



Te Ao Māori review 2019

What we did:

As part of the school's next cycle of curriculum reviews, we undertook to review Te Reo and Tikanga Māori at Raumati Beach School. We evaluated 3 areas:

1. How well our teachers deliver the curriculum
2. Capability and collective capacity of our staff
3. The cultural competency of our staff

We also touched on how well we are doing for our Māori learners, learning and achieving as Māori, where it arises in the other areas above. A quantitative evaluation of achievement will come in a further report.

To complete this review, we:

- Observed lessons and conducted walkthroughs of all classes in the school.
- Conferenced with staff and students
- Evaluated engagement with 100 kupu - Capture, Develop Create model
- Analysed planning such as class descriptions, Long Term Plans, and curriculum specific planning
- Surveyed staff
- Surveyed students and whānau enrolled as Māori
- Drew on whānau hui minutes
- Drew on the school's professional development plans and records
- Drew on staff/team reflections on 100 kupu 2018
- Used feedback from Te Ao team kaiārahi

This was in addition to other anecdotal contact and feedback.

To ensure our approach was suitably rigorous, our review was measured against the ERO Evaluation indicators for Equity and Excellence (2016) and the tātaiako Cultural Competencies (2011).

Current structure and organisation

As of 2018, Staff have been allowed to engage with the 100 kupu programme in a manner of their choosing. This was evaluated on an individual basis at appraisal. Feedback for the programme was collected on a team by team basis.

For 2019, a second 100 kupu was added, and a Te Ao team with members in each syndicate added as "kaiārahi" to support staff's individual needs and progress. The kupu were also scaffolded with the Capture-Develop-Create model for staff to guide their own

learning, along with the needs of their class.

Beside this support, PD was run by the Te Ao team in Term 2, to reinforce and share strategies for overcoming barriers and difficulties with implementing the 100 kupu, and each team sharing their practice and experience.

This will also help the teams feel comfortable in Te Wiki o Te Reo Māori in Term 3 showing parents what they are doing for Te Reo.

Furthermore, a Term 4 Professional Development Day has been scheduled to support the needs identified around local history and tikanga.

Support for kapa haka and waiata (including release, and teaching across teams), and opportunities for teachers to learn and get involved in these, are ongoing.

Teams discuss Te Ao Māori in team meetings, and support, feedback, and feedforward is provided by the Te Ao team.

What we found: Summary points from the review

Te Reo and Tikanga Māori is beginning to be delivered authentically across the school.

Tikanga Māori. Kapa haka & waiata are a developing strength where tikanga and tuakana/teina are being transmitted across ages with evidence of increasing student leadership.

There is an integration of our tūrangawaewae, in particular, at planning level, but needs development in terms of content and learning outcomes. Stronger connections with local history and tikanga is under development.

Te Reo Māori. During observations, teachers were keen to come and discuss their learning, teaching, difficulty, interests, next steps with Te Reo Māori & Tikanga. Since the incorporation of the 100 kupu in 2018, the school is in the process of becoming more organised, systematic and routine in delivery.

In 2018 the process at RBS was one of engagement with 100 kupu, evaluated at appraisal.

In 2019, a greater scaffold was introduced with the CDC rakau kupu model, and the team kaiārahi as guides. This will also be evaluated at appraisal.

As the programme expands, it is desirable for the teaching of Te Reo to become routine in this way: within classes, within teams, across the school.

Many staff are beginning to look for further support with what a model of a suitable, manageable, effective routine might be.

Whānau & Iwi. As per Raumati Beach School 2018 ERO report, relationships and

whānaungatanga are a strength at the school. The development of the 100 kupu are part of this. Also, in 2018 the whole Year 5/6 team was welcomed by pōwhiri on to Whakarongotai Marae, the first ever visit from Raumati Beach School. Moreover, in relation to Māori learners, an explicit record of whānau-kura communication has been added to the class description to support student achievement and wellbeing.

For a number of years Raumati Beach School has engaged its community through a kai and kōrero approach, by offering whānau hui evenings with an increasing number of staff keen to engage with their whānau.

Whānau hui and surveys indicate many are positive about the signs of increased effort in the Te Ao Māori curriculum area, but would like to see more evidence of this change in action.

With a few exceptions, on walkthrough RBS classes do not present as “bicultural” or inclusive to Māori as a physical environment. This is reflected in the wider school environment. This contrasts with the wider school cultural environment where pōwhiri and kapa haka and waiata are being embraced and burgeoning under time and attention with growing ambitions.

Indicators of progress. Authentic exchange of phrases and conversations are not a short term goal, and at this point the entire school can be considered as working within Level 1 of the New Zealand Curriculum. However, teachers do express pleasure at learning and using new commands; although it takes some effort, they are rewarding. It is the same for students. The building blocks for interaction and phrases are already in the 100 Kupu. For Te Reo, monitoring student participation and positivity, an ability to refer to routines, is the key immediate outcome to assess. As above, whānau feedback is also a key indicator.

Student progress is more readily identified at powhiri and kapa haka. Here students are potentially given leadership roles, and more responsibilities are handed over: whaikorero, leading groups. Goals are to allow to choose new waiata to learn, lead teaching of haka and waiata (and potentially reo) in classes around the school.

By implementing the 100 kupu, schoolwide, for 8 years, RBS teachers will - at the very least - embed respect and value for Te Reo and Tikanga, if not support students with a big leg up to becoming fluent speakers.

Teaching the teachers. Our staff voice survey also assessed the support teachers receive from the school and the Te Ao team kaiārahi. Feedback was generally positive, with an emphasis on how far the school has come.

The kaiārahi are somewhat self nominated for their passion and commitment rather than (necessarily) skill and knowledge of Te Ao Māori.

Several of the team have taken up external learning opportunities and courses, in the past and at present, as have a number of staff members. The school is keen on supporting willing staff into government initiatives such as Te Ahu o Te Reo Māori.

The team are supported by kaumatua and experts, such as Gwen Greenham, her

husband Terry, and Matiu Te Huki (soon leaving). The review notes we need to be looking to employ new external expertise.

Cultural competency. RBS staff are responsive and differentiate for cultural and individual needs, including Māori. Hauora of Māori learners has been added to class description.

Whānau do wish to see a stronger focus on pronunciation of names, particularly children's names, and conversations with parents to support this. They also want to see the "Kindy-kura-college connection" strengthened, with junior kapa haka, and tuakana-teina from college for reo, harakeke, hangi.

Follow-up and recommendations

These observations formed the basis of our recommendations, which have now gone before the Board of Trustees, who will in turn seek feedback from the community. In general, we believe an emphasis on teaching and developing the 100 kupu in a routine and systematic fashion across all years and classes will reap huge benefits for our ākonga and our school community.

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Te Ao Māori Team Leaders