, we impress upon the school – any concerns please contact us immediately. That is why we are here. We say that to our KR as well – any concerns please contact us immediately! We have had schools who have put a new KR in front of combined classes of 60 Y1's with one teacher reliever to support. Once again, these situations are rare but schools have certainly been known to try to take advantage of the KR as well. We want everyone who is involved with this kaupapa to feel supported.

We also offer support in kapa haka – the majority of our KR have kapa haka experience so this is something the KR can be utilised for as well if schools would like that – and most of them do.

Initially we offered PD for staff or the Board as part of the admin fee that is paid but there was little uptake on that in the first couple of years. So, then as we developed a good PD programme for staff and Board we decided that we would charge separately. Uptake has improved but still a long way to go and often this comes down to the school's budgets. However, as time goes on we are absolutely seeing the benefit of PD with teachers especially and are actually thinking of making it a compulsory part of the programme. That is where you would really see the benefits of a KR in the school working alongside teachers who are engaged in PD.

3. What advantages would schools have in utilizing the services of the Trust over employing their own kaiawhina reo?

- When we first looked at starting Te Reo Tuatahi, one of the issues that stood out was not all schools had access to someone who could teach te reo and teach it well. In fact, most are in this category! Many schools will have a staff member who may volunteer or is keen to champion te reo in the schools but good intention unfortunately does not always equate to doing a good job. Usually this will come at a cost to ensuring that the correct pronunciation of the reo is used. Classic example was a father who would attempt to use his few words of Maori that he knew well and one of the things he always did was say “Morena” to his tamariki. One-day his 8-year-old daughter challenged him and told him he has been pronouncing it wrong! It should be pronounced Mo-ri-na (the ‘i’ being pronounced as an ‘e’)...because that is how Mrs Brown their teacher says it! So, Dad decided to pay a visit to the school – I think he was quite diplomatic in his approach to Mrs Brown but I have heard of cases where irate parents turn up at the school to have a go at the poor teacher who is only trying to do her best. Therefore, with a Kaiawhina Reo (even though they may not be fluent) they will be competent and they will know how to pronounce words correctly.*
- You may have a whanau member that offers to come into the school but without any resources i.e. lesson plans to follow, planned activities for the tamariki and without the necessary skills to be in front of a group of children these whanau members can be disadvantaged as well. But all-in-all, a rather ad hoc way of trying to deliver te reo Maori in that school – that one school! With our kaiawhina reo come a set of quality lesson plans covering every minute of a 30-minute lesson that will cover a full term and some. Activities and games designed to complement what each lesson is about, a follow-plan for the teacher (who uses this to take their*

own notes while the lesson is being delivered) so during the week (time permitting) some revision can be done.

- *The vision of Te Reo Tuatahi is to work in cluster groups of schools and I really see this being possible in Kapiti Coast – all primary schools being taught te reo by a kaiawhina reo so all tamariki in those first 5 years are getting ALL the same lessons. Then those primary schools feed into the colleges and what you have created is a demand to take these tamariki to yet another level of te reo. Not to have to start at numbers, colours and greetings all over again. These tamariki will be able to tell the time, know a karakia off by heart, have 4 common waiata done and dusted, know their pepeha and that of their schools, tell you the day, date and month in Māori, what the weather is going to be like today, what season it is, naming everything sitting at the table, and having a kai, etc.*
- *Instead of sitting on Te Aho Arataki Level 1 for another 15 years, these schools are at Level 2 with Level 3 well within reach.*
- *And lastly of course the PD provided to the teachers by having a competent te reo Maori speaker (Kaiawhina Reo) in their class once a week*

6. How does the trust support programme sustainability for Te Reo Maori learning in schools?

This is an area that as a Trust we have improved immensely and are now seeing the benefits. To ensure our KR are not going to leave us after one term we have made the recruitment and training a lot more rigorous now than in the past before we let them set foot in the classroom. When we were at 40 schools it was a case of trying to keep up with demand but it was the quality of the programme and the calibre of the KR that was being compromised. Now we have fewer schools – around 26 (but starting to build again) but we have put more time into training, resourcing and supporting the KR. From the interview process to attending at least one four hour workshop, following up with their referees, informing them of what it takes to be self-employed, paying their own taxes and getting them to shadow a senior KR in their schools for a couple of days. This allows them to get a very real feel for the programme and some have said, “Thanks, but no thanks”. However, by doing this we are finding our KR are really investing in the programme and are sticking around.

Sourcing KR is also an ongoing challenge but one the Trust needs to do everything possible to promote and advertise so that there is an ongoing source of interest and applications from people wanting to be KR. KR are there in every community so you just have to find ways of seeking them out – but as I said they are there!

New lessons and workshops every holidays are ways to help support your KR. We are always trying to think up new ways of supporting our KR because they often work in isolation so the workshops are good – brings them all together! Whoever the Trust employs to co-ordinate their programme these are some of the on-going responsibilities of that role and why the schools pay an admin fee.

7. If a group of schools were interested in negotiating a contract/agreement with the trust, how would that work? How would the trust oversee the implementation and quality of the programme across a group of schools?

I think the response to this refers back to what I answered to question 3. This is the vision of Te Reo Tuatahi – a cluster group of schools doing Te Reo Tuatahi together. It could easily work once hours, days and other information was gathered by the co-ordinator of the programme (employed by the Trust). It may be one KR could service all those schools depending on this or it could be three KR would be required (which may mean extra recruiting). We have schools on the North Shore where one KR takes 2 days to go through their whole school. Others where one KR is only required for 3 hours for six classes. Ideally, it would be great if schools could be funded to have te reo available and accessible for ALL the children in the school. A nicer way of saying ‘compulsory’. Schools on their own can’t do this (well most can’t) but if every school had a KR at their fingertips this would be very do-able.

CONCLUSION

Te Reo Tuatahi has provided an opportunity for schools to utilize members of their communities to support the building of teacher confidence and competency in Te Reo Maori, whilst delivering a programme of Maori language learning to students in schools. The Te Reo Tuatahi delivery model provides a regular professional learning and development platform for teachers, as they learn alongside their students.

Kaiawhina Reo are not trained teachers. Although they receive initial training and some ongoing professional development, it is essential that teachers provide pedagogical support to ensure effective programme delivery to a diverse range of learners. Evaluation and feedback is important in this regard, as is good communication between classroom teachers and kaiawhina reo to ensure effective classroom delivery. The programme is best delivered when teachers and kaiawhina reo are working alongside each other in the classroom rather than the teacher being an observer of the programme in action.

The programme resource developed by the trust is based around units and sequences of lessons with clear learning intentions, which enables pedagogical integration. As teachers and students grow in confidence and competency, the scope is there for schools to develop their own sequence of lessons beyond the Te Reo Tuatahi resource.

Anecdotally, schools are very happy with the programme and articulated positive responses to their involvement. They also reported that the Te Reo Tuatahi Trust was very supportive with ongoing professional development and the resolution of any problems arising with kaiawhina reo. The trust updates resources for delivery and uses the funds paid to it by schools to find and train kaiawhina reo, develop contracts and provide resources.

Principals are making decisions on the breadth of the programme in their schools based on targeted year levels, progressions of learning and on the funding, they have available. The challenge for schools is to be able to make a budgetary commitment

to an ongoing programme amidst the many other calls on their funding. It appears that once schools begin to see positive outcomes for teachers and students after a year there is a commitment to ongoing resourcing as a priority.

Key Findings from Wyllie Associates' Evaluation of Te Reo Tuatahi – A Report to the Te Reo Tuatahi Trust (April 2016):

- Students reported marked changes during 2015 in understanding of Māori words and phrases, confidence in using Māori and interest in learning Māori.
- Teachers reported marked improvements for both their students and themselves for understanding of Māori words and phrases, confidence in using Māori and pronunciation.
- The majority of teachers perceived Te Reo Tuatahi to be delivering 'a lot' of value to both Māori (65%) and non-Māori students (61%) and themselves (65%).
- The percentage of Māori students who wanted to be able to speak te reo increased from 47% to 81%.
- Seventy-eight percent of teachers with Māori students noted that the programme had lifted their student's self-esteem and pride in being Māori.
- Almost half the teachers (47%) reported that their use of te reo in daily teaching practice had increased at least a 'moderate' amount since beginning Te Reo Tuatahi.

The Te Reo Tuatahi Trust has worked hard to promote the programme and to meet demand from schools, growing the programme over a relatively short space of time. The trust continues to lobby hard through its ambassadors and through appeals to central government to support the growth and sustainability of the programme. There is an irony that the Mandarin Model, on which Te Reo Tuatahi is based, is delivered through the Asian Language Learning in Schools (ALLIS) programme (<https://www.education.govt.nz/ministry-of-education/specific-initiatives/asian-language-learning-in-schools-programme/>) supported by a funding agreement with the Confucius Institute, to deliver low-cost Chinese Language Teaching in schools, while there is no centralized funding to deliver Te Reo in the same manner. It would be good to see government explore a quid-pro-quo where the delivery of Mandarin Language in New Zealand Schools could financially support the delivery of Te Reo Maori in schools.

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Thank you for sharing your mahi with me.

Relevant Articles on the Te Reo Tuatahi Programme

<https://www.tpk.govt.nz/docs/mls/submissions/Te-Reo-Tuatahi.pdf>

<http://www.stuff.co.nz/national/education/10148480/Mandarin-helps-to-save-te-reo>

<http://www.scoop.co.nz/stories/ED1208/S00124/model-solution-for-teaching-te-reo-gains-momentum.htm>

<https://www.radionz.co.nz/news/te-manu-korihi/308108/maori-teaching-funding-in-question>

<https://www.radionz.co.nz/news/te-manu-korihi/307960/buck-backs-te-reo-maori-in-schools>