



# Whaia te iti Kahurangi NZCER Evaluation

2004

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O NGĀTI POROU AND THE MINISTRY OF  
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# Executive summary

Whaia te iti Kahurangi stems from the first iwi-Ministry of Education partnership, with Te Runanga o Ngāti Porou. Whaia te iti Kahurangi began in 1998 with the contracting of Gardiner Parata Ltd to provide a framework for change management, to address the issues raised by ERO in its 1997 report on the quality of education received by Ngāti Porou East Coast students. They organised community consultations about the future of education in Ngāti Porou and East Coast communities, and its role in the future of Ngāti Porou. These consultations led to a strategic plan at the end of 1998. In 1999, the initiatives began, with the main focus on governance and management frameworks and systems. Professional development became a major focus in 2000 and the introduction of ICT equipment and training in 2001.

NZCER was contracted by the partners in Whaia te iti Kahurangi to undertake formative evaluation of the progress and impact of the initiatives, which was to inform their ongoing development. The initiatives are not seen by the partners as a finite programme, but as a living framework for change.

This is the final of five reports made since 2001. It provides a summary of the first four reports, and the 2003 report on student achievement.

It then describes school practices and school staff, trustee, and student perspectives as they were in term 2, 2003, since the main focus of the first five years of Whaia te iti Kahurangi has been on the improvement of the Ngāti Porou East Coast schools. It also provides information about the role of Whaia te iti Kahurangi, with information and perspectives from Education Team members and the two partners. It identifies the progress made to date, and the current challenges for Whaia te iti Kahurangi as those involved decide its course over the next five years.



# Summary of findings from previous NZCER reports

## **Views of Whaia te iti Kahurangi & signs of initial progress in mid 2001<sup>1</sup>**

There was general agreement that Whaia te iti Kahurangi is aimed at improving student achievement levels, student engagement in learning, and incorporating Ngāti Porou kaupapa and language into the curriculum taught in Ngāti Porou/East Coast schools. Beyond this common core, there were some different emphases. Key Ngāti Porou and Ministry of Education people involved in Whaia te iti Kahurangi emphasised the role of their partnership, stronger community-school relationships, and key Ngāti Porou people saw the importance of the long-term raising of aspirations, a renewal of the central role of education for Ngāti Porou, and a strengthening and development of Ngāti Porou. People in schools were more likely to emphasise the strengthening of schools as an aim of Whaia te iti Kahurangi, particularly through their own experiences of professional development. Some also saw it as a strategic plan which could alter the number and nature of Ngāti Porou/East Coast schools.

In mid-2001, views of Whaia te iti Kahurangi were mostly positive or neutral. People in schools particularly appreciated the increase in professional development, support, and resources, including ICT access. Although there was recognition that the 1997 ERO report on the quality of schools on the East Coast had led, through the pro-active responses of Ngāti Porou and the Ministry of Education, to something positive, the pain associated with this report and the public manner of its release remained. There were also some concerns about the initial phase of Whaia te iti Kahurangi, which focused on governance and management, and invited schools to cluster through combined boards or mergers, in what seemed too short a time frame. Two combined boards and three mergers resulted. Most schools remained on their own.

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<sup>1</sup> These findings are from NZCER's 1<sup>st</sup> report, August 2001.

## Signs of Initial Progress

In mid 2001, around 84 percent of the students in Ngāti Porou/East Coast schools were in schools which were in the regular ERO review cycle, compared with 36 percent in 1997. Regular visitors to the schools observed a growing confidence in staff and students.

Teacher turnover had decreased, and there were fewer unlicensed or beginning teachers, and fewer first-time principals. Principals reported greater involvement of whānau to some extent in literacy and numeracy, and more access to expertise in assessment in literacy, numeracy and science. Principals and teachers reported more inter-school contact, and the Waiapu Principals' Association had returned to being a forum for information, views, and support. Education had returned to being an everyday topic of conversation among Ngāti Porou.

## Key Contributors to Progress

Among the main contributors to the progress made so far were:

- The partnership between Te Runanga o Ngāti Porou and Ministry of Education;
- Increased professional development and support;
- having a locally-based Education Team;
- better access to ICT, including laptops for principals and many teachers; and
- more inter-school contact.

Future progress was seen to depend on a wide range of factors, including:

- The quality of the people involved – in schools, the Whaia te iti Kahurangi Education Team; the people in Te Runanga o Ngāti Porou and the Ministry of Education, and hapu leaders;
- The capacity of people involved, with concern expressed about high workloads for some;
- Ability to share resources and expertise;
- Continued professional development and support, including a local Whaia te iti Kahurangi Education Team, and improvements in ICT access and reliability;
- Two-way communication between schools and the Whaia te iti Kahurangi team;
- The development of the Ngāti Porou curriculum guidelines, and the greater use of te reo o Ngāti Porou;
- The alignment of other social policy initiatives with Whaia te iti Kahurangi;
- The continuation of the partnership between Te Runanga o Ngāti Porou and the Ministry of Education;
- The involvement of communities and whānau in learning and support for learning; and
- Evidence of improvement in student learning.

## The picture in schools at the end of 2001<sup>2</sup>

### Whaia te iti Kahurangi gave people in schools greater knowledge, and useful tools

Boards generally had a good understanding of their role, good systems in place, including strategic planning, and good relations with principals and school staff. Principals and teachers had gained from the emphasis on professional development, particularly the Literacy Leadership, Early Numeracy Programme (ENP), the ICT training which is part of Te Rangitawaea, Whakapiki Reo Ngāti Porou, and the principal partnerships, funded by Whaia te iti Kahurangi. They were also using their links with advisors and schools in other parts of the country to inform their decisions about approaches and programmes to improve student learning. There was keen interest in improving student learning and achievement.

Te Rangitawaea brought improved connections with others, within Ngāti Porou East Coast, and beyond. It helped streamline administration, allowed the sharing of ideas, advice, and resources, and engaged students in learning, making the most of ICT's visual strengths. Sixty-two percent of principals and teachers reported that teachers were making good use of computers in their classrooms, and 83 percent of the students said they used computers at school. Fifty-nine percent of the students were also using a computer at home. But the Ngāti Porou East Coast schools had varied access to ICT, experienced some frustrations with delivery and maintenance of equipment, and were also concerned with the long-term costs.

### An evident emphasis on Ngāti Porou knowledge and identity in schools

Just over half the students surveyed thought that they learnt about being Ngāti Porou and about their hapu at school most of the time. Many schools used local knowledge and resources in their class programmes and organised activities with kaumatua and kuia so that students had a living understanding of their hapu, knowledge of whakapapa, and gained knowledge and skills through seasonal food gathering activities. Almost all the principals would like to see a Ngāti Porou 'resource bank' to allow them to incorporate more Ngāti Porou centred activities into their teaching programmes. There were good links between Ngāti Porou East Coast schools and their communities, with communities using school facilities, and schools taking part in local marae and community activities.

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<sup>2</sup> The findings and recommendations reported below come from NZCER's second report, in February 2002.

## Main challenges seen by principals, teachers and trustees in the Ngāti Porou East Coast schools:

### *The improvement of student achievement*

English-medium students performed well on some of the Ngāti Porou East Coast set of maths and English ARB items used in mid 2001, and the year 8 students' writing matched the curriculum levels for their year. But on the whole, students in the years tested (5, 8, and 9) were achieving below the national level. Year 5 students' achievement was relatively better than Year 8 or 9 in reading. Initial secondary exam results achieved by wharekura students were high. However, more English-medium Ngāti Porou East Coast secondary students left school without a qualification than their peers in the same decile schools nationwide. The student surveys indicated that engaging all students in learning was still a challenge for Ngāti Porou East Coast teachers.

### *A greater use of te reo o Ngāti Porou*

Sixty-two percent of the principals and teachers thought there was more use of te reo o Ngāti Porou in their school over the last two years. A quarter of the students spoke te reo Māori most of the time at school, and 45 percent sometimes. This pattern was much the same for students in their homes. Around a third of the students spoke little or no te reo Māori.

### *Shifts in school rolls*

There had been an overall drop in student numbers in Ngāti Porou East Coast schools. In 2000, the number of students attending Ngāti Porou East Coast schools was 1392. In 2001, it was 1274. The loss was most noticeable at the secondary level. Whānau preferences were also leading to some changes in school rolls, and some volatility.

## **Student achievement in mid 2002 and mid 2003<sup>3</sup>**

Year 2 and Year 4 2002 students' results on the Burt word reading tests showed that their average score is consistent with the national average score for students at their year level. There were a fair proportion of high performers in reading and listening, and very few low performers in listening. Writing performance for the 2002 years 5 and 9 was higher than their 2001 counterparts. Interestingly, Ngāti Porou East Coast students scored more highly than their peers elsewhere on some tasks that were rated as difficult. However, average levels of performance in mathematics, reading and writing were below the national average for years 5, 8, and 9.

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<sup>3</sup> This summary is taken from NZCER's third report, in October 2002, and the 2003 report on student achievement.



**Summary of findings from previous NZCER reports**

In 2003, the year 2 Burt word reading scores were higher than the national average, and the year 4 scores were consistent with the national average. Writing performance improved substantially between 2001 and 2003. Mathematics performance in year 9 shows some signs of improvement, and there were signs that there was an increase in high scorers for mathematics at year 5.

The trend for the Ngāti Porou East Coast students to score more highly than the national level for some difficult test items continued in 2003. However, so did the trend for average scores at years 5, 8, and 9 to be somewhat below the national level. This is likely to reflect the socio-economic context for many Ngāti Porou East Coast students. In terms of using trends in achievement as measured by these tests, it is important to remember that shifts in student achievement are rarely instant, and are often incremental rather than dramatic. At least half the achievement data is still from students who have had most of their education before Whaia te iti Kahurangi started. Most of the early emphasis in Whaia te iti Kahurangi was on governance and management, and setting up systems. Professional development and collaboration between teachers which teachers and principals felt was making a difference to their practice occurred from 2000. Much of this was concentrated on the early years of school, rather than the years included in these tests.

## **Secondary level provision<sup>4</sup>**

There were particular strengths in the engagement and achievement of students in Te Kura Kaupapa Māori o te Waiu o Ngāti Porou, in the use of STAR funding for senior secondary students in Tolaga Bay Area School, and in some cross-curricular provision offered by Te Waha o Rerekohu Area School. Student behaviour was not a deep issue, and had improved in recent years. There is more use of local Ngāti Porou counsellors and social workers who took preventative, low-key approaches, and were able to work with whānau as well as students. Student attendance was an issue for the three English-medium schools, and transience an issue for one of these. The main issues were:

- low student qualification levels in the English-medium schools;
- the need to engage students more effectively;
- low staff and student numbers;
- lack of some curriculum resources; and
- insufficient access to skilled and knowledgeable teachers.

It is unlikely that continuing current approaches to secondary provision will achieve much substantial change, and improve student learning. All New Zealand secondary schools are facing more complexity, with changes in qualifications, student needs and interest, and ways of meeting those needs. Compared to secondary schools in city areas, which are larger, with few teachers working on their own in a subject area, and which can draw on a wide range of community resources (such as libraries, museums, workplaces), and which can more easily share courses or specialise with

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<sup>4</sup> These findings are from NZCER's fourth report, October 2002.

**Summary of findings from previous NZCER reports**

neighbouring schools, the Ngāti Porou East Coast schools face deep obstacles in providing students with the secondary education they need for successful participation in work and society.

However, we found a readiness for change, a desire to build on current strengths, a desire to share teachers, classes, knowledge, and resources, where that is practical, and a readiness to use external providers to meet student needs which cannot be met within school staffing, where the external providers can offer quality and qualifications. This interest in change needs to be supported by Whaia te iti Kahurangi and the partners in Whaia te iti Kahurangi, since all schools are affected, and none can on their own take responsibility for change in all four schools.

# Main findings from 2003

## **Governance, Planning and Reporting**

Most of the schools had confident boards, who could undertake their responsibilities, provided that school management had good systems and gave them good information. Whānau decision-making was the governance form in the Kura Kaupapa Māori. In small schools, trustees were more likely to feel their dependence on principals, or to see that they needed to provide additional practical assistance, sometimes blurring the line between governance and management, in order to allow the principal to concentrate on the curriculum, on teaching and learning, which was for these boards, the proper priority for principals.

There is a need for ongoing training and advice for trustees. The ERO reviews did identify some areas in particular for some schools, particularly around strategic planning, self-review, and performance appraisal and management. The strategic planning aspect may have been covered in the Whaia te iti Kahurangi organised workshops on the new planning and reporting framework. The Whaia te iti Kahurangi manual could be updated, and then used with workshops to provide training on performance review.

The trustees and principals interviewed identified a need for both specific training and advice for existing trustees, and for more general training for new trustees. Some were using New Zealand School Trustees Association (NZSTA). There appears to be scope for more support to be offered to trustees in Ngāti Porou East Coast schools, over and above workshops on particular changes in the responsibilities of boards. One possibility would be to contract an experienced trustee from one of the schools to work with individual trustees on specific portfolios or issues, and to work with boards to ensure there is succession planning, given the relatively high turnover of board chairs. National elections for boards will be held in 2004, and a role for Whaia te iti Kahurangi would be to provide information and encouragement to potential candidates, and then provide those who are newly elected with training over a period of months, so that new trustees have access to advice and support while they come to grips with the role.

It may also be helpful to have workshops on consultation, and ways of engaging whānau and parents other than panui and traditional school meetings. A number of schools were trying new ways, based on personal contact, or occasions which were also focused on children's learning. There is expertise in Ngāti Porou East Coast schools which could be shared through workshops.

It could also be useful to bring people together to think about the purpose of consultation: is it in relation to individual schools, or the educational provision of a given area? The communities identified by some trustees and principals were not restricted to the families of those attending, but would overlap with the communities of other schools. Several trustees thought that a wider view was important. However, on the whole, the identification with individual schools remains strong, as was evident in the hui facilitated by Whaia te iti Kahurangi for the Matakaoa cluster in 2002. It is encouraged by both Ngāti Porou values and hapu links, and by the government framework of self-managing schools as the basis for funding, staffing, and review. This does provide a continuing tension for the Whaia te iti Kahurangi emphasis on collaboration and sharing to overcome some of the resource difficulties, and demands on, small schools.

The new planning and reporting framework was largely welcomed, though some did see it as simply more paperwork. Principals and trustees were also generally positive about their recent ERO reviews, finding them useful, whether they thought the reviews were affirmative, with suggestions for improvement, or pointed out significant areas for improvement.

## **Rolls and teaching capacity**

Overall student numbers rose slightly between 2001 to 2002. Three schools' rolls have risen since 1999, 8 appear stable, and 7 have experienced some volatility or possible decline. The schools remain small: half have 3 or fewer teachers. The primary schools range in size from 8 to 92 students, with an average of 41 students. The three area schools and wharekura range in size from 61 to 268, with an average of 179 students. Transience rates and the rates for students who move in and out of are low, other than for the area schools. Just under half the Ngāti Porou East Coast students who were in the final year offered by their school had had all their education in that school.

Most students reach their schools by taking a bus, which has some impact on school programmes and whānau involvement. Schools which did not run their own bus would like to do so.

Most of the principals speak te reo Māori, and just over half the teachers, slightly lower than in 2000. Around 70 percent of principals and teachers have Ngāti Porou affiliations.

All but one of the principals who filled in the NZCER surveys had at least four years teaching experience, as did 75 percent of the teachers who filled in surveys. Just under a quarter of the teachers who filled in surveys had been at their current school for less than two years.

There has been a drop between 1997–2000 in teacher and principal turnover, and the proportion of first-time principals. Most of the latter were participating in Whaia te iti Kahurangi funded principal partnerships to provide them with knowledgeable support. There seems to have been a drop in the proportion of unregistered teachers between 1997 and 2000; it is not clear whether it is rising again, or whether the higher 2003 rate reflects delays in the NZ Teachers' Council processing. There have been fluctuations in the average number of applications for vacant teaching positions. The average number in 2002 was only 1.1, and a third of teaching vacancies had to be re-advertised. The average

number of applications for principals' positions was around 3, again lower than desirable. Turnover of board chairpersons is around a quarter to a third each year.

In the NZCER February 2002 report, we suggested that the figures relating to teacher capacity indicated that it would be useful for Whaia te iti Kahurangi to work (more) with teachers with a limited authority to teach, and those who are unregistered, and the schools that employ them, to ensure that these staff have initial teacher education, and support to access teacher education courses (e.g. payment of fees, study time) if they want to remain teaching and will commit to remaining in Ngāti Porou East Coast schools for a period of time after they gain their qualification. Schools could also be assisted with incentives to recruit qualified teachers, such as teacher housing, and removal expenses.

It is clear that there will be ongoing turnover of teachers, and principals. Given that the issues relating to ensuring that all teachers are qualified, and that schools can appoint good quality teachers continue, it seems timely for Whaia te iti Kahurangi to clarify its role in relation to teacher and principal supply for the Ngāti Porou East Coast schools.

## **Student learning and professional development**

Teachers and principals were actively working to increase student engagement in learning. They aimed to provide interesting learning experiences, which were of local relevance. Other ways that were used by Ngāti Porou East Coast teachers to engage students were providing hands-on experiences, involving students in goal-setting and decision-making, tailoring teaching to where the students were, providing reward systems and celebrating and displaying achievement, and placing more emphasis on the use of oral and written language. A number were using programmes that had increased student achievement, and sharing their knowledge about these programmes. These included *Rainbow reading*, *Jolly Phonics*, and *HPP*.

Many of the Ngāti Porou East Coast schools were well on their way to using student assessments constructively, to tailor their teaching, and support individual children to make gains in their learning. Several reported internally collaborative and analytical practices which were similar to the 'best practice' descriptions of the use of assessment data which were reported recently for Mangere-Otara schools (Timperley & Rivers, 2003).

Professional development has become part and parcel of the Ngāti Porou East Coast schools' cultures and expectations, as it should be. Many were looking to build on the literacy and numeracy professional development they had participated in over the last few years, and which they thought had already led to some gains in student achievement. Ngāti Poroutanga, Nga Toi, and ICT were other priority areas. This would indicate that literacy and numeracy could be useful areas of focus in the development and use of the Ngāti Porou curriculum guidelines and resources.

At the time of our interviews, the first Ngāti Porou learning resource was in development. *Ka Hoki nei au*, attractively presented on CD ROM, was presented at the Management Group meeting on 2

July, providing visual, oral, and written resources on the waiata, haka, history, whakapapa, and stories of each of the Ngāti Porou regions. The plans were for a number of schools to trial it and give feedback. To get maximum use of the resource, those trials could include descriptions and examples of its use in literacy and numeracy, with the aim of sharing tasks based on it between the schools.

Teachers and principals would like more locally-based, ongoing advice, of the kind that the Whaia te iti Kahurangi learning facilitators are now providing, though those positions are for a limited term. Tolaga Bay Area School has also organised ongoing professional development for interested schools. As the largest Ngāti Porou East Coast school, it was easier for Tolaga Bay to take this role. The Ngāti Porou East Coast teachers' hui provided those from smaller schools with the opportunity to share their expertise on what is now an annual basis, and some were sharing ideas and advice through informal networks. This sharing is likely to remain informal or dependent on a larger school taking the initiative, without some further support. Collaboration between the schools was still seen as an "extra" in many cases.

The Whaia te iti Kahurangi provision for principal partnership activity, conference attendance, and school visits was positively received by those who used it. There is interest in being able to see good or innovative practice in other schools.

Many schools were also actively seeking to engage whānau in their children's learning, either through specific occasions and communication, or through whānau participation in the school, or the school on the marae.

## **Student behaviour and special needs**

Student behaviour is largely good in the Ngāti Porou East Coast schools in 2003. In some schools, this reflects the work done to improve behaviour. Some of the approaches which have been successful have included personal, rather than written contact with whānau to sort out difficulties experienced by students. Most schools used stand-downs or suspensions only as a last resort. Two-thirds of the principals said some bullying occurred in their school, much of it at a low level. The student responses to the surveys indicated that around two-thirds of the students usually felt safe in their school's playground.

Around 10 percent of the Ngāti Porou East Coast students missed at least ten days school a year. Student attendance was identified as an issue for around a third of the schools, particularly if "parent-sanctioned truancy" occurred as parents took children into Gisborne, or the children travelled between whānau.

The schools generally got some support from outside the school to support positive student behaviour, from pakeke and whānau, local role models, and specialist support. Most would like some further support, and there was interest in working with advisors or resource people on approaches such as co-operative learning, and in having access to resources in te reo Māori.

Within the schools, shared values and expectations supported positive student behaviour, often given concrete form through kapai systems with certificates and other forms of recognition that could be seen by peers and whānau.

On the whole, the schools were confident in their work with students with special needs, though some would like more funding to provide more one-to-one attention, often from teacher aides. A few suggested a professional development programme for teacher aides. RTLBs were the main source of support for teachers and principals, with some seeing this cluster resource as part of their internal school team, and some seeing them as located outside that team. It was easier for the non-teaching principals and teachers to liaise with external supporters for their students with special learning or behavioural needs.

## **Student views**

The Ngāti Porou East Coast 2003 year 5, 8, and 11 students were more positive about a few aspects of school, and the year 5 and 8 students, some aspects of their experiences at home, than the Ngāti Porou East Coast 2001 students in these year levels. However, despite their interest in gaining qualifications, and to a lesser extent, being able to speak and write in te reo o Ngāti Porou, the students were not as engaged in learning as they would need to be to realise these aspirations. This remains a major challenge for Whaia te iti Kahurangi.

## **Te Rangitawaea**

Like the professional development which Whaia te iti Kahurangi brought into Ngāti Porou East Coast schools, Te Rangitawaea has become part and parcel of everyday school life. Word processing, access to the internet, and the visual tools which ICT makes available were the main forms of ICT use. Teachers' main use of ICT was to support their teaching, through planning, administration, downloading resources, and publishing, though some were using classroom computers as part of their daily programme for students. A third were e-mailing other teachers and experts outside their school on a regular basis. The synchronous uses of ICT, such as online discussion groups and meetings and videoconferencing, were least used by principals and teachers. Just under half the teachers and principals were also using their skills and laptops for whānau, hapu, iwi, and the wider community.

Principals and teachers reported that students' main uses of ICT were for word processing, publishing, finding material on the internet ('research'), and multimedia suites. Some were using it for maths and reading activities, and for analysing information. Principals were generally enthusiastic about the overall impact of ICT on teaching practice, citing greater student enjoyment, the visual attraction and sense of achievement from "instant results", and teachers' sense of being connected, or no longer isolated. The multimedia uses which could be used to record significant

events, and for project work, were among the most exciting uses. They allowed students to work as teams, and integrate different learning areas. They also allowed students to display their work to whānau and others.

About a third of the year 8 students reported regular use of ICT at school, for games, music, publishing written work, and research using the internet. Publishing written work seemed to be the main classroom ICT activity for students: only 13 percent of the year 8 students said they never did this in class. While making and editing videos stands out as one of the more exciting uses of ICT, only 11 percent said they did this regularly, and 61 percent had never used ICT to make or edit videos. While exciting, this use of ICT is one of the more time-consuming, and can be costly. The year 11 students surveyed reported similar patterns of ICT use, but with more internet use for both information and surfing.

The ICT uses that principals, teachers, and students report are comparable with other areas which have had ICT provision for similar lengths of time (e.g. Comber et al, 2002, NZCER, forthcoming), with the exception of the use of multimedia. As several of the Ngāti Porou East Coast principals observed, ICT is primarily a tool, which does not immediately transform learning. It was a tool which the Ngāti Porou East Coast schools generally saw as now indispensable. Principals were therefore concerned with the sustainability of their ICT equipment and support, and to be able to make the maximum use of it, by improving bandwidth and the quality of their equipment. Some smaller schools were wondering if they needed networks, since they were more dependent on the availability of the Whaia te iti Kahurangi technicians if the network crashed than if they were using stand-alone computers. The age of the machines, and their constant use, were causing additional work for the Whaia te iti Kahurangi technicians.

Given the schools' use of ICT, and the plans for a Ngāti Porou integrated learning system using ICT, and for its use in sharing Ngāti Porou curriculum resources, it would seem that ICT must remain a priority area for Whaia te iti Kahurangi.

## **Early childhood education**

It seems that many Ngāti Porou East Coast children – possibly around 40–50 percent – are starting school without the habits and knowledge which would allow them to make a flying start on their learning. Four kōhanga reo whānau identified issues which also concerned them in terms of children's learning, primarily the quality of te reo they could provide, and the level of whānau participation. While not all principals thought that all children needed to attend early childhood education, they did see the need for children to come to school equipped to make the most of it.

Whaia te iti Kahurangi was originally conceived within a community development framework. The schools have made tangible progress over the past few years. In doing so, some of the contextual issues around learning become more exposed. The quality of te reo, and the number of fluent



speakers, is one of the prime challenges for Whaia te iti Kahurangi in terms of its ability to make deeper progress. Ways of involving whānau in children's learning, is another.

## **School staff views on school culture and changes**

School staff were generally positive about their schools in terms of shared values, and the management of the school.

The items relating to feedback given to students, which is important in supporting improvement in achievement, collaboration between teachers, and sharing of similar ideas and attitudes about effective teaching/learning received fewer ratings of strong agreement that they existed in the Ngāti Porou East Coast schools. This may indicate heightened awareness of the value of these practices, stemming from the professional development emphasis of the last few years, as much as existing practice.

The school staff views show that the Ngāti Porou East Coast schools have been changing over the past few years, with some gains evident. They also show scope for further change, and underline the challenge to engage students in learning which was evident from the student perspectives on their learning and school experiences.

## **The role of Whaia te iti Kahurangi**

As one would expect, the different participants in Whaia te iti Kahurangi sometimes see different things, reflecting their different location in what is happening. Around half the trustees interviewed and a quarter of the school staff surveyed have little knowledge of the role of Whaia te iti Kahurangi, which they may be experiencing only indirectly. But there is shared identification of professional development and ICT as two key existing aspects of Whaia te iti Kahurangi, and the importance of Ngāti Poroutanga.

School staff place more emphasis on the additional funding they can access through Whaia te iti Kahurangi, usually for their own school. Whaia te iti Kahurangi's role of support for schools and school staff is valued by school staff, who wish it to continue. Some also see it needing to take on the role of educational leadership which no single school can undertake, and to address the issues of staffing which continue – not at a crisis level, but in terms of sustainability of school cultures, retention of experienced and passionate leaders and teachers, and attraction of new energy. Sustainability was a frequent term, and underlining it was a concern that the gains of the last few years could all too easily be lost if they were taken for granted.

The Whaia te iti Kahurangi Education Team and partners were well aware of the need for continuation of professional development and ICT support. They also saw a need for Whaia te iti Kahurangi to take the mantle of educational leadership. However, this seemed to be a chicken-and-

egg situation, since the capacity and capability to do so was not yet located within the Education Team. While it was managing through the use of seconded staff and through working to develop local capacity and capability, it was, like the schools, facing the issue of how to attract (back) experienced Ngāti Porou who were successful elsewhere.

The partners and the Educational team did not see the role of Whaia te iti Kahurangi simply in terms of providing support for individual schools. They wanted to see more collegiality, more sharing of resources and teachers. They were all too aware of the staffing and resourcing difficulties which arose because of the small size of the Ngāti Porou East Coast schools, and did not see a resolution in these difficulties unless there was more sharing. The Ngāti Porou curriculum guidelines and the promise of the Ngāti Porou learning outcomes system were seen as ways that would foster that sharing.

It is apparent that some change is needed to the current processes of communication and decision making, particularly around the roles of the Education Team, and the Management Group. Improved information to schools about the current work programme, criteria for funding, and priorities would be useful to encourage initiatives that align with the priorities, and to help schools feel they are part of Whaia te iti Kahurangi. The capacity of the Whaia te iti Kahurangi partners also needs addressing.

## Section One

# Introduction

Whaia te iti Kahurangi — Strive for the Ultimate is a set of initiatives focused on improving learning and learning opportunities for Ngāti Porou East Coast. It was founded in 1998 within an innovative partnership formally recorded in a memorandum of agreement between Te Runanga o Ngāti Porou and the Ministry of Education.

Whaia te iti Kahurangi began in 1998 with the contracting of Gardiner Parata to provide a framework for change management, to address the issues raised by ERO in its 1997 report on the quality of education received by Ngāti Porou East Coast students. They organised community consultations about the future of education in Ngāti Porou and East Coast communities, and its role in the future of Ngāti Porou. These consultations led to a strategic plan at the end of 1998. In 1999, the initiatives began, with the main focus on governance and management frameworks and systems. Professional development became a major focus in 2000 and the introduction of ICT equipment and training in 2001.

## **NZCER evaluation**

NZCER was contracted to undertake research over 2001–03 to evaluate and inform the development of Whaia te iti Kahurangi. NZCER made a commitment to provide research which would involve and empower Ngāti Porou, respect Ngāti Poroutanga, serve the future development of Whaia te iti Kahurangi and Ngāti Porou East Coast schools, and be useful for the development and support of the aspirations of Ngāti Porou. The research is based on Kaupapa Māori featuring Ngāti Porou kairangahau linking by whakapapa and whānaungatanga to Ngāti Porou East Coast, working kanohi ki te kanohi in consultations, korero, and receiving advice from the people. The research team reports to the partnership of Te Rūnanga o Ngāti Porou and Ministry of Education.

This is our fifth report for the Whaia te iti Kahurangi partnership. In this report, we summarise the earlier reports, and describe some of the main aspects of educational provision for Ngāti Porou East Coast students, in relation to the part Whaia te iti Kahurangi has played to support and foster education, as it was in early 2003. We analyse this material in terms of the goals of Whaia te iti Kahurangi, and in relation to relevant research on school improvement and meeting student needs.

The material we use in this report comes from:

- Interviews with 18 principals, 17 trustees, and 15 teachers from the 19 Ngāti Porou East Coast schools<sup>5</sup> between late March and late June 2003, and survey data from 43 teachers, 14 principals, and 41 support staff;
- Interviews with the two co-chairs of the Management Group, representing each of the partners, and with 11 members of the Whaia te iti Kahurangi Education Team May–July 2003;
- Student surveys;
- Interviews with whānau of four Ngāti Porou East Coast kōhanga reo;
- Management Group meeting packs;
- The 2003 round of ERO reviews; and
- Feedback from a presentation to the Management Group of the preliminary findings in July 2003.

The earlier reports were given to the Management committee of the Whaia te iti Kahurangi partnership, and then sent to all the Ngāti Porou East Coast schools, with summaries. Oral presentations of the first two reports were given to the first Ngāti Porou East Coast teachers' and trustees' hui in May 2002, and at a hui for Ngāti Porou East Coast whānau and educators in June 2002 to discuss the implications of the findings in terms of the priorities for Whaia te iti Kahurangi, and for educators and whānau.

These first two reports covered the development and aims of Whaia te iti Kahurangi, and the perceptions of its role and initial impact among principals, trustees, teachers, and partners, with analysis of its strengths, and ways in which it could be further strengthened (August 2001), and a more detailed picture of the impact of Whaia te iti Kahurangi, and the progress that had been made on some of its main objectives and long-term goals through interviews and surveys undertaken at all the Ngāti Porou East Coast schools (February 2002). We also reported on school capacity and student performance on a set of tests designed specifically for Whaia te iti Kahurangi, with feedback from Ngāti Porou East Coast principals.

In October 2002, we provided two reports, one on secondary level provision, and the other, updating the student performance profile with 2002 results. These were presented orally to the Management Group of Whaia te iti Kahurangi. Copies of both reports were sent to each Ngāti Porou East Coast school. The schools are currently testing students to gather 2003 data on student performance, and this will be analysed and reported by NZCER in October 2003.

Our evaluation has been primarily formative in nature, seeking to provide description and analysis of key aspects, so that they could be used by those responsible for Whaia te iti Kahurangi to check the progress of this initiative against its goals, and to identify any new issues or interests emerging. Two which are covered in this report were identified at the June 2002 hui: provision for children with special needs and student behaviour, and relations with early childhood education centres. We have

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<sup>5</sup> Including te Kura o Kawakawa mai Tawhiti, which began in 2002, and is formally operating as a satellite of Te Kura Kaupapa Maori o te Waiu o Ngati Porou.

included interviews with four kōhanga reo in the southern and central rohe to complement the material gathered from schools on the ways in which Whaia te iti Kahurangi might think of supporting early childhood education.

The other key areas which are covered in this report are:

- Student learning;
- Professional development;
- Home-school relations;
- Te Rangitawaea (the Ngāti Porou East Coast schools ICT programme);
- Governance, planning and reporting;
- Communication and relations with other schools; and
- The role of Whaia te iti Kahurangi.

The goals of Whaia te iti Kahurangi are outlined on the next page, against the background of Hikurangi.

**Ngati Porou/East Coast communities strengthened**

Ngati Porou/East Coast student educational achievement levels on par or better than NZ as whole

Education is a prime innovative social and economic engine in Ngati Porou and East Coast

Ngati Porou\East Coast students receive stimulating education of good quality which enhances their Ngati Porou reo and tikanga

Creation of Ngati Porou education entity

Ngati Porou\East Coast schools improve their governance, management, and professional capability by using the tools and active support provided through the partnership, and sharing and collaborating among themselves, using ICT as well as face to face

Marae become sites for sharing of learning

Interest in education and in making changes in Ngati Porou/East Coast schools among principals, teachers and boards of trustees, whānau and communities.

Schools become community hubs for adult learning and networking

Ngati Porou curriculum resources and framework developed and used in schools, with community input

Partnership developed between Te Runanga o Ngati Porou and Ministry of Education

**Whaia te iti Kahurangi Goals/Outcomes**

Development of strategic development framework, with key values of: people development, engaged communities, Ngati Poroutanga

## Summary of findings from previous NZCER reports

### Views of Whaia te iti Kahurangi & signs of initial progress in mid 2001<sup>6</sup>

There was general agreement that Whaia te iti Kahurangi is aimed at improving student achievement levels, student engagement in learning, and incorporating Ngāti Porou kaupapa and language into the curriculum taught in Ngāti Porou/East Coast schools. Beyond this common core, there were some different emphases. Key Ngāti Porou and Ministry of Education people involved in Whaia te iti Kahurangi emphasised the role of their partnership, stronger community-school relationships, and key Ngāti Porou people saw the importance of the long-term raising of aspirations, a renewal of the central role of education for Ngāti Porou, and a strengthening and development of Ngāti Porou. People in schools were more likely to emphasise the strengthening of schools as an aim of Whaia te iti Kahurangi, particularly through their own experiences of professional development. Some also saw it as a strategic plan which could alter the number and nature of Ngāti Porou/East Coast schools.

In mid-2001, views of Whaia te iti Kahurangi were mostly positive or neutral. People in schools particularly appreciated the increase in professional development, support, and resources, including ICT access. Although there was recognition that the 1997 ERO report on the quality of schools on the East Coast had led, through the pro-active responses of Ngāti Porou and the Ministry of Education, to something positive, the pain associated with this report and the public manner of its release remained. There were also some concerns about the initial phase of Whaia te iti Kahurangi, which focused on governance and management, and invited schools to cluster through combined boards or mergers, in what seemed too short a time frame. Two combined boards and three mergers resulted. Most schools remained on their own.

### *Signs of Initial Progress*

In mid 2001, around 84 percent of the students in Ngāti Porou/East Coast schools were in schools which were in the regular ERO review cycle, compared with 36 percent in 1997. Regular visitors to the schools observed a growing confidence in staff and students.

Teacher turnover had decreased, and there were fewer unlicensed or beginning teachers, and fewer first-time principals. Principals reported greater involvement of whānau to some extent in literacy and numeracy, and more access to expertise in assessment in literacy, numeracy and science. Principals and teachers reported more inter-school contact, and the Waiapu Principals' Association had returned to being a forum for information, views, and support. Education had returned to being an everyday topic of conversation among Ngāti Porou.

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<sup>6</sup> These findings are from NZCER's 1<sup>st</sup> report, August 2001.

## Key Contributors to Progress

Among the main contributors to the progress made so far were:

- The partnership between Te Runanga o Ngāti Porou and Ministry of Education;
- Increased professional development and support;
- Having a locally-based Education Team;
- Better access to ICT, including laptops for principals and many teachers; and
- More inter-school contact.

Future progress was seen to depend on a wide range of factors, including:

- The quality of the people involved – in schools, the Whaia te iti Kahurangi Education Team; the people in Te Runanga o Ngāti Porou and the Ministry of Education, and hapu leaders;
- The capacity of people involved, with concern expressed about high workloads for some;
- Ability to share resources and expertise;
- Continued professional development and support, including a local Whaia te iti Kahurangi Education Team, and improvements in ICT access and reliability;
- Two-way communication between schools and the Whaia te iti Kahurangi team;
- The development of the Ngāti Porou curriculum guidelines, and the greater use of te reo o Ngāti Porou;
- The alignment of other social policy initiatives with Whaia te iti Kahurangi;
- The continuation of the partnership between Te Runanga o Ngāti Porou and the Ministry of Education;
- The involvement of communities and whānau in learning and support for learning; and
- Evidence of improvement in student learning.

## The picture in schools at the end of 2001<sup>7</sup>

### *Whaia te iti Kahurangi gave people in schools greater knowledge, and useful tools*

Boards generally had a good understanding of their role, good systems in place, including strategic planning, and good relations with principals and school staff. Principals and teachers had gained from the emphasis on professional development, particularly the Literacy Leadership, ENP, the ICT training which is part of Te Rangitawaea, Whakapiki Reo Ngāti Porou, and the principal partnerships, funded by Whaia te iti Kahurangi. They were also using their links with advisors and schools in other parts of the country to inform their decisions about approaches and programmes to improve student learning. There was keen interest in improving student learning and achievement.

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<sup>7</sup> The findings and recommendations reported below come from NZCER's second report, in February 2002.



Te Rangitawaea brought improved connections with others, within Ngāti Porou East Coast, and beyond. It helped streamline administration, allowed the sharing of ideas, advice, and resources, and engaged students in learning, making the most of ICT's visual strengths. Sixty-two percent of principals and teachers reported that teachers were making good use of computers in their classrooms, and 83 percent of the students said they used computers at school. Fifty-nine percent of the students were also using a computer at home. But the Ngāti Porou East Coast schools had varied access to ICT, experienced some frustrations with delivery and maintenance of equipment, and were also concerned with the long-term costs.

### *An evident emphasis on Ngāti Porou knowledge and identity in schools*

Just over half the students surveyed thought that they learnt about being Ngāti Porou and about their hapu at school most of the time. Many schools used local knowledge and resources in their class programmes and organised activities with kaumatua and kuia so that students had a living understanding of their hapu, knowledge of whakapapa, and gained knowledge and skills through seasonal food gathering activities. Almost all the principals would like to see a Ngāti Porou 'resource bank' to allow them to incorporate more Ngāti Porou centred activities into their teaching programmes. There were good links between Ngāti Porou East Coast schools and their communities, with communities using school facilities, and schools taking part in local marae and community activities.

### *Main challenges seen by principals, teachers and trustees in the Ngāti Porou East Coast schools:*

#### **The improvement of student achievement**

English-medium students performed well on some of the Ngāti Porou East Coast set of maths and English ARB items used in mid 2001, and the year 8 students writing matched the curriculum levels for their year. But on the whole, students in the years tested (5, 8, and 9) were achieving below the national level. Year 5 students' achievement was relatively better than Year 8 or 9 in reading. Initial secondary exam results achieved by wharekura students were high. However, more English-medium Ngāti Porou East Coast secondary students left school without a qualification than their peers in the same decile schools nationwide. The student surveys indicated that engaging all students in learning was still a challenge for Ngāti Porou East Coast teachers.

#### **A greater use of te reo o Ngāti Porou**

Sixty-two percent of the principals and teachers thought there was more use of te reo o Ngāti Porou in their school over the last two years. A quarter of the students spoke te reo Māori most of the time at school, and 45 percent sometimes. This pattern was much the same for students in their homes. Around a third of the students spoke little or no te reo Māori.

### Shifts in school rolls

There had been an overall drop in student numbers in Ngāti Porou East Coast schools. In 2000, the number of students attending Ngāti Porou East Coast schools was 1392. In 2001, it was 1274. The loss was most noticeable at the secondary level. Whānau preferences were also leading to some changes in school rolls, and some volatility.

### *Main recommendations*

- Continue and extend the emphasis on professional development, and school-wide approaches.
- Support the growth of collaboration between teachers and schools, with a focus on tackling key areas such as the development of a Ngāti Porou resource bank, the raising of achievement levels of particular year levels, and the deepening of student engagement in learning.
- Gather data on student achievement in the early school years as well as years 5, 8, and 9, so that Ngāti Porou East Coast have a full picture of children's progress. It may well be that student achievement will be higher in the early years because this is where much of the professional development has been focused.
- Provide professional development and support for the Ngāti Porou East Coast kōhanga reo and other early childhood education centres.
- Involve parents in literacy and numeracy programmes and make more use of community resources to support literacy and numeracy.
- Include more Ngāti Porou East Coast curriculum-related resources into literacy and numeracy programmes.
- Give students a greater role in school activities and planning.
- Ensure the sustainability of Te Rangitawaea.

### Student achievement in mid 2002 and mid 2003<sup>8</sup>

Year 2 and Year 4 2002 students' results on the Burt word reading tests showed that their average score is consistent with the national average score for students at their year level. There were a fair proportion of high performers in reading and listening, and very few low performers in listening. Writing performance for the 2002 years 5 and 9 was higher than their 2001 counterparts. Interestingly, Ngāti Porou East Coast students scored more highly than their peers elsewhere on some tasks that were rated as difficult. However, average levels of performance in mathematics, reading and writing were below the national average for years 5, 8, and 9.

In 2003, the year 2 Burt word reading scores were higher than the national average, and the year 4 scores were consistent with the national average. Writing performance improved substantially between 2001 and 2003. Mathematics performance in year 9 shows some signs of improvement, and there were signs that there was an increase in high scorers for mathematics at year 5.

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<sup>8</sup> This summary is taken from NZCER's third report, in October 2002.

The trend for the Ngāti Porou East Coast students to score more highly than the national level for some difficult test items continued in 2003. However, so did the trend for average scores at years 5, 8, and 9 to be somewhat below the national level. This is likely to reflect the socio-economic context for many Ngāti Porou East Coast students. In terms of using trends in achievement as measured by these tests, it is important to remember that Shifts in student achievement are rarely instant, and are often incremental rather than dramatic. At least half the achievement data is still from students who have had most of their education before Whaia te iti Kahurangi started. Most of the early emphasis in Whaia te iti Kahurangi was on governance and management, and setting up systems. Professional development and collaboration between teachers which teachers and principals felt was making a difference to their practice occurred from 2000. Much of this was concentrated on the early years of school, rather than the years included in these tests.

### Secondary level provision<sup>9</sup>

There were particular strengths in the engagement and achievement of students in Te Kura Kaupapa Māori o te Waiu o Ngāti Porou, in the use of STAR funding for senior secondary students in Tolaga Bay Area School, and in some cross-curricular provision offered by Te Waha o Rerekohu area school. Student behaviour was not a deep issue, and had improved in recent years. There is more use of local Ngāti Porou counsellors and social workers who took preventative, low-key approaches, and were able to work with whānau as well as students. Student attendance was an issue for the three English-medium schools, and transience an issue for one of these. The main issues were:

- Low student qualification levels in the English-medium schools;
- The need to engage students more effectively;
- Low staff and student numbers;
- Lack of some curriculum resources; and
- Insufficient access to skilled and knowledgeable teachers.

It is unlikely that continuing current approaches to secondary provision will achieve much substantial change, and improve student learning. All New Zealand secondary schools are facing more complexity, with changes in qualifications, student needs and interest, and ways of meeting those needs. Compared to secondary schools in city areas, which are larger, with few teachers working on their own in a subject area, and which can draw on a wide range of community resources (such as libraries, museums, workplaces), and which can more easily share courses or specialise with neighbouring schools, the Ngāti Porou East Coast schools face deep obstacles in providing students with the secondary education they need for successful participation in work and society.

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<sup>9</sup> These findings are from NZCER's fourth report, October 2002.

However, we found a readiness for change, a desire to build on current strengths, a desire to share teachers, classes, knowledge, and resources, where that is practical, and a readiness to use external providers to meet student needs which cannot be met within school staffing, where the external providers can offer quality and qualifications. This interest in change needs to be supported by Whaia te iti Kahurangi and the partners in Whaia te iti Kahurangi, since all schools are affected, and none can take responsibility for change in all four schools on their own.

## Section Two

# Governance, Planning and Reporting

In this chapter, we look at trustee and principal perspectives of governance, the new planning and reporting framework, and on their recent experiences of the new format ERO reviews, which were undertaken in all Ngāti Porou East Coast schools in the first term of 2003.

## Governance

Governance was one of the main emphases of the initial phase of Whaia te iti Kahurangi. A performance management handbook was produced which continued to be used in 2003. A manual was produced for the new combined boards which had helpful information on responsibilities and processes for other boards. Whaia te iti Kahurangi has continued to fund some training for boards, including training on the new planning and reporting framework in 2002 and 2003, through cluster workshops. As at 30 June, it was funding administrative support for two kura kaupapa Māori and two sole-charge English-medium schools. It provided funding for three schools to review their charters.

Most of the 17 trustees interviewed, from 12 schools, saw the role of the board in their school in terms of taking a strategic approach to ensure that their school could provide their community's children with a good education.

Boards of Governors are the strategic thinkers in the school, giving effect to community aspirations through a defined strategic planning policy and improving student achievement through an effective management team.

To set the vision, to have high expectations for our children.

I think we have a really strong management team so our role is actually very clear and quite central, strategic direction and governance. In small communities, you often cross over into management at some time. From time to time we need nudging along, we can't sink into complacency with good management, sometimes we need reminders of our responsibility.

Some saw their role more in terms of support for the school staff.

Most of the trustees were happy with their role, although a few would prefer less responsibility, or the work that went with it. They were aware of the importance of effective management in allowing them to carry out their role well.

Responsibilities in terms of governance is about right. An effective management team can reduce responsibilities.

Responsibilities are manageable as a BOT. Teaching staff get landed with extra responsibilities.

Responsibilities are ok. It is the work that comes with it, compliance issues. Finding expertise in the community.

In smaller schools, trustees did not see that a clear line could always be drawn between governance and management.

It's a huge job being a principal of a small school, so I fully accept if you want to retain good staff, you have to assist in other areas – the lines of management and governance merge and cross a bit – it works very well, everyone is happy with it. It's important that the principal can concentrate on curriculum delivery. For me, self-governing schools is about having guidelines, but doing what works best for us, and what works best may change over time.

It's a challenge to understand the difference between governance and management. In small communities like ours the BOT often fulfils both rolls.

The two cluster boards were, as one principal put it, “in declustering mode”. There were mixed views about this. One trustee saw it as a natural progression, as he thought the smaller schools had been strengthened, and trustees had gained confidence about taking responsibility for their own schools. Another felt his school had been disadvantaged by being in a board with a larger school, which took most of the attention. A third was concerned that in fact his school would have difficulties after the combined board came to an end. One of the Education Team members felt that the kura combined board was disintegrating because there were three hapu involved, each wanting to control their own kura.

The workload needs to be shared, there is too much for a small group of people, e.g. areas of administration which could be shared over the combined board of trustees. Maybe if a person was appointed to look at issues for schools of this size, so that person can assist the kura for funding, finding resources, training.

These views are consistent with the strong sense of the particularity of each school which comes through the interviews with principals and trustees. Each school is seen as serving particular whānau and communities. Kura kaupapa Māori emphasise that the decision-making is by whānau, rather than boards of trustees (though all the kura had these). It is also clear in looking back through the interviews with principals and teachers that while a number of principals and teachers have been generous in sharing knowledge and support with colleagues, no school is in the position of being able to maintain an ongoing generosity, especially if time is needed from already hard-pressed school staff. Thus, while combining boards of trustees may have seemed a logical solution to some

of the demands on small schools when those schools were struggling, it is not a solution which continues to make sense.

We asked the principals and trustees to tell us which of four categories their board would fall into. This question applies more to the English-medium schools than the kura kaupapa Māori, most of whom have whānau decision-making processes.

All but one of the trustees saw their board as supportive and practical, a somewhat higher proportion than the principals of the English-medium schools, who sometimes saw their boards in terms of roles or individuals — some supportive and practical, others supporting from the heart, but not in practical terms, and others reacting.

Table 1 Trustees' and Principals' views of their board

<b>Kind of board</b>	<b>Trustees (from 12 schools)</b>	<b>Principals (from 19 schools)</b>
Supportive & practical	10	7
Supportive from heart but not in practical terms		1
Reactive – reliant on principal for guidance		3
A mixture of the above		3
Whānau decision-making	1	4
Difficulties	1	1

We asked the trustees if there was anything they would like to see done differently by their school board, principal, or staff. Four trustees each mentioned quite different things, most of which had already started: reporting of student achievement to the board, a wananga to

reflect about where we have come from and where we would like to go, developing critical analysis skills, we've become a lot better at concentrating on curriculum stuff, and asking for the right stuff to inform our planning, and basic training for the board on their roles, including communications and running meetings.

Most felt they had the information and support their board needed, but one trustee would like “someone to come in and talk to us, not just having a paper to read”. Several described the progress they had been able to make with good training and advice, particularly from NZSTA.

## Training and support for boards

The main recent training for boards which was mentioned by the trustees interviewed was NZSTA training on the roles of boards, and Gardiner Parata Ltd sessions on the new planning and reporting framework. These were both positively received, with individual trustees who had attended feeling

more confident in their roles, and “better able to make informed decisions”, “learning better ways of doing things — best practice”.

It opened my eyes more in education matters. I’m more aware now. Previously, school was where you sent your kids. Now I take more interest.

It was good that other people from our BOT attended as well. That collegial commitment and support.

Becoming a trustee forces you to become a more broadminded person. It has developed me in a lot of areas personally. You have to be able to agree to disagree.

While some more experienced trustees felt affirmed by what they heard, they also found some repetition with the more general sessions on roles of boards, and wanted more advice about their particular area of responsibility on their board. One suggested that it be made clear that general sessions were for new trustees. Two noted that ongoing training was needed even for experienced trustees, as government policy changed.

There have been two big changes to the NAGs (national administration guidelines) since I’ve been a board member. If you just stand still, it’s no good. You have to upskill constantly.

Most of the principals thought that their board could benefit from ongoing training in all their roles and portfolios. Some emphasised strategic thinking and planning, or financial management, and two thought their boards needed networks “to get an idea of how they are going”, rather than formal training.

However, there was little specific training on the horizon for most of the trustees interviewed. Several mentioned the Ngāti Porou East Coast teachers hui in May, and the NZSTA national conference (Whaia te iti Kahurangi funded the attendance of a number of trustees from the Matakaoa cluster). One trustee mentioned health and safety. Several would like someone to visit their school, so that there could be discussions about particular issues that individual boards wanted advice on.

We asked the trustees if there were any issues for them around training. There were not many, other than time. Two trustees noted the difficulty of juggling paid work and training, and the fact that training would occur at the expense of earning. Seminars held in the evening, particularly in winter, were not realistic for some trustees living on unmetalled roads, with wandering stock.

There were some particular topics that individual trustees would like training on. These were: planning and reporting, financial management, the role of the staff representative, and one said that public speaking, and the ability to take leadership, would be valuable to provide as training for trustees. Another mentioned the importance of intensive training after BOT elections for new trustees, and ensuring that all boards were kept up to date with any changes to legislation and what these meant for their work.

The written advice or manuals that Boards found helpful in their work were mostly the NZSTA handbooks and newsletters, and the *Ka Pai Schools* handbook with templates produced by Waikato University. A few mentioned Ministry of Education circulars, and the Whaia te iti Kahurangi



performance management manual. One kura kaupapa Māori trustee mentioned “Te Aho Matua. It continuously reminds me of the kaupapa, Ngāti Poroutanga”.

One trustee used the Waikato Support Services for advice, and had found e-mailing the national NZSTA office useful when she had queries.

An example was given of the usefulness of boards getting advice for specific tasks.

When we appointed the principal, we hired an advisor, we all went on the appointments committee, and had training in the procedure to follow — it became very easy and clear after that, it wasn't a personal, emotional thing. We needed the advisor because we can't ask the curriculum based questions.

We did not ask how much contact different boards had with each other. One trustee in talking of informal sources of advice and information mentioned contacts with trustees in Gisborne, and the value of “chatting about what schools are doing, and how they are doing it. There's a few on the Coast that share information, but it's not so open, people are quiet about where they are at.”

## **Whaia te iti Kahurangi support for boards**

When we asked the trustees whether Whaia te iti Kahurangi had helped their board in the last 18 months, most mentioned funding for staff professional development, principal partnership, or Te Rangitawaea. One mentioned that Whaia te iti Kahurangi had offered training to their school principal, which was not used by the principal, though the school board saw a need for it.

A few mentioned the provision of advice to their board. One trustee was critical about the advice received.

## **Ongoing support**

We asked what support or advice the trustees' boards needed on an ongoing basis. The main theme was for refresher courses, or regular upskilling, “support and advice about possible changes and impact for BoTs”. One trustee would like funding for their kura's financial management.

## **Community consultation and support**

We asked the trustees who they saw as their school's community. There were two main answers:

- Everyone involved in the school itself (including whānau, students, and staff).
- The local area, with some naming individual hapu.

## Whānau & Community support

Whānau and community support mentioned by the trustees interviewed was in the form of fundraising and donations, voluntary work, and meeting attendance. Most of the trustees thought their whānau and community gave enough support. Two would like to see more involvement in the classroom, supporting children's learning, another would like more people putting themselves forward as trustees, and one "just more active involvement".

Consultation in the last 18 months had tended to be through regular forms of communication with the school community, mainly panui, and whānau or marae hui. The main topics of consultation had been the school's strategic plan, or consultation about new directions for student learning (two schools). Looking ahead, the trustees saw continuation of this pattern, of using regular forms of communication to consult as issues arose. Some specific topics which would be addressed included: charter revision, strategic planning and student achievement (five trustees), the new planning and reporting framework, updating school policies, the new programme for senior students, and possible amalgamation with another school (one trustee each).

When we asked whether there were any issues around consultation with the school's community, most trustees thought there were none, with some seeing this in terms of the absence of conflict. Three trustees would like to see whānau more involved in consultation, noting that consultation meetings did not attract high attendance.

Two looked for more holistic community, rather than individual school, approaches.

In this community we have two separate schools. We come together to work on some issues, but there is an element of divisiveness and competitiveness. Understanding of difference to lessen divisiveness and competitiveness.

One trustee looked ahead to the development of community consultation processes, as the process for developing community ownership and collaboration.

I'm hoping that we can have a collective forum with the other educational institutions, that out of that can come a community consultation process. As that develops, our consultation will be more robust, we'll be better informed, we'll address issues better. To get a whole community ownership of where we're going, what we want to have for all of us, and that we share, we make things smarter, not harder. There are better ways, through collaboration. Can we look at sharing resourcing, we identify our priorities, and that's where the resourcing goes. That was the intent behind the combined board that didn't come to fruition. External influences that dominated the way we operated it – we allowed that to happen without dealing with our own relationships first. It is about building on the positives, building capacity for people. Our community will develop our solutions. We can't do that individually as a school.

## The new school planning and reporting process

Ministry of Education seminars introducing the new process were held in Ngāti Porou East Coast. Whaia te iti Kahurangi also arranged for the School Support Services (Gisborne) to provide three cluster workshops in August 2003. The new school planning and reporting framework sets out an annual process of school self-review, based on analysis of student outcomes, setting goals and targets to improve those, and allocating money according to these priorities. The school charter is now to include a description of goals, targets and plans. Annual plans will include an evaluation of progress against these. 2004 is the first year when schools will be required to include an evaluation of their progress, so 2003 is the time when schools need to draw up plans.

Seven of the schools had started work on their charter and strategic plan, and some had begun to review student achievement data. Some of the principals were sceptical about the value of the new process, and others were unclear how to go about it.

Tried to get the BOT to look at it. I've been to a hui found it more confusing.

I don't think the Ministry of Education has done enough to help rural schools on this one.

The principals who had started to use the new planning and reporting processes were positive about their usefulness.

Very good. It will strengthen links between documents. Strategic plan, action, and operation.

It will help us focus on achievement instead of other NAGs.

It make the work easier, although there is still a lot of work

Gives transparency so improvements can be made.

I think it's exciting. I'm not jumping for joy because of the work involved in gathering the data, but it's very good both professionally and personally because it's made me more focused, targeting specific areas – it's made me really look at the whole year, what the focus areas should be, what are the areas *these* children need.

The trustees interviewed were aware of the new framework, and largely positive about it.

It will be absolutely awesome to sort out problems before they snowball.

It gives us a clear direction of what we need to do.

We reviewed our charter and school plan last year, and half way through several of us clicked that what was written – it was good – but it didn't document, how did it benefit our kids? Then this new stuff came from the Ministry, so we were developing it like that anyway. These changes have been really useful in making us become more focused as a board on what's important.

The few trustees who were doubtful of its value focused on the work involved, or saw it as externally imposed paperwork.

## Experiences of the new format ERO reviews

By the end of 2002, all the Ngāti Porou East Coast schools had returned to the normal three-yearly cycle of review, some after repeated 6 or 12 monthly return visits to check progress. ERO was due to start reviewing Ngāti Porou East Coast schools again in 2003, and undertook to review them all at the same time, in term 1. Te Runanga o Ngāti Porou now has a memorandum of understanding with ERO.

The ERO reviews were conducted using its new framework, which has more emphasis on curriculum and assessment, and provides more description of both strengths and aspects which could be improved.

All the Ngāti Porou East Coast schools had received their ERO reports by the time of our interviews. Fourteen of the 18 schools remained within the normal ERO three-yearly cycle of review. One school agreed to a supplementary review in 2004, and another sought a further review in 2004. ERO recommended Ministry of Education intervention in two schools to resolve personnel and management issues, and will undertake supplementary reviews in term 4, 2003. The fact that schools could slip back within a year or two of their last ERO review indicates the importance of ensuring that schools have well-established systems and cultures, and the value of having expert advice in making appointments.

There were also some common areas for improvement identified in around half the reviews: board strategic planning and self-review, performance appraisal, analysis of assessment data and its use in designing programmes for individuals and groups, and more specific feedback to students to help them in improving their work. One report noted that the Whaia te iti Kahurangi performance appraisal handbook needed updating to include relevant professional standards.

The Whaia te iti Kahurangi communications officer made good use of the reports. These were the headlines in the Gisborne Herald for three of the schools: *Glowing report for Makarika school*, *Tikitiki providing quality education*, *Potaka school giving children a great start*.

Most of the principals were positive about their experiences of the new format.

I liked the new format. More user friendly focussed on your school needs

It was extremely rigorous, draining but exhilarating. A bilateral process.

Very good this year, they provided guidance in areas that were difficult

However, several thought little had changed – “different templates, same process” – and two thought ERO was “nitpicky”, over-focused on small matters.

Two-thirds of the principals thought the review was useful in either affirming their practice, or giving them recommendations which would improve their practice.

Of those who were unsure that the review would be useful to them, one would like some follow-up after the review, and one said that while the review was useful for teaching, “my stress is getting the BOT to take on their responsibilities”.

Four principals made suggestions for changes to the ERO review process, with three calling for reviewers to spend longer in schools, and two for a greater focus on what was important for the school.

One principal had taken the opportunity of the ERO visit to engage the community, and to affirm for ERO that the school was a whānau school.

I encouraged as many people as I could to come to talk with ERO. I didn't care whether the talk was going to be good or bad. I just wanted parents to be able to say, as a community, what they wanted to say. And I went around, I drove around all the homes to remind them to come up to the marae. We had over 150 people at our powhiri. They don't come when I send a letter, or put something in the panui, but if I go to their home and remind them, they do.

We also asked trustees about their experience of the recent ERO review. Most were positive.

Haven't got anything to compare as a first chair BOT. Good process of consultation before and after outcomes.

Their attitude, assistance, approach was good. They listened and were able to understand what we wanted.

We need ERO to come in and clean things out. We need change but our values need not change.

Two trustees whose schools had been suspicious of ERO thought they were now ready to move on: that if any change was needed in the process, it was in their schools.

They were lovely people but the ERO stigma is still there – we still see them as monsters. It's time to get rid of that stigma.

I think we as BOTs and individuals need to change our attitude towards them.

Most, but not all the trustees, thought the ERO review would be useful for their school.

Very useful – it gives clear, concise areas we need to be working on. Unbiased. Shows positive things in our kura

Useful in identifying an issue with a staff member, they highlighted the issue, and it sorted itself out.

It will be very useful – they were able to assess what the aspiration of the whānau and kura were and make recommendations.

## Summary

Most of the schools had confident boards, who could undertake their responsibilities, provided that school management had good systems and gave them good information. Whānau decision-making was the governance form in the Kura Kaupapa Māori. In small schools, trustees were more likely to feel their dependence on principals, or to see that they needed to provide additional practical

assistance, sometimes blurring the line between governance and management, in order to allow the principal to concentrate on the curriculum, on teaching and learning, which was for these boards, the proper priority for principals.

There is a need for ongoing training and advice for trustees. The ERO reviews did identify some areas in particular for some schools, particularly around strategic planning, self-review, and performance appraisal and management. The strategic planning aspect may have been covered in the Whaia te iti Kahurangi organised workshops on the new planning and reporting framework. The Whaia te iti Kahurangi manual could be updated, and then used with workshops to provide training on performance review.

The trustees and principals interviewed identified a need for both specific training and advice for existing trustees, and for more general training for new trustees. Some were using NZSTA. There appears to be scope for more support to be offered to trustees in Ngāti Porou East Coast schools, over and above workshops on particular changes in the responsibilities of boards. One possibility would be to contract an experienced trustee from one of the schools to work with individual trustees on specific portfolios or issues, and to work with boards to ensure there is succession planning, given the relatively high turnover of board chairs. National elections for boards will be held in 2004, and a role for Whaia te iti Kahurangi would be to provide information and encouragement to potential candidates, and then provide those who are newly elected with training over a period of months, so that new trustees have access to advice and support while they come to grips with the role.

It may also be helpful to have workshops on consultation, and ways of engaging whānau and parents other than panui and traditional school meetings. A number of schools were trying new ways, based on personal contact, or occasions which were also focused on children's learning. There is expertise in Ngāti Porou East Coast schools which could be shared through workshops.

It could also be useful to bring people together to think about the purpose of consultation: is it in relation to individual schools, or the educational provision of a given area? The communities identified by some trustees and principals were not restricted to the families of those attending, but would overlap with the communities of other schools. Several trustees thought that a wider view was important. However, on the whole, the identification with individual schools remains strong, as was evident in the hui facilitated by Whaia te iti Kahurangi for the Matakaoa cluster in 2002. It is encouraged by both Ngāti Porou values and hapu links, and by the government framework of self-managing schools as the basis for funding, staffing, and review. This does provide a continuing tension for the Whaia te iti Kahurangi emphasis on collaboration and sharing to overcome some of the resource difficulties, and demands on, small schools.

The new planning and reporting framework was largely welcomed, though some did see it as simply more paperwork. Principals and trustees were also generally positive about their recent ERO reviews, finding them useful, whether they thought the reviews were affirmative, with suggestions for improvement, or pointed out significant areas for improvement.

## Section Three

# Rolls and teaching capacity

### School roll trends

One of the aims of Whaia te iti Kahurangi is to retain students in Ngāti Porou East Coast schools, and, over time, to attract back those who have gone elsewhere. The roll data in the next table show a drop in roll numbers between 1997 and 1998, the year after the ERO report on Ngāti Porou East Coast schools. Numbers started to rise again in 1999 and 2000, with another marked drop in 2000. This drop is likely to be due to changing demographics in the catchment areas of schools: the 2001 census data show a population of 4,917 for the area units of East Cape, Ruatoria, Tokomaru Bay, and Tolaga Bay, compared with 5,328 in 1996. The greatest population loss was in the East Cape area unit. The overall population figures might explain some changes in the northern rohe, but not elsewhere. We do not have figures for the school age-group. Some people we interviewed thought that there were fewer families with school-aged children than previously.

However, overall roll numbers increased slightly between 2001 and 2002. Some schools were beginning to attract students from outside Ngāti Porou East Coast: Te Kura Kaupapa Māori o Te Waiu o Ngāti Porou, and in 2003, Tolaga Bay Area School and Te Kura Kaupapa Māori o Mangatuna's new project-based te reo programme for secondary students, *Te Kuranui*.

In 1997, there were 21 Ngāti Porou East Coast schools. In 2003, there were 18 schools, plus a new kura, te Kura o Kawakawa mai Tawhiti, which was operating as a satellite of Te Kura Kaupapa Māori o Te Waiu o Ngāti Porou while it sought official status as a kura from the Ministry of Education. The primary schools range in size from 8 to 92 students, with an average of 41 students. The three area schools and wharekura range in size from 61 to 268, with an average of 179 students.

While overall student numbers have risen slightly, there have been some changes in the distribution of students among the Ngāti Porou East Coast schools in recent years, which largely reflect whānau preferences, and the programmes and reputations of some schools.

Looking at the roll trends since 1999, we see:

- *Reasonably stable rolls in:*  
Wharekahika  
Tikitiki  
Te Kura Kaupapa Māori o Waipiro  
Te Kura Kaupapa Māori o Nga Taonga Tuturu ki Tokomaru  
Te Puia Springs
- *Rising rolls in:*  
Te Kura Kaupapa Māori o Te Waiu o Ngāti Porou  
Hiruharama  
Tolaga Bay Area school/Te Kura o Uawa
- *Decrease from 1999, but stability for last two years:*  
Whakaangiangi  
Mata  
Te Kura Kaupapa Māori a Taperenui a Whatonga
- *Some volatility or decline*  
Potaka  
Te Waha o Rerekohu Area school  
Ngata Memorial College (merged with Manutahi 2001)  
Hatea-A-Rangi  
Makarika  
Te Kura Kaupapa Māori o Mangatuna  
Whangara



Table 2 Roll Information for Ngāti Porou East Coast Schools 1997–2002\*

Year → School name ↓	1997	1998	1999	2000	2001	2002
Potaka	19	19	21	37	24	43
Waikura Valley	16	9	9	13	-	-
Wharekahika	46	35	30	29	32	33
Whakaangi	60	54	50	48	43	43
Te Waha O Rerekohu Area School	87	90	98	105	90	61
Tikitiki	87	90	87	97	98	92
TKKM a Tapere nui a Whatonga	33	27	26	25	17	18
Manutahi	162	155	156	155	130	-
Ngata Memorial College	208	183	154	163	144	233
Hiruharama	51	54	55	74	90	122
Makarika	40	46	52	32	21	27
TKKM o Te Waiu o Ngāti Porou	65	86	98	106	103	152**
TKKM o Waipiro	26	19	19	18	21	17
Te Puia Springs	31	32	22	18	17	18
Mata	7	10	13	14	6	8
Hatea- A-Rangi	83	67	71	62	64	57
TKKM o Nga Taonga Tuturu ki Tokomaru	15	25	28	33	30	31
TKKM o Mangatuna	35	31	56	59	37	31
Tauwhareparae	15	7	4	5	-	-
Tolaga Bay Area School	243	223	250	256	266	268
Whangara	46	60	52	53	41	37
<b>Totals</b>	<b>1386</b>	<b>1322</b>	<b>1351</b>	<b>1392</b>	<b>1274</b>	<b>1291</b>

1997–2002 information supplied by Ministry of Education, using July roll returns.

\* 1997 total includes the 20 schools covered in the 1997 ERO report, including two schools which were merged with others in 2000: Waikura Valley and Tauwhareparae, and Whangara, which was not covered in the 1997 ERO report, but joined Whaia te iti Kahurangi.

\*\*This includes the satellite te Kura o Kawakawa mai Tawhiti , which opened in 2002.

## Transience rates and student roll stability

The overall transience rate (number of students entering or leaving a school other than new entrants or graduates from the final year offered by the school) for the Ngāti Porou East Coast schools in 2002 was 13 percent, which was lower than the 30 percent nationwide average found by the NZ

Principals' Federation survey for 2001. However, transience rates were higher than this in the area schools.

We also asked the principals to give us the number of students who 'boomeranged' — left and returned to the school in a single year. The overall rate for Ngāti Porou East Coast schools was 8 percent, with particularly high rates for one of the area schools. Transience and boomerang students increase the workload for schools, and can make it difficult to offer consistent programmes.

Figures for the numbers of students in their final year at each school who had received all their education to date at that school showed that 46 percent of the Ngāti Porou East Coast students at that level had remained in one school for their education.

## **The impact of bussing on school programmes**

When we interviewed principals and teachers about secondary level provision in 2002, a number commented that the bus timetables could make it difficult to vary programmes, or offer extra-curricular activities. We thought it would be helpful to provide a picture of the amount of bussing that occurs for students, and to see what impact principals thought this had on their programmes.

- Only one school had all their students able to get to school without being bussed.
- Half the schools had more than 80 percent of their students reliant on buses.
- The rest had between 40–66 percent reliant on buses.

Eight of the principals thought that the need for children to use buses to access schooling created problems, particularly with some schools finishing earlier or starting later than desirable, to fit in with other schools. It made it difficult to plan after-school activities, and could limit whānau involvement in the schools. Those schools which ran their own buses were less dependent on others, and most of the principals who had experienced some problems with bussing would like to have their own school bus.

## **Teaching and principal capacity**

Whaia te iti Kahurangi has supported teaching and principal capacity by encouraging and funding principals to partner with others, and by advertising nationally in 2001 for Ngāti Porou teachers to register on a database which could be used to recruit for the Ngāti Porou East Coast schools. This was a novel idea, but unfortunately it attracted little interest.

There were 115 teachers in the Ngāti Porou East Coast schools in 2003, much the same as the 114 teacher in 2002, but an increase from the 107 in 2001 (using April pay period data supplied by the Ministry of Education). The next table gives a breakdown of the schools by the number of teachers at each school. Half the schools have 3 or fewer teachers. This means that individual teachers are likely to be responsible for teaching a range of ages, at different curriculum levels, which provides a more complex workload than teachers who can focus on fewer curriculum levels. They may not have

colleagues at the same school who are also teaching at the same level, with whom they can work, for example, developing exemplars of student performance for particular curriculum levels.

Table 3 School size – number of teachers

No. of teachers (N=114)	No. of schools (N=18)
1–2	3
3	6
4–6	5
7–15	2
20–25	2

### Characteristics of Ngāti Porou East Coast principals

The data below comes from surveys filled in by 14 of the 19 principals. This represents just under three-quarters of the Ngāti Porou East Coast school principals.

Table 4 Principals' gender and qualifications

Gender	(n=14)	Qualifications	(n=14)
Male	7	Teaching diploma	10
Female	6	Tohu Mātauranga	3
(1 principal did not give gender)		Bachelor of Education	2
		Bachelor of Arts/Science	2
		Higher teaching diploma	1
		Teaching certificate	3

None of these principals had less than four years teaching experience. Most had teaching diplomas, or a university degree.

Table 5 Principals' years of teaching experience

Years of teaching experience	(n=14)
Less than 2 years	0
2–4 years	0
5–10 years	5
11–20 years	6
21+ years	2

(1 principal did not answer this question)

### Characteristics of Ngāti Porou East Coast teachers

Two of the Ngāti Porou East Coast schools are sole-charge. Surveys were filled in by teachers at 15 of the remaining 17 schools. Fewer surveys were received in 2003 than in 2001 (43 compared with 64).

Fifty-three percent of those responding were class teachers, 12 percent were assistant or deputy principals, 9 percent were faculty leaders, 16 percent senior teachers with management units, and 5 percent were specialist teachers. Most had at least 5 years teaching experience. Almost a quarter had come to their present school in the last two years.

Table 6 Characteristics of Ngāti Porou East Coast teachers

Gender	(n=43) %	Qualifications	(n=43) %
Male	21	Teaching diploma	79
Female	74	Tohu Mātauranga	33
Unanswered	5	Bachelor of Education	26
		Bachelor of Arts/Science	14
		Higher teaching diploma	7
		Teaching certificate	26

  

Years of teaching experience	(n=43) %	Years at their current school	(n=43) %
Less than 2 years	9	Less than 2 years	23
2–4 years	16	2–4 years	37
5–10 years	33	5–10 years	26
11–20 years	21	11–20 years	7
21+ years	21	21+ years	7

## Characteristics of support staff

Questionnaires were completed by 41 support staff, at 15 of the 19 schools. The response rate was somewhat higher than the 31 support staff who took part in the 2001 survey. Twenty-nine percent were teacher aides, 20 percent were office managers/administrators, 17 percent were caretakers or cleaners, 10 percent were clerical assistants, 7 percent were grounds people, and two percent were technicians. Fifteen percent were responsible for a number of support roles at their school, including being the school librarian. Eighty-five percent were female, and 15 percent, male.

Table 7 Support staff years of service at current schools

Years at their current school	(n=41) %
Less than 2 years	27
2–4 years	27
5–10 years	22
11–20 years	17
21+ years	5

Half the support staff had School Certificate, and 29 percent, a polytechnic or trades qualification. Five percent had university qualifications, and two percent, a teaching qualification, a much lower proportion than in the 2001 survey.

## Teacher and Principal capacity and turnover

The material in the tables which follow was drawn from information provided by 19 principals in 2001, and 18 principals the 18 schools in 2003. Not every principal answered every question, so there is some missing data.

The trends are reasonably steady for the period 2001–early 2003. Compared to 1997–2000, there has been a drop in teacher and principal turnover, and the number of first-time principals.

By 2001, there appeared to have been a decline in the proportion of teachers who were unregistered or who had limited authority to teach. But the first term 2003 figures indicate an increase. This may be due to delays in the Teachers’ Council registration process, which were affecting schools nationwide. It would be worth checking these indicators again in early 2004, however, to see if schools were having difficulty attracting fully qualified and registered teachers.

The average number of applications per vacant teaching position appeared to have decreased overall from 2001, and the number of positions having to be re-advertised has remained much the same since 2000. Around a third of the teaching positions in Ngāti Porou East Coast schools continue to have to be re-advertised, which is a high proportion.

Table 8 School Capacity in Ngāti Porou East Coast Schools 1997–2003

	1997	2000	2001	2002	2003 – end 1 <sup>st</sup> term
Total of teachers in schools responding	100	100	105	115	115
Beginning teachers	12/100 <b>12%</b>	12/100 <b>12%</b>	13/105 <b>12%</b>	11/115 <b>10%</b>	10/115 (9%)
Unregistered teachers	N/a	15/100 <b>15%</b>	8/105 <b>8%</b>	8/115 <b>7%</b>	16/115** (14%)
Teachers with limited authority to teach	N/a	15/100 <b>15%</b>	16/105 <b>15%</b>	6/93 <b>6%</b>	14/99** (14%)
Teacher turnover	19/100 <b>19%</b>	15/100 <b>15%</b>	8/105 <b>8%</b>	11/115 <b>10%</b>	5/115 (4%)
Average number applications per teaching position	1 (ERO report, p. 13)	3.5	3	1.1 (range from 0–11)	-
Teaching vacancies re-advertised	9/19 <b>47%</b>	3/15 <b>20%</b>	3/8 <b>38%</b>	8/24 <b>33%</b>	-
Principals' years of experience as principal	-	-	-	-	Mean: 5.6 years
First time principals	N/a	15/19 <b>79%</b>	13/19 <b>68%</b>		10/18 <b>56%</b>
Principals in principal partnerships	N/a	11/19 <b>58%</b>	12/19 <b>63%</b>	11/18 <b>61%</b>	10/18 <b>56%</b>
Principal turnover	N/a	11/19 <b>57%</b>	2/19 <b>11%</b>	1/16	#2
Average number applications for principals' positions	N/a	4.5	3.5	3	-
Board of Trustee chair turnover	N/a	6/19 <b>31%</b>	8/15 <sup>1</sup> <b>53%</b>	4/18 <b>22%</b>	3/18 <b>17%</b>

Source for 1997 data, Ministry of Education

Source for 2000 and 2001 data, Interviews with principals and charts completed in May 2001 for 17 schools, and October 2001 for 2 schools. Source for 2002 & 2003 data, charts completed in May–August 2003 by 18 schools. The figures are different for different aspects, since not every school answered every question on the charts.

<sup>1</sup> Four schools had combined boards and three Kura Kaupapa Māori had a combined board in 2001. These combined boards were ceasing in 2003.

<sup>#2</sup> new principal appointments were made shortly after the school charts were received. We do not know how many applications were made for these two positions.

The turnover rate for board of trustee chairs was highest in 2001, the year of national elections for all school boards. Judging by the rates for other recent years, the annual rate of turnover for board chairs could be expected to be between a quarter and a third. That seems quite high. It indicates the need for ongoing training and support for all trustees, so that if chairs resign, there is expertise and confidence within the board to replace the chair. It would also be worthwhile to talk to chairs who have resigned in the last two years, and any who resign in future, to find out their reasons for resigning, to see if there are some trends that Whaia te iti Kahurangi could address.

The proportion of beginning teachers remains consistent with the national average.

## **Te reo and Ngāti Porou capacity among Ngāti Porou East Coast teaching staff**

Almost all the principals of Ngāti Porou East Coast schools speak te reo Māori, and 72 percent have Ngāti Porou affiliation. There appears to have been a slight drop in the proportion of teachers speaking te reo Māori between 1999 and 2002. We did not ask for levels of fluency in te reo Māori.

Table 9 Te reo Māori and Ngāti Porou capacity among school staff

	<b>1999</b>	<b>2000</b>	<b>2002</b>
Number and proportion of principals speaking te reo Māori (1)	15/19 <b>79%</b>	16/19 <b>84%</b>	16/18 <b>89%</b>
Number and proportion of teachers speaking te reo Māori (1)	62/96 <b>65%</b>	64/100 <b>64%</b>	63/115 <b>55%</b>
Number and proportion of principals with Ngāti Porou affiliation (2)	13/19 <b>68%</b>	14/19 <b>74%</b>	13/18 <b>72%</b>
Number and proportion of teachers with Ngāti Porou affiliation (2)	63/96 <b>66%</b>	77/100 <b>77%</b>	78/115 <b>68%</b>

For this table Ngāti Porou affiliation denotes staff have Ngāti Porou whakapapa, are married to a member of Ngāti Porou or have Ngāti Porou children or grandchildren.

## **Teacher and principal appraisal**

Since 1997, all schools are required to have staff performance management systems. This area was one which was identified as needing improvement for Ngāti Porou East Coast schools, and the initial Gardiner & Parata work included guidance on these systems, including staff appraisal. The majority of teachers and all but one principal had been appraised in 2002, much the same as in 2000. Thus staff appraisal has become part of normal practice in Ngāti Porou East Coast schools.

## Summary

Overall student numbers rose slightly between 2001 to 2002. Three schools' rolls have risen since 1999, 8 appear stable, and 7 have experienced some volatility or possible decline. The schools remain small: half have 3 or fewer teachers. The primary schools range in size from 8 to 92 students, with an average of 41 students. The three area schools and wharekura range in size from 61 to 268, with an average of 179 students. Transience rates and the rates for students who move in and out of schools are low, other than for the area schools. Just under half the Ngāti Porou East Coast students who were in the final year offered by their school had had all their education in that school.

Most students reach their schools by taking a bus, which has some impact on school programmes and whānau involvement. Schools which did not run their own bus would like to do so.

Most of the principals speak te reo Māori, and just over half the teachers, slightly lower than in 2000. Around 70 percent of principals and teachers have Ngāti Porou affiliations.

All but one of the principals who filled in the NZCER surveys had at least four years teaching experience, as did 75 percent of the teachers who filled in surveys. Just under a quarter of the teachers who filled in surveys had been at their current school for less than two years.

There has been a drop between 1997–2000 in teacher and principal turnover, and the proportion of first-time principals. Most of the latter were participating in Whaia te iti Kahurangi funded principal partnerships to provide them with knowledgeable support. There seems to have been a drop in the proportion of unregistered teachers between 1997 and 2000; it is not clear whether it is rising again, or whether the higher 2003 rate reflects delays in the NZ Teachers' Council processing. There have been fluctuations in the average number of applications for vacant teaching positions. The average number in 2002 was only 1.1, and a third of teaching vacancies had to be re-advertised. The average number of applications for principals' positions was around 3, again lower than desirable. Turnover of board chairpersons is around a quarter to a third each year.

In the NZCER February 2002 report, we suggested that the figures relating to teacher capacity indicated that it would be useful for Whaia te iti Kahurangi to work (more) with teachers with a limited authority to teach, and those who are unregistered, and the schools that employ them, to ensure that these staff have initial teacher education, and support to access teacher education courses (e.g. payment of fees, study time) if they want to remain teaching and will commit to remaining in Ngāti Porou East Coast schools for a period of time after they gain their qualification. Schools could also be assisted with incentives to recruit qualified teachers, such as teacher housing, and removal expenses.

It is clear that there will be ongoing turnover of teachers, and principals. Given that the issues relating to ensuring that all teachers are qualified, and that schools can appoint good quality teachers continue, it seems timely for Whaia te iti Kahurangi to clarify its role in relation to teacher and principal supply for the Ngāti Porou East Coast schools.



## Section Four

# Student learning and professional development

When Gardiner & Parata Ltd developed the strategic framework for Whaia te iti Kahurangi in November 1998, they reported that for most Ngāti Porou East Coast schools

There is a lack of emphasis on academic achievement and learning occurs in the absence of a supportive environment. There is a lack of systems, erratic student assessment, monitoring, reporting, and evaluation of school wide performance. (Gardiner & Parata Ltd 1998, p. 7).

By the end of 2001, three years later, the picture was very different. All the schools were focused on the curriculum, and on learning. They were using a range of assessments. In 2003, we found that schools had increased their confidence in the use of assessment, and most were proactive in using, and looking for, ways to engage their students in learning and improve their performance.

## Encouraging interest in learning and achievement

We asked the principals and teachers we interviewed what approaches they were using to increase student interest in learning, and to raise student achievement levels.

The strategies that principals and teachers had had some success with fell into five main categories:

- provide interesting experiences, “make the learning relevant to the Coast”, “trying to make them more aware of what’s going on around them”, with examples including providing a range of activities, the use of the Numeracy Programme games, the use of waiata, learning outside the classroom, and more thematic approaches (at a junior level, examples included planting bulbs and tracking the transformation of caterpillars into butterflies);
- involve students in decision-making and goal-setting, fostering more self-directed learning (one kaiako talked of “limiting the time the kiako speaks”), teina/tuakana or peer/reciprocal learning, and showing them their progress to date, making them aware of the ground they can cover, with one school fostering self- and peer-assessment;
- tailor teaching to where students were at, for example, by grouping students, providing one-to-one time with teachers, peers, or whānau, and providing “short, achievable tasks”;
- provide reward systems, celebrate and display achievement; and

- put more emphasis on reading, oral and written language, whether te reo or English, for example, by having daily reading and writing time, and using teacher aide time to work with students' reading.

Some principals mentioned programmes that incorporated some of these principles, for example, *Rainbow reading*, *HPP*, *Jolly Phonics*. One principal said “We use more innovative, interactive programmes now”.

## Use of formal assessment

The main purpose of assessment was to identify children's learning needs, often for grouping purposes, sometimes to identify those who needed additional one-to-one or group support. Most of the principals spoke of the use of assessments at a deeper level, to shape individual or class programmes. Most of the principals also said that teaching staff worked as a team to do this analysis and planning.

We set down learning objectives. We plan focus areas each term, set the programme in place, explain it to whānau, report back. We review and evaluate the programme, and adjust it for individual students.

At one school, an action research approach was taken.

We have special meetings and staff meetings. We go on hunches, then collect the data, collate and analyse it, and develop an action plan – for example, improving children's writing.

Some principals and teachers were ‘drilling down’ into performance on individual items rather than just the overall mark, to identify the areas which needed focus. A few schools were also encouraging self and peer-assessment, so that students became “insiders” involved in their own learning (Hawe et al, 2002, p. 30).

## Assessment tools

Most of the teachers spoke of using running records in reading, some more regularly than others. Not all were using running records at the recommended 3–4 weekly intervals. The value of using running records at three or four weekly intervals rather than once a term is that it means that children who are making progress are given more challenging work, rather than marking time, and it identifies the specific difficulties in reading that other children may face.

English-medium schools were also using ARBs, the Numeracy programme tests, and PATs. Several principals and teachers preferred not to use PATs. One school noted that the PATs and Numeracy Programme tests covered different knowledge, and a number of teachers noted that the PATs needed updating, “the stories are old-fashioned, the children can't identify with the language”, to match the

Numeracy Programme and to become more culturally appropriate. The Numeracy Programme tests took some time to do with all children, since they were done one-to-one.<sup>10</sup> Several schools were using exemplars, though one principal felt they were not easy to understand, and another spoke of the need for ongoing professional development in the use of assessment tools.

Two teachers spoke of pre-and post-tests in relation to specific units, sharing results with students, and spending more time with students who had not grasped the learning in a unit. One principal noted the need for better oral language assessments.

Several kura tumuaki and kaiako noted that there were still not enough tests available in te reo.

## **Assessment capacity and Whānau involvement in learning**

The 2001 Whaia te iti Kahurangi success indicators included aspects relating to schools' access to expertise in assessment, involving whānau in students' literacy and numeracy learning, and use of specialist teachers to collaboratively deliver the curriculum (to overcome some of the demands on teachers in small schools).

The table below shows that there has been some growth in schools' involvement of whānau in literacy and numeracy (though we did not ask how many whānau were involved), and growth since 2000 in access to assessment skills in numeracy, and in science. However, around a third of the schools remain without access to expertise in assessment skills in science and technology. The recent ERO reviews also raise some questions about the quality of literacy and numeracy assessment in some schools, and suggest ways of improving practice – a common theme in many ERO reviews of schools nationwide. There appears to have been some increase in the use of specialist teachers in collaboration with other schools. It may also be that principals were including RTLBs and RTLits and the new Whaia te iti Kahurangi Education facilitators in this category.

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<sup>10</sup> Teachers have also found this an issue with the School Entry Assessment tests (Hawe, Tuck, Dixon & Williams, 2002). There is a tension for teachers between the value of one-to-one testing can give the fine-grained knowledge which is needed to help individual children make progress, and the difficulty of fitting this testing into their existing programmes, and continuing to manage classrooms.

## Student learning and professional development

Table 10 School access to assessment expertise and whānau participation in children's literacy and numeracy learning

	2000	2001	2003, end 1 <sup>st</sup> term
	No. & % of schools	No. & % of schools	No. & % of schools
School involves whānau in literacy and numeracy	10/19 <b>53%</b>	13/19 <b>68%</b>	14/18 <b>78%</b>
School has access to expertise in assessment skills in literacy	18/19 <b>95%</b>	19/19 <b>100%</b>	16/18 <b>89%</b>
School has access to expertise in assessment skills in numeracy	12/19 <b>63%</b>	19/19 <b>100%</b>	18/18 <b>100%</b>
School has access to expertise in assessment skills in science	8/19 <b>42%</b>	11/19 <b>58%</b>	12/18 <b>67%</b>
School has access to expertise in assessment skills in technology	10/19 <b>53%</b>	11/19 <b>58%</b>	12/18 <b>67%</b>
School uses specialist teachers in collaboration with other schools	9/19 <b>47%</b>	8/19 <b>42%</b>	11/18 <b>61%</b>

## Professional development

Professional development has been one of the main currents of Whaia te iti Kahurangi in the past three years. Whaia te iti Kahurangi has acted in some senses as a broker for principals and teachers, by gaining access for those who wanted it to the national Ministry of Education Literacy Leadership and Early Numeracy programmes, paying for “partnerships”, informal individual linkages of principals living elsewhere and willing to share their experience and insight with Ngāti Porou East Coast principals, fostering an application for Whakapiki Reo Ngāti Porou course funding to the Ministry of Education, and holding a professional development funding pool open to individual school application.

Te Rangitawaea has included professional training in ICT applications and use of the internet, and secondary teachers have been able to participate in Te Hiringa i te Mahara, the national programme of professional development for Māori secondary teachers. Whaia te iti Kahurangi appointed one of the Ngāti Porou East Coast principals to the newly created position of ICT Learning Technologies Facilitator. This role provides ongoing advice and guidance to the staff of Ngāti Porou East Coast schools, including curriculum-linked resources they could use for their students' learning.

Much of the professional development has come from the Gisborne-based University of Waikato School Support Services staff, and from the national ENP, using a Ngāti Porou educator. Whaia te iti Kahurangi had hoped to provide locally based advisors, to overcome some of the time and travel costs it takes for professional development providers and Ngāti Porou East Coast teachers to get

together, but received few applications in response to its advertisements in late 2002. In early 2003, Whaia te iti Kahurangi began funding three part-time local advisory positions for a year, using secondments from one Ngāti Porou East Coast school for literacy and numeracy professional development, and from NZCER for secondary level provision. These positions are part of the Education Services team.

In the NZCER February 2002 report, we noted that Whaia te iti Kahurangi had played a vital role in ensuring the local availability of stimulating professional development, particularly in literacy, numeracy, ICT, and to a lesser extent, te reo o Ngāti Porou. Teachers and principals had already seen gains from the professional development they had undertaken, and there was more ongoing whole-school professional development linked to teachers' current strategies and students. This is the kind of professional development which has been found to be most beneficial for student learning, and to sustain teachers and 'learning' cultures (ASCD, 2003). Gisborne Schools Support Services had noted that the increased stability of staffing coupled with an influx of keen new principals in the Ngāti Porou East Coast schools had allowed such an approach. They also noted that some schools had been so enthusiastic about professional development that they were in danger of 'professional development overload'.

When we asked principals and teachers about professional development in early 2003, we focused on the professional development that seemed to have the most impact, including changes in teaching practice, current priorities, and any issues for them around their access to professional development. We also asked about more informal professional development — through contacts with staff in other schools.

## **Professional development with the most positive impact 2002–03**

All the schools had had some professional development which made a notable impact for their practice. The Early Numeracy and Advanced Numeracy programmes (ANP) were mentioned by a third of the principals. These were available in both te reo and English. The changes brought about by this professional development included changes in the focus of maths teaching, and greater confidence in their maths teaching.

They hated teaching maths and it was, "I'm not good at it". But they just loved the INP [Intermediate Numeracy Project] professional development, and that's all changed. The Ministry of Education delivery is getting better as they go along. INP was more advanced in presentations for teachers than ENP, had really useful manuals.

The Literacy Leadership programmes were important to those involved in them. One school had sought Reading Recovery training. This training "made an impact with lower level readers in the junior department". The literacy leadership programme led to an emphasis on daily writing, and new reading and spelling strategies. One school was using the Gisborne Schools Support Service to provide a customised approach to raising reading performance in the school, with a focus on running

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records and modelling guided reading. This school is now using running records more regularly throughout the school, and setting specific goals for children with the aim of ensuring that all children are reading at or above their chronological age. The new approach to reading included a whānau hui to introduce the programme.

However, a few principals were not so enthusiastic about the literacy and numeracy professional development which had been available to them in the past few years. One experienced principal had found nothing new in the Literacy leadership programme. Another found difficulty with the fact that the Literacy and Numeracy programmes took place over the same period. Several principals thought that they were asked to take in too much too quickly.

The way that Ministry of Education provide learning – they bombard you with information and expect you to pick it up in one hit on your own.

Kura principals would prefer Māori advisors, and spoke of the need for literacy resources in te reo Māori.

ICT was mentioned by about a quarter of the principals, with some talking enthusiastically about the value of having local advice, particularly in being able to have more integration of ICT use with the curriculum. For some schools, ICT professional development was no longer about teachers gaining new skills, “as if it were a subject”.

We’ve got the skill base in the school now, so we can use it in the curriculum. Students use it as a form of presentation, it’s just like another tool, like your pen and paper and books. People are more discerning about it, they’re not just using ICT for ICT’s sake, they’re using it where it is a better way than using pen and paper. It’s certainly allowed us to set up more independent programmes for students in their learning. Kids can do maths programmes on a laptop, as individuals or small groups.

Behaviour was an area for professional development for three of the schools, one using the Eliminating Violence programme.

Three schools had concentrated on internal learning and analysis.

Professional discussions amongst staff are positive for the school. We constantly reflect, discuss ideas, share ideas. It helps us realise staff capabilities. There’s a sharper focus among staff and students, and improved student behaviour.

We don’t do a lot of external training. We do it internally — being reflective, systematic, undertaking incremental development in te reo, curriculum.

Teachers looked at each of their curriculum areas. We found out what our students wanted in the senior school. More need for vocational than academic, sports, arts, and drama. We will make changes as a result.

Another had worked with their marae.

Mau rakau, in partnership with our local marae which includes ngā tikanga, kawa me ngā ture o te marae (procedures, rules, of the marae, home and kura). We looked at behaviour, with our

kaiako and whānau. Children know who they are, that they are Māori, and that there are pathways for them to follow as Māori.

Several principals also mentioned workshops and continued in-school discussions on the new planning and reporting framework, which helped them develop a more strategic approach, and in the analysis of student performance and needs. One small school had had useful advice on reporting student achievement across the school (so that no individual children could be identified) from an ERO reviewer. A first-time principal had also found training provided for boards of trustees was useful.

A few programmes or approaches that had worked well for some schools were also being picked up by others, such as *Jolly Phonics*.

The Nga Toi (arts) contract, which spans several years, continued to be important for one school.

Principals of the English-medium schools teaching secondary level subjects mentioned NCEA professional development. Their experiences had been variable, with one principal noting that the mixed reaction from staff seemed to reflect differences in quality related to subject areas.

There were positive reactions to the Ngāti Porou East Coast teachers' conferences. Some teachers volunteered to lead workshops.

Tolaga Bay Area School had facilitated the *Rainbow reading* programme across a number of other Ngāti Porou East Coast schools, training teachers and teacher aides how to deliver it, and had also done the same with the School Entry Assessment. It had helped other schools come to grips with the Early Numeracy Programme. Teachers here saw that it was easier for them to come to grips with new professional development "because we have the mass, we can bounce off each other".

Most of the external professional development that principals thought had the most positive impact was provided by the Gisborne Schools Support Service and/or the Ministry of Education. Most was funded by Whaia te iti Kahurangi and the Ministry of Education. Schools also funded some of their own professional development. One school noted:

Whaia te iti Kahurangi and Ministry of Education funding would cover one representative per school, and that's fine. But if you don't do it en masse, then the effect is pretty minimal. If you send three or four teachers, then it's easier to change things. So our board would pay for the other teachers to do the professional development.

## **Priorities for professional development in 2003–04**

Most principals identified one or two areas only as their school priorities. Most of the priority areas built on the professional development they had received in 2002-01. Assessment, numeracy, and literacy, were each identified as priorities by six schools. Ngāti Poroutanga, Nga Toi, and ICT were identified as priorities by three schools each. One school was addressing the need to improve children's oral language by providing professional development on the *HPP* programme, which

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several Ngāti Porou East Coast schools are now using. NCEA was a continued focus for one school offering secondary education. Several principals in small schools would like more professional development on multi-level teaching.

Problem-solving and co-operative learning were also a focus for one school, supported by their RTLB, and this was already leading to changes, both in staff meetings, and in classes:

Kids are learning the roles of being in a co-operative learning environment, right down to the little babies, where you have a time manager, resource manager, participation manager. The kids are learning that there are different roles that people play and how you can contribute, and everybody's got to have a role.

One principal noted some changes in the school's priority areas, due to changes in staff, and the importance of having expertise and passion to drive changes in particular curriculum areas.

### Ngāti Porou East Coast Schools ability to access professional development

All but two of the principals thought they could access the professional development their school needed. More professional development was provided on-site by visiting advisors and experts, but some professional development required travel, particularly for secondary levels. One of the Kura Kaupapa Māori noted that it was still difficult for kura to get useful advice.

Tolaga Bay Area School was taking responsibility to co-ordinate professional development to build on the Literacy leadership courses, and it was obtaining funding for these clusters through bids for Ministry of Education money, separate from Whaia te iti Kahurangi funding.

## Principals' own professional development and support

We asked the principals what opportunities they had to continue their own professional development. Views on this were mixed. It could be difficult for teaching principals to undertake professional development if they needed to find relief staff, or if their school budget was not large enough. Two first-time principals were gaining greatly from their participation in the new First-time Principals programme, which gave them ready access to specific advice and mentoring, related to their own school. Two principals had found a Whaia te iti Kahurangi organised visit of eight principals to Napier schools with good reputations had been useful in getting some insights and ideas. Another principal said that visits to innovative schools and ongoing dialogue with particular individuals had been more valuable than conferences or formal courses.

Most of the principals thought they could get support, or did get support, from other Ngāti Porou East Coast principals. Some mentioned the Ngāti Porou East Coast Principals Association, which meets twice a term, and is supported by Whaia te iti Kahurangi, and some mentioned specific links with individual principals. Most of the principals also gained knowledge, advice, and moral support



from colleagues in schools outside the area, particularly in Tairāwhiti. Conference attendance had also been used by some principals to gain knowledge, advice, and network. Whāia te iti Kahurangi paid for area school principals to attend the area schools national conference.

Principals' priorities for their own professional development and continued support were mainly linked to their priorities for their schools. One principal noted that "if the professional development in a school is going to go really well, it has to have strong leadership", which usually involved the principal, or in bigger schools, senior management.

Some would like to see good practice in other schools, for example, good practice in area schools, or exemplars in particular curriculum areas. Aspects that were specific to the role of the principal as the school manager which were identified were the new planning and reporting framework, financial management, school-related legislation, and time-management. Time constraints continued to limit the professional development participation of some principals.

## Teachers' experiences of professional development

In May 2003, 22 Ngāti Porou East Coast teachers attended an INP training session held on the Coast. The cost of the session was met by the Ministry of Education; Whāia te iti Kahurangi covered the costs of teacher release to provide relievers for the teachers' classes. One teacher said of this:

It is exciting to know the continuum from ENP to ANP, and now this, with exciting resources provided. It gives me a lot of gratification that we really know what to do, that we can teach children strategies as well as knowledge, that's really powerful. Teachers are a lot more confident in teaching maths, they know how to set their class in groups, provide independent activities – it's like the gains we made with Literacy Leadership. The children look forward to maths now.

The numeracy programme professional development was mentioned by just under half the teachers interviewed, though one teacher thought the approach was too fast for her students. Literacy leadership, the Hei Awhiawhi Tamariki ki te Panui Pukapuka (*HPP*) programme, and videos on guided reading sent by Learning Media for the Ministry of Education, and Nga Toi were the other curriculum areas that were mentioned. Tolaga Bay Area School has undertaken an ongoing co-ordination role in relation to professional development, by applying for funds for *HPP* training for eight schools which had taken part in the Literacy leadership programme.

When we visited the Ngāti Porou East Coast schools, the *HPP* programme was just starting in one school, after a two-day training session. *HPP* is a programme using volunteers coming in on a regular basis to listen to young children's reading, and enhance their oral language development, through asking children to talk about what they have read. It provides children with individual attention.

I'm blown away by the support from the local community [volunteers]. It's important that they model appropriate language for the children, encouraging sentences rather than one word answers.

*HPP* has real potential in terms of Whaia te iti Kahurangi, since it provides a rewarding way for whānau and the local community to participate in student learning. It may be worth looking at other schools' experiences over time with *HPP*.<sup>11</sup> Some have seen it as a way to develop whānau confidence and skills, and provide more employment in their local community. This has led in some cases to whānau embarking on further education, including preservice teacher education.

Other professional development mentioned by several teachers was ICT-related, or took the form of visiting other schools, and the Ngāti Porou East Coast teachers' 2002 conference (the 2003 conference happened shortly after our interviews). One teacher each mentioned a science course on hands-on activities, Mau Rakau, a Harry Hood seminar on writing, road-safety, and first aid.

Most of this professional development had led to changes in teaching practice, particularly in using assessment of student learning. Some teachers could already see improvements in children's engagement in learning and their achievement, which they linked to the professional development.

We asked the teachers if there were any issues for them around their professional development.

There were three main themes:

- A desire for more locally available support, and more of it, particularly related to te reo and ICT;
- A desire to have more time on complex areas – a sense that too much was sometimes covered in single seminars; and
- The need for the ICT equipment to be reliable, so that what was learnt could be practiced (and not forgotten), and to allow teachers to use it for professional development, for example, Arts On-line.

## Collaboration between schools

One of the emphases of the first five years of Whaia te iti Kahurangi was to increase the collaboration between schools, since most were small schools, and had become insular. Shared professional development has brought principals and teachers together, with a shared purpose, and has given some networks through which to make individual contacts with their peers who are in similar situations — teaching the same year levels, for example. This was particularly true for the primary level teachers.

Most of the teachers we interviewed, but not all, had professional contact with teachers in other Ngāti Porou East Coast schools. It seemed stronger for some than others: some spoke of being in constant contact, of sharing assessment ideas, plans, e-mailing each other with questions, and visits

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<sup>11</sup> These are available through TKI.

to one another, as well as sharing professional development such as the Numeracy Programme sessions, and the Ngāti Porou East Coast teachers' hui. One mentioned her principal sharing information and ideas from the Ngāti Porou East Coast Principals' Association meetings.

One teacher who was in good communication with teachers in other schools said:

There is always room for improvement, it's always changing, with new teachers, principals. The schools that are doing really well have secure principals, stable staffing, everyone knows the system well, there's good support for beginning teachers – but if you've had quite a number of changes to teachers and board members, that's fairly unsettling.

Two-thirds of the principals had quite a lot of contact with other Ngāti Porou East Coast principals and schools. Most of the principals thought they had sufficient contact with others, but several thought more use could be made of audioconferencing, and more sharing of resources could occur. However, those they would share resources with were not necessarily of the same mind. It would seem that most schools continue to see themselves as individual entities.

One of the prime experiences of collaboration is the sharing of school buses. For around half the schools, this was not a positive experience — and their solution was to purchase and run their own transport.

It would pay to re-visit the Whaia te iti Kahurangi emphasis, and look at the reason and hopes for it. For the principals and teachers, there are some costs for collaboration, in terms of money and time. Thus any collaboration has to have a purpose that cannot be achieved any other way.

## **School strategies to increase whānau support for children's learning**

We asked principals whether there were particular activities that they and their teachers were doing which were aimed at increasing whānau support for their children's learning.

The strategies schools were using fell into two main categories:

- specific occasions and communication aimed at activities parents could do at home to support their children's learning, particularly in relation to reading and writing. For example:

I'm giving the parents reports on their children's achievement in a different format, more detail, identifying areas for improvement and how they can help their child at home. I asked them for feedback, they said it was really helpful. I'm giving them maths games, using reading logs.

We did a big push on newspapers after a study of our homes showed no papers, no books – no reading material. Having more reading at home improves the teaching programme.

We have night school – Panui Pukapuka, DJ and Purini nights, maths, for whānau and students. Parents feel empowered, motivated. They're fun. Parents will ask to work voluntarily at the school.

We were blown away by the number of parents who came along to find out about the numeracy programme, to show them the sorts of things we're doing with their children, and that they could do in their homes. We plug away with the reading and getting more reading at home, we have mixed success with that.

Most of these strategies worked well. However, the *HPP* programme in one school had come to a halt because of lack of funding.

- whānau participation in the school, or the school participating on the marae. This participation included classes for parents, whānau mentoring of individual students, as well as their involvement in sports and kapa haka.

We are on the marae a lot, the marae is integral to our learning. It teaches our children that the marae is not just a place for tangi.

## Summary

Teachers and principals were actively working to increase student engagement in learning. They reported that they aimed to provide interesting learning experiences, which were of local relevance. Other ways that were used by Ngāti Porou East Coast teachers to engage students were providing hands-on experiences, involving students in goal-setting and decision-making, tailoring teaching to where the students were, providing reward systems and celebrating and displaying achievement, and placing more emphasis on the use of oral and written language. A number were using programmes that had increased student achievement, and sharing their knowledge about these programmes. These included *Rainbow reading*, *Jolly Phonics*, and *HPP*.

Many of the Ngāti Porou East Coast schools were well on their way to using student assessments constructively, to tailor their teaching, and support individual children to make gains in their learning. Several reported internally collaborative and analytical practices which were similar to the 'best practice' descriptions of the use of assessment data which were reported recently for Mangere-Otara schools (Timperley & Rivers 2003).

Professional development has become part and parcel of the Ngāti Porou East Coast schools' cultures and expectations, as it should be. Many were looking to build on the literacy and numeracy professional development they had participated in over the last few years, and which they thought had already led to some gains in student achievement. Ngāti Poroutanga, Nga Toi, and ICT were other priority areas. This would indicate that literacy and numeracy could be useful areas of focus in the development and use of the Ngāti Porou curriculum guidelines and resources.

At the time of our interviews, the first Ngāti Porou learning resource was in development. *Ka Hoki nei au*, attractively presented on CD ROM, was presented at the Management Group meeting on 2 July, providing visual, oral, and written resources on the waiata, haka, history, whakapapa, and stories of each of the Ngāti Porou regions. The plans were for a number of schools to trial it and give

feedback. To get maximum use of the resource, those trials could include descriptions and examples of its use in literacy and numeracy, with the aim of sharing tasks based on it between the schools.

Teachers and principals would like more locally-based, ongoing advice, of the kind that the Whaia te iti Kahurangi Learning facilitators are now providing, though those positions are for a limited-term. Tolaga Bay Area School has also organised ongoing professional development for interested schools. As the largest Ngāti Porou East Coast school, it was easier for Tolaga Bay to take this role. The Ngāti Porou East Coast teachers' hui provided those from smaller schools with the opportunity to share their expertise on what is now an annual basis, and some were sharing ideas and advice through informal networks. This sharing is likely to remain informal or dependent on a larger school taking the initiative, without some further support. Collaboration between the schools was still seen as an "extra" in many cases.

The Whaia te iti Kahurangi provision for principal partnership activity, conference attendance, and school visits was positively received by those who used it. There is interest in being able to see good or innovative practice in other schools. In the later chapter on the role of Whaia te iti Kahurangi, some questions arise in that wider context on the criteria for Whaia te iti Kahurangi support, and the processes involved.

Many schools were also actively seeking to engage whānau in their children's learning, either through specific occasions and communication, or through whānau participation in the school, or the school on the marae.



## Section Five

# Student behaviour and special needs

Student behaviour and the provision for students with special needs was an area which the June 2002 hui identified as one they would like NZCER to focus on in the final round of the evaluation.

## **Student behaviour at secondary level**

We included student behaviour in our interviews and data gathering with the four schools offering secondary provision in September 2002. In summary, what we found was that student behaviour at secondary levels was not such an issue that it was pre-occupying schools. Student behaviour had improved over recent years for the three schools offering English-medium secondary education. They had actively worked to strengthen school cultures. Local low-key and preventative approaches provided by Ngāti Porou Hauora and social workers employed by Te Runanga o Ngāti Porou were also proving very useful. The English medium schools' main issues were absenteeism, and for one, high rates of student transience. The schools were addressing absenteeism by trying to ensure that they provided interesting learning experiences. Te Kura Kaupapa Māori o te Waiu o Ngāti Porou had few problems with behaviour or attendance.

## **Student behaviour at primary level**

The Ngāti Porou East Coast principals and teachers were positive about the student behaviour at their schools. They talked of children being happy to come to school, and of relationships of trust and support. Several had taken successful steps to improve behaviour in recent years, some using the Eliminating Violence programme offered by GSE (formerly SES). Visiting whānau of students experiencing difficulties, rather than writing to them as a previous principal had done, and engaging whānau more in the life of the school, proved effective in one school. Reward systems, and focusing on student learning so that students experienced success, were also used.

Group Special Ed came in, carried out their observations in the playground, and the person who carried out the survey said at the end of the day, "I haven't heard one swear word, I haven't seen one fight. The children are just so lovely here." Well, we all have our ups and downs, and the children were obviously having a good day – no-one's perfect. But I can say

that the behaviour here has really jumped tenfold. And the behaviour has to be right, the tone has to be right for everyone, otherwise you may as well not teach.

Most of the schools preferred not to use stand-downs or suspensions, and most had not used them recently. They were used as a last resort. One school had recently used them for students bringing drugs to school, and noted with concern that the students were younger than in previous years, 11 and 12 year-olds rather than 15 and 16 year-olds. The school was sending messages that drugs would not be tolerated in the school to whānau and students through newsletters, suspensions, which brought whānau and board together, and follow-up discussions and curfews in some cases by local police.

We don't have any magic answers. It's a big issue for this community, and it's very difficult to get a community on-side where a significant proportion are involved themselves. All I'm trying to do is communicate that learning is impaired when you are under the influence of drugs, and keep it at bay and outside the school boundaries. Whānau, not always the parents, have been very responsive in trying to deal with drug use by their children and mokopuna. There's no easy answers for them either.

Two-thirds of the principals said some bullying occurred at their schools, much of it at a low level. The schools had established procedures for dealing with bullying. Teachers identified some particular responses which were successful in handling bullying. These included meeting with whānau, using tuakana/teina relationships, and in one school, regular meetings with an outside advisor.

Substance abuse was identified as an issue in two schools. Groups or gangs were not identified as issues by any of the principals.

## Student attendance

Two-thirds of the principals did not see attendance as a particular issue.

They celebrate success at school, they want to come to school.

It's very good. We have to send them home sick!

From the information given by principals for most of the schools, but excluding one of the area schools, 10 percent of Ngāti Porou East Coast students missed ten or more days of school a year (5 percent between 10-15 days, and 5 percent, more than 15 days). However, non-attendance rates were much higher than this at three schools, which had rates of 28, 29, and 43 percent respectively missing at least 10 days of school.

A third of the schools had some issues with some students' attendance. The absences that particularly concerned them were students who were having learning difficulties, and "*parent-sanctioned truancy*", particularly for shopping days in town (Gisborne), or spending time with parents and whānau living elsewhere. One teacher mentioned five-year-olds whose parents did not



ensure they attended school regularly because the legal age of attendance was six. *“They learn bad habits from their parents”*.

Truancy officers and social workers employed by Te Runanga o Ngāti Porou who were involved in the local communities, and knew families from that involvement, were helpful.

## **Support for positive student behaviour from outside the school**

In response to our question to principals about what support they got from outside the school to support positive student behaviour, kura kaupapa Māori were most likely to mention pakeke and whānau. Other schools were more likely to mention their school board, local role models, and the community, or specialist support, such as school social workers, truancy officers, public health nurse, or police. Most of the schools would like some further support from outside, from parents, or advisors and resource people who could work with schools on approaches such as co-operative learning and *Cool Kids*, on issues such as males and anger, and providing resources in te reo Māori. One Kura Kaupapa Māori would like more support from elders and graduates of the school.

Kia haere mai nga kaumatua, etahi tauira / rangatahi taiwhito o te kura.

Teachers were more likely to identify the *Duffy Books* scheme, particularly visiting role models, and members of the Ngāti Porou East Coast rugby team, who have visited the schools regularly. Students from two schools had attended a student leadership course. One teacher mentioned a youth group run by Ngāti Porou Hauora which had talked about sexuality, and the value of students hearing speakers on the local marae.

## **Support for positive student behaviour within the school**

We asked teachers what support they got for positive student behaviour within the school. Most spoke of staff having shared values and expectations. They referred to recognition of positive action and achievements. Some had formal kapai systems with individual and class certificates, building up to recognition at whole school assemblies, “catching good behaviour”(following the model of the *Duffy Books* “caught being good” recognition). One teacher would like to see parents coming into their school more often: “It would help the kids see parents in a different light, and parents see kids in a different light”.

## Students with special needs

We asked the principals how they would define special needs. Their responses fell into three categories:

- Just over half the principals saw students with special needs as those who struggled, who were at risk of not achieving, particularly in literacy and numeracy, or who had a physical disability.
- Around a quarter included the gifted and those who were struggling in this category: “any kid that’s below teacher’s expectations, or above them”.
- Two thought that every child had a special need. “The teacher’s job is to find out what that need is”.

However, strategies for catering for students with special needs did not differ according to how the principals saw special needs. The main responses were to provide one –on-one time, usually with teacher aides. However, some had found that this did not work if the child felt isolated, or could not relate to the teacher aide. Some mentioned peer work, keeping classes small, providing individual programmes for learners, or focus on reading programmes. One principal said that

It does not work if you do not have a vision, with a specific plan, objectives, timeframes.

Several mentioned RTLBs, and ORRS funding (for high and very high needs students). One used the Correspondence School.

One kura principal said:

All classes have 2–3 staff in them, so we have the capacity to give times to the ones at the bottom end of the distribution curve. It’s a long, sustained effort with constant development. Reflection on the process and outcomes happens a lot.

## Support for teachers within the school

We asked teachers about the support they got within their school to help with students with special needs. There were three kinds of support mentioned: teacher aides, the RTLB, and reading programmes which were making a difference for students who had been struggling with reading. A few teachers and principals would appreciate further support, such as a professional development programme for teacher aides. One or two did not seem to see students with special needs as their responsibility.

## Support for teachers from outside the school

RTLBs were the main source of external support. It is interesting that some teachers and principals see them as part of their ‘internal’ school team, and others see them as located outside that team. Ngāti Porou Hauora, Te Runanga o Ngāti Porou social workers in schools, Group Special Education,

volunteers for the *HPP* programme. A quarter of the principals and half the teachers would like more external support, mainly in the form of funding for their school to employ additional teachers or teacher aides. Two principals thought the area needed three, rather than two, RTLBs, because travel times cut into the time they were actually able to spend in schools.

It was easier for non-teaching principals and teachers to maintain contact with external supporters for their students with special learning or behavioural needs.

One teacher who spoke te reo was able to work comfortably with two students with special needs who had transferred from kura kaupapa Māori 'out of the blue'.

## **Summary**

Student behaviour is largely good in the Ngāti Porou East Coast schools in 2003. In some schools, this reflects the work done to improve behaviour. Some of the approaches which have been successful have included personal, rather than written contact with whānau to sort out difficulties experienced by students. Most schools used stand-downs or suspensions only as a last resort. Two-thirds of the principals said some bullying occurred in their school, much of it at a low level. The student responses to the surveys indicated that around two-thirds of the students usually felt safe in their school's playground.

Around 10 percent of the Ngāti Porou East Coast students missed at least ten days school a year. Student attendance was identified as an issue for around a third of the schools, particularly if "parent-sanctioned truancy" occurred as parents took children into Gisborne, or the children travelled between whānau.

The schools generally got some support from outside the school to support positive student behaviour, from pakeke and whānau, local role models, and specialist support. Most would like some further support, and there was interest in working with advisors or resource people on approaches such as co-operative learning, and in having access to resources in te reo Māori.

Within the schools, shared values and expectations supported positive student behaviour, often given concrete form through kapa systems with certificates and other forms of recognition that could be seen by peers and whānau.

On the whole, the schools were confident in their work with students with special needs, though some would like more funding to provide more one-to-one attention, often from teacher aides. A few suggested a professional development programme for teacher aides. (An initial professional development programme was offered nationally in 2002; this was not mentioned by any of the principals or teachers, and we did not ask the support staff surveyed whether they had taken part in it). RTLBs were the main source of support for teachers and principals, with some seeing this cluster resource as part of their internal school team, and some seeing them as located outside that team. It was easier for the non-teaching principals and teachers to liaise with external supporters for their students with special learning or behavioural needs.



## Section Six

# Student views

It is essential to gain student perspectives on their experiences in schools, especially if there is a concern, as there is in Whaia te iti Kahurangi, to engage students more in learning, and improve their achievements. As in 2001, we gave year 5, 8, and 11 students short questionnaires (available in both English and te reo Māori) to fill out while we were visiting the schools. This year, we added questions for year 8 and 11 students on their ICT use, and some additional questions related to their engagement in learning.

## **Ngāti Porou East Coast Year 5 students' views of their school, 2003**

Ninety-nine year 5 students filled out brief questionnaires on their views of school, their use of ICT in the school, and their home activities. Fifty-four percent of the students were male, and 46 percent, female. They came from 16 of the 19 Ngāti Porou East Coast schools.

On the whole, they were positive about their schools. They were more positive about school than the 2001 Year 5 cohort in relation to thinking that they did good school work (56 percent compared with 40 percent of the 2001 Year 5 cohort). Otherwise, their experiences and views are very similar to the 2001 Year 5 cohort.

Table 11 Year 5 Students' views of their school (n=99)

At my school	Most of the time %	Sometimes %	Hardly ever/never %	No answer %
I think this is a good school	76	21	1	2
I like my school	75	24	1	
I can learn about being Ngāti Porou	66	26	7	2
I feel safe in the playground	65	27	7	1
Teachers are fair to me	63	32	4	1
I use the computer	60	29	10	1
I do good school work	56+	42	1	1
I learn about my marae/hapu	49	36	10	4
Teachers tell me when I do good work	49	23	3	24
I get help from teachers to do good work	42	49	6	2

+ indicates a higher proportion than in 2001

It is interesting to compare these answers with teachers' descriptions of their schools, and their strategies to improve behaviour and achievement. Around a third of the year 5 students did not always feel safe in their school playground, and many were not picking up the positive messages that teachers thought they were sending — just under half thought teachers told them when they did good work most of the time, and that they got help from the teachers to do good work (though this could reflect the strategies some teachers and principals mentioned of encouraging more independent and peer-work). Around a third thought teachers were fair to them only sometimes or never.

## Ngāti Porou East Coast Year 8 students' views of their school, 2003

Eighty-seven Year 8 students took part in the 2003 survey, 58 percent male, and 43 percent female, from 13 of the 18 schools.

Most felt it was important to do their best at school. Compared to the 2001 Year 8 cohort, these students were more likely to feel safe at school, enjoy themselves, think that teachers explained things clearly to them, and like their teachers. But they were slightly less likely to think that they got all the help they needed.

The pattern of their answers shows that most feel some engagement in school, although almost a quarter would like to leave school as soon as they could, and 19 percent had their learning often interrupted. It was possible for 57 percent of the students to get away with not doing much work

either sometimes or usually. There would appear to be more scope for schoolwork to be more interesting for many of the students. However, almost half were setting goals for their own learning.

Around half usually experienced local knowledge in their schoolwork, which suggests fertile ground for the Ngāti Porou curriculum guidelines. However, only 17 percent of the students said they spoke te reo Māori most of the time at school: not surprising since most schools continue to deliver the curriculum through English. A quarter of the year 8 students said they spoke te reo Māori hardly ever or never at school — about the same proportion who hardly ever or never spoke it at home.

Table 12 Year 8 Students' views of their school (n=87)

At my school	Usually %	Sometimes %	Hardly ever/ never %
It's important to do my best ( <i>new</i> )	81	17	1
I have good friends	75	18	6
I feel safe	74 + (63)	22	3
I enjoy myself	72 + (53)	27	1
Teachers explain things clearly to me	65+ (52)	30	3
Teachers help me to do my best	65	31	3
I could do better work if I tried	64	33	3
I can learn what I need for my future	63	30	4
My marks show what I can do	57	40	1
The rules are fair	57	35	7
I use the computer	57	29	13
I learn things about this area ( <i>new</i> )	52	46	2
Teachers treat me fairly in class	52	38	9
I like my teachers	51 + (37)	39	10
There are lots of good things to do at lunchtime ( <i>new</i> )	51	42	8
I can learn about being Ngāti Porou	51	40	8
I learn about my marae/hapu	51	35	13
I get all the help I need	47 - (56)	45	8
My teachers listen to what I say	47	43	8
I set goals for my learning ( <i>new</i> )	46	46	6
I do interesting things	40	60	0
My teachers know what interests us ( <i>new</i> )	36	58	6
Students work out problems together ( <i>new</i> )	35	57	8
I work out with my teachers what I need to do next ( <i>new</i> )	29	57	12
I get bored	26	58	16
I feel I want to leave school as soon as I can ( <i>new</i> )	22	40	36
Classes get interrupted ( <i>new</i> )	19	61	18
I speak te reo Māori	17	56	26
I can get away with not doing much work ( <i>new</i> )	13	43	43

+indicates a higher proportion than in 2001, - indicates a lower proportion than in 2001.



## **Ngāti Porou East Coast Year 11 students' views of their school, 2003**

Fifty of the year 11 students in the three English-medium secondary programmes filled out the surveys, 46 percent male, 54 percent female. Compared with the 2001 year 11 student cohort, they were much more positive about the fairness of their teachers, and that their marks showed what they could do, and they liked their teachers more. However, they were less likely to think they were learning what they needed for their future. They showed less engagement in their learning than year 8 students – a common pattern, but nonetheless one of concern given the Whaia te iti Kahurangi goal of improving student performance and outcomes.

Table 13 2003 Year 11 Students views of their school (n=50)

At my school	Usually %	Sometimes %	Hardly ever/never %
I have good friends	90	6	2
It's important to do my best ( <i>new</i> )	74	24	2
I could do better work if I tried	68	30	2
Teachers treat me fairly in class	62 + (22)	28	10
Teachers help me to do my best	62	30	8
I feel safe	60	34	8
I can learn about being Ngāti Porou	56	34	10
I learn things about this area ( <i>new</i> )	54	40	6
My marks show what I can do	48 + (26)	44	8
I learn about my marae/hapu	46	40	14
I get bored	42	52	6
I can learn what I need for my future	40 – (59)	54	6
The rules are fair	38 + (11)	42	20
I enjoy myself	38	50	12
I do interesting things	36	60	4
I like my teachers	34 + (11)	54	12 – (41)
My teachers explain things clearly to me	34	62	4
I get all the help I need	32	60	8
Students work out problems together ( <i>new</i> )	32	56	12
My teachers listen to what I say	30	62	8
Classes get interrupted ( <i>new</i> )	30	56	14
I feel I want to leave as soon as I can ( <i>new</i> )	28	62	10
I work out with my teachers what I need to do next ( <i>new</i> )	24	58	18
I set goals for my learning ( <i>new</i> )	24	54	22
I speak te reo Māori	24	44	32
My teachers know what interests us ( <i>new</i> )	22	52	26
There are lots of good things to do at lunchtime ( <i>new</i> )	16	30	54
I can get away with not doing much work ( <i>new</i> )	12	56	32

+ indicates a higher proportion than in 2001, - indicates a lower proportion than in 2001.

To gain additional insight into students' experiences of school, we asked them what they liked best about it. The two main aspects of school that appeal to students across all three different year levels

are particular subjects or aspects of school work itself, followed by sport and PE. Friends were a much more important dimension of school for the year 11 students than their younger colleagues. Computers are not the hottest item at school, and appealed more to younger than older students. Around a fifth in total mentioned particular teachers.

Table 14 What Ngāti Porou East Coast year 5, 8, and 11 students like best about school in 2003

	<b>Year 5 (n= 99)</b>	<b>Year 8 (n=81)</b>	<b>Year 11 (n= 50)</b>
	<b>%</b>	<b>%</b>	<b>%</b>
School work/named subjects	62	62	52
Sports including rugby and PE	41	43	32
Computers	22	12	6
Lunch, break, playing	21	17	26
Friends	20	40	70
Teachers	18	9	24
Swimming	17	2	-
Other	6	14	42
Te Reo Māori	4	7	6
It's cool/neat	-	10	4

The main changes that these students overall would like to see in their schools are related to the physical environment, followed by particular subjects. The year 11 students were more likely to want changes in school rules, and in some of their teachers. But there are no overwhelmingly clear messages from students about changes they would like to see in Ngāti Porou East Coast schools across the board.

Table 15 The things Ngāti Porou East Coast students would like to change about their schools- 2003

	Year 5 (n=99)	Year 8 (n=81)	Year 11 (n=50)
	%	%	%
Environment	33	29	38
Other	22	37	50
No change	16	9	2
Subjects	14	16	20
More sports	12	9	6
No bullies/fighting	10	6	-
Negative attitudes	7	9	8
Longer lunch or breaks	6	7	6
Rules including uniform	5	15	46
More computers	3	2	-
More tikanga, te reo, kapa haka	2	-	-
Less work	1	1	-
Teachers	-	11	24

## Student Views of Their Home Experiences

We also asked students something about their home experiences, focusing mainly on reading habits, the role of te reo Māori, parental interest in education and homework, and television and computer use.

Reading, doing homework, and using the computer — all factors that make positive contributions children’s progress (Wylie, Thompson & Lythe, 2001) — are not everyday habits for Ngāti Porou East Coast year 5 students, unlike television, which can have a negative impact if it takes several hours or more a day.<sup>12</sup>

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<sup>12</sup> An analysis of the different roles that reading, television, and computer use can play in children’s learning is given in Wylie, C. (2001). Making sense: relations between literacy, television and computer use and other uses of children’s time. Paper given at NZARE conference, Christchurch, 6–9 December. Available on [www.nzcer.org.nz](http://www.nzcer.org.nz).

## Year 5 students' home experiences

The year 5 students indicate high parental interest in their schooling. Just over a third usually read every day, with only 9 percent of this cohort saying they hardly ever or never read at home, half that of the 2001 year 5 cohort. Twice as many hear te reo Māori at home as speak it there, but more heard te reo Māori than the 2001 year 5 cohort. This 2003 cohort were also more positive about having good things to do at home, and being fairly treated, and they were somewhat more likely to use a computer every day at home.

Table 16 Year 5 Students' views of their home (n=99)

At home	Most of the time	Sometimes	Hardly ever/ never	No Answer
	%	%	%	%
I have good things to do	79 + (68)	16	4	1
I am treated fairly	70 + (54)	24	4	2
My whānau ask me about school every day	63	32	4	1
I watch tv every day	58	33	7	2
I hear te reo Māori	48 + (38)	26	23	3
I read at home every day	34	56	9 - (18)	1
I use the computer every day	25 + (17)	42	29 - (46)	3
I speak te reo Māori	23	34	36	6

## Year 8 students' home experiences

The 2003 Year 8 students were also more positive than their 2001 counterparts about having good things to do, and their use of a computer at home. They were also more likely to report that their whānau asked them about school every day, and fewer than in 2001 were reading or doing homework never or hardly ever. However, reading and homework are usual activities for just over a quarter of the 2003 year 8 students, and very few usually spoke te reo Māori at home.

Table 17 Year 8 Students views of their home (n=87)

<b>At my home</b>	<b>Usually</b> %	<b>Sometimes</b> %	<b>Hardly ever/ never</b> %
I watch tv every day	65	31	3
I have good things to do	62 + (49)	35	2
My whānau ask me about school every day	58+ (42)	37	4
I am treated fairly	58	36	4
I get help when I need help ( <i>new</i> )	58	27	2
I hear te reo Māori	37	48	15
I read every day	28	61	11 - (29)
I use the computer every day	27 + (16)	40	30
I do homework every day	25	58	16 – (27)
I speak te reo Māori	6	48	26

### Year 11 students' home experiences

The patterns for 50 year 11 students from the three English-medium area schools were similar to the year 8 students. Few did homework every day, used the computer, spoke te reo Māori, or read.

Table 18 Year 11 Students' home activities

<b>At my home</b>	<b>Usually</b> %	<b>Sometimes</b> %	<b>Hardly ever/ never</b> %
I watch tv every day	68	24	8
I have good things to do	50	46	4
I am treated fairly	48	46	6
I get help when I need help	38	50	12
I hear te reo Māori	36	38	26
My whānau ask me about school every day	30	42	28
I do homework every day	24	52	24
I use the computer every day	24	24	52
I speak te reo Māori	18	54	26
I read at home every day	10	48	42

Their responses show that schools may struggle to improve literacy achievement on their own, since the use of literacy appears to be seen as something that belongs to the domain of school rather than to be used in everyday life. Conversely, whānau may struggle to ensure tamariki speak te reo Māori without their being called to use it at school. Most of the children heard te reo Māori in their home, but fewer spoke it.

## Student Aspirations

To gauge something of the aspirations of Ngāti Porou East Coast students, we asked year 8 and 11 students how important it was to them that they left school with a qualification, and speaking and writing in te reo o Ngāti Porou.

As with the 2001 year 8 and 11 cohorts, almost all the year 8 and 11 students wanted to gain a qualification.

Table 19 Year 8 and 11 students rating of the importance to them of leaving school with a qualification

	<b>Top priority</b>	<b>Important</b>	<b>Not worried</b>
	<b>%</b>	<b>%</b>	<b>%</b>
Year 11	54	36	10
Year 8	43	46	9

Around three-quarters also valued being able to leave school speaking and writing in te reo o Ngāti Porou, much the same as for the 2001 year 8 and 11 cohorts.

Table 20 Year 8 and 11 students rating of the importance to them of leaving school able to speak and write in te reo o Ngāti Porou

	<b>Top priority</b>	<b>Important</b>	<b>Not worried</b>
	<b>%</b>	<b>%</b>	<b>%</b>
Year 8	29	40	28
Year 11	28	48	24

We also asked students what they would like to do when they left school. The careers of most interest to students are the armed forces, professions (such as being a lawyer or doctor), service industries, being a teacher, or farming. It is interesting that few students had clear aspirations to take up some of the other occupations available on the Coast, such as fishing, forestry, or driving.

Table 21 2003 Ngāti Porou East Coast Student Aspirations on Leaving school

	Year 5 (n=99)	Year 8 (n=87)	Year 11 (n=50)
	%	%	%
Other	14	19	16
Service industries	13	10	12
Armed Forces or Police	11	10	8
Get Qualified (unspecified)	10	8	34
Teacher	10	8	2
Farmer	9	8	2
Professions (Doctor, Lawyer, Vet)	7	15	6
Driver	7	3	-
Continue learning	4	0	-
To get a good job	3	10	10
Be a Sports person	3	2	4
Computer work	2	1	6
Fishing	2	1	2
Forestry	2	1	2
Trades	1	6	1
Play for NPEC Rugby Team	1	2	6
Travel	-	1	2

## Summary

The Ngāti Porou East Coast 2003 year 5, 8, and 11 students were more positive about a few aspects of school, and the year 5 and 8 students, some aspects of their experiences at home, than the Ngāti Porou East Coast 2001 students in these year levels. However, despite their interest in gaining qualifications, and to a lesser extent, being able to speak and write in te reo o Ngāti Porou, the students were not as engaged in learning as they would need to be to realise these aspirations. This remains a major challenge for Whaia te iti Kahurangi.



## Section Seven

# Te Rangitawaea

Te Rangitawaea is the umbrella term for the ICT provision and support for Ngāti Porou East Coast schools, which gave the schools a level of ICT provision which was better than in many other areas. It began in 2000, with the provision of laptops and training for principals and teachers, followed by financial subsidies for 'thin client' networks in schools, using servers to get a higher level of performance from recycled computers. The aim was to provide one computer for every three students. Videoconferencing facilities were also put into the two area schools, Ngata Memorial, and Te Kura Kaupapa Māori o te Waiu o Ngāti Porou. Two part-time technicians were employed to install the networks, and the positions have been retained to provide the ongoing servicing and support which is needed. In mid 2002, one of the principals took a Learning Technology Facilitator position, to provide on-site advice and training to assist teachers in their use of ICT in the classroom. This has included seminars on interactive multi-media. He has also compiled curriculum-linked software to install on school networks.

At the end of 2001, we found that the laptop provision and training were regarded very positively, and were already making a noticeable difference to teachers' administration, planning, and communication. There were high expectations about the networks, but also teething problems with their introduction, which caused some frustration. Some schools were using ICT to engage students in learning. The videoconferencing facilities were used by two schools to share classes with other wharekura and the Correspondence School; lack of bandwidth made it difficult for another to join multi-site classes.

## Teachers' use of ICT

The Learning Technology Facilitator's September 2002 Ngāti Porou teachers' ICT survey had a 70 percent response rate (n=67).<sup>13</sup> All those who responded made some use of computers, with 40 percent of them able to learn new programmes on their own, and 31 percent could troubleshoot

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<sup>13</sup> Our thanks to Ivan Lomax for sharing this with us, and for providing us with other material used in this chapter.

most common equipment and software problems. The ICT skills which were needed by 50 percent or more were related to file management, troubleshooting with networks, and more understanding of virus prevention. The teachers were confident in their word processing use. The areas where they wanted professional development were related to spreadsheets, databases, graphics, and web-page building and uploading

Twenty-four percent said they used computers in their classroom on a daily basis. The main uses were for publishing, using Word and PowerPoint, and the internet. Almost all teachers who were using ICT for planning and assessment were using their own templates, rather than commercial packages.

In the NZCER interviews, we asked principals what were the main ways in which teachers used ICT in their school. Te Rangitawaea has brought ICT into all the schools, and for many principals and teachers it is now an everyday tool, particularly their individual laptops. New staff did not get these laptops, and many of the original laptops are now in need of replacement.

The main uses teachers made of their laptops and the school networks were for planning, administration, downloading resources, including assessments, and publishing. A third were e-mailing other teachers and experts outside their school on a regular basis. The synchronous uses of ICT, such as online discussion groups and meetings, were least used.

The next table shows some of this use in more detail, from the survey responses.

Table 22 Table Ngāti Porou East Coast principals' and teachers' frequency of use of their laptops, 2003 (n=57)

Use	Regularly	Occasionally	Never
	%	%	%
Planning for curriculum delivery	61	25	7
Creating panui/newsletters	61	23	9
Writing letters to parents/guardians	58	26	9
Using a database to record & report student results	56	26	9
Creating student reports	56	25	11
Lesson plans	54	30	9
Accessing other resources on-line	53	35	5
Timetables	53	28	12
Accessing curriculum resources on-line	51	33	9
Accessing assessment tasks on-line	49	26	18
Developing presentations for lessons in class	39	37	18
E-mailing other teachers outside your school	33	44	16
E-mailing experts, support persons or mentors	33	35	25
Calendar/diary	19	30	42
On-line discussion groups	9	39	46
On-line meetings	9	28	53
E-mailing students, parents, or guardians	4	33	54

Forty-nine percent of the principals and teachers were also using their laptop and ICT skills with whānau, hapu, iwi, and the wider community.

Table 15 on the next page shows the main uses of ICT in the classroom. The main uses are associated with word processing, and access of information through the internet. Some games were being used, and some surfing of the internet for enjoyment itself. Again, the least likely uses were for synchronous activities, such as video or audio-conferencing, which need organisation across different sites, and prior planning, which can be difficult to fit into individual schools' timetables.

Table 23 Ngāti Porou East Coast Principals and Teachers' use of ICT in classroom 2003 (n=57)

Use	Regularly	Occasionally	Never
	%	%	%
Composing & editing written work	61	23	11
Publishing written work	60	28	7
Research using the internet	46	28	19
Games	30	39	28
Research using CD Roms or other software	28	32	26
Surfing the internet for enjoyment/personal interest	25	35	32
E-mail	16	33	44
Music	11	42	40
Data analysis/spreadsheets	11	30	53
Making & editing videos	7	35	51
Videoconferencing	7	14	72
Self-assessment	5	39	47
Audioconferencing	5	28	60

The most exciting uses of ICT in the classroom which were identified by principals and teachers were:

- Using the multimedia suites to make videos and record events, after training sessions with the Learning Technology facilitator. The making of videos provided the opportunity for student projects and information gathering. *“Te mahi whakaari” [to make plays]. “We learnt how to do animation. I made a pukeko walk across the page. Designing a webpage.”*
- Presenting material about the school, or for professional development, e.g. a PowerPoint about *Jolly Phonics*. *“Children get to create, discuss, and explain their project with tools not normally available to them.”*

One principal said they could not identify the most exciting thing that teachers had done with ICT: *“It’s like saying what’s the most important part of the car – it’s integral to our work.”*

Principals were generally enthusiastic about the overall impact on teaching practice in their schools. Some spoke of the way it provided students with another dimension to their learning, which they enjoyed, and removed teachers’ sense of isolation. Some principals’ enthusiasm was muted, because they did not have the equipment they would like, wished they could find more NZ teaching resources on the internet, or, for one kura, more resources in te reo. *“We have to help students with English reading when they go on the net”.*

Teachers were more likely to talk about their use of ICT for planning, downloading unit plans and other resources, and for assessment when asked about the impact of ICT use on their teaching practice.

Principals and teachers reported that students' main uses of ICT were for word processing, publishing, finding material on the internet ('research'), and multimedia suites. Some were using it for maths and reading activities, for analysing information. Some senior students had relished using ICT to take part in a careers programme.

## **Student use of ICT**

The Learning Technologies Facilitator noted that there were problems with the ageing of the classroom computers, and that student uses which involved the internet were hampered by slow internet access.

If it takes 3-4 minutes for a page to download, the kids go off task straight away. That's a major issue.

We asked the year 8 and 11 students who were surveyed to indicate how often they used ICT at school.

About a third of the year 8 students reported regular use of ICT at school, for games, music, publishing written work, and research using the internet. Publishing written work seemed to be the main classroom ICT activity for students: only 13 percent of the year 8 students said they never did this in class. While making and editing videos stands out as one of the more exciting uses of ICT, only 11 percent said they did this regularly, and 61 percent had never used ICT to make or edit videos.

Table 24 Ngāti Porou East Coast Year 8 Students' use of ICT at school (n=89)

Use	Regularly	Occasionally	Never
	%	%	%
Games	34	35	30
Music	34	33	34
Publishing written work	30	56	13
Research using the internet	29	43	28
Composing & editing written work	26	49	22
Surfing the internet for enjoyment/personal interest	20	35	44
Self-assessment	19	45	34
Research using CD Roms or other software	18	36	46
E-mail	12	37	51
Making & editing videos	11	28	61
Other uses	10	11	79
Videoconferencing	9	28	62
Data analysis/spreadsheets	7	49	43
Audioconferencing	7	34	56

The year 11 students were more likely to be getting information from the internet – and surfing it for enjoyment. Otherwise, their pattern of use was similar to that of the year 8 students.

Table 25 Ngāti Porou East Coast Year 11 English-medium Students' use of ICT at school (n=50)

Use	Regularly	Occasionally	Never
	%	%	%
Research using the internet	42	32	26
Publishing written work	40	40	20
Surfing the internet for enjoyment/personal interest	36	32	32
Composing & editing written work	32	58	10
Music	30	28	42
Games	20	42	38
E-mail	18	20	62
Data analysis/spreadsheets	14	38	48
Self-assessment	12	52	36
Making & editing videos	10	22	68
Other uses	10	8	82
Videoconferencing	8	30	62
Research using CD Roms or other software	6	28	66
Audioconferencing	2	22	76

Making videos or using the digicam [digital camera] for field studies, projects, and to record events in the life of the school, using the internet, and publishing were the most exciting uses. Movies made by students were shown at one school prize giving last year, *“with a huge impact on the parents. It wasn't just the ICT skills, it was the writing of the scripts, the acting, putting the music to it and editing it. The kids loved making it”*. At one kura kaupapa Māori students showed parents their work on PowerPoint at parent-teacher interviews.

No te mea, i whakamahi nga tamariki a ratou ake mahi i runga Powerpoint. Hei whakaaturanga ki nga matua mo te po wiiwitunga, hei aromatawai

Students enjoyed these uses of ICT because:

It's their own work, and they get instant results.

It's hands on – you're not sitting on a chair listening to a teacher, you can't fail.

It's interactive, amusing.

They've got a chance to direct themselves to work independently.

On the whole, the principals and teachers thought that ICT was having a positive impact on student learning.

They're learning to be more creative, to access knowledge.

Better access to information, better quality and output of work. But what we have found is that it doesn't turn a mediocre student into a good student.

## Sustainability

However, around three-quarters of the schools found that ICT use brought new issues in terms of equipment maintenance and replacement. The main issues were when networks crashed, disrupting planned teaching and learning, and with ageing and well-used equipment that was liable to break-down. Principals were concerned about how they would replace this equipment, and how they could improve their access to the internet.

The Learning Technologies Facilitator and the technician who had worked with Ngāti Porou East Coast schools for the last few years also voiced real concerns about the sustainability of the current networks and equipment.

The principals and teachers were most appreciative of the Whaia te iti Kahurangi ICT technical support and Learning Technologies Facilitator, but would like them to be more available, to have more time for each school. This was true even of the schools where teachers were confident, and had troubleshooting skills. They saw the need for Te Rangitawaea to continue, providing workshops for particular skill levels, getting good broadband access, and updating the servers, laptops, and other equipment, so they could all use interactive multi-media ICT.

Revisiting the professional development and going through slower, more meticulously.

We need to be updated on new developments in technology and resources. Facilitator could spend more time with teachers, showing rauemi.

As a small school, we could never have afforded the professional development we have got and the advice. The location of instant information, it saves me a lot of time.

The people are great, we couldn't do without them, but Te Rangitawaea needs leadership and co-ordination, to interface with new Ministry of Education programmes, such as Probe, replace our ageing equipment, keep abreast of exciting ICT developments, and promote what schools doing. I don't think that that leadership has been seen as a priority.

The Learning Technologies Facilitator was aware of some of the limitations of workshops at the end of the school day, or single-day workshops for new skill areas.

My ideal would be to take 10 teachers out of the classroom for two weeks, and look at how we can best use ICT in the curriculum, upskill in different programmes, and then go back into the classroom with regular workshops afterwards to share what we're doing.

The main opportunities the principals saw for using ICT to work with other Ngāti Porou East Coast schools were:

- Audioconferencing (though one teacher said, "*Who organises us?*")



- Sharing units and resources, e.g. “Porourangi, accelerated maths”, “recording local stories and histories to develop resources that can be shared”, “have some planning sessions together to plan different units and share them around, “set up sites for pupils for particular curriculum areas, to support them – there are so many, so exciting, but teachers are too busy to locate and match them.”

Several schools mentioned making more use of the existing videoconference facilities (in Rerekohu, Ngata, Te Kura Kaupapa Māori o Te Waiu o Ngāti Porou, and Tolaga Bay Area School, though lack of bandwidth currently makes it difficult for the latter to hook into multi-site classrooms.

The principal of one kura thought there were some limits on what could be shared between Ngāti Porou East Coast schools.

Things we are doing are unique to us. That we do everything in te reo limits interaction.

## Summary

Like the professional development which Whaia te iti Kahurangi brought into Ngāti Porou East Coast schools, Te Rangitawaea has become part and parcel of everyday school life. Word processing, access to the internet, and the visual tools which ICT makes available were the main forms of ICT use. Teachers’ main use of ICT was mostly to support their teaching, through planning, administration, downloading resources, and publishing, though some were using classroom computers as part of their daily programme for students. A third were e-mailing other teachers and experts outside their school on a regular basis. The synchronous uses of ICT, such as online discussion groups and meetings and videoconferencing, were least used by principals and teachers. Just under half the teachers and principals were also using their skills and laptops for whānau, hapu, iwi, and the wider community.

Principals and teachers reported that students’ main uses of ICT were for word processing, publishing, finding material on the internet (‘research’), and multimedia suites. Some were using it for maths and reading activities, for analysing information. Some senior students had relished using ICT to take part in a careers programme. Principals were generally enthusiastic about the overall impact of ICT on teaching practice, citing greater student enjoyment, the visual attraction and sense of achievement from “instant results”, and teachers’ sense of being connected, or no longer being isolated. The multimedia uses which could be used to record significant events, and for project work, were among the most exciting uses. They allowed students to work as teams, and integrate different learning areas. They also allowed students to display their work to whānau and others.

About a third of the year 8 students reported regular use of ICT at school, for games, music, publishing written work, and research using the internet. Publishing written work seemed to be the main classroom ICT activity for students: only 13 percent of the year 8 students said they never did this in class. While making and editing videos stands out as one of the more exciting uses of ICT, only 11 percent said they did this regularly, and 61 percent had never used ICT to make or edit

videos. While exciting, this use of ICT is one of the more time-consuming, and can be costly. The year 11 students surveyed reported similar patterns of ICT use, but with more internet use for both information and surfing.

The ICT uses that principals, teachers, and students report are comparable with other areas which have had ICT provision for similar lengths of time (e.g. Comber et al, 2002), NZCER, forthcoming), with the exception of the use of multimedia. As several of the Ngāti Porou East Coast principals observed, ICT is primarily a tool which does not immediately transform learning. It was a tool which the Ngāti Porou East Coast schools generally saw as now indispensable. Principals were therefore concerned with the sustainability of their ICT equipment and support, and to be able to make the maximum use of it, by improving bandwidth and the quality of their equipment. Some smaller schools were wondering if they needed networks, since they were more dependent on the availability of the Whaia te iti Kahurangi technicians if the network crashed than if they were using stand-alone computers. The age of the machines, and their constant use, were causing additional work for the Whaia te iti Kahurangi technicians.

Given the schools' use of ICT, and the plans for a Ngāti Porou integrated learning system using ICT, and for its use in sharing Ngāti Porou curriculum resources, it would seem that ICT must remain a priority area for Whaia te iti Kahurangi.

## Section Eight

# Early childhood education

Te Runanga o Ngāti Porou includes all education in its goals for improving education, and making it a prime social and economic engine for the Ngāti Porou rohe. There has been increased recognition of the value of early childhood education for children's long-term learning (Wylie & Thompson 2003), and the government released a ten-year strategic plan for early childhood education in 2002, which aims to increase access and quality. There has been some concern at Ngāti Porou East Coast enrolment rates in early childhood education, mainly kōhanga reo, and some anecdotal concern about quality.

In this section, we look first at principals' perceptions of what tamariki needed when they started school, and the transition they provided for new entrants. Then we turn to the issues which were identified by the four kōhanga reo we visited in June 2003.

## Transition to school

What did principals think tamariki needed to have when they started school? There were five main themes:

- able to follow routines, listening skills, look after themselves (including hygiene),
- able to hold a pencil or crayon, or write their own name,
- some knowledge of letters, words; able to count,
- te reo (for kura), and
- a desire or hunger to learn, how to ask good questions.

Only one principal thought that almost all the school's new entrants had the things that were important for a child starting school. Eleven of the principals estimated the proportion to be around 50-60 percent of their new entrants. Three thought it was very low, less than 20 percent.

Some of those new entrants who did not have what the principals thought they needed when they started school had attended early childhood education, indicating that there was room for improvement in the early childhood education available. We did not ask principals for their views of the quality of their local kōhanga reo or early childhood education services, but one principal expressed some concerns.

By the time those children get to school we are needing to provide them with a lot of those pre-school developmental opportunities, tactile, hands-on stuff, like playing with water. I think there is more preoccupation with whether their hands are clean. I worry that because you've got by and large untrained staff, or staff who don't understand the developmental needs of early childhood, that bad habits are being learned. The quality of language in kōhanga also, if the oral language is not good in Māori, well, you have children who are bi-illiterate, or bi-inability to speak well in either language. I think for some parents kōhanga must be a babysitting service, because as soon as they are five they put them into English-medium. So it's not an early childhood experience based on a firm belief, a philosophy.

We asked principals what kind of contact they had with their local kōhanga reo and other early childhood education services.

Two-thirds of the principals said they had regular contact with the local kōhanga reo. Five of the schools had early childhood education services operating on or next to the school site. Three of the schools had no local early childhood education services. The contact was often in the form of sharing activities, functions, or facilities. The contact was often closer between kōhanga reo and kura, where the kōhanga reo graduates went onto kura.

Eight of the schools offered parents and their children an introduction to the school, usually through visits to the school in the weeks or months before they started school. One of the kura phased in the transition from kōhanga reo, gradually increasing from one day to three days a week at the kura before they began, and one of the English-medium schools invited parents to come with their child for a day a week for some time before the child started school. Another kura had powhiri for new entrants, and several kura had orientation sessions for parents.

## Kōhanga reo

We visited four of the 12 kōhanga reo on the Coast. The four we visited were chosen on the basis of their availability at the time of our fieldwork, and openness to research visitors, based on informal discussions with the Whaia te iti Kahurangi Education Team.

Three of the kōhanga reo had started operating in marae, and then moved to separate buildings on or near the marae.

Three of the kōhanga identified some issues for them around the teaching of tamariki/mokopuna. They thought they faced a harder task than previously.

Ko tērā reanga tamariki he ngawari ki te ako, he ngawari ki te whakaako, ko ngā reanga kei roto i ngā kōhanga ināianei tino uaua, he uaua, na reira i te timatatanga o te kōhanga he ngawari ki te whakaako ngā tamariki engari naianei (Interviewer: he rereke) he rereke no te mea ke ko ngā mātua he reanga tamariki, he tamariki tonu, ae he tamariki tonu rātau, ko ngā mātua ngā mea i mua atu he āhua pakeke, he mohio ki te tiaki tamariki, ae koirā te raru ki tōku titiro kāre ngā mātua o naianei i te tino marama, i te tino mohio ki te tiaki, ki te whakatipu tamariki.

(Translation) tamariki/mokopuna were easier to teach than the tamariki and mokopuna of this generation - today – the parents of the children today are children themselves. Parents of tamariki (when we first began) knew how to look after children [they had better parenting and life skills]. In my opinion parents of today do not understand or know how to bring up children.

When it first started up it was tatou, tatou, whānau, whānau, getting in there and just awahi with the kids and no structures to follow by. That was it, the beginnings of kōhanga was to embrace the reo and to enhance it and that's it along with the other stuff, that was the tikanga. Back in those days we had kuia and korouas in here, now you can't get them in here anymore. Maybe it's just moving too fast for them and you have to adhere to Ministry policies.

Three of the kōhanga reo experienced fluctuating rolls, which made planning difficult. One of the kōhanga reo had deliberately capped their roll because they felt that the building was not big enough to accommodate the number of licensed children they were able to enrol. This meant they had a waiting list.

Mention was made of the transient nature of families living on the East Coast. This added to the uncertainty about roll predictions.

He pātai uaua tēnā notemea, ia tau ka tae ki te mutunga o te tau . . . ka whakaaro au kua haere ētahi o ngā mokopuna nei ki te kura a te tau hou ka heke te nui o ngā tamariki i runga i te rārangi ingoa o te kōhanga engari kāre tātau e mohio ngā nekeneke a ngā whānau inaianei, ne, ki te nekeneke haere ki tēnā rohe, ki tēnā rohe, ki tēnā rohe he nui ngā whānau kei te pera kei te whaiwhai haere ngā mahi. Ka haere mai rātau akuni pea mo te tau kotahi, ka noho, ka mutu tērā tau ka neke atu ki tētahi atu rohe kua pēra te āhua inaianei, ko ngā whānau kei konei e noho ana kei te pai ēra, engari he nui tonu ngā tamariki o ngā whānau e nekeneke haere nei.

(Translation) That is a difficult question because at the beginning of the year the roll decreases, but we don't know when whānau move from one district to another. There are lots of whānau like that, that move in search of work. They come here stay for a year or so then move elsewhere. Those families living here are fine, however there are a lot of children with families that are moving all the time.

Kōhanga reo whānau that were interviewed knew of children in their districts that did not attend kōhanga reo or any form of early childhood education. This they tended to put down to the apathy of the parents/caregivers and a lack of interest in kōhanga reo “they would sooner stay home and watch T.V”. Young families could also find it difficult to come to kōhanga reo if they faced travel costs or could not access transport.

Whānau at two of the kōhanga reo thought there would be advantages in amalgamating with other kōhanga reo operating locally, to make the most of their resources.

Two of the kōhanga reo had difficulty attracting and retaining kaiako, and thought workload and pay could be disincentives. They felt well supported by the Kaupapa Kaimahi, and their Purapura clusters, which meet regularly (there are two purapura, one covering Tikitiki to Hicks Bay, and the other from Ruatoria to Tolaga Bay). They made their own learning resources and also used the physical resources of the area, such as the marae, moana, or ngahere.

There appeared to be a high level of satisfaction with training which was provided by the Te Kōhanga Reo National Trust.

## **Summary**

It seems that many Ngāti Porou East Coast children – possibly around 40-50 percent - are starting school without the habits and knowledge which would allow them to make a flying start on their learning. The kōhanga reo whānau identified issues which also concerned them in terms of children's learning, primarily the quality of te reo they could provide, and the level of whānau participation. While not all principals thought that all children needed to attend early childhood education, they did see the need for children to come to school equipped to make the most of it.

Whaia te iti Kahurangi was originally conceived within a community development framework. The schools have made tangible progress over the past few years. In doing so, some of the contextual issues around learning become more exposed. The quality of te reo, and the number of fluent speakers, is one of the prime challenges for Whaia te iti Kahurangi in terms of its ability to make deeper progress. Ways of involving whānau in children's learning, is another.

## Section Nine

# School staff views on school culture and changes

In this chapter, we focus on principals', teachers', and support staff views of their school's focus and culture, and their views of the changes that have occurred in their schools over the last two years. These views are drawn from the surveys which school staff filled out, which were used in the 2001 NZCER research. These surveys were based on teacher surveys developed for the *Improving School Effectiveness Project (ISEP)*, with some additional items related to the Whaia te iti Kahurangi goals. The *ISEP* surveys in turn were based on earlier surveys and research on school effectiveness (see McCall et al, 2001, for more details). The *ISEP* analysis of the relations between survey responses and patterns of student achievement in individual schools showed that some items are particularly related to school effectiveness, or the ability to add value to children's initial achievement levels. These items are starred in the next three tables.

The items are related to characteristics of school management and leadership, and the school's emphasis on learning:

### **1. Management and Leadership**

- Effective teacher/teacher and teacher/senior management team communication
- Fair decision-making
- Accessibility of senior staff
- Encouragement of staff ideas
- Staff participation in decision-making, including [professional] development planning
- Collegial and effective use of staff development time
- Senior management praise for staff

### **2. Emphasis on learning**

- Teacher discussion of pupil learning/teacher collaboration
- An encouragement of independent learning
- Monitoring of pupil progress/teacher feedback to pupils

### High teacher expectations of pupils

A common thread running through these indicators of schools making progress in improving student achievement is the importance of communication, of sharing information and ideas, and 'ownership' of what is done, by both teachers and students. It is quite a shift from the traditional approach of teachers working independently in their own individual classrooms.

In addition, ISEP also found some relationship between teachers' perceptions of change in their school over the previous two-three years, and patterns of school progress in raising student achievement. Staff in the schools that did best in raising student achievement tended to report:

The school was a better place to be

Learning and teaching practice was better

The quality of leadership and management in the school improved.

## **Principals' Views of their Schools**

As in 2001, the Ngāti Porou East Coast principals were largely positive about their school's focus and culture. There was strong agreement about shared values, and the use of te reo Māori and ICT in classrooms. The current challenges can be seen among the items which were strongly agreed with by less than half of the principals who filled in questionnaires. These items are about the feedback given to students, and collaboration between teachers, in and beyond their individual school in relation to planning of learning, improving learning, and providing each other with feedback based on classroom observations. It is also interesting that only a third of the principals strongly agreed that teachers in the school shared similar ideas and attitudes about effective teaching/learning. So while the Ngāti Porou East Coast schools were rated quite highly by principals in terms of management and leadership items, they were not rated so highly in terms of the items related to an emphasis on learning. This somewhat more critical view may indicate how important this area was to the principals, helped by the strong professional development emphasis of the last two years.



## School staff views on school culture and changes

Table 26 Ngāti Porou East Coast Principals' perspectives on the focus and culture of their schools 2003 (n=14)

	Strongly agree %	Agree %	Uncertain %	Disagree %
The primary concern of everyone in the school is student learning	10	3		1
Adults (teachers) as well as students learn in this school	9	3	1	1
Teachers in this school believe that all students can learn	8	5	1	
Te reo Māori is used in our classrooms	8	5	0	1
There is effective communication among teachers*	8	3	1	
Teachers make good use of computers in their classroom work	7	8	1	1
Student success is regularly celebrated in this school	7	7		
Staff in this school work hard to promote and maintain good relations with the community	7	6	1	
Staff development time is used effectively in our school*	7	6	1	
Every attempt is made to set challenging standards of achievement for each student*	7	5		1
Teachers have a say in topics selected for the school's staff development programme*	7	5		
There is regular staff discussion about how to achieve set school goals/targets	7	5		
Senior staff openly recognise teachers when they do things well	7	5		
Teachers encourage students to be independent learners*	7	4	2	
Decision-making processes are fair*	7	4	1	0
There is effective communication between senior staff and teachers*	6	6		
Staff participate in important decision making	6	6		
Staff feel encouraged to bring forward new ideas	6	5	1	
Teachers regularly collaborate to plan their teaching*	6	5	2	1
Teachers have opportunities to work with teachers in other Ngāti Porou/East Coast schools	6	2	3	3
If staff have a problem with their teaching they usually turn to colleagues for help	5	9		
Teachers regularly monitor the learning and progress of individual students*	5	8		1
Teachers regularly discuss ways of improving students' learning*	5	6	1	0
Staff ensure that students receive constructive feedback about their work*	5	5	3	1
Teachers share similar beliefs and attitudes about effective teaching/learning	5	4	2	1
Other staff are available to discuss curriculum/teaching matters	4	8		
Teachers regularly observe each other in the classroom and give each other feedback	2	1	5	4

\* Items found to be strongly related to school effectiveness in ISEP study.

## Teachers' perspectives on their schools

Teachers were also positive about most of the items we asked about. They showed more uncertainty than principals, and more disagreement about some items.

Compared with the 2001 teacher responses, and with the principals in 2003, a higher proportion of teachers strongly agreed with some items related to student learning, a positive indication of changes in teaching practice which should benefit students. However, not every item related to student learning was highly rated.

Collaboration within and between schools, one of the initial Whaia te iti Kahurangi emphases, was still not strongly rated. The teachers were less likely than the principals to strongly agree that te reo Māori was used in their classrooms, or that teachers made good use of computers in their classrooms.

## School staff views on school culture and changes

Table 27 Ngāti Porou East Coast Teachers' Perspectives on the focus and culture of their schools 2003 (N=43)

	Strongly agree %	Agree %	Uncertain %	Disagree %
Student success is regularly celebrated in this school	70	23		5
Teachers in this school believe that all students can learn	70	14	5	9
The primary concern of everyone in the school is student learning	67	19	9	2
Staff feel encouraged to bring forward new ideas	65	26	2	7
Senior staff openly recognise teachers when they do things well*	63	26	5	7
Teachers regularly collaborate to plan their teaching*	61	21	9	9
Teachers regularly discuss ways of improving students' learning	60	33	2	5
Te reo Māori is used in our classrooms	59	35	2	5
If staff have a problem with their teaching they usually turn to colleagues for help	58	33	5	2
Adults (teachers) as well as students learn in this school	58	30	7	2
Teachers have a say in topics selected for the school's staff development programme*	58	23	11	7
There is effective communication between senior staff and teachers*	56	26	9	7
Other staff are available to discuss curriculum/teaching matters	53	37	5	5
Staff in this school work hard to promote and maintain good relations with the community	53	37	2	5
There is effective communication among teachers	51	34	5	9
Teachers regularly monitor the learning and progress of individual students*	49	40	7	2
Teachers encourage students to be independent learners*	47	40	9	2
Decision-making processes are fair*	44	42	5	5
Every attempt is made to set challenging standards of achievement for each student	44	33	16	5
Staff participate in important decision making	42	35	12	9
There is regular staff discussion about how to achieve set school goals/targets	40	35	16	7
Staff development time is used effectively in our school*	37	40	16	5
Staff ensure that students receive constructive feedback about their work	37	40	16	5
Teachers share similar beliefs and attitudes about effective teaching/learning	37	40	14	7
Teachers make good use of computers in their classroom work	35	40	19	2
Teachers have opportunities to work with teachers in other Ngāti Porou/East Coast schools	30	35	12	21
Teachers regularly observe each other in the classroom and give each other feedback	23	28	9	33

\* Items found to be strongly related to school effectiveness in ISEP study.

## **Support staff views of their school**

Support staff were also largely positive about the culture and processes at their school, but somewhat less than they had been in 2001, with only 7 of the 22 items strongly agreed with by half or more of those responding, compared with 14 items in 2001. It is not clear why this should be so. Their answers suggest the need to involve support staff more in the life of their schools.

## School staff views on school culture and changes

Table 28 Ngāti Porou East Coast school support staff views of their school 2003 (N=41)

The school now	Strongly agree	Agree	Uncertain	Disagree
	%	%	%	%
Staff encourage students to try their very best	69	27	7	2
The primary concern of everyone in the school is student learning	61	29	10	
Student success is regularly celebrated in this school	61	27	7	2
Teachers believe that all children can be successful	56	29	12	2
Support staff like working in this school	54	41	2	
Support staff feel involved in the life of the school	51	44	2	2
Senior staff openly recognise support staff when they do things well	49	39	2	7
Students are clear about standards of behaviour expected in the school	46	41	7	5
There is effective communication between teachers and support staff	46	37	10	5
There is regular staff discussion about how to achieve school goals/targets	44	49	2	2
Staff in this school work hard to promote and maintain good relations with the community	44	41	12	2
There is effective communication among teachers	42	42	5	10
The school communicates clearly to parents the standard of work it expects from students	41	46	10	2
Staff pay attention to keeping the school environment attractive	41	41	10	7
Staff feel encouraged to bring forward new ideas	41	39	15	
Adults as well as students learn in this school	39	44	10	5
Whole-school meetings are worthwhile	39	39	17	2
The senior staff communicate a clear vision of where the school is going	37	39	20	2
Parents are clear about behaviour standards expected in school	32	39	24	5
Decision-making processes are fair	29	49	15	5
Students in this school are enthusiastic about learning	29	46	20	5
Students respect staff	24	56	15	2

## Views of change 2001–03

Principals' views of change over the last 18 months are similar to those given in 2001, for the period 2000–01. That similarity indicates that change is continuing for the Ngāti Porou East Coast schools.

Table 29 Principals' views of change at their school over 2001–03 (n=14)

Change over the last 1-2 years	Strongly agree	Agree	Uncertain	Disagree
	%	%	%	%
We have made positive changes to the way we teach*	8	5	0	
We monitor student achievement more	7	4	2	
We have made positive change to the way the school runs*	6	7	0	
We expect more of our students	5	6	1	
We have more professional development	5	5	2	1
The community is more involved in the school	5	2	5	1
We are more involved in community activities and events	4	7	1	1
We make more use of te reo o Ngāti Porou	4	6	2	1
Parents show more interest in their children's learning	4	6	1	2
We have more contact with other schools	4	5	3	1

\* Indicators linked to progress in student achievement in the ISEP project

Compared with the 2001 Ngāti Porou East Coast teachers' survey responses, there was some increase in the ratings given by the 2003 teachers responding to three items: teachers felt they expected more of their students, had made positive changes to the way they taught, and made more use of te reo o Ngāti Porou. The other items continued at much the same level, indicating a slowly rising tide of change in practice rather than dramatic change. Overall, these are encouraging signs that a learning culture has developed within individual schools.

The items with the least change are those that are less within individual school control, which are intrinsically more difficult for schools: parents, the community, and other schools. Whaia te iti Kahurangi's initial set of priorities focused on the core work of schools, though the kaitakawaenga positions were to provide a link between schools and communities. The 2001 and 2003 teacher and principal survey responses are similar in relation to community involvement, suggesting no negative impact from the ending of those positions at the end of 2001.

## School staff views on school culture and changes

Table 30 Teachers' Views Of Change At Their School 2001–03 (n=43)

Change	Strongly agree	Agree	Uncertain/ don't know	Disagree
	%	%	%	%
We expect more of our students	65+	21	5	2
We have made positive changes to the way we teach	49+	35	9	2
We make more use of te reo o Ngāti Porou	47+	26	21	2
We have made positive changes to the way the school runs	47	28	12	9
We monitor student achievement more	42	35	16	2
We have more professional development	36	36	14	9
The community is more involved in the school	35	26	26	7
We have more contact with other schools	29	36	21	7
Parents show more interest in their children's learning	23	35	28	2
We are more involved in community activities and events	22	39	31	3

Around 5 percent did not answer this set of questions.

We asked slightly different questions of support staff. The support staff were somewhat less likely than teachers or principals to be aware of changes to their schools. Like their colleagues, they also saw less change in parental interest in learning, than in internal school matters.

Table 31 Ngāti Porou East Coast schools support staff views of change at their school 2002–03 (n=41)

Change	Strongly agree	Agree	Uncertain	Disagree
	%	%	%	%
We have made positive changes to the way the school runs	37	39	12	5
We have more contact with other schools	32	34	20	7
We enjoy our work more	29	44	7	7
We make more use of te reo Māori	29	44	15	5
Student behaviour has improved	29	39	15	10
Parents show more interest in their children's learning	15	34	29	15

## Summary

School staff were generally positive about their schools in terms of shared values, and the management of the school. The views of principals responding to the survey in 2003 were much the same as those who responded in 2001. Teachers were somewhat more positive about some items related to student learning, and support staff, somewhat less positive. It is not clear why these differences should exist: perhaps they reflect different access to, and involvement in professional development over the past few years.

The items relating to feedback given to students, which is important in supporting improvement in achievement, collaboration between teachers, and sharing of similar ideas and attitudes about effective teaching/learning received fewer ratings of strong agreement that they existed in the Ngāti Porou East Coast schools. This may indicate heightened awareness of the value of these practices, stemming from the professional development emphasis of the last few years, as much as existing practice.

The school staff views show that the Ngāti Porou East Coast schools have been changing over the past few years, with some gains evident. They also show scope for further change, and underline the challenge to engage students in learning which was evident from the student perspectives on their learning and school experiences.



## Section Ten

# The role of Whaia te iti Kahurangi

In this chapter, we describe the perspectives of school staff and trustees, the Whaia te iti Kahurangi Education Team, and the two Whaia te iti Kahurangi partners on the role of Whaia te iti Kahurangi, its achievements, strengths and weaknesses, and on its future direction. We start with schools.

## School perspectives

### Survey material

We asked principals, teachers, and support staff to identify the current strengths of Whaia te iti Kahurangi, in an open-ended question. There were three strengths that were identified by each of these groups:

- Providing professional development opportunities, to build or strengthen the schools,
- Accessing/co-ordinating additional funding for school programmes (such as *HPP*), and
- ICT provision and support.

These three strengths were each identified by between 13 and 16 school staff. The Ngāti Porou basis for Whaia te iti Kahurangi, and the voice it gave Ngāti Porou East Coast schools at the national level was seen as a strength by 7 school staff.

Other strengths, each identified by one or two school staff members, were the co-ordination of schools for common objectives, its focus on raising student achievement, board training and support, help in developing strategic plans, leadership, bringing schools together, and communication.

Twenty-six of the 98 school staff who returned surveys did not reply to this question, or said they did not know what the strengths of Whaia te iti Kahurangi were. Two made negative comments about Whaia te iti Kahurangi.

What role did school staff see Whaia te iti Kahurangi playing for Ngāti Porou East Coast education in the next few years? The main desire was for it to maintain its current role, as school staff saw it. For many, that means a focus on education, co-ordination, and providing shared experiences and resources, particularly related to Ngāti Porou. Kura staff see Whaia te iti Kahurangi as needing to pay more attention to kura, and work with the kura. Some would like it to have more communication with schools. Some saw it as moving to more active leadership, particularly in regard to early childhood education and adult education, with a focus on te reo me nga tikanga. Twenty-six had no view on the future role of Whaia te iti Kahurangi. Only a few made negative comments about Whaia te iti Kahurangi. The comments below illustrate the range of views.

Hopefully maintaining all that's happening! Only doing more, and striving to give the best they can to the Coast.

Continuation of their presence in co-ordinating schools and fostering unity and support in curriculum.

Co-ordination of schools for common objectives and pushing the Ministry of Education for common school requirements.

More of an advisory role with regards to Ngāti Poroutanga, providing more professional development opportunities for teachers, accessing best practice models for our schools.

Continued supportive role to schools with no hindrances/unfairness. I feel that we are not yet in a position for Whaia te iti Kahurangi /the Runanga to administer fully Ngāti Porou Education that includes distribution of funding to schools.

..te noho tau hei rōpū tautoko tāta ara ki a mātau.

Definitely working in the early childhood education sector, kōhanga reo, supporting schools in the face of staff burn-out, and actively recruiting Ngāti Porou experts to fill pivotal roles in the team partnership.

Providing educational opportunities to the adult student who wants to climb back into education's waka, who needs assistance with that initial kick-start.

It needs to sell itself more in order to convince former sceptics like me that they can deliver the goods. I do believe that they are capable of delivering.

Keep up the good work, and stay in touch!

## Interview material

The same themes came through in our interviews. When we asked *principals* what difference Whaia te iti Kahurangi made in their school, the answers focused on its support for individual schools, through provision of professional development, funding, and ICT. A few principals mentioned its value in providing co-ordination and networking, in “*opening the doors*”, and in giving Ngāti Porou East Coast a political voice.

Looking ahead two to three years, the principals were divided between those who saw Whaia te iti Kahurangi 's current role continuing, and those who saw the need for some changes, particularly those who saw a need for it to play a greater educational leadership role.

They have a putea for professional development which is helpful. They don't come up with the ideas or the inspiration.

I'm not too sure what their role is. All I know is they've got funding and they're there to strengthen Ngāti Porou schools.

Develop a Ngāti Poroutanga curriculum. Get inspirational people in Whaia te iti Kahurangi, ideas people.

Developing Ngāti Porou curriculum, resources, supporting and fostering other whānau that want to become Kura kaupapa.

If it carries on as at present, there will be Ngāti Poroutanga in all facets of education and support. It will become a one-stop shop, you'd go there rather than somewhere else for your advice.

Schools have to be failing for Whaia te iti Kahurangi to carry on as it is. If every school gets a good ERO report, they have done themselves out of a job. What you need is inspirational leadership involved in Whaia te iti Kahurangi.

You've got to get the ideas. The Whaia te iti Kahurangi team should have an intimate knowledge of the education sector and systems – primary, secondary, early childhood education, kaupapa Māori – and they don't.

Sustainability of what's in place. A stronger monitoring focus, an increased focus on getting communities involved in quality education.

Most of the principals thought that Whaia te iti Kahurangi faced some issues or challenges. These included ensuring good staffing for Ngāti Porou East Coast schools, including retention of good quality staff, and adequate staffing for kura kaupapa Māori. Some also re-iterated the need for clarity about its role, and closer communication with schools.

Strengthen the iwi relationship, the framework. Whaia te iti Kahurangi is looked on as a cute innovation project, and it is not. It needs to be given the mana it deserves.

They need to have a greater presence in school activities, to be more pro-active in their relationships, and more positive.

It would be desirable to have more interaction. It's very healthy for us to support and interact and get ideas from other teachers and what they're doing. We could do more planning and post-assessment discussions with other teachers to collaborate on strategising ways for addressing what the assessments are showing. I think we have to grow that, it can't be forced down, no matter how much Whaia te iti Kahurangi tries to do that, it hasn't worked, so we need to grow it, and their job is to come behind us as support – finding appropriate expertise, providing practical things like time to make it happen, lending weight to applications, making sure they're as robust as they can be to access resources.

*Teachers* focused on the value they had found in the professional development or ICT equipment, training, and support provided by Whaia te iti Kahurangi. These were the main priorities they saw for Whaia te iti Kahurangi in the next 2-3 years. Some also mentioned the creation of Ngāti Porou resources, particularly in te reo Ngāti Porou, for use in kura and immersion classes, though a few stressed the importance of hapu knowledge, and identity, with one saying “the resources should be available to be used, but they shouldn’t be forced on schools”.

A few also expressed the desire for Whaia te iti Kahurangi to have a more active presence in schools, to monitor through observation and discussion rather than “*more paperwork*”, and to be more available. Several emphasised the need for knowledgeable Whaia te iti Kahurangi staff, and professional appointment processes.

It’s important for its continuation that the team is good, that with the key management positions they’re looking for the best, they know the policies and so on, they will find the best person through interviewing, they won’t just take the first person that applies.

*Trustees* were divided between those who saw Whaia te iti Kahurangi making a difference in their school through professional development, ICT, resources, and advice, and those who did not see what their role was, or what difference it made to their own school. Three of the trustees saw Whaia te iti Kahurangi as developing a larger role, to administer education on the Coast. Several others who discussed this prospect were more wary, seeing the need for communities to define their own needs and direction, “the point of Whaia te iti Kahurangi was to give a hand-up. But not to take over.” One trustee said:

There’s been phenomenal activity over the last 3-5 years. Maybe this is the time for reflection and replanning. Things I know about this community lead me to think that this community will develop its own direction. So it’s a question of what support we might need to advance whatever we want to do. I think there is a political role, advocacy for the collective issues that are impacting on all schools, a collective voice.

Their priorities for Whaia te iti Kahurangi varied widely, and included sustaining the gains made, particularly in the quality of teaching, focusing on student achievement, promoting Whaia te iti Kahurangi, undertaking a review of clustering, and establishing the Ngāti Porou East Coast education entity. The challenges they saw for Whaia te iti Kahurangi were around affirming the value of education, strengthening it in Ngāti Porou East Coast schools, and “getting people to open their minds to new ideas”.

## **Whaia te iti Kahurangi Education Team perspectives**

There has been a Whaia te iti Kahurangi team located in Ruatoria since mid 1998, managed first by Gardiner & Parata Ltd until mid 2000, and then based with Te Runanga o Ngāti Porou.

From 2000 to early 2002, the core team consisted of two leaders and a support officer. A senior Ministry of Education official based in Wellington also gave substantial attention to the work of

Whaia te iti Kahurangi, particularly in linking Whaia te iti Kahurangi to the new professional development opportunities in literacy and numeracy, and to the developments in ICT. Four part-time kaitakawaenga had a liaison role between Whaia te iti Kahurangi and the schools. An expert in te reo me nga tikanaga o Ngāti Porou joined the team for 2002. From mid 2002, the team also consisted of an Operations Manager and two support officers located at the Ruatoria office, and a Learning Technologies Facilitator and two ICT network technicians based at schools. They were joined in early 2003 by three part-time, seconded, Learning Facilitators, a part-time Communications Officer, and a Mātauranga Ngāti Porou team, to develop Ngāti Porou curriculum guidelines and associated resources.

We spoke with 11 of the 12 members of the Education Team in May-July to get their perspectives on the work of the Whaia te iti Kahurangi team and its role, both past and future.

The main *achievements* of the last two years mentioned by the Education Team members were:

- Improving the performance of Ngāti Porou East Coast schools, ensuring they “passed” the ERO Review, through providing them with governance and management systems, and professional development;
- Providing ICT; and
- Providing occasions for collegial support and affirmation, including the Ngāti Porou teachers’ hui, and the appointment of the local Learning Technologies and Education facilitators.

Almost all those interviewed saw the role of the Whaia te iti Kahurangi team as being at a cross-roads, in transition from an initial phase of improving school capacity and providing support, particularly in relation to ensuring all schools were judged by ERO to be performing. There was greater confidence among the schools. Te Rangitawaea had given the Whaia te iti Kahurangi team the essential role of servicing the schools’ ICT capacity and capability, and the emphasis on capacity continued with a role of resourcing professional development. The Education Team had what seemed to be largely an operational, service focus.

Some saw it as being well-placed to see what was useful to Ngāti Porou, and make it available. However, not all those who saw this potential thought it could take this role, since they were not clear who made the decisions in relation to Whaia te iti Kahurangi, and what initiative they could or should take within their roles. This lack of clarity in decision making and allocation of responsibility also led to some tasks taking longer than originally envisaged in the workplan which went to the Management Group. Most Education Team members wanted to see more openness in decision making, improved communication with Education Team members, follow-up of issues, less moving of goal-posts, and clearer accountability.

There were questions among the Education Team about the role of the Management Group and who they were in fact accountable to. Some wondered how representative of schools the Management Group was, particularly kura kaupapa Māori. They also wondered about the relationships of both the Management Group and the Education Team with the schools, which are self-managing schools, accountable to their own whānau or boards of trustees.

The lack of clarity about the role of the Management Group was echoed in the frustration expressed by some school sector representatives in terms of both their own role, and the role of the Management Group as a whole. One said:

I don't know whether the Management Group has any bite. Well, it doesn't. Is it just advisory, or meeting for meeting's sake? What is its relevance? I never got to consult with the people that I was supposed to have represented. I was not made accountable. I didn't feel I was making decisions with people. Someone else made it for me.

School requests and responses did not always match the reporting framework for the Whaia te iti Kahurangi 6-weekly reports on progress on the Whaia te iti Kahurangi work plan to the Management Group. There was a suggestion that a more co-ordinated approach be taken, with schools identifying their professional development needs which Whaia te iti Kahurangi could resource or support in the schools' annual plans, so that there was a definite time-period for applications and initiatives. Several Whaia te iti Kahurangi team members felt that there should be priorities in funding, for example in 2003, to trial Ngāti Poroutanga curriculum resources. It did seem from both the Education Team members and school staff interviews that on the whole Whaia te iti Kahurangi provides funding for professional development identified by school staff on request. The principal partnership scheme was an exception, with the Whaia te iti Kahurangi team actively promoting this with first-time principals. The criteria for the funding decisions, and who makes the decisions, are not always clear.

Requests for support for conference attendance were raising some questions, with the Whaia te iti Kahurangi team looking for a collective approach, and hoping to encourage sharing on return of what was learnt. This is a development of the original emphasis in Whaia te iti Kahurangi on encouraging school clustering. It has led to providing some funding for the Ngāti Porou East Coast Principals' Association for travel and meals and for visiting speakers, which has led to an increase in attendance at these meetings held twice a term.

Several team members (and some school staff) raised the possibility of the Ngāti Porou East Coast principals' association taking a larger role in the setting of the Whaia te iti Kahurangi team workplan, and in organising the programme for the Ngāti Porou teachers' hui. Part of the reason for this is that core team members do not feel they are as knowledgeable as they would like to be about what is happening in the Ngāti Porou East Coast schools. Some also feel limited in what they can offer the schools because they are not as knowledgeable as they would like to be about Ministry of Education and other initiatives and resourcing. It was important to most of the Education Team members that schools become more involved with Whaia te iti Kahurangi, and feel that they have a stake in it. Some said that the Education Team and Management Group needed to be more visible to schools, with several suggesting visits of the team to introduce themselves and their different roles.

For several team members, the current role is too limited.

I fear Whaia te iti Kahurangi is becoming a school support/monitoring arm of the Ministry of Education. Ngāti Porou had a bigger vision, wanted learning communities, engaged communities – I know we're not doing enough in that area. If you look at Kuranui, key leaders

there drove that initiative. We had the odd talk about our role, but we didn't provide leadership or resources to advance it.

The partnership between Te Runanga o Ngāti Porou and Ministry of Education was seen as one of Whaia te iti Kahurangi's main strengths: to see from a Ngāti Porou perspective, and have access to the Ministry of Education. Several of the team felt that the Ministry of Education was the dominant partner because it provided most of the funding for Whaia te iti Kahurangi, and had greater capacity to tap into. However, several noted evolutions in the partnership: "it probably was one of dependence at the beginning, we were dependent on the Ministry of Education to kickstart it". Several of the team would like to see the development of Ngāti Porou capability for Te Runanga o Ngāti Porou to have in a few years its own education entity, covering all education, not just the schools. One talked about the long-term goal of revival of hapu ownership of schools, and of the role of marae.

The strengths of the partnership were seen to be that it had developed over time, that the partners had increasingly gained an understanding of one another, that it gave Whaia te iti Kahurangi some clout at a national level, and that both partners shared a commitment to the quality of education in Ngāti Porou East Coast.

The main weakness of the partnership from the Education Team's perspective was the lack of time which the two partner representatives had, which made it difficult at times to make progress. The two partners also had different administrative processes, which sometimes clashed. The Ministry of Education's expectations in terms of time-frames were sometimes thought to be unrealistic given the capabilities of the Education Team, and its resourcing, and the very nature of Whaia te iti Kahurangi.

There's a problem with Wellington imposing the Wellington view on everyone else. They don't understand what capabilities they have themselves, they think everyone can put a submission together in a day. If I could sign it at the bottom and given a budget, I could too, I know what I want. It's a big thing to match up what the two partners want.

Some felt that the Education Team fell between the partner organisations, so that staff from the organisations other than the partner representatives did not always keep them informed or treat them as part of a shared enterprise; others thought that a partnership could weaken responsibility by allowing each partner to blame the other if there was a problem. Several indicated the need to have greater clarity about the partnership. Several voiced the concern that the focus of Te Runanga o Ngāti Porou and the Ministry of Education on the strategic level came at the expense of operational progress.

Several team members saw a need to have a clearer focus for their work, to prioritise. Priorities for the next 2–3 years were identified as:

## **Mātauranga Ngāti Porou**

The importance of having Ngāti Poroutanga underpinning education in Ngāti Porou East Coast schools, and of having Ngāti Porou resources in constant use in the schools, was emphasised by all

the Education Team members. Some Education Team members noted that there were a range of views about the scope of this, and its implementation, that needed clarifying, to ensure buy-in and support from all stakeholders, including principals and teachers, and hapu members. Several noted the importance of professional development to accompany the resources.

### **Sustaining schooling improvement to raise student achievement**

Several team members suggested that the Whaia te iti Kahurangi team could use the Ngāti Porou East Coast ARB results, NZCER research, and the recent ERO reviews to provide a needs analysis in relation to professional development, targeting particular aspects. The work of the Learning facilitators was seen as critical to sustaining and developing what had been gained in the last few years.

There were expectations that the development of the Ngāti Porou learning outcomes system could be used to focus on student achievement, by making information on student performance more readily available to students, whānau, teachers, and Whaia te iti Kahurangi. The Ngāti Porou learning outcomes system is also expected to provide easy access to the Mātauranga Ngāti Porou resources, and to other resources and programmes which strengthen learning.

Several also saw a role for Whaia te iti Kahurangi in ensuring that all teachers in the Ngāti Porou East Coast schools and kura kaupapa Māori were qualified, registered, well-trained, and committed. Some saw a role for Whaia te iti Kahurangi to provide incentives to attract good principals and teachers, and to support schools and ensure good appointments by participating in principal and teacher appointment panels. One mentioned the need for succession planning to ensure that schools retained good leadership. Several thought that there would continue to be issues in ensuring quality teaching staff if there was not some amalgamation of schools.

Collaboration between the schools offering secondary level education, or with other selected schools, was seen as key to being able to offer a full secondary curriculum and retain students in the Ngāti Porou East Coast schools by several team members.

The further development and use of ICT was seen as essential by most of the Education Team members. Some suggested putting a computer in every home, so that whānau could access the Mātauranga Ngāti Porou resources, and use the Ngāti Porou learning outcomes system.

### **Adult learning, and parent support for their child's learning**

Several team members noted the high turnouts for the recent Te Runanga o Ngāti Porou wananga on marae. They saw the importance of the wananga continuing, and of offering te reo programmes for adults. They saw increased adult participation in Atarangi classes, which would feed into bigger kura kaupapa Māori enrolments. However, one person noted that because of the shortage of fluent speakers, where wananga for adult learners outside the rohe were tapping the same pool as Ngāti Porou East Coast kura kaupapa Māori, but able to offer higher salaries. This underlined the



importance of Whaia te iti Kahurangi, as the one body which could potentially take an integrated approach to learning at all levels. Several said that Whaia te iti Kahurangi should focus on increasing the number of te reo speakers in Ngāti Porou communities, for student learning, for the health of the kura kaupapa Māori and immersion classes, and for the long-term goal of strengthening Ngāti Porou te reo me nga tikanga. One suggested that Whaia te iti Kahurangi sponsor hui on education/learning, to support communities developing their own approaches.

One team member thought Whaia te iti Kahurangi needed to encourage communities to become reading communities.

## **Developing the capacity of Ngāti Porou to manage education for Ngāti Porou East Coast**

The team's role is to advise, lead, and develop education, to really become proactive rather than reactive. It's a bit hard with the board set-up and parochialism, but to me they really need to lead it. The biggest obstacle is to get the right people in place. Ngāti Porou know our own issues, what's good, bad, we need people who can fix it, with the skills and ability to lead. That's a hard one, there isn't a huge pool to pick from.

Clarification of roles and processes were identified, as well as more communication about Whaia te iti Kahurangi. With new staff coming into the schools, there is an ongoing need to remind people of the kaupapa of Whaia te iti Kahurangi.

## **Early childhood education**

The Education Team was carrying out a survey of the Ngāti Porou East Coast kōhanga reo, to put together a comprehensive picture of the rolls, staff, whānau involvement, and issues. This is to feed into the formation of the strategic plan for the next 3-5 years. Core members of the Education Team thought it was important to focus on early childhood education because "if we are to raise student achievement, we've got to start as early as possible". They also saw value in early childhood education as a way to involve parents in their children's learning, and as an avenue for adult learning. Early childhood education was also seen as part of Whaia te iti Kahurangi because of the vision of covering all levels of education, from early childhood education to tertiary.

## **Partners' perspectives**

The partnership between Te Runanga o Ngāti Porou and the Ministry of Education is not predicated on each partner having exactly the same perspectives or accountabilities, but on the value of working together on things which are of joint interest and benefit. The partners' perspectives are given separately here, so that a clear picture of the things they see alike, and the things they see somewhat differently, can be gained. What they share are:

- Perceptions of the main gains from Whaia te iti Kahurangi in recent years, in terms of the partnership itself, the strengthening of the schools, and revived Ngāti Porou East Coast interest in education,
- Some of the key issues it faces, particularly around capacity and capability, the clarification of the roles and relationships of the Management Group and the Education Team, and the collaboration or reciprocity which would underlie a Ngāti Porou East Coast network of schools, and
- The inclusion of those issues in the priorities for the next few years, plus the Ngāti Porou curriculum guidelines.

## Te Runanga o Ngāti Porou

The Te Runanga o Ngāti Porou CEO identified four kinds of achievement:

- The flourishing of the partnership. This was evidenced at two levels. First, the co-chairing of the Whaia te iti Kahurangi Management Group, and the constructive input of the Ministry of Education Whaia te iti Kahurangi staff member in building the capability and capacity of the Education Team.

Second, in broadening the relationships with Ministry of Education and the Ministry. Te Runanga o Ngāti Porou has played a key role in the iwi education partnership forum. The iwi education forum has gained involvement in the Ministry of Education's development of its priorities. It met with all the Ministers of Education as a group for each iwi to present its own vision. It has gained regular meetings for the iwi education partnership forum with the senior Management Group of the Ministry of Education, focused on priority setting and monitoring each other's progress in terms of priority targets. Access to the senior Management Group is important for Te Runanga o Ngāti Porou for the full development of Whaia te iti Kahurangi:

...in terms of a fully integrated education strategy that not only focuses on compulsory but is inclusive of early childhood, tertiary, and also is set up to support the re-establishment of marae and hapu learning centres, [it is significant that we can] engage with all the senior managers, being able to talk with the manager of early childhood, special education services, tertiary education, finance. We talk with the whole group. Those are significant in terms of changing the nature of the way in which we engage with the Ministry.

One immediate gain from this cross-Ministry engagement was analysis of Te Runanga o Ngāti Porou's communication strategies by two Ministry of Education communications staff, who were also Ngāti Porou.

The engagement with the senior Management Group of the Ministry of Education was seen in terms of partnership, of:

The transfer of skills both ways. Certainly the senior Management Group is looking for support in terms of their whole iwi/Māori education [strategy] and how they build their capacity and capability to understand the nature of partnerships from Māori perspective and iwi perspective. We give them that, and the success and potential of the iwi education initiatives such as Whaia

te iti Kahurangi. But we get from them an understanding of their core business, some of the skills they have, the systems and models they have, which could be transferred to iwi, and adapted to fit our specific needs, and that is appropriate given that if we're moving towards the Ngāti Porou education entity, we don't want to be redesigning a wheel that already exists. We just want to take the best traction that that wheel can provide to get us along our pathways much quicker.

- Gains for the schools, particularly for governance, staffing, and for one school in particular, student achievement. Professional development, providing relief, the growing use of student assessment to identify and meet learning needs, and the ICT provision and support that helped tackle isolation were mentioned.
- Whānau and hapu had raised their expectations of education, and there was a greater engagement of families with schools. Whaia te iti Kahurangi hui that shared information contributed to raising expectations.
- Improvements in relations with, or for, external groups. Te Runanga o Ngāti Porou and ERO now have a memorandum of understanding, which includes protocols around reporting the results of reviews, which will avoid the repetition of the 1997 ERO media release which caused considerable pain. Te Runanga o Ngāti Porou's experience with Whaia te iti Kahurangi has also been of value to the KIWA partnership, with which Te Runanga o Ngāti Porou is involved, and has helped some other iwi.

However, the Te Runanga o Ngāti Porou CEO saw a lack of alignment between the Whakaaro Mātauranga and other initiatives managed by the Ministry of Education's Group Māori, and the iwi education partnerships. This lack of alignment made it difficult for the transfer of resources to the iwi education partnerships, and had the potential to cut across those partnerships. The iwi education partners have advised the replacement of Group Māori with a Group Iwi Education.

Partnership did involve sharing power and resources, and it had been difficult for the Ministry of Education to realise that it did have to give up some power and involvement in decision-making. She suggested an annual partnering workshop to review expectations and processes.

You continually see Ministry of Education focus on specific deliverables, on ticking off their boxes. I'm not opposed to that – as long as we're ticking off ours. There's been some clawback from a balanced achievement agenda. Ngāti Porou have their own objectives and targets.

Of particular concern to the Te Runanga o Ngāti Porou CEO was the Ngāti Porou curriculum, and the scoping of the integrated Ngāti Porou education strategy and a Ngāti Porou education entity, which was presented to the Ministers of Education.

The Ngāti Porou curriculum document was designed 2 or 3 years ago. Last year it was slow in gaining momentum and that's not the Ministry of Education's fault, that's nobody's fault really because the schools had other priorities, and it was a sort of conceptual framework that some people found difficult coming to grips with. But I think the timing is right now to address that.

However, she also saw difficulties in the capacity and capability of the Ministry of Education to respond to Ngāti Porou expectations of the partnership, related to the Ministry of Education's growth

over the last few years, and a corresponding internal focus, the number of other iwi partnerships it now had, and Ngāti Porou now having higher expectations of the partnership.

The partners had met to review their progress, and had agreed to a process to identify the strategic goals for the next five years, through review of the progress made up till the end of 2002, and on a process to evaluate the partnership itself. They had made some changes to current processes, for example, development of work programmes and pre-meetings immediately before the Management Group meetings so that the co-chairs, who are not working at the operational level, and did not have time for regular tele-conferences between Management Group meetings, are fully informed. (However, others who were interviewed saw these pre-meetings as pre-empting decision-making by the Management Group as a whole, indicating that their purpose was not fully understood.)

The Te Runanga o Ngāti Porou CEO saw the strengths of Whaia te iti Kahurangi as the partnership, and saw the Education Team as an “*evolving strength*”. She also mentioned professional leadership and collegiality shown by some principals in particular; ICT, communications, and the start made on the Ngāti Porou curriculum guidelines. It had been useful to have the NZCER evaluation to provide data on Whaia te iti Kahurangi, and “to have analysis at critical times in the progress of the project”.

She emphasised the need to build the infrastructure of Whaia te iti Kahurangi, developing systems, processes, and analysis and skills. “We have got to do it a lot faster and a lot smarter because that’s our primary vulnerability”.

The Te Runanga o Ngāti Porou CEO thought that there was little room for the creation of new schools because the Ministry of Education would not invest in new schools where there was spare capacity in other schools in the area. She hoped that the development of the Ngāti Porou curriculum guidelines would underpin more collaborative work, the sharing of specialists and resources, including the use of videoconferencing, and bring reciprocity into education. She also saw the need for Whaia te iti Kahurangi to fund the development of resources and the infrastructure to allow this to happen, and to address the recruitment and development of fluent te reo speakers to staff the Ngāti Porou East Coast kura kaupapa Māori and immersion education classes. She saw a need to ensure that the schools had good professional leadership, so that teams could be built, allowing the quality of teaching to be less dependent on key individuals. Other issues were related to the need to ensure that schools could make full use of their ICT by providing them with adequate bandwidth, and to continue to provide professional development.

Future *priorities* were identified as:

- Consolidation of good performance,
- Support and strengthening of coast-wide network concept, “one school with all these different classrooms”, particularly at secondary level,
- More caring, sharing, and collaboration,
- Early childhood education and tertiary – not necessarily as part of Whaia te iti Kahurangi , but Whaia te iti Kahurangi could act as the launchpad, and
- Strengthening of the Education Team, which Te Runanga o Ngāti Porou saw as key player in the functioning of the Ngāti Porou education entity it intends to set up. Te Runanga o Ngāti Porou also saw the need for changes to the Management Group, so that it took a more strategic approach, with performance agreements for members to ensure consistent attendance and homework before the meetings. She saw irregularity of attendance as due mainly to overcommitment: “it’s the same people that are on everything else”.

## Ministry of Education

The Ministry of Education representative also saw four areas of achievement, with a closer focus on schools.

- The establishment of the partnership between Ministry of Education and Te Runanga o Ngāti Porou,
- The schools as a whole were much stronger,
- The revival of the value placed on education by Ngāti Porou, and
- Emerging awareness of the need for a focus on student achievement, and a strong network of schools.

However, there were difficulties with achieving such a network.

There is an apparent inability for schools to get beyond the ‘protection’ of their own community school (even if it is not performing well) to consider a schooling network/provision that will best meet the needs of students.

The main disappointments for the Ministry of Education partner recently have been the slowing down of inter-school collaboration, some continued problems with building board of trustees’ capacity and capability, particularly around the expectations they should have of school staff around student achievement, and the inability to attract experienced local educational leadership for Whaia te iti Kahurangi. The recent pace of development was slower than it should be. Whaia te iti Kahurangi had needed more Ministry of Education time than she had been able to give. She hoped that the review of the strategic development framework would identify gaps and priorities, and then the capacity needed to deliver on those priorities.

Like the Te Runanga o Ngāti Porou CEO, she thought the role of the Management Group needed clarifying. She thought it important for the group to take a strategic approach, to look at the long-

term. It would also need to change if Whaia te iti Kahurangi covered all education, including early childhood education and post-secondary.

In terms of *priorities* for Whaia te iti Kahurangi, it was important to have a longer-term strategic plan that would be reflected in individual school charters, relate to iwi development, and be aligned with early childhood education and post-school education. This strategic plan should cover the other priority areas she identified.

It was important to develop the local capacity “to drive continued educational improvements”, to recruit and retain quality school leaders, teachers, and trustees, and to have interdependent relationships with other organisations or bodies that could support the strategic goals, for example, with the Gisborne-based Schools Support Service. She saw the importance of developing community learning centres, of having greater collaboration between schools.

The Ngāti Porou curriculum guidelines were an essential priority. She saw these as providing the unique local context for learning, while being aligned with the national curriculum, and providing locally recognised pathways for student achievement, possibly individual learning plans, which might draw on the different strengths of several schools. This might mean some changes to Ministry of Education policy, including flexibility around professional standards for teachers to include, for the Ngāti Porou East Coast schools, Ngāti Porou knowledge and skills needed for the local curriculum guidelines, and changes to ERO assessment of schools against generic national curriculum standards. There could also be some work needed in terms of the legislated curriculum for kura kaupapa Māori, Te Aho Matua.

She saw continuing issues in terms of the smallness of the Ngāti Porou East Coast English-medium schools and kura kaupapa Māori. None of the schools could sustain their current ICT provision from their individual operational funding. On the one hand, schools in some areas would continue to be small, reflecting the area population, and would need some minimal staffing and support to provide good quality education. On the other, government funding was constrained.

Key to the future success of Whaia te iti Kahurangi was local decision-making.

Continued improvement in Ngāti Porou East Coast education will be dependent on collaboration at all points on the continuum – students through to governance. Something is needed to ‘bind’ the collective, and to build local capacity and capability. Someone needs to take the lead for facilitating the collaboration. Te Runanga o Ngāti Porou is an ideal body to do that. There are a number of ways that could happen – within the Te Runanga o Ngāti Porou structure/auspices, as an associated body, or as an independent body. That needs to be a local decision. A local group is needed to take the leadership so the solution is owned locally, and is accountable locally. The Ministry of Education can only support the concepts and the growth of whatever emerges. Whatever emerges will need to engage schools, and to meet their needs.

## Summary

As one would expect, the different participants in Whaia te iti Kahurangi sometimes see different things, reflecting their different location in what is happening. Around half the trustees interviewed and a quarter of the school staff surveyed have little knowledge of the role of Whaia te iti Kahurangi, which they may be experiencing only indirectly. But there is shared identification of professional development and ICT as two key existing aspects of Whaia te iti Kahurangi, and the importance of Ngāti Poroutanga.

School staff place more emphasis on the additional funding they can access through Whaia te iti Kahurangi, usually for their own school. Whaia te iti Kahurangi's role of support for schools and school staff is valued by school staff, who wish it to continue. Some also see it needing to take on the role of educational leadership which no single school can undertake, and to address the issues of staffing which continue – not at a crisis level, but in terms of sustainability of school cultures, retention of experienced and passionate leaders and teachers, and attraction of new energy. Sustainability was a frequent term, and underlining it was a concern that the gains of the last few years could all too easily be lost if they were taken for granted.

The Whaia te iti Kahurangi Education Team and partners were well aware of the need for continuation of professional development and ICT support. They also saw a need for Whaia te iti Kahurangi to take the mantle of educational leadership. However, this seemed to be a chicken-and-egg situation, since the capacity and capability to do so was not yet located within the Education Team. While it was managing through the use of seconded staff and through working to develop local capacity and capability, it was, like the schools, facing the issue of how to attract (back) experienced Ngāti Porou who were successful elsewhere.

The partners and the Educational team did not see the role of Whaia te iti Kahurangi simply in terms of providing support for individual schools. They wanted to see more collegiality, more sharing of resources and teachers. They were all too aware of the staffing and resourcing difficulties which arose because of the small size of the Ngāti Porou East Coast schools, and did not see a resolution in these difficulties unless there was more sharing. The Ngāti Porou curriculum guidelines and the promise of the Ngāti Porou learning outcomes system were seen as ways that would foster that sharing.

It is apparent that some change is needed to the current processes of communication and decision-making, particularly around the roles of the Education Team, and the Management Group. Improved information to schools about the current work programme, criteria for funding, and priorities would be useful to encourage initiatives that align with the priorities, and to help schools to feel they are part of Whaia te iti Kahurangi. The capacity of the Whaia te iti Kahurangi partners also needs addressing as part of a review of Whaia te iti Kahurangi roles.





## Section Eleven

# Conclusion

It is clear that Whaia te iti Kahurangi has made a substantial difference to the Ngāti Porou East Coast schools. The sense of crisis, and the pain, grief, and anger after the 1997 ERO report, have gone. That is testimony to the far-reaching determination by Ngāti Porou to use the crisis constructively, and the Ministry of Education's positive response. The partnership which resulted brought the strengths of each partner to bear on a shared focus, the improvement of learning for Ngāti Porou East Coast. That partnership has resourced and fostered change in the schools which has improved teaching practice and governance, and overcome some of the challenges of remoteness. There are encouraging signs of some improvements to student achievement. Most of the schools have, or are developing, learning cultures.

In some ways, the progress which has been made over the last few years makes more apparent some of the underlying challenges for Whaia te iti Kahurangi, and for the long-term goal of restoring a learning culture for Ngāti Porou. These challenges include the continuing need to attract and retain good quality principals and teachers, who understand, respect, and support the Ngāti Porou values and kaupapa. To this we can add, the attraction and retention of educational leadership for Whaia te iti Kahurangi itself.

The shortage of good quality teachers in te reo Māori remains particularly noticeable, and becomes more evident as growth occurs in the kura kaupapa Māori and immersion classes in the Ngāti Porou East Coast schools. On the one hand, that growth is testimony to the growing confidence in kura kaupapa Māori and immersion education, a very positive sign for Ngāti Porou. On the other, it does make more acute the need to develop more Ngāti Porou teachers who are fluent in te reo Ngāti Porou.

This need for fluent Ngāti Porou speakers to work with Ngāti Porou learners can be linked to the concern about the extent of use of, and fluency in, te reo o Ngāti Porou in local communities. Usage and fluency are not occurring at the levels needed to ensure stability in kōhanga reo, or whānau participation at the levels of a generation ago. Te Runanga o Ngāti Porou's wananga on marae have attracted interest. The Ngāti Porou East Coast schools are using their locality and ties with hapu, and are keen to do more through the use of common resources, indicating that the time is ripe for the priority to be given to the Ngāti Porou curriculum resources and guidelines, and for the development of programmes for adult learners. The Ngāti Porou curriculum resources and guidelines in fact provide a resource which could foster a holistic approach to education, threading through early

childhood education, schools, and adult education. If well led, and developed and promoted in a way which includes teachers and community members, the Mātauranga Ngāti Porou may provide the grounds for ongoing collaboration and sharing which so far have somewhat eluded Whaia te iti Kahurangi.

There are some solid reasons for this. First, the strong identification of individual schools with their hapu. Second, the self-management policy, funding, and review framework which is premised on the separateness of each school. Third, the difficulty of sharing between education in te reo Māori, and that in English. The experience of Whaia te iti Kahurangi has been that these reasons are not easily overcome by shared governance arrangements, or inviting voluntary clustering or amalgamation.

Is it worthwhile trying to pursue ongoing collaboration? Those who had experienced the value of professional development which allowed them to work together, and share ideas, discuss common problems, saw value in ongoing dialogue. Some thought that it was only by sharing resourcing that they would be able to provide adequately for student needs, particularly at the secondary level. The small size of the Ngāti Porou East Coast schools does mean that principals and boards must address issues which can be shared more widely by boards and staff in larger schools, and can mean that there is less time and energy to give to student learning, and working with whānau. It also means that principals and teachers can become more isolated, and have less opportunity for stimulation and development of their practice. Small schools are also more vulnerable, if staff change.

Some changes in Whaia te iti Kahurangi are needed if it is to develop into a common ground. At present, it is seen mainly by people in schools as providing much needed, and welcomed, resources, particularly in professional development and ICT. But this is a more limited role than originally envisaged, and could keep the schools more apart from whānau and communities than the people in schools want to be. To improve Ngāti Porou student engagement in learning, and their achievement will mean changes all around, including some aspects of Ministry of Education policy, and not just within the schools themselves.

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