



MIDDLETON GRANGE SCHOOL

MĀORI TRIENNIAL REPORT 2018

1. Background
2. Teaching and Learning Programmes
3. Assessment Practices
4. Pupils at Risk/Identified Groups of pupils
5. Māori and Pacifica Pupils
6. Transitions between schools
7. Home –School partnership
8. Pupil Achievement –Goals for the Year
9. The Future

Background

At Middleton Grange School, Te Reo is taught in Primary Levels from Year 1-3. This is taught in the whare ako for 30 minutes once a week by Tāmara Rochford Kerr in Term 2. Classroom content is reinforced by the Primary teacher during the week. Future development would be to increase amount of time spent learning the language in the whare ako to increase language exposure. Following from this, Year 7 and 8 pupils have Te Reo is a compulsory subject for 2 hours a week as a double pentmester. Pupils then have an option to take it again in Year 9 and 10 for the full year, 3hours a week. Middleton Grange School offers Te Reo across all NCEA Levels 1-3 as an option 4hours a week in Senior College. For 2018, unfortunately due to low numbers, Year 9 and 10 classes are combined as well as Year 12 and 13. This does make it difficult to teach both levels to a high standard due to the hour blocks and spreading teacher time among each achievement objective level. Also with primary school levels, there seems to be a large gap between learning from Years 1-4 with 30 minutes lessons and then 7-13, making smooth learning pathways somewhat difficult. However, in Term 3, the Year 13 cohort entered into partnership with Ara Institute of Technology in the Ka Hao Te Rangatahi Te Reo Academy Program for one day a week on the Te Puna Wānaka campus.

Te Reo Programmes

SUBJECT	LEVELS OFFERED	TEACHER(S)	CODE
Māori	Year 1-3	Tāmara Rochford Kerr	Kr
Māori	Year 7 double Pentmester	Tāmara Rochford Kerr Kristy Hitchins	Kr
Māori	Year 8 double Pentmester	Tāmara Rochford Kerr Kristy Hitchins	Kr
Māori	Year 9 / 10 Year course	Tāmara Rochford Kerr	Kr
Māori	NCEA, Levels 1, 2 and 3	Tāmara Rochford Kerr	Kr

Course Descriptions

TE REO MĀORI

Level 1

COURSE DESCRIPTION:

Level 1 Māori builds upon the language structures, vocabulary and customs learned in previous years, and prepares pupils for the reading, writing and listening requirements of Achievement Standard assessments. This course has both internal and external assessments.

Application and diligence in learning grammar and vocabulary are required for progress to be made. Pupils will gain a deeper understanding of the taha Māori (Māori aspect) of our nation.

A maximum of 24 credits will be available for this course.

PRE-REQUISITES:

Competence at Year 10 Māori or by negotiation with the

Curriculum Leader of Māori

OPTIONAL COSTS:

Optional Day trips

Optional overnight Marae visit – approximately \$150

(Optional) Māori Dictionary

ACHIEVEMENT STANDARDS

No. of Credits

		Ext.	Int.
91085	Whakarongo (listening)		6
91086	Kōrero (speaking)		6
91087	Pānui (reading)	6	
91088	Tuhituhi (writing)	6	
91089	Waihanga Tuhinga		6

Total No. of Credits 30

COURSE DESCRIPTION:

This course is internally and externally assessed and continues to build upon the language structures, customs and vocabulary learned in Level 1.

A maximum of 22 credits will be available for this course.

PRE-REQUISITES:

Pass in Level 1 Māori or by negotiation with the Curriculum

Leader of Maori.

OPTIONAL COSTS:

Optional Day trips

Optional overnight Marae visit – approximately \$150

(Optional) Māori Dictionary

ACHIEVEMENT STANDARDS**No. of Credits****Ext.****Int.**

91284	Whakarongo (listening)		4
91285	Kōrero (speaking)		6
91286	Pānui (reading)	6	
91287	Tuhituhi (Writing	6	
91288	Waihanga tuhinga (writing)		6

Total No. of Credits 28

COURSE DESCRIPTION:

This course will be internally and externally assessed and continues to build upon the language structures, customs and vocabulary learned in Level 2.

A maximum of 22 credits will be available for this course

PRE-REQUISITES:

Pass in Level 2 Māori or by negotiation with the

Curriculum Leader of Maori.

OPTIONAL COSTS:

Optional Day trips

Optional overnight Marae visit – approximately \$150

(Optional) Māori Dictionary

ACHIEVEMENT STANDARDS**No. of Credits****Ext.****Int.**

91650	Whakarongo (listening)		4
91651	Kōrero (speaking)		6
91652	Pānui (reading)	6	
91653	Tuhituhi (writing)	6	
91654	Waihanga tuhinga (writing)		6

Total No. of Credits

28

1)Teaching and Learning Programmes

The Te Reo Programme at Middleton Grange School directly supports the New Zealand Curriculum, specifically the New Zealand Māori Curriculum.

Curriculum Levels

All units of work are consistent with the latest versions of Standards available from the New Zealand Qualifications Authority (NZQA). Specific links to Curriculum Levels (CLs) from the NZC are made in our Curriculum Area (CA). Curriculum Levels 1-8 from the Languages Learning Area are covered by the courses of study from Year 7-13 at Middleton.

Year Level	Achievement Levels & Objectives
Year 1-4	1-3
Year 7	1-2
Year 8	2-3
Year 9	3-4
Year 10	4-5
Year 11	5-6
Year 12	6-7
Year 13	7-8

Principles

Success as Māori

The New Zealand Curriculum speaks about success as Māori. Māori enjoying education success as Māori means Māori learners succeeding in our education system, while maintaining and enhancing their identity, language, and culture as Māori. Explanation based on Ka Hikitia – the Māori Education Strategy” (Ministry of Education 2013). One of the main principles in the whare ako at Middleton is based around unleashing and recognising pupil’s potential through success as Māori. Some of the ways this is done is by implementing the practice of mihimihi, pepeha and waiata into classroom activities. This allows pupils to step into leadership roles and outwork cultural practices. Māori students in the senior school achieve well in national assessments in comparison to the national and regional levels of NCEA and UE.

Senior student leadership positions have been developed to enable students to have greater ownership and input into school practices. However, kapa haka leaders have not been established for 2018. The current Māori Year 13 leader is Rosa Hibbert-Schooner. She is mentored and works closely with the CA leader to grow in her Moari leadership skills and whole school leadership of things Māori.

Developing cultural toolkits

Smooth learning pathways for Te Reo is critical. This year, in 2018, course content is steadily becoming more linked across levels to develop skills from Y7-13 in a coherent system building on previous experience. The idea is to not just to teach new topics, units or structures, but to utilise pupil’s cultural toolkits from prior knowledge. The use of a spiral curriculum method for Years 7 to 13 is commonly used in 2018 to encourage the development of these cultural toolkits in learners. For example, tikanga marae is taught across all levels, however, the depth of content taught increases as the learners’ progresses through the year levels.

High Expectations

High expectations are not synonymous with expectations of Excellence. Although many pupils attain excellent results and endorsements, our rationale is that for these high expectations will “support and empower all students to learn and achieve personal excellence, regardless of their individual circumstances” (New Zealand Curriculum, 2016 pg 9). This can be explained as ‘ekea te karamatamata o momoho’ developed by Te Puna Wānaka meaning exceeding the expectations of our ancestors. We work with this whakatauki often in all classes from Year 8-13.

Community Engagement and Service

There are many community reo events and service opportunities available at local marae, learning institutions and language revival initiatives. At first glance, Middleton pupils are hesitant to these, or in most cases not aware of them. This is most likely because they have not yet made strong consistent personal connections with local, runanga. This year in 2018 the Māori department did undergo community engagement however, note that these are not local connections, therefore it is hard to keep sustainable. The Ara information day was local however, this was a large event with many other schools which made it somewhat difficult to make meaningful relationships. See below for the following examples of engagement for 2018.

- Waitangi Marae
- Auckland Polyfest
- Ara information Day

Key Competencies

The Key Competencies (KCs) are developed through our Te Reo programmes. See below of how Key Competencies are woven into Te Reo teaching and learning programmes:

Thinking:

- We begin the year with a discussion of core Māori concepts such as manaakitanga, kotahitanga, te aroha and te whakapono.
- The karakia used align with the special character of the school.

Relating to Others:

- Whānaungatanga is embedded in every class. Each lesson starts with karakia and mihi.
- Group work is a common tool used to prompt short, small conversations in Te Reo
- Noho marae is utilised to foster and strengthen the concept of whanau

Understanding Language, Symbols and Texts:

- A large part of what we do when discussing grammar / punctuation / pronunciation
- Pupils make simple posters, videos, songs as well as traditional note taking that exemplify language structures/alphabet etc at each year level

Managing Self:

- During fast-paced interactions pupils must develop self-management skills
- Pupils must learn self-management skills when interacting in wananga learning techniques
- Unit vocabulary flash cards are made at the beginning of each unit.

Participating and Contributing:

- Pupils present group or individual work to the class or in small groups
- Work is put up around the classes for reference and as exemplars.

Special Character and Cultural Diversity

Unit plans link lesson and assessment material to the levels, competencies, values and principles of the New Zealand Curriculum. Middleton's Foundational Principles for Curricular (FPC) are also referenced.

The Language programmes at Middleton draw together the Principles and Key Competencies of the New Zealand Curriculum in their selection/presentation of and reflection upon Curriculum content that glorifies God, in light of the whole council of Scripture in order to develop pupils who value *excellence, innovations/inquiry/curiosity, diversity, equity, community and participation, ecological sustainability and respect*.

Examples:

- Corporate worship as a whare whānau
 - This Year at Manu kōrero we took a team of 20 pupils to support our two speakers Maia Keepa and Rosa Hibbert-Schooner. Before the speeches each school is allowed a warm up room. Within that time, the pupils, CA leader and senior leadership spent the time standing together praying over pupils, particularly the speakers and worshipping corporately.
- Manu kōrero Maori speech
 - This year Rosa's speech was about 'the purpose of education is to open doors of opportunities. Within her speech Rosa used a famous whakatauki from Sir Apirana Ngata expressing his faith 'E tipu, e rea, mo nga ra o tou ao, ko to ringa ki nga rakau a te Pakeha hei ora mo te tinana, ko to ngakau ki nga taonga a o tipuna Maori hei tikitiki mo to mahuna, a ko to wairua ki to Atua, nana nei nga mea katoa.' (Thrive in the days destined for you, your hand to the tools of the Pākehā to provide physical sustenance, your heart to the treasures of your ancestors to adorn your head, your heart to God to whom all things belong.)
- Referencing scripture
 - As well as this, Maia Keepa used a piece of scripture within her speech, ki te kaaore he whakakitenga, ka ngaro ai te iwi. 'Where there is no vision, the people perish'-Proverbs 29;13. When there is a link in classroom content or discussion to scripture, pupils undergo a 2-3 minute discussion in buddies finding the scripture and giving their thoughts on its connection to our lesson.
- Waiata and haka
 - Waiata taught during the kapa haka time have a strong Christian influence. In fact, each practice is started with the school's prayer in Te Reo followed by a worship song translated into Te Reo.
- Prayer
 - On the board at the front of the class there is a karakia (prayer) to begin and finish each lesson with. We do this standing collectively together in a circle in our hui space at either the front or back of the class. However, other times we have a short discussion together and pray for each other.

2) Assessment Practices

The reporting cycle is a significant aspect of gathering, processing and communicating assessment data. Teachers gather a range of evidence on the 4 streams of, Listening, Reading, Writing and Speaking. These four aspects are assessed either by formative or summative assessment each term depending on where each class is according to the unit plan. The evidence gathered includes both informal and anecdotal data – questioning individuals and groups during class, interactions during instructions/activities, exit-questions based on the lesson, pupil voice and other observations. The purpose of these is to form an impression of personality, behaviour, attitude and ability that may influence each pupil's learning.

It is the Language CA's practice to gather formative work based on upcoming assessments and provide relevant feedback at checkpoints with pupils. Furthermore, the Junior assessments are based on authentic use of the same skills assessed under NCEA, but with level appropriate material.

Examples:

- Conversation skills begin with informal interactive travel games in Y7 and Yr8; set spoken questions in formal term tests develop verbal skills for Year 9, and finally, more open ended questions about a topic in Year 10 develop the interactive conversational skills that are expected for Year 11
- Speeches begin in Y7 as pepeha, where pupils are required to stand up regularly in class and describe who they are and where they come from

Summative assessments are conducted under exam conditions in accordance with the NZQA requirements. This is across all levels. Guidelines for each standard are given to pupils during Term 1 and 2. Portfolios of written/spoken work are check-pointed to ensure quality before a final deadline in Term 3, as these may not be re-submitted.

External Reading and Writing assessments are the focus of Term 3 and Term 4, although practice occurs throughout the year. Formative work includes the use of past exam papers, and teacher created resources; grades will be collected and communicated home to set goals that maximise achievement by the time final exams arrive.

Feedback and Reflection

Pupils are given a range of feedback in formal and informal settings. Formative work is checked and commented on verbally and/or in writing.

- Feedback given at checkpoints with teachers before final portfolios of formal assessments are due.
- For completed work, pupils receive either written or verbal feedback based clearly on the criteria that was given with the assessment.
- Reports are a useful part of the inquiry process, as teachers reflect on each pupil's academic progress and develop 'Next Steps' with clear, quantifiable actions which would lead to improvement.

The Māori initiative Ako Panuku has given all Māori Departments across Aotearoa small feedback forms that are used to sample 'pupil voice' regularly. These are small exit cards with questions that pupils fill out before they leave. For larger quality of student voice, this is normally outworked as a wananga. For example, students and kaiako sit down together and utilise *kanohi ki te kanohi* (face to face) communication about classroom content. This is a way in which we can outwork Māori values such as *kotahitanga*, (*unity*), *ako*, (*reciprocal learning*) and *mahi ngatahi* (*collaborative approaches to learning*). This form of feedback is generally only reserved for Senior classes, however, in Terms 3 and 4 Year 10 begins to learn how to wananga as preparation for NCEA levels. Feedback forms will be given at the end of the course and as of Term 3 2018, feedback forms will be used at the completion of a unit.

3) Pupils at Risk of Not Achieving Academic Potential

The Māori CA identifies 'At Risk Pupils' and anticipates 'expected credits' in accordance with school wide policy. But, as an elective Learning Area with generally high engagement. Strategies to support these pupils are also discussed, including communication with home, and independent learning books are issued.

Strategies:

- Cover sheets
- Formalised teacher-checking forms part of all internal assessment and portfolio work.
- Independent workbooks with 'Māori basics' are issued to assist learners in 'catch up' if needed
- Communication with Deans, Form Teachers or Parents to seek support or specific strategies
- Home communication

Early interventions are based on KAMAR access to Learning Centre profiles to identify pupils. Strategies adopted based on the suggestions from the profile and discussions with Learning Centre Staff. This is of primary importance in the semester rotations at Y7/8 or when any new pupil enters our course. Otherwise, we tend to be very familiar with the majority of our pupils who "carry-over" from previous years. One of the issues we do face, is that NCEA do not allow reader/writer for Māori Language students in assessments. However, this is a nationwide problem.

Strategies frequently involve setting pupil specific goals; these may be achieved by:

- Written instructions on the whiteboard and clear lesson objectives
- Seating position modified to alleviate identified problems
- Consistent, anticipated monitoring by the teacher when each new task is set – setting 5min goals etc
- Home contact more frequently for updates on both positive and negative behaviour

At this stage, evidence of success is ongoing. However, there has been an example of success where a pupil really struggled with the listening assessment. Home contact was made and there was discussion around best practice to support this learner which led to the pupil achieving his first Achievement Standard of the Year for Te Reo. This is not just a once off, 'quick fix' either, we continue to have discussion and for Term 3, teacher, pupil and parents are going to sit together and flesh out some strategies of best practice for the next writing standard.

Another example is of a pupil who frequently visits the learning support services. Communication between learning support staff and teacher is frequent and from this collaboration, the student now has more time to work on classroom content to cement information for assessments. This has led to small consistent successes already.

4) Māori and Pasifika

These pupils are identified using the KAMAR system and monitored as any other pupil. End of year reports have reflected consistent success for this group in the last three years; they achieve higher grades on average than other pupils according to Middleton and New Zealand national statistics. No specific concerns are noted for Māori and Pasifika pupils in their study of Te Reo, if anything results suggest that this may be a strength for this group. The occasions that a Māori/Pasifika pupil has received lower than average grades in Te Reo have been identified in connection with an identified learning issue or health related problem.

5) Transitions

Māori classes in Primary school are taught in the whare as mentioned previously. Having classes in the whare at Junior levels can teach pupils basic levels of tikanga at a young age, developing cultural toolkits earlier, potentially having smoother learning pathways into higher functioning languages in senior levels. Also in Year 10 pupils will begin to start small, short lessons for NCEA Level 1 classroom content.

Previously we had Sue Brown teach in the Primary School, but she has since left this year. In future, it would be beneficial for the Years 1-3 to have more teaching time in the whare and to develop classes for Years 4-6.

6) Home and School Partnership

The Māori Department agrees with Middleton's policy that our job is to assist parents in the education of their children. However, it is worth noting that the vast majority of our pupil's parents do not speak Te Reo in the home. The Māori Department comply with the school policies for reporting and fostering the home-school relationship at Parent Pupil Teacher Conferencing and open, professional communication regarding a pupil's progress.

In Term 1 contact home is made to give parents and idea of what to expect for their children. Although they may not be able to help them with the Language itself, parents appreciate clear and specific ways that they can help with organisation and expectations. Additionally, whānau hui are held at least once a year as well as a whānau advisory group breakfast annually.

7) Pupil Achievement Targets for the Year

2018 Pupil Achievement Targets: Overall Achievement

11 MAO 100%

12 MAO 100%

13 MAO 100%

The targets for overall achievement are made consistent with the School's Annual targets and goals. We also make percentage based goals for higher achievement, not just endorsements. Due to our subject being elective, we are often able to make higher goals for Language pupils, especially in Year 13.

We are on track for meeting these percentage goals in Year 12 and 13 however, we have had two Not Achieved grades in Term 1 with listening assignments. Formative results suggest 100% achievement is possible for internal assessments in Year 12 and 13. There are two or three pupils struggling with content for Externals at this point in the year. Strategies are being put in place to ensure progress and improvement.

8) The Future

Areas of importance for growth

The Tari Māori has taken a toll with the continuity of teachers and CA leaders over the past few years, this has meant that unfortunately no triennial report has been carried out since 2011. This had led to a fall in establishment and sustainability of a strong 'marae base' feeling among the staff and pupils associated with the whare ako at Middleton Grange School. In future we hope to establish a strong sense of community among Māori pupils, staff and pupils taking Te Reo or kapa haka as a subject. Despite this, Te Tari Māori has been very fortunate for Aidan Harrison's contribution within the whare ako and Megan Cassidy oversee the department consistently.

Smoother learning pathways

- Curriculum unit plans are developed closely to meet curriculum level objectives
- Curriculum content has a stronger presence of socio-cultural themes

Community

- Pupils have stronger connections with iwi leaders through initiatives to grow cultural toolkits
- Whānau advisory group increase their active participation with kaupapa Māori and Māori events to outwork intergenerational transmission of language

E-learning

- We hope to have the BYOD policy in school soon to assist in busy assessment times for Māori essay writing and speeches
- An increase of student lead E-learning activities utilised for revision and homework

Turangawaewae

- Develop a stronger sense of turangawaewae and marae based culture within the whare
- Further develop the 'In thy light shall we see light' theme (potentially naming the whare "Te Ao Marama" the translation, ma to marama, ka kitea ai te marama).

Transitions

- It would be beneficial for the Years 1-3 to have more teaching time in the whare ako
- Develop classes for Years 4-6.

Kia maia, te tū, kia māhaki te tū, kia Māori te tū- Tihei Mauri Ora!**Pupil Achievement Target:**

Build capacity for pupils to succeed as Māori in kaupapa Māori. This would be assessed by how students interact within a formal cultural setting such as a mihi whakatau/powhiri/tangihanga and cultural festival e.g. Kapahaka and on the Marae. The concept behind the whare ako is that it will be a whare wānanga/a house of learning and turangawaewae, a safe place to stand, to actively participate and to belong to as they actively engage and participate in kaupapa Māori.

Baseline data – 2017 Results

Anecdotally it has been observed there is a need for pupils involved in kaupapa Māori to obtain confidence in explicitly outworking their tino rangatiratanga. For example to confidently know and stand in te ao Māori and te ao Pākehā with Christ as the foundation. ERO and MOE define this as “Māori pupils achieving *as Māori*”? The only device we have for defining this term and measuring against it is the Māori Graduate profile.

Strategic Goal/s underpinning Pupil Achievement Target (SCHOOL AND CURRICULUM AREA)**Annual Goal 1 Curriculum**

1.3 the curriculum is innovative in meeting the needs of the akonga with a specific focus on e-learning

1.5 Turangawaewae – encouraging confidence in pupil identity, language and culture with Christ as the foundation.

3.4 Connected, practising hospitality and kindness – manaakitanga

4.1 Parents are involved in the life of the school for the benefit of the pupils

Key Improvement Strategies

When	What	Who	Indicators of Progress
Term One	<ul style="list-style-type: none"> Focussing on whānaungatanga and ahuru mowai. Relationships and safe haven and sense of belonging to kaupapa Māori. E.g. manaakitanga Respect for elders, kaiako, sharing and serving kai, giving a mihi to visitors and other kaiako. Teaching tikanga through flipped learning and making available through e learning Guest speakers once a term to speak to pupils on identity Connections formed with Pasifika group 	Kr Matua Mike (RHS) Hr, Matua Steve Whānau parent group Hr, Bailey	Students are able to somewhat confidently able to mihi to visitors, elders and other pupils <u>24 pupils went to Waitangi grounds.</u> <ul style="list-style-type: none"> Focus was on , ‘actively engage and participate in kaupapa Māori.’ ‘to confidently know and stand in te ao Māori and te ao Pākehā with Christ as the foundation.’
Term Two	<ul style="list-style-type: none"> Invite parents and kaiako in for a mihi whakatau. (Perhaps this can be the WAG) 	Kr, Hr, Parents, SLT	

	<ul style="list-style-type: none"> • Guest speakers once a term to speak to pupils on identity • Manu koorero 		
Term Three	Noho in Otautahi	Kr, Hr	
Term Four	<p>Tauira can actively contribute, participate and outwork themselves within our kauapapa Māori settings. Ma te huruhuru ka rere to manu, by the feathers/experiences understanding the bird/pupil flies succeeds/performs contributes</p> <p>Guest speakers once a term to speak to pupils on identity</p>		
<p>Monitoring: How are we going? Where are the gaps? What needs to change? This is a commentary during the year on how the plan is working. Type into this section progress updates during the year. The final comment in this box is the ACTUAL result and any analysis of variance – which is any case should not be a surprise based on the monitoring during the year.</p> <p>Term 1:</p> <ul style="list-style-type: none"> • Waitangi trip went well, see report back to the board for more info • Pupils are returning to the whare kai at lunch, choosing to study in the whare. The sense of ahuru mowai is building • Pupils also are becoming more comfortable in basic outworkings of tikanga within the whare kai • <p>Term 2:</p> <ul style="list-style-type: none"> • Pupils are becoming more confident to stand and deliver their pepeha • Pupils 			
Resourcing:			
Abbreviations: eg: CL, Curriculum Leader;			

Pupil voice

