

Te Puni Rumaki
Workshop 12/4/14

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Mihimihi

Introduction

The title ... ensuring the quality of Māori medium teachers is central to ensuring educational success for, and with, Māori medium learners. This presentation discusses aspects of an 18-month national project on (MMITE).

Whakaahua & Tāhuhu & #3

The **key purpose** of the project is to **gather information** about practices and strategies that successfully prepare and retain MMITE students so that they are well equipped to teach in Māori medium contexts.

This research project is **designed** to make a contribution to the understanding of how to strengthen the preparation, capability and retention of Māori medium student teachers. The project sits within a proactive, strength-based and solution-focused paradigm rather than one located within a deficit-oriented focus

This research project **involves** providers of Māori medium initial teacher education and focuses on the successes of these respective programmes, the respect and strength of relationships between & amongst fellow providers. This project also recognizes and validates the experiences and views of MM staff, student teachers, kura, whānau, hapū, iwi and communities that these students work with as part of their programme.

Te tikanga o te Ingoa/The meaning of Te Puni Rumaki

We sought advice from local Māori language advisors for a name for the project. 'Te Puni Rumaki' was gifted – “Te” means the ‘puni’ means alliances or groups and ‘rumaki’ means immersion’ The Alliances of Māori medium providers

Two groups that are instrumental in Education in Aotearoa are NZTC & MOE. A commissioned report, *Whakamanahia Te Reo Māori* (Skerrett, 2011) (Give status to te reo) identified that all MMITE providers are concerned about ensuring that **graduates have good Māori language skills and a thorough**

understanding of the Māori medium curriculum and second language acquisition theory...

Therefore the Māori-language education system needs to be able to produce high-quality graduates that meet current and future demand for teachers in Māori-language education. These qualities are reflected in the recent GTS for MM teachers, to be raised later...

Initiatives in support of Māori language programmes

Since 1990's schools were funded by MOE for Māori language programmes, Māori Language Strategy 2003, Ka Hikitia 2008 – 2012 (managing success) Ka Hikitia 2013 – 2017 (accelerating success), Tau Mai te Reo 2013 – 2017 - a state in which language thrives and cloaks the people and the land... further implementing the Māori language strategy of 2003. As a result

Mahere

With a background of “changing winds and shifting sands ” Albert Marckwardt (1972:5) when discussing the cyclical pattern of new language teaching methods, so too GTS and “Tau Mai te Reo” and other initiatives are examples of this concept of forever changing conditions. With this added responsibility on their programmes the following MMITE providers still agreed to be part of Te Puni Rumaki. Not forgetting that we were indeed privileged for their agreeing as like all of us involved in MMITE **time is precious** and speaking to **specific people priceless.**

Mahere

Types of provider

- 3 Iwi-based (Tūhoe, Ngāti Awa, Raukawa)
- 2 Private Māori Training Establishments - Anamata/Te Whare Takiura
- 2 Wānanga, 1 Whare wānanga, 4 University based programmes

Academic level Undergraduate **Levels of Educational settings** ECE & 1st

Modes of delivery MMP fully and or PO, on campus – f2f programmes

Pātai???

With this background information in the context of MMITE, the next pou of our whare kōrero is **Te Huarahi Rangahau** – our research methodology

Slide 1: Te Huarahi Rangahau

The research is a result of a Request for Proposal that the MOE released in 2012. Therefore this is a Ministry research contract.

The origin of the research emerges largely from the demand from Kura and Māori medium schooling for more appropriately prepared and higher quality teachers for those settings. Teachers for Level 1 (at least 80% of teaching in te reo Māori) Māori medium classrooms need to be able to teach effectively through the medium of te reo Māori.

1) The research itself is about identifying across the spectrum of MMITE providers what **the key practices and strategies** are that successfully prepare MMITE students for teaching well in MM contexts and then **HOW those practices and strategies might be strengthened.**

2) It has a **strengths based approach rather than a deficit** thinking focus so that strengths could be identified with a view to these being further strengthened.

3) A **kaupapa Māori methodology** is an integral part of the research where Māori/ being **Māori is taken as the norm** (and all that that means) and understanding that this is about **making positive change/transformation** for Māori.

4) Within the research there are **some key aims that we are trying to meet,**

- not just identify the **issues around MMITE** but also build an understanding of those issues;
- to build an **understanding of what kura and schools want/ expect** with regard regard to trainees and graduates from MMITE;
- to identify **what involvement iwi and communities** might have in the programmes/ ways they might be supporting Māori medium teacher trainees;...how to strengthen;
- to build a greater understanding of **why Māori medium teacher trainees enter MMITE institutions**, why they stay in them or why they leave Māori their Māori medium teacher training BEFORE completion and how providers might offer more support than they currently do to support success..;
- **why graduates may/may not go on to teach in Māori** medium settings

5) **The research seeks to add to the whole story of MMITE by including the voices of a broad range of participants involved in this realm, not just teachers and providers. Perspectives from:**

MMITE students
programme leaders
kaiako
Leaders and whānau of schools/kura

past students (whether they be graduates or not)
iwi
stakeholders

6) Gaining access to participants has been interesting.

Drawing on our **relationships** has been HUGE ...within and across the institutions

- was a factor that we had to consider before we put in a tono for the contract. Who do we know there...???

MMITE is not that big a world...had to consider

- **who** we might actually know in the other institutions,
- **how** we might approach them and then
- **how** we might encourage them to participate were all factors

Unusual:????

- discussions between some providers about the research actually took place BEFORE the Request for Proposal was actually sent in.

NEXT SLIDE: He WHARE Kōrero/ Case Studies

As well as gaining a breadth of information across the motu it was decided that a case study/**whare kōrero** approach would add depth to the story of the research.

The putea/ money that came with the contract as well as time constraints meant that we could invite only 4 providers to be whare korero/ case-studies.

- **We developed various criteria** to capture a picture of the **diversity** of MMITE programmes and strengths.
- **Explain the slide**
- *(Wanted voices from iwi based institutions as well as Private Training establishments, Wānanga under the Wananga legislation, and universities in large centres were considered important also. This range we considered would reflect the diverse nature of MMITE programmes catering for ECE, Primary and secondary MM settings).*

NEXT SLIDE: NGĀ HUARAHĪ KOHINGA KŌRERO

- **Whare Kōrero—Case Studies:** We wanted to develop an integrated case study of effective practice from in-depth case studies of the four providers already mentioned that would represent the diversity of teacher education programmes mainly across the early years and primary sectors. Data collecting with each case study provider took place on-site across either a 1 to 2 day period, with follow-up visits to complete all interviews.

2nd bullet point on slide:

- **Uiuinga ā kanohi - Kōrero (Interviews):** Semi-structured interviews and focus group interviews were used to collect information for case studies. These included having korero/ interviews with programme leaders and lecturers, current students, staff from local schools that provided practicum experiences for students as well as whānau members of each school.
- **We also wanted voices from:**
 - **former students from the 4 providers** who had completed/ not completed their MMITE programmes;
 - **people from tribal/iwi organisations** associated with the providers to gain their perceptions of the MMITE programme in their area
 - **other stakeholders like the NZTC too.**
- **All kōrero with participants** involved in interviews is audio-recorded. Necessary communication and correspondence to providers and/or participants was written and spoken in both Te Reo Māori and English, depending on participants' preference.

3rd bullet point on slide:

- **Uiuinga ā Ipurangi - Online surveys:** to gather data on the views of the staff and students from all institutions that prepare student teachers for Māori medium settings. These needed to be presented in Māori and English..the formatting and translation took much discussion to ensure that it was not only correct but that it was not too wordy.
- We thought that online surveys might be a tool we could use to gather data on the views of staff and students in ALL MMITE programmes nationally. We'd read and were informed that online surveys CAN be an effective strategy for gathering data from a range of locations, programmes and individuals. We were quite dubious about this. In actual fact we ewere told later that we had received quite a reasonable percentage of feedback using this tool but we really felt that face-to face interviews would've given us more and been more appropriate.
- This strategy/ tool did require us to establish a contact in each provider site to encourage staff and students to participate in the online survey.

Ngā heke

Does an on-line survey approach work for Māori?

Seven actively supported the research by helping us to invite staff and students to take part in an online survey.

Eighty-four responses were received from students enrolled in seven out of ten ITE programmes that qualify for Māori medium initial teacher education student scholarships, across six out of nine different providers. This equates to at least one student responding from 70% of programmes and 67% of providers. Based on available 2011 figures it is estimated that approximately 380 students are enrolled in degree level MMITE programmes. The relatively low response rate (approximately 22%), and that student responses were not received from all programmes delivered in 2013, means that it cannot be inferred that results represent the opinions of all students in MMITE programmes. The results should be considered as indicative only.

Surveys from 72 of the students (approximately 19% of estimated enrolments) were sufficiently complete to include for data analysis

The challenge of researching and writing across languages

All our documentation is bilingual from information and consent forms, interview schedules, to online surveys,

Most of the interviews, discussions were carried out in Māori.

The report to the contracting agency is being written in English.

Adds another layer of workload onto us as researchers

Puts us in an uncomfortable space when we return summaries to our participants- written in English.

Pressures of new research project requests

Requests to develop proposals for potential projects – we are thin on the ground.

Changes in contracting agencies

Both of the key agencies linked to this project have gone through changes.

In the case of one agency, the person we developed a positive working relationship with has left, we have yet to meet who we are working with now!

The other agency has been told it will no longer exist in the future.

Ngā piki

Firstly it's been a real privilege to be in contact and to spend time with colleagues in other institutions. Like Ngarewa said, we are a small community, we know each other, but just like here we don't often have time to get together. While we have worked intensely with 4 providers for the case study part of the research, we have been in contact with all providers.

Other reasons for celebration include -

- The longevity of programmes – given the relatively recent history of MMITE education along with Māori medium education more generally. Some of these programmes have been existence for over 20 to 30 years.
- The diversity and uniqueness of the programmes –

- The idea of developing a single national institution or programme for MMITE has been proposed a number of times in the past few years.
- However we've experienced a rich diversity of approaches out there that reflect the aspirations and agendas of iwi, of communities, and of different kura movements, and philosophies, including Te Aho Matua kura and Kura ā iwi. The challenge is how to continue to strengthen the programmes without compromising their uniqueness and their efforts to meet particular aspirations and needs.
- The commitment and passion of staff and students we've interviewed to Māori medium education, and to te reo Māori.
- The strength of relatively small teams to be able to implement a MMITE programme.

What counts as Māori medium initial teacher education?

- MME ITE programmes in the study were identified through students' eligibility to apply for MME scholarships for 2013.
- When we began planning this research at the end of 2012, the majority of programmes state that they prepare students for both Māori and English medium.
- In our follow up with all the programmes identified under the scholarship, there are indications that for a few of the programmes the students are potentially the MME component.
- Some of the programmes are delivered mainly through English and focus largely on the NZC.
- Others are similar to ours. They may have a focus on Te Marautanga added on to the English medium programme. They may have added on te reo Māori papers.
- Two focus almost exclusively on Māori medium.
- This raises questions about what actually is a Māori medium initial teacher education programme.

Small programmes and workloads

- All MMITE programmes are relatively small and tend to result in staff doing a lot of multi-tasking. Staff are more likely to be teaching across a range of areas rather than specialising. The extreme of this is one person responsible for MM related content.
- We've literally met up with staff carrying out administration for their programmes, as they were photocopying, developing resources, solving IT issues, feeding their students.
- Teaching staff can be directly involved in things like recruitment – no centralised office that handles recruitment as happens here, and in student pastoral care.
- It is not unusual to have most if not all of a team involved in Māori medium education developments at a national level, from policy to resources.
- These are not just issues for small institutions, but also for relatively smaller programmes within larger institutions.
- And of course there are expectations to attend to cultural responsibilities inside and outside the institution.

- E.g. We met with one team that had just returned from a tangi – they managed to squeeze it in by going very early in the morning so they wouldn't stand us up.

Distance programmes

- Two of the four case studies include a mix of on-campus and online programme delivery. 5 of the 9 providers on Karaitiana's list have online components.
- Staff and students discussed strategies and challenges for marrying up online learning with a cultural worldview that values whanaungatanga, kanohi ki te kanohi, manaakitanga.
- For e.g. – A challenge raised in a mixed programme delivery context was how to ensure culturally valued practices such as manaakitanga within budget constraints. The strategy was staff simply digging into their own pockets to ensure students were fed while attending on-campus Wananga – but this is not a sustainable strategy.

Practicum placements

- Students in particular but also staff raised issues of access to Māori medium placements.
- Lack of access could relate to:
 - over-subscription of available Māori medium schools;
 - Māori medium kaiako not making themselves available as Associate teachers;
 - students living in isolated / rural areas;
 - Māori medium kura or schools with Māori medium classes choosing to serve one ITE provider only.

Relationships

- I guess we had or at least I had a taken for granted expectation that relationships would be of significance. And not surprisingly this is coming up as a key theme across many interviews.
- Students across the 4 providers in the case study spoke about how they value their strong relationships with kaiako.
- Students described how they saw their kaiako working really hard for them;
- Some students expressed concern about the workloads their kaiako carry in terms of the range of roles and responsibilities.
- As Ngarewa said, we have also gathered information from schools about providers.
- One could also expect relationships to be significant when usually smaller providers and kura are located in an iwi rohe, or tribal region, and view themselves as part of or strongly aligned with particular tribe. Kura talked about providers' students belonging to them in an iwi sense, and in that sense knowing what they would be getting in terms of practicum and BTs.
- Kura also value their relationship with larger institutions such as ours as well.