

Te Hiringa i te Mahara THE POWER OF THE MIND

Māori secondary school teachers and professional development



1998 – 2008: 10 YEARS ON



He Oriori mo Tu-Tere-Moana

Nga Moteatea

Part III

The Polynesian Society

[201]

By A.T Ngata and P Te Hurinui Jones

*Taken from 'He Waiata Onamata, Songs from the Past';
Te Reo Rangatira Trust, 1998.*

He oriori mo Tuteremoana

Na tefehi ariki o Ngai Tara, na Tuhotoariki te oriori nei, mo tana uri, mo Tuteremoana. He kauhau whakahihiri i te tamaiti e tohia ana. Ko te whiti tuatahi mo te wa i whanau ai te tamaiti. Ko te whiti tuarua mo te toa whakatu pakanga. Ko te whiti tuatoru mo te toa mahi kai me era atu mahi mo te ora tinana. Ko te whiti tuawha mo te whakahihiri i nga mahara me nga whakaaro o te tamaiti, kia mohiotia, kia pupuritia nga mea ngaro mai i a lo-matua. Ko nga whitu whakamutunga, he whakahihiri i te tamaiti kia oho, kia mataara, kia matapopore, kia aronui, kia whakarongo ki nga korero tika, pono, nunui o te whare wananga.

This is Tuhotoariki's oriori. He was a chief of the Ngai Tara tribe. It was composed for his brother's descendant Tuteremoana, and is a karakia for a ceremony dedicating the child to achieve the ultimate in life skills. The first verse recognises the child's birth, while the second urges the child to grow to be a worthy warrior. The third verse tells the child to labour industriously in the gathering of food and other activities essential to the continued good health of the body. The fourth directs the child's thoughts towards acquiring sacred lore pertaining to lo-matua. The song concludes by reminding the child to be responsible, honest, and honourable in all his intentions and actions as set out in the lore of the sacred house of learning.

Nau mai e tama, kia mihi atu au;
I hara mai ra koe i te kunenga mai o te tangata
I roto i te ahuru mowai
Ka taka te wai o Huaki-pouri (Huaki-rangi);
Ko te whare hangahanga tena a
Tane-nui-a-rangi
I te one i Kura-waka,
I tataia ai te Puhi-raki,
Te hiringa matua, te hiringa tipua
Te hiringa tauhitorangi, e;
Ka karapinepine te putoto
Ki roto te whare wahiaawa;
Ka whakawhetu tama i a ia,
Ka riro mai a Rua-i-te-pukenga,
A Rua-i-te-horahora;
Ka hokai tama i a ia, koia hokai Rauru-nui,
Hokai Rauru-whiwhia,
Hokai Rauru-maru-aitu,
Ka maro tama i te ara namunamu
Ki te taiao;
Ka kokiri tama i a ia
Ki te aoturoa, e tama e!

Haramai e tama, whakaputa i a koe
Ki runga ki te turanga matua;
Marama te ata i Uru-rangi,
Marama te ata i Taketake-o-rangi
Ka whakawhenua nga hiringa i konei e tama e!
Haramai, e mau to ringa ki te kete tuauri,
Ki te kete tuatea,
Ki te kete aronui,
I pikitia e Tane-nui-a-rangi
I te ara tauwhaiti,
I te Pu-motomoto o Tikitiki-o-rangi.
I karangatia e Tane-nui-a-rangi
Ki a Huru-tea-a-rangi,
I noho i a Tonga-nui-kaea,
Nana ko Para-wera-nui,

Continued on inside back cover

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Mihi

Te tangi ki a rātou mā, kua wehe atu i te Ao nei.

Māhūhū tonu ana te Ara Wairua i ngā roimata maha o ngā whānau, o ngā whanaunga, rātou hoki kō ngā rangatira i tae atu ki te tuku mihi, ki te poroporoaki, ki te hunga kua kākahutia e te roimata i te karanga a Aituā.

Hāere rā e Koro mā, e Kui mā, koutou hoki ngā kārangatanga maha o te Ao Māori. Hoki atu ki te Ao Wairua, ki te kāinga tūturu mō tātou katoa. Hāere, hāere atu rā.

Ahakoā te tini me te mano i tae atu ki te tuku roimata aroha ki a Tāwhiro Maxwell, tēnei te tangi tonu ki tō mātou hoa tāta o Te Hīringa i te Mahara. Nā reira, e te Pononga a te Atua, e te Rangatira tautoko tikanga Māori, e te reo tautoko, e te māngai tuku māramatanga ki a mātou te whānau pono o Te Hīringa i te Mahara – ahakoā te moata wāwe o tō wehenga atu – e kore e wareware o tohutohu, o mātauranga, tō whakaiti, ngā mea atāhua i waihangatia mai e koe ki a mātou. Moe mai rā, Tāwhiro, i tō moenga roa.

Honoā koutou te hunga kua riro, ki a koutou. Hāere koutou ka tau mai ki a fātou, te hunga ora, e noho ake nei i tēnei ao, hurihuri. Tīhei mauri ora!

He mihi kau āke tēnei, nā Gardiner Parata ki a koutou ngā kaiako Māori, ngā kaiako o te reo rangatira kei ngā kura tuarua, mō tā koutou āwhina, me te tautoko i ngā rautaki a Te Hīringa i te Mahara.

Mai i te tau i whakatūwheratia te rautaki nei, 1998, i whakatōhia ngā rautaki hei whakamāmā ake i ngā mahi ā ngā kaiako o Te Reo Rangatira, ngā kaiako Māori i roto i ngā Kura Tuarua, ngā Wharekura, o te motu.

Nā tā koutou tino tautoko i te rautaki a Te Hīringa i te Mahara, i ngā tau tekau kua pāhure nei, kua matatau koutou ki ngā pūkenga hei whakangāwari i tā koutou whakaako ki ngā ākongā akona o ngā Kura Tuarua, ngā Wharekura o Aotearoa. Mā te Mātua i Runga Rawa fātou katoa e manaaki, e tiaki i ngā tau e heke iho nei. Kia ora fātou katoa.

Kotahi te Hīringa i kakea ai e Tānenuiārangi ki ngā Rangī Tūhāhā.



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Foreword

Hon Parekura Horomia

ASSOCIATE MINISTER OF EDUCATION

Kia mihi atu ki a rātou kua huri kē ki te ao wairua, ka tau mai ki te hunga ora, me rātou e hāpai nei i ngā whāinga a Te Hīringa i te Mahara – tihē mauri ora!

Te Hīringa i te Mahara - the power of the mind - is the core kaupapa of this project; and Māori teachers up and down our country have shown through their engagement with this beautiful kaupapa, that they have seen the truth of that, and they have acted upon it. The Ministry of Education is rightly concerned with finding the best evidence to support the way we move forward in education. This 10 Year Report endorses the importance of seeing and respecting the cultural person behind the professional, and seeing the Māori in the teacher which in turn provides the fertile foundation for development, expansion, growth, and achievement. I mihi to you all, and look forward to the kaupapa of Te Hīringa i te Mahara going from strength to strength hei hoa haere in your professional journey.



Apryll Parata

DEPUTY SECRETARY, MĀORI EDUCATION

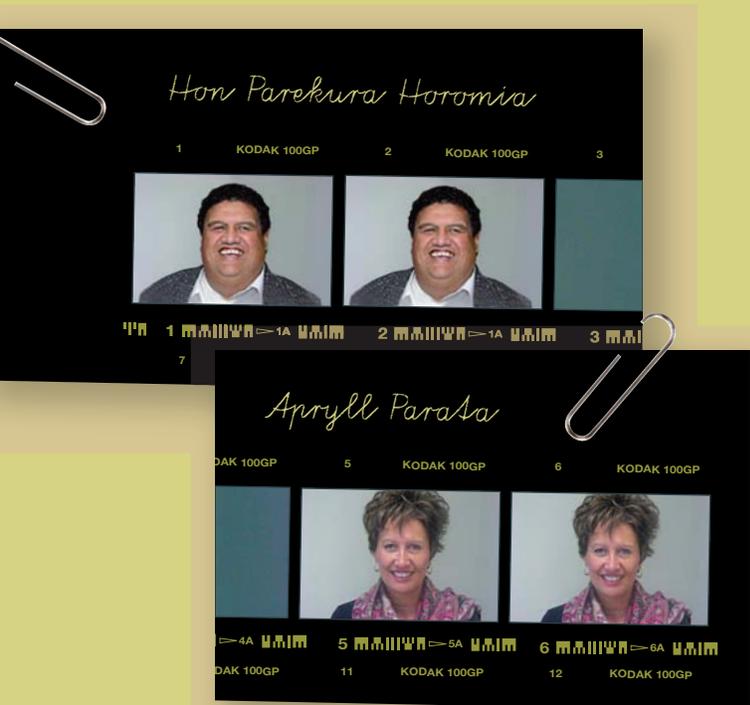
'Kotahi tonu te hīringa
kake ai a Tāne ki TikiTiki-o-rangi
Ko te hīringa i te mahara'
(Ngā Mōteatea Part III-201)

'There is only one power that allowed Tāne to ascend to the uppermost heaven
And that was the power of the mind'

What can I say? You are wonderful. Every last one of you who every day go into the classrooms of our schools and give of your very best to improve education for all.

I am proud to have been the project director of Te Hīringa i te Mahara from 1998 – 2007; to have met many of you personally as we first grappled with the stress and workload issues and hostility and isolation you felt as we embarked on this journey; to have worked with you as we developed resources and professional development systems to shine a light forward through the murk of teaching, leading, pastoral and cultural care demands; to have caught your excitement as you began to sense the liberation that ICT in your classroom practice offered; to begin to positively shape the wider school and community environment through relationship management, assessment, and outcomes reporting; to have cajoled, begged, harassed, threatened you into greater leaps of professional development and leadership; to have participated in the world leading te reo Māori second language acquisition pedagogy; to see the appetite for a practical guided pathway to introducing kaupapa Māori into everyday mainstream teaching and learning; to have seen you all light up with confidence and conviction about your professional growth, competence and increasing maturity. What a wonderful tribute to Te Hīringa i te Mahara – the power of YOUR mind!

I look forward to the 10 years of investment that this project reflects, becoming the professional platform for the next large steps we have to take in seeing measurable improvement in education generally, and in Māori student achievement in particular. That is the challenge that together we now face with urgency and renewed commitment. I look forward to working with Māori teachers and the rest of the sector on this next chapter of development, as our students wake up to the power of their minds! Te Hīringa i te Mahara!





Acknowledgements

Having acknowledged the main actors of this THM story, there is a cast of supporting characters, who we would also like to acknowledge and thank for their contributions to the overall success of Te Hiringa i te Mahara.

In particular, we would like to recognise the Technical Advisory Group that has guided, prompted, challenged, and supported the kaupapa and the project leadership and management. We hope we have listed all TAG participants in the appendices. We are especially inspired by the TAG members who have stuck with the ship since it set sail in 1998 – Te Kapa Stirling, Patsie Karauria, Rangitahi Pene, Te Makao Bowkett and Pita Tipene. Nga mihi nunui ki a koutou.

There have been a number of providers with whom we have worked over the years, and again, we hope that we have included them all in our list in the appendices. They have grappled with our requirements, and demands, and innovations (also known as “new instructions”) half way through their processes, and they have all brought their skills, and commitment and energy to the project. We thank you all. We would like to make special mention of Dr Bev James, who has written many of our reports including our most recent 2008 survey report. Kia ora Bev.

The Ministry of Education, as is part of being a government department, has had a pageant of participants who for the period of their association with the project have shown their support not only through their tenacity, goodwill, and trust, but through the practical measure and unequivocal commitment of ongoing funding. We thank you.

We would like to acknowledge and thank our own team at Gardiner Parata who provided the little hub for this vast wheel. We want to especially recognise Carol Heeney, who has been the project administrator throughout these ten years, and who, for many of our teachers and providers, has been the voice on the 0800 line, the signature on the emails, and the courteous, helpful, and remorseless hurry-upper for our many programmes. Nga manaakitanga ki a koe, Kararaina.

Although Apryll has provided her own Foreword, and does so from her current incarnation as Deputy Secretary, Māori Education at the Ministry, we also wish to pay a special tribute to her leadership of Te Hiringa i te Mahara and her passion, conviction, evangelical zeal, energy and unrelenting belief in the potential for excellence in all Māori teachers, and the role they play in the possibility of an epidemic of successful student outcomes.

And, finally, we pay respect to the moteatea that has been the conceptual framework of this project, and to our culture that provided the crucible from which emerged our touchstone – Te Hiringa i te Mahara.

Hekia Parata
Hekia Parata, Director

Wira Gardiner
Wira Gardiner, Director



Bev



Carol

Introduction

This report marks ten years of development, professional and personal, by Māori secondary teachers. It is a remarkable story of success.

This Te Hiringa i te Mahara story – because of course there are many such Māori stories, big and small, of learning, growth, development, and achievement – tells of the continuing relevance and resonance of our culture as the context of accomplishment.

From the outset in 1998 it was clear that many of the challenges Māori secondary teachers faced were neither of their making, nor within their control to change. However, it was equally clear that a number were. Key among these was the personal and professional response teachers could make to their teaching experience. Teachers could either decide to take charge of their professional life and choose their response to their environment; or they could surrender to whatever happened to them. They could be passengers or victims of their professional experience; or they could be powerful actors in their own lives.

The teachers in this THM story took up the challenge and began exercising what we call “everyday personal rangatiratanga”; they *decided* that they would invest in their professional development; they *decided* that they would use the resources available to them on the website; they *decided* that they would sign up for workshops; they *decided* that they would master the new information and communication technology; they *decided* that they would get to grips with assessment; they *decided* that they would expand their pedagogical range; they *decided* that they would improve and strengthen their reo; they *decided* to teach, learn, manage, lead; they *decided* that they would engage and have fun with their students while also helping them to learn and be successful; they *decided* to use the power of their minds.

The recipe for success in this THM story is the use of and/or ingredients of culture and capability. The consistent and explicit reference to Māori values and principles, Māori systems of belief, practice, and accountability have provided the philosophical space within which the professional requirements of the education system have been encountered, engaged, and enriched. This inclusive approach that recognised and respected teachers as Māori and as professionals has, in our view, provided the platform for the success that this report provides the best evidence of.

Māori secondary teachers are realising their potential as Māori and as professionals; and their success is critical to the success of their students and to the enterprise of growing a strong and productive nation.

We at Gardiner Parata join with the Minister and the Ministry in recognizing the tremendous achievements of Māori secondary school teachers. This 10 Year THM Report is a record of progress, of development, of accomplishment. The 2008 Survey marks measurable progress from the baseline survey of 1998; and that progress has been substantial. Māori teachers have reported meaningful improvement on every measure; their time is better managed, their collegial relationships are strong and positive, their professional confidence has increased, their teaching practice has strengthened, and their engagement with students has become more rewarding. Each on their own is cause for celebration, but together they represent that often elusive attainment of multiple outcomes.

Te Hiringa i te Mahara, and all those who have participated in this success story should rightly be proud of themselves. As the Ministry looks to the challenges set out in *Ka Hikitia – Managing for Success*, the Māori Education Strategy 2008 – 2012, we salute the progress that has been made, and we welcome the ongoing contribution that Māori teachers can so critically make.

This Te Hiringa i te Mahara story - because of course there are many such Māori stories, big and small, of learning, growth, development, and achievement - tells of the continuing relevance and resonance of our culture as the context of accomplishment

What is Te Hiringa i te Mahara?

The heavy workloads of Māori secondary school teachers and te reo Māori teachers, in particular, is well recognised. In 1997, a Ministerial review of the workloads of secondary teachers officially identified excessive workloads of Māori teachers as a priority issue to address.

Many of the causes of heavy workloads are beyond the control of teachers, but there are also ways in which teachers can influence change in their work environments. Thus, June 1998 saw the birth of Te Hiringa i te Mahara – a professional development project for Māori secondary teachers and teachers of te reo Māori, designed and managed by Gardiner Parata on behalf of the Ministry of Education.

Te Hiringa i te Mahara has now completed its tenth year.

As the stories in this report show, teachers feel more inspired, excited, and motivated, and willingly take responsibility for managing their professional needs and planning their professional development.

Te Hiringa i te Mahara aims to help Māori secondary teachers achieve manageable workloads; develop a positive view of themselves and their work; build their professional capability; improve their teaching practice; and engage confidently with their professional peers and leaders. As with any teacher professional development, the long-term goal of improving Māori teacher effectiveness is to secure student achievement. And, of course, raise Māori student achievement.¹ The project is successful when there are measurable gains in the professional practice of Māori secondary school teachers—when teachers can see and provide evidence for improvements in their teaching and learning.

Te Hiringa i te Mahara is founded in Māori principles, values, and tikanga Māori. Its name, which translates as “the power of the mind”,² is drawn from a traditional waiata that traces the birth and development of knowledge and the growth, nourishment, extension, and fulfilment of the mind.

Since its inception, Te Hiringa i te Mahara has helped Māori secondary teachers take control of their personal, cultural, and professional development and make positive changes to their work environment. This has been achieved through a wide range of individual professional development programmes, management tools, teaching and learning resources, and networking opportunities.

Initially, the focus was on supporting teachers to meet the immediate needs of managing their day-to-day workloads. Over time, Te Hiringa i te Mahara has grown to include a wide range of professional development opportunities, often using information and communications technology (ICT), and including long-term whole-school interventions.

Te Hiringa i te Mahara has now completed its tenth year. During that time, it has not only provided teachers with the skills and resources to manage their workloads, it has also changed mindsets about the worth, abilities, and aspirations of Māori teachers. As the stories in this report show, teachers feel more inspired, excited, and motivated, and willingly take responsibility for managing their professional needs and planning

¹ While there is much anecdotal evidence that Māori teachers effect positive outcomes among Māori students, Te Hiringa i te Mahara has resisted making an ineluctable link between the two. Māori student achievement is the responsibility of all teachers.

² Translated by Professor Tamati Reedy.

their professional development. There is continuing interest in participating in Te Hīringa i te Mahara.

Te Hīringa i te Mahara has successfully modelled the culture of continuous learning. All programmes are reviewed, through direct feedback from participants, facilitators and principals, through research and evaluations conducted by independent contractors, and through periodic surveys of the Māori teachers themselves. Information gathered from these various sources about what does and does not work has been used to improve the design and delivery of subsequent programmes.

This report charts the story of Te Hīringa i te Mahara over these past 10 years.³ It is a positive and successful story that showcases the experiences of the many teachers and programme providers. It is about a best practice project management approach to both design and delivery that is consistently culturally emphatic. Together these two elements make Te Hīringa i te Mahara the demonstrable success that it is.

We have chosen a thematic approach to illustrate the ways in which Te Hīringa i te Mahara has contributed to Māori secondary teachers' professional development. Altogether there are 14 themes, grouped into two broad, though interrelated, categories. The first category relates to the philosophy and approach of Te Hīringa i te Mahara—to the foundations underpinning Te Hīringa i te Mahara and the conditions that are prerequisites for success within the second category, the provision of effective professional development.

The foundation themes covered in the first section of the report include: providing professional development that is based on kaupapa Māori; raising teachers' awareness of the importance of professional development; supporting teachers to take control of their professional experience; revitalising te reo; making workloads more manageable; getting schools engaged with kaupapa Māori; and developing the Māori education provider market. These are discussed in the first section, illustrated with highlights from our 2008 Survey and what teachers say about the value of Te Hīringa i te Mahara.

The effective provision themes—in the second section—are those established in the research literature as essential components for teacher professional development to lead to improved student

learning. These themes include providing extended opportunities for teacher learning; engaging teachers in the learning process; creating an effective community of professionals; challenging prevailing discourses; promoting effective leadership for professional development; focusing on the links between teaching and learning; and using assessment of student progress to improve teaching. Here, too, we illustrate with the voices of teachers and the findings from our 2008 Survey.

Māori secondary teachers are a dedicated workforce. In our 2008 Survey, the three main reasons they gave for staying in teaching were:

- wanting to help students achieve and “make a positive difference” (31.1% of teachers responding to the question)
- wanting to work with children and young people (24.3%)
- having a love of teaching and passing on knowledge (20%).

These are the teachers Te Hīringa i te Mahara is supporting. It is their voices that testify to Te Hīringa i te Mahara's success.

Join us on our journey as we record and celebrate the achievements of Te Hīringa i te Mahara during these past 10 years.

*Ko te manu e kai ana te miro,
nona te ngahere, ko te manu e
kai ana te mātauranga,
nona te ao*

*The bird that partakes of the
miro berry reigns in the forest,
the bird that partakes of the
power of knowledge, has access
to the world*

³ For the full story of Te Hīringa i te Mahara, refer to Te Hīringa i te Mahara, Ten-Year Report: Highlights and Achievements, prepared for Gardiner Parata by Bev James and Ruth Fraser, 2008. Download from www.thm.ac.nz/reports.



01

SECTION

one power

Setting the foundations



01

SETTING THE FOUNDATIONS

Te Hiringa i te Mahara addresses three major concerns of Māori secondary teachers: the need for resources, the need for relevant professional development, and acknowledgement of worth. We designed a framework for Te Hiringa i te Mahara that would meet these needs.

In this first section, we discuss the themes that are at the core of what Te Hiringa i te Mahara is and does. Together they describe the features that make Te Hiringa i te Mahara uniquely and distinctively Māori, and which contribute so largely to the success of Te Hiringa i te Mahara and its component programmes.

Professional development based on kaupapa Māori

The programme is like having a virtual kuia. Loving, helpful, looking both back and forward, with resources, present, addressing our needs in our teaching role but linking always to what it is to succeed and still be Māori. (2008 Survey)

Professional development based on the kaupapa of Māori principles, Māori values, and tikanga Māori is the very essence of Te Hiringa i te Mahara—the project is committed to working with Māori teachers as Māori, as the platform for working with them as professional teachers.

The kaupapa promotes te reo rangatira, matauranga, maramatanga, tohungatanga, manaakitanga, whanaungatanga, ako, whakaako, and mana, and permeates each and every one of the professional development programmes, from the Te Hiringa i te Mahara Professional Development System, which provides the building blocks for teachers to identify their professional development needs, through to information and communications technology (ICT) programmes.

The kaupapa also extends to Māori providers, who both convey knowledge and expertise in their professional field, and bring knowledge of kaupapa Māori, tikanga Māori, and te reo.

This approach has given teachers a sense of ownership, pride, and identity with Te Hiringa i te Mahara, a knowledge that both their essential Maoriness and their professional potential is recognised.

In our 2003 evaluation,⁴ teachers told us kaupapa Māori was one of the main reasons the professional development programmes “worked” for them, and they liked the way our programmes were “by Māori, for Māori”. They valued the inclusion of traditional knowledge and the involvement of kuia and koroua.

This is still their view today, as these comments from our 2008 Survey⁵ show:

The whole concept is absolutely professional and spiritually uplifting to any Māori teacher in need of guidance and support.

I am comfortable with the support offered to me by THM as they provide a culturally sensitive learning environment.

THM [has] developed training based on Māori concepts—concepts that Māori teachers link into so easily. There were no surprises, which left teachers totally focused on what was at hand rather than trying to contend with an environment. The environment was safe, was academic, was whānau. Kia ora koutou.

4 New Zealand Council for Educational Research (2003), Te Hiringa i te Mahara 2002 (The Power of the Mind) Evaluation Report, Ministry of Education, Wellington.

5 B. James and R. Fraser (2008), Te Hiringa i te Mahara 2008 National Survey of Māori Secondary Teachers. Report prepared for Gardiner Parata. See Appendix D for summary of results of the 2008 Māori Secondary Teachers Survey.



Adopting a cultural frame of reference

*Kotahi tonu te hiringa
kake ai Tāne ki TikiTiki-o-rangi
Ko te hiringa i te mahara
(Ngā Mōteatea Part III-201)*

The waiata⁶ which is the source of the name Te Hiringa i te Mahara traces and discusses the birth and development of knowledge, and the aspiration of the mind for growth, nourishment, extension, and fulfilment. This concept of the power of the mind drives all project elements. It helps teachers to an understanding that management of their professional lives starts in their minds. How teachers think about their workload affects the ways they respond to it—either positively or negatively. The project places Māori teachers at the centre of their decision making, providing them with the power to determine their experience, rather than standing on the periphery and accepting whatever “happens” to them. It is about practising everyday rangatiratanga.

Cultural balance the key to professional development

Providing a culturally balanced course that reinforced reo, tikanga, and whanaungatanga was a winner for Māori teachers attending Te Hiringa i te Mahara Professional Development System workshops.

There has been increasing research evidence that Māori students often benefit from Māori-oriented learning styles, but until the advent of Te Hiringa i te Mahara Development System courses, there was little in the way of Māori-oriented professional development. These workshops were designed to engage Māori teachers first as Māori and then as teaching professionals.

The workshops were the foundation of the Te Hiringa i te Mahara professional development process. As the name “Development System” implies, the workshops provided Māori teachers with a system, and the skills, to better plan their professional development and meet the demands made of them. They encourage and support

Māori secondary school teachers to be the best and most professional teachers they can be.

The system has three parts: a capability framework designed from a Māori world view; a self-assessment tool that provides a structure for self-analysis and review against the capability framework; and a template for creating a professional development plan.

The workshops walked teachers through the “capability framework”, which was designed both to identify and demonstrate the attributes of the ideal Māori teacher, and to fit with the Professional Standards for secondary teachers. As such, the framework combined kaupapa Māori with professional requirements.

The workshops provided the stepping stones for teachers to develop professionally. In 2001, the first year of operation, 277 teachers participated in Development System workshops. This was often the first time teachers had assessed themselves against specific capabilities.

Our 2003 independent evaluation (NZCER, 2003) found the workshops made a positive difference to teachers’ career direction, job satisfaction, and morale.

Today, teachers are placing high value on professional development and furthering their careers. Our 2008 Survey shows nearly 90% of participants have taken steps in career development over the past two years. The four main areas of development are tertiary study (20%); developing and extending proficiency in te reo Māori (12.3%); taking a promotion, an acting position, extra duties, or a new position to extend knowledge and experience (12%); and networking and sharing information and skills with others (9.9%).

⁶ The waiata which provides the inspiration for Te Hiringa i te Mahara is given in full inside the covers of this report.

01

SETTING THE FOUNDATIONS

Raising Māori secondary teachers' awareness of the importance of professional development

I have really enjoyed the professional development courses I have participated in through THM. They have greatly influenced the teacher I am today! Nga mihi ki a koutou katoa e whakapau kaha ana mo a tatou tamariki i roto i tenei ao hurihuri! (2008 Survey)

An important first step in getting teachers involved in professional development has been to raise awareness of the importance of professional development. And the numbers tell the story of Te Hiringa i te Mahara's success here.

For example, the number participating in the project's courses more than doubled from 2000 to 2001. In the same period, the proportion of Māori teachers involved in courses rose from 36% to 52% of all Māori teachers at state secondary schools and composite schools. In the 2008 Survey, 603 teachers (75%) reported involvement with Te Hiringa i te Mahara, either participating in courses or using resources.

Teachers' awareness has been raised by workshops, ICT programmes, brokerage and facilitation services, regular communications through Panui and through the use of the website at www.thm.ac.nz.

As well as encouraging teachers to engage in professional development, Te Hiringa i te Mahara has also extended their professional development aspirations. While professional development in te reo Māori continues to be a top priority, now teachers are also seeking professional development in specific curriculum areas, in NCEA, and in assessment—and using leading edge online technology to achieve it.

A web of resources

Professional development information, help, and resources is just a keystroke or two away for Māori secondary teachers, in the form of the Te Hiringa i te Mahara website (www.thm.ac.nz). The site is a mine of information and opportunities. For example, there is *Te Whatarau – Storehouse of Centralised Resources*, an online database of te reo Māori and kaupapa Māori resources to support curriculum delivery in all subjects. There is also an extensive range of Te Hiringa i te Mahara teaching and learning in Māori and English for teachers to use as part of the units teaching programmes or as relief lessons. The site has management tools in the form of manuals, handbooks, templates and reports to assist teachers in their management roles, and a range of teacher relief packs, pastoral care activities and other supporting materials. Other support includes communications advice (for example, communicating with parents), articles on effective teaching in the “infobytes” section (pastoral care, curriculum matters, teaching, learning, and assessment). Pānui and a calendar of events keep teachers in touch, while a database of professional development opportunities keeps them up-to-date with what's on offer in the way of in-service courses. There's also an 0800 number (0800 ASK THM) helpline to help teachers to access resources and get information for current or new professional development programmes. (See Appendix C, Te Hiringa i te Mahara Table of Interventions for details.)





Online Moderation – Kawe Korero

Online Moderation – Kawe Korero, a programme to test the efficacy of online moderation of visual submissions for NCEA examinations using the Internet, is just one example of the increasing range and sophistication of teachers' use of ICT—and the extension in their professional development aspirations. A recently introduced pilot, Kawe Korero involves teachers attending a one-day briefing workshop. Each teacher then arranges for students to submit NCEA moderation visual evidence using online technologies.

Kawe Korero is another example of the innovative and responsive approach of Te Hiringa i te Mahara. Māori teachers in an ICT workshop came up with the idea themselves when it was announced that NCEA moderation would be increased to a 10 percent sample. The pilot results are now awaiting Ministry of Education and NZQA consideration. Whether the NCEA aspect proceeds or not, participating schools have found a valuable teaching and assessment tool to add to their kete.

Te Hiringa i te Mahara has involved a significant proportion of Māori teachers in professional development. The 2008 Survey shows almost 75% of respondents (603 teachers) have been involved in Te Hiringa i te Mahara, either by taking part in a programme or using resources. Almost one-fifth (152) of the respondents involved with Te Hiringa i te Mahara have been involved since its early years.

Providing sustained support – brokerage and facilitation

In 2001, Te Hiringa i te Mahara set up the Online Brokering and Professional Development Services to provide follow-up support for teachers participating in System Development workshops. Teachers could get help with finding a mentor, and with monitoring their progress against their goals. The service also brokers links between teachers and professional development providers, and has set up a database on the Te Hiringa i te Mahara website of professional development opportunities—see www.thm.ac.nz.

Teachers taking responsibility for their professional experience

Te Hiringa i te Mahara has been the lifeline for survival in this world of diverse people and expectations. Without them I would have only been going through the motions and paying tokenism to my students, my school, the parents and the community. (2008 Survey)

We want teachers to take responsibility for their own professional development—this has been a key principle of Te Hiringa i te Mahara from the outset. Accordingly, the project provides the tools for Māori teachers to manage and get the best out of their own professional development, starting with Te Hiringa i te Mahara System Development.

But it extends to more than professional development. The philosophy and message of Te Hiringa i te Mahara—“the power of the mind”—promotes the idea of the individual taking responsibility for and control of their whole personal, cultural, and professional experience, not only their professional development.

Our surveys over the years show a definite shift in attitudes, from teachers feeling unable to influence their circumstances to taking charge of their environment and views.

Taking control – what the figures show

Te Hiringa i te Mahara is successfully encouraging teachers to take charge of their own professional development, with the 2008 Survey showing Te Hiringa i te Mahara has:

- improved 370 teachers' awareness of professional development (almost 75% of those responding to this question)
- improved and expanded 347 teachers' professional experience (more than 66%)

- had a positive effect in developing professional networks of 344 teachers (more than 66%)
- had a positive effect on teachers' perceptions of their abilities (about 66%), specifically their sense of self as a professional (354 teachers), their confidence (336 teachers), their view of their capabilities (325 teachers), and their ability to use "the power of the mind" (316 teachers).

The 2008 Survey also shows:

- 168 teachers (32%) noted positive effects from all 33 aspects of Te Hiringa i te Mahara covered by the survey
- 342 (65%) noted positive effects from between 16 to 33 of the aspects.

Thus, teachers benefit from not just one aspect of Te Hiringa i te Mahara, but in multiple ways, across their professional development, their teaching environment, and their personal ability to take charge of their lives. There are also cumulative benefits to participating in Te Hiringa i te Mahara—the more a teacher participates in Te Hiringa i te Mahara and the more opportunities they have to put their skills into practice, the more positive effects they experience.



Raising their sights – Māori teachers' career aspirations.

The results from our 2008 Survey show Māori teachers want to progress their teaching careers. They are highly motivated, and highly aspirational. In five years' time:

- 45.8% of deputy principals and 22.2% of assistant principals intend to become principals
- over one-fifth of heads of department intend to become deputy or assistant principals
- about one-fifth of deans intend to become heads of department, and another fifth intend to become assistant principals
- almost one-quarter of teachers with a management unit intend to become heads of department
- almost one-quarter of teachers without a management unit intend to become heads of department, and almost one-fifth intend to become a teacher with a management unit.

Māori secondary teachers are focusing on professional development in key areas. The main professional development wanted in the next two years is: te reo Māori (48.3%); particular curriculum area (42.4%); NCEA (39.3%); and student assessment (38%).'

The 2008 Survey also shows Māori teachers are experienced. Almost three-quarters have been teaching for more than five years, and almost one-third have been teaching for more than 15 years. They are also well qualified for their jobs. Almost half have completed a university degree (45.9%). The two most common levels of qualification are postgraduate qualification (26.4%) and undergraduate university degree (19.5%).



Revitalisation of te reo

I have had THM in at kura to help me with the te reo Māori programmes so that I can deliver a high quality programme. (2008 Survey)

I feel that the amount of workload for a sole teacher in a subject such as te reo is huge. I am the only teacher in a school that had no course statements or course outlines before I came along. Thank goodness for THM and my other colleagues. (2008 Survey)

In 2003, in Te Hiringa i te Mahara's fifth year, it was apparent that teachers wanted help with te reo. In particular, in secondary schools, there was a need to: improve the quality of te reo Māori teaching; get more te reo Māori students staying on after Year 10; improve students' language fluency and achievement; and increase the number of appropriately trained and qualified te reo Māori teachers.

We believe that the teaching and learning of te reo is too important for Māori development, Māori identity, Māori students' achievement, and New Zealand's national identity to ignore, and so the project took on the challenge of designing a te reo Māori teaching and learning programme for mainstream secondary schools. The result was a unique professional development course in second language teaching, Te Reo i te Hiringa i te Mahara – A Second Language Acquisition Pedagogy.⁷

We have also provided a range of te reo resources; and, in the past two years, we have set up Ki Tikitiki-o-Rangī – Reo Q, a programme to improve teachers' spoken te reo skills.⁸

The importance that teachers place on te reo Māori is reinforced in our 2008 Survey, with many citing it as a key reason they took up teaching as a career, and for staying in teaching.

I am passionate about my ancestral language which I had to learn as a second language. (2008 Survey)

I decided to become a Māori teacher as I valued te reo Māori as a part of my life and wanted to help make a difference in the lives of Māori students, as well as being a part of my daughter's education. (2008 Survey)

The 2008 Survey also found that teachers rate their level of te reo Māori relatively highly. Overall, most can communicate in te reo. Very few cannot speak, write, or understand any te reo. More than 43% of teachers rated themselves as confident or fluent speakers of te reo. Almost 66% can understand te reo beyond a few basic sentences. More than 44% say they can write confidently in te reo.

Developing second language teaching skills

Te Hiringa i te Mahara pioneered the first comprehensive professional development in second language teaching focused on te reo Māori (Te Reo i te Hiringa i te Mahara – A Second Language Acquisition Pedagogy) which has filled a huge gap for secondary teachers of te reo Māori as a curriculum subject.

The programme is based on internationally proven language teaching techniques. It was trialled with 14 teachers in 2004, further developed in 2005 with nine of the original 14 teachers, and run again in 2006.

Initially the programme consisted of four two-day wānanga and ongoing support, in the form of school visits, lesson observations, and feedback. In 2006, it was extended from a six-month programme to a full year.

A formative evaluation of the 2004 programme found it had a significant positive effect on teachers' understanding of second language pedagogy. Those teachers with little experience or background in second language teaching, in particular, gained a great deal.

We made changes in 2005 to address two issues: the need to provide more help to teachers to put the knowledge they acquired into practice, and the need to improve teachers' understanding of the

⁷ See Appendix E, the annotated bibliography, for reports and evaluations of Te Reo i te Hiringa i te Mahara – A Second Language Acquisition Pedagogy.

⁸ See Appendix E for details of the literature review and rationale for Ki Tikitiki-o-Rangī – Reo Q.



theory underpinning second language learning. The 2006 evaluation identified some major shifts in teachers' learning and practice as a result of these changes.

The final courses were run in 2006, but we have posted a database of programmes on our website (www.thm.ac.nz) for teachers wanting to further their skills in second language teaching.

Resourcefulness

The lack of te reo Māori resources has been an ongoing issue for Māori teachers, and identified as a common contributor to teachers' heavy workload and high stress levels. Te Hiringa i te Mahara stepped in, and has produced a wide range of te reo resources over the years.

Resources include Te Whatarau – A Storehouse of Centralised Resources, an online database of te reo and kaupapa Māori resources;⁹ te reo Māori unit plans for Years 9–13, designed for the new draft te reo Māori curriculum for mainstream schools; and Lingua—a CD vocabulary database that allows language learners and teachers to develop their own vocabulary lists, and test their learning.

There are also templates for teachers to use, and Departmental Management Plan Templates for use by the heads of te reo Māori departments. The management plan includes information on relevant legislation, strategic planning, budgeting, staff management—everything a head of department needs to ensure the smooth running of her or his department.

Te Hiringa i te Mahara's ongoing ICT initiatives have supplied many te reo resources, and thus helped increase the profile of te reo and encouraged teachers to use it more in the classroom.

Teachers rate this aspect of Te Hiringa i te Mahara highly. About 60% of the participants in the 2008 Survey rated Te Hiringa i te Mahara activities and resources "extremely" or "very" useful. Teachers have found the tailored resources have been especially useful in easing workloads, as the following comments from the 2008 Survey indicate:

The online units have been a godsend. It's annoying to see French and Japanese have all their units of work in place and then have to struggle to craft the Māori ones myself. I'm sure I would not be back had I not come across these on the internet. Whakawhetai ki a koutou mo te tautoko.

Grateful to THM for the online resources. Ten years ago it was difficult for kaiako Māori and there was limited help out there. I have taught 16 years starting off as a kai awhina and then went on to college and got my ticket. When I finally got out into the teaching field my first impression was woow heck where do I start. Particularly in mainstream it's lonely and isolating and a constant justification[is required] in whatever goes on.

The Lingua kupu building program is excellent for second language learners of te reo as there are so many uses for it. It is also a really useful way of incorporating ICT into the classroom.



9 http://www.thm.ac.nz/te_whatarau/index.htm.



Making Māori teacher workload more manageable

I have enjoyed the fact that there is a body who is dedicated to the improvement of the teaching environment for Māori teachers. That this body acknowledges that there are requirements, demands and pressures which are peculiar only to Māori teachers. I am pleased to note that THM have offered many and varied resources and support to Māori teachers and that they demonstrate a commitment to maintain these measures by this survey and their ongoing communication to all Māori teachers. (2008 Survey)

Helping teachers manage their workloads and associated stress levels was a major reason behind the development of Te Hiringa i te Mahara. Some factors affecting workloads, such as class sizes, are beyond teachers' control. But Te Hiringa i te Mahara focuses on those factors that are within the control of teachers—for instance, Māori teachers' ability to organise and plan their use of resources, and their views of themselves and their capabilities.

The range of Te Hiringa i te Mahara programmes, including the Development System workshops, the ICT professional development programmes, and the various resources and workshops, have all contributed to helping teachers take control. Some Development System workshops, for example, specifically targeted workload management with courses on time management, and on communicating to a range of school audiences.

The following comments from the 2008 Survey show the value of the Te Hiringa i te Mahara initiatives in helping teachers manage their workloads.

THM has been the main outside provider to my teacher professional development. The professional course, materials and support offered have greatly lessened my workload and assisted my development. Nga mihi.

THM is an excellent resource for teachers.

Please continue to offer this service to our many overworked and underpaid Māori teachers.

Coping with workload pressure – what the figures show

Since Te Hiringa i te Mahara started, there has been a positive shift in Māori teachers' satisfaction with their workloads, their perceptions of their ability to better manage their workloads, and their perceptions of work-related stress. For example, the 2002 Survey found 25% of teachers said their workload was excessive and 55% said it varied. Only 20% said it was "fine" or "bearable". In 2008, more than 66% of teachers perceived their workloads as "almost always" or "often" manageable.

But notwithstanding teachers' sense of managing their workloads better, responses to the 2008 Survey show Māori teachers are still expected to do work over and above their job descriptions if it involves Māori students.

For example, 29.8% of Māori teachers counsel Māori students as part of their job description, while a further 41.8% counsel Māori students even though it is not part of their job description.

More than half of Māori teachers (59.5%) deal with truancy issues, although for 28.4% of these, it is not part of their job description.

Almost all Māori teachers (98%) continue to take on extracurricular school activities that support Māori and other students. The three main activities are school sports (61.8% of respondents), pastoral care (54.8%) and kapa haka (50.6%).

Almost all Māori teachers (95.9%) are engaged in unpaid community activities that link the school into the community. The three main unpaid community activities are sports (61.3% of respondents), marae activities (57.8%) and iwi/hapū/marae committees (36.4%).

The start of the ICT journey

ICT has been a major part of Te Hiringa i te Mahara, involving Māori teachers in a pioneering and innovative form of professional development. The project took note of the Ministry of Education's 1998 interactive education strategy which suggested ways ICT could help teachers with their management and administrative workloads, and how it could be used to enhance te reo learning by



providing a means of linking teachers and reducing their isolation.

From 1999 to 2003, 230 teachers took part in ICT programmes designed to give them some tools to reduce their workloads. Teachers were provided with laptops, internet connections, in-person and online training for six months, and support from local “hub” schools. The Te Hiringa i te Mahara ICT professional development¹⁰ became the model for the Ministry of Education’s later scheme to provide subsidised laptops to all teachers.

The experiences of each programme were used to refine subsequent phases, or “roll-outs”. Each programme lasted two years, though the structured professional development component was delivered in the first six months.

Training covered areas relevant to teacher needs, including use of email, discussion forums, web resources, and audio-conferencing. Additional sessions included preparing digital presentations, using digital cameras and scanners, using advanced features of Microsoft Word and Powerpoint, and using resources developed with Excel. Teachers with no computer or internet experience received extra support.

One outcome of the ICT professional development was the emergence of ICT “high achievers”. Initially selected from the first ICT programme as tutors for teachers in successive programmes, a number of these teachers further developed as professionals in the ICT area. Some became hub school coordinators (hub schools provide local support for teachers participating in ICT programmes) who then moved on to other school or tertiary education ICT positions. Other teachers who participated in the ICT programmes have pursued ICT training at tertiary level.

Evaluation found both teachers and their principals were positive about the benefits in terms of helping manage workloads and reduce stress, with the ability to use ICT for access to resources and in curriculum and lesson planning particularly valuable (NZCER, 2003).

¹⁰ Te Hiringa i te Mahara has offered a range of ICT professional development over the years. For more information, see Appendix C and Appendix E.

Since then, Māori teachers have embraced information and communications technologies to further their professional learning. The 2008 Survey showed that ICT professional development has opened up new vistas for many teachers. It has been the push they needed to engage with the world of technology and bring it into the classroom, as the following comments demonstrate:

Was on ICT laptop programme 2000 – this was fantastic and I am now very confident with the use of technology in the classroom.

Nga mihi nui. Participation in Whakawhitiwhiti Whakaaro revolutionised the way I utilise the internet. I will always be grateful to THM for introducing me to Web 2.0 technologies. My new skills have had a definite impact on my classroom practice.

I have gone from computer illiteracy to now being a competent user. THM have provided secondary kaiako Māori with excellent resource and programmes.

THM is the best thing that ever happened e.g. lap tops in schools pilot programme and many other examples or initiatives. Tino pai rawa. KIA KAHA KIA MAIA KIA ORA. Kia tu Rangatira ai te ao o te Māori e.

A light switched on

On Thursday 24 February, 2000, at 4.15 in the afternoon, the Associate Minister of Education, Hon Parekura Horomia, presented awards for ICT excellence to eight Māori secondary teachers in five locations, without stepping foot out of Wellington—all thanks to video-conferencing.

“It’s great to see a professional development programme that is so innovative, that works so well in such a common sense way”, the Minister said. “It’s a light switched on for teachers—and for me too.”

The presentations marked the end of the first phase of the ICT exploratory professional development programme. These and many more teachers have gone on to establish effective networks through the use of the Internet, using it to get access to a range of new resources; and to share information and resources with each other.



Engaging schools

I always tautoko your website and inform beginning teachers and new staff members to look at it. ... I would even run an inschool PD on this website for the BTs and new staff even old staff if they chose – both Māori and non-Māori because they are all involved in teaching our Māori students. (2008 Survey)

I have recommended these [THM resources] to many teachers in the mainstream schools so that they can see how easy it is to integrate taha Māori into their programmes. (2008 Survey)

Over time, Te Hīringa i te Mahara initiatives have grown to include not just programmes for individual teachers, but to ones that engage schools' leadership and embrace whole-school change. This has been important both for improving the work environment for Māori secondary teachers and promoting Māori student achievement. The evaluation of Te Reo i te Hīringa i te Mahara – A Second Language Acquisition Pedagogy, for example, noted that teachers' ability to translate what they learned into good teaching practice relied heavily on intensive and ongoing support at school. The Pathway to Success programme; ORMA (the Outcomes Reporting Model Application) and He Aratohu (some guidelines for integrating kaupapa Māori into mainstream secondary programmes) are three examples of programmes focusing on whole-school support for Māori teachers and promoting Māori student achievement."



A Pathway to Success

The Pathways to Success programme focuses on the school environment in which Māori teachers work. It consists of three models of best practice: the Success Factor Audit, the Iwi Partnership Accord, and the Planning for Responsiveness to Māori Framework. Together, they create a school environment that is responsive to the needs of Māori teachers and to improving learning outcomes for Māori students.

The audit identifies what the school does successfully for Māori student achievement, areas for improvement, and the critical factors that influence student success. The Iwi Partnership Accord sets out a process for building relationships with tangata whenua and other iwi. The responsiveness planning framework provides tools for planning, mapping, and developing a strategy to achieve improved outcomes for Māori students.

The models were developed and trialled in 2000 in one school that was already achieving success for its Māori students. The models were then tried in five schools in 2001 to test them in different school environments. In 2002, eight schools were using the models. These schools included both secondary and area schools; covered a range of school sizes, percentage of Māori students, and percentage of Māori teachers; and included schools with decile ratings from 1 to 7. *Pathways to Success: A Relationship and Change Management Handbook for New Zealand Secondary Schools*¹², provides a "how to" guide for implementing the models.

An evaluation (NZCER, 2003) found participating schools were making their environments more responsive to the needs of their Māori teachers by developing relationships with iwi and involving the community in sharing responsibility for educating Māori students.

¹¹ See Appendix E for more information on the reports and resources associated with these interventions.

¹² For more information on Pathways to Success, refer to Appendix E, or go to <http://www.thm.ac.nz/resources/management/index.htm>.

Developing the Māori education provider market

Relief that here was a professional group of people offering and supporting me across all aspects of teaching and for Māori. (2008 Survey)

Since it started in 1998, Te Hīringa i te Mahara has found it a challenge to find high quality providers with the requisite skills and knowledge. As well as having particular technical and professional knowledge, providers need to understand the issues affecting Māori secondary teachers, the operational context of schools, and education sector policies and ministerial priorities.

In 1998, there was only an embryo Māori market of professional development providers. It was an issue of both capacity (few providers) and capability (inability to provide high quality, culturally congruent professional development). So Te Hīringa i te Mahara supported an intense period of development of providers in 1999 and 2000, based on the Te Hīringa i te Mahara goals of self-development and self-management. A “Do-It-Yourself” package helped providers prepare their proposals and plans, and Te Hīringa i te Mahara gave ongoing assistance where needed.

By 2002, there was a pool of about 45 Māori education providers to draw on. Although most of the providers are relative newcomers to the market, they are competent, fluent users of te reo Māori, understand tikanga, and understand the issues of Māori teacher workloads. All are passionate about Māori education and development.

Even so, the market is still small, and most providers are located in the North Island. Given the expected growth in Māori students in education in the coming years (an estimated 40% of primary school students and 35% of secondary by 2021), we think it is essential to foster a strong Māori education provider market. Our experience suggests education providers need the same kind of government support as was available to develop Māori health providers and Māori organisations in local communities. A further dilemma is that many providers are former teachers, and the need for more providers of professional development for Māori teachers may contribute to a shortage of Māori secondary teachers.

I think THM has done, and is doing, a wonderful job in improving the quality of education for all students in New Zealand. . . I have always felt supported by THM and am proud to be associated with them. I look forward to someday being able to give something back to the programme and help other Māori teachers experience the joys and rewards that I have been privileged to enjoy. . . Thanks THM for the vision displayed and the leadership that you show in enhancing the experiences of Māori teachers. (2008 Survey)

He whi, he taro ka taka te piko o te whakairo

A difficult problem is easily solved with the right tools, knowledge and skills





02

SECTION

one power
Effective provision



02

EFFECTIVE PROVISION

This section sets out the ways in which Te Hīringa i te Mahara programmes reflect various principles of good practice in teacher professional development. There is an emerging evidence base on “what works” in teacher learning to support improved student learning – the end goal for all professional development. The themes set out here are all ones that have been identified as principles of effective professional development in the Ministry of Education’s Teacher Professional Learning and Development, a Best Evidence Synthesis by Helen Timperley, Aaron Wilson, Heather Timperley, Barrar, and Irene Fund, 2007¹³.

Providing extended opportunities for learning

Research shows extended time frames (usually between six months and two years) are needed for teachers to develop new learning that leads to improved student learning (see, for example, Timperley et al., 2007).

I have been lucky enough to be a part of the THM workshops from 2005-2007 which has helped me immensely in my planning and language learning. (2008 Survey)

Te Hīringa i te Mahara provides multiple opportunities for learning and building on learning by progressing from initial to more advanced professional development. If programme evaluations have shown there is not enough time to consolidate new learning, subsequent programmes have included more time for learning and reflection.

Te reo i Te Hīringa i te Mahara – A Second Language Acquisition Pedagogy, the ICT programmes,¹⁴ and Te Ara Aromatawai (a programme on formative assessment) are all examples of how Te Hīringa i te Mahara provides extended opportunities for learning.

The ICT extended feedback loop

Te Hīringa i te Mahara’s ICT professional development programmes are good examples of professional development that started with teaching the basics (some teachers had no experience of computers) and moved teachers through to sophisticated application of ICT tools for both class teaching and administration.

Six-month ICT courses are typical. The range of programmes offered between 1998 and 2008 has included introductory courses, the application of ICT in the classroom, and the production and sharing of resources through online teaching communities. This range has allowed teachers to expand their skills by taking several courses. The Online Communities pilot and Online Communities – A Digital Journey provided opportunities for teachers to apply what they had learned from earlier ICT programmes and build on their skills.

Māori teachers are now at the leading edge of ICT in teaching, involved in creating digital learning objects in te reo Māori, using blogs to share information about relevant online resources, and, most recently, introducing Web 2.0 tools to support more engaging learning.

¹³ This Best Evidence Synthesis is available on <http://www.educationcounts.govt.nz/publications/series/2515>.

¹⁴ Te Hīringa i te Mahara has offered a range of ICT-related programmes over the 10 years. Refer to Appendix E for reports on individual programmes.



Improving spoken te reo

Ki Tikitiki-o-Rangi – ReoQ is another programme that builds on the earlier developments of te reo resources and the second language acquisition pedagogy course (Te Reo i te Hiringa i te Mahara – A Second Language Acquisition Pedagogy) by providing an extended learning opportunity specifically in oral te reo.

It is a new programme that requires teachers to “write their own recipes” for improving their spoken reo. They do this by developing a personal development plan that shows how they will improve in one or more of oral language proficiency, accuracy, and complexity. Their plan must set out the outcomes they want; the process by which they will achieve these outcomes; and what they will use to indicate that they have been successful in achieving the outcomes they want.

For example, outcomes might include being able to complete the rituals of encounter, karanga, whaikorero, mihi, karakia, poroporoaki; or using the construction of moteatea as a conceptual framework for student learning outcomes; or being able to talk fluently in informal situations. The processes include such things as identifying specific interventions that will lead to success, such as a programme of workshops with local experts, a personal contract with a coach or mentor, or attendance at an immersion language wananga. Success indicators might include such things as officiating at the school prizegiving, increasing language vocabulary by a certain percentage, or being able to hold longer conversations with greater fluency.

Each participating teacher gets their reo capability measured at the beginning of the programme to establish a baseline and again at the end of the programme to measure what they have gained.



Engaging teachers in the learning process

Another principle of effective professional development is that teachers must engage sufficiently with their professional learning in order to deepen their knowledge and extend their skills (see, for example, Timperley et al., 2007).

I was in one of the early laptop schemes and have never looked back. It has empowered me as a teacher and a learner, especially in the areas of ICT. The online resources are invaluable. It's awesome to have support for Māori teachers. (2008 Survey)

Thanks for being there, thanks for being someone out there who cares, for being so positive and professional and offering free training; when you live in a rural school area just transport alone hits the PD budget hard and there's not a lot left after you take out the cost of relief; without THM I'd have very little computer literacy and practically no PD training. Kia ora rawa. (2008 Survey)

But there are many barriers to engagement, and these have been reiterated throughout the various programme evaluations. Confirming Te Hiringa i te Mahara's goal of helping teachers manage workloads, teachers cited a lack of time as the most common barrier to participating in professional development (identified by 75% of teachers in the 2008 Survey who noted barriers to their professional development). Other barriers included the cost, the travel involved, a lack of awareness of opportunities, difficulty in getting school release time, and limited access to online communications. Similar reasons were cited for teachers not completing a course.

Te Hiringa i te Mahara overcomes these barriers in many ways; for example, getting the support of principals and senior management; providing relief teacher funding support; helping teachers meet the costs of attending courses; running courses in central locations and encouraging car pooling; and using providers who have established good relationships with teachers to run subsequent courses for those teachers.

Te Hiringa i te Mahara also provides mentors to provide support where needed; repeats workshops where there has been a low attendance; and conducts one-to-one sessions with teachers unable to get release time to attend a course.

02

EFFECTIVE PROVISION

It ensures programmes are relevant and appropriate for teachers' needs, and uses student comments (from programme evaluations and research) to generate teachers' motivation.

It has created resources, including resources for use by relief teachers, and uses ICT to connect teachers with one another, with their facilitators, and with information about professional development opportunities.

And finally, it has engaged teachers in the early stages of developing a course, both to ensure a high quality product and to engage teachers' interest.

Involvement by design

Involving teachers in the very early stages of the design and development of a programme not only helps create a high quality product—it is also critical in garnering teacher support and interest. The design of He Aratohu – Guidelines for Integrating Kaupapa Māori into Mainstream Secondary School Teaching and Learning Programmes is a good example.

He Aratohu, meaning guided pathway, is a set of practical guidelines to help teachers of any secondary subject in mainstream schools to weave kaupapa Māori into their teaching and learning programmes. Aimed at teachers with varying levels of knowledge and understanding of kaupapa Māori, these guidelines take a step-by-step approach to planning, developing and using kaupapa Māori in subject lessons.

He Aratohu is based on the principle that kaupapa Māori adds value to learning for everyone. The programme design is based on evidence that “culture counts” in successful learning by Māori students. He Aratohu's focus on supporting Māori cultural identity aims to motivate and engage Māori and non-Māori students in learning.

The guidelines present six models of integrating kaupapa Māori into teaching, including practical suggestions on how to implement them. The models are: using te reo Māori words and phrases; incorporating the principles of whanaungatanga (family and relationships), mauri (life essence), and manaaki (hospitality); using Māori learning methods and practices; applying the Māori story

of creation and Māori atua (gods) in learning contexts; basing learning programmes within a curriculum on specific Māori themes; and combining elements of the other five models in learning programmes.

Before release, the draft guidelines were rigorously tested by 15 teachers from six secondary schools at a two-day workshop. The teachers' experience and knowledge of te reo and kaupapa Māori ranged from little cultural knowledge to expert knowledge. The workshop unleashed the deep passion and interest the subject of kaupapa Māori evokes, sparking a huge amount of debate about every section of the guidelines. After extensive revising, the guidelines went back to two more workshops for refining before their publication in December 2007.

Since then four introductory workshops have been held in 2008, and 3,000 copies of the He Aratohu handbook have been distributed to every Māori teacher on the Te Hiringa i te Mahara database, their principal, and to those schools and individuals who have requested further copies. A set of teaching units for science, Years 9-13, in English and te reo, incorporating He Aratohu models, were posted in Term 1 on the website at www.thm.ac.nz.

The ICT influence

ICT has been a major element in achieving Te Hiringa i te Mahara goals. This has included a significant role in the provision and sharing of resources, and the development of online professional communities.

A 2003 evaluation of ICT professional development programmes found 60% of participants said the programmes had a “major positive impact” on their sharing of resources with other Māori teachers. Just under 50% of participants said the programmes had a “major positive impact” on their communication with an expert, support person, or mentor (NZCER, 2003).

This was reinforced in our 2008 Survey. Te Hiringa i te Mahara has helped about two-thirds of its teachers improve their ability to use ICT—with 63.7% of teachers involved in Te Hiringa i te Mahara reporting that it has



had a positive effect on their use of ICT for resources and advice, 63.2% reporting a positive effect on their use of ICT in classroom teaching, and 62.1% reporting a positive effect on their use of ICT for administration and planning.

The Te Hiringa i te Mahara website continues to be a popular portal for teachers to access te reo resources and information about professional development.

And perhaps most spectacularly 98% or 783 teachers completed the 45-minute, 60 question 2008 Survey online! Now if that's not evidence in practice of how well Māori teachers are using ICT we don't know what is!

Creating an effective community of professionals

Just creating a professional community is not enough. The evidence shows professional learning communities that are effective in supporting student learning are those that support teachers to (a) process new understandings and the implications of this for teaching and (b) focus on analysing the effects of teaching on student learning (see, for example, Timperley et al., 2007).

Often it is not even the workshops themselves that have been great but the opportunities for me to meet other Māori at the chalk face. I have been really impressed with the many and varied people that I have met while on the THM courses. He mihi nui tenei ki a koutou maa, mo oo koutou mahi tino rawe mo maatou i te karaehe. (2008 Survey)

THM has been positive in the way it can network Māori teachers. This is especially important for younger teachers and those that feel isolated and alone. (2008 Survey)

The big challenge for Te Hiringa i te Mahara has been creating and sustaining a professional community of Māori secondary teachers when those teachers are spread across New Zealand, from Kaitiaia to Invercargill. Many are the only ones, or one of a few Māori teachers, in their schools. The 2008 Survey showed that 50% of respondents were in schools with six or fewer Māori teaching staff.

Te Hiringa i te Mahara incorporates both of the above elements (supporting teachers to process new understandings and to analyse the effects on student learning) in its professional development initiatives, by fostering professional learning communities that focus on developing new professional understandings which demonstrate a positive effect on student learning.

Examples include Te Hiringa i te Mahara's development of classroom resources; its promotion of school clusters for professional learning (particularly important for teachers who are the sole Māori teacher in their school); and the sharing of



information and resources, particularly through ICT networking with peers, mentors, and experts. The second language teaching programme (Te reo i Te Hiringa i te Mahara – Second Language Acquisition Pedagogy) also provided a much-needed opportunity for teachers to form a collegial group for sharing research and teaching ideas, while Te Ara Aromatawai, a course on formative assessment, involved professional learning communities made up of regional clusters and school clusters. These clusters met face-to-face for workshops that focused on improving understanding of NCEA, national assessment, and using assessment tools in the classroom.

Online communities

The 2003 Online Community explored a new approach to creating and maintaining a professional learning community through the use of the online tools of audio-conferencing and a community platform. The 20 week pilot with 24 teachers involved two eGroups, each with a topic for discussion. After an initial one-day workshop, teachers met every fortnight by audio-conference that featured a guest speaker and discussion on the eGroup topic. Teachers also had access to the online community platform, which included news, discussion forums, members' lists, email notification of new postings, and the opportunity to post articles.

The evaluation of the pilot made a number of recommendations, including the need to establish relationships between teachers before going online; focus on specific professional and curriculum areas rather than generic education issues; provide technical support; and require teachers to carry out specific tasks and presentations.

In 2004, Online Communities – A Digital Journey, which involved 80 teachers, built on the findings of the 2003 pilot. The communities had a curriculum focus and were based on existing networks of teachers. As part of the programme, teachers completed resources (called digital learning objects) in their own area of curriculum. At the completion of Online Communities – A Digital Journey, they had produced 67 digital learning objects in a range of curriculum areas including mathematics, technology, te reo Māori, social studies, health, science, and English.

In 2006-2008, Whakawhitiwhiti Whakaaro strengthened online professional networks by using teachers' blogs for sharing learning resources and supporting one another. Teachers were encouraged to contribute to a shared blog and develop plans (called eMAPs) that explained how to use Te Kete Ipurangi online resources in their classrooms. An eMAP is like a standard lesson plan, but assumes students have access to ICT and online resources. A group of eGuides (a Te Hiringa i te Mahara funded part-time role) provided support for teachers.

The evaluations identified issues of time constraints and ICT access problems, but overall found the ICT programmes fostered effective professional communities, with benefits extending to more than just participating Māori teachers—many teachers, Māori and non-Māori, who were not registered still use the Whakawhitiwhiti Whakaaro blog and access the resources. The evaluation of Whakawhitiwhiti Whakaaro showed an increase in the percentage of teachers using the various ICT technologies in lesson planning, preparation, and delivery compared to the start of the programme. However, compared with a national survey of ICT use in schools, Māori secondary teachers were for the most part lagging behind national averages.





Challenging prevailing discourses

Challenging “received wisdom” in education is an important part of any professional learning if there are to be improvements in teaching that lead to improved student learning. It is important to challenge the existing beliefs, values, and understandings that underpin teachers’ practice, such as assumptions that some groups of children cannot learn as well as others, and to focus on how to teach particular curricula effectively (see, for example, Timperley et al., 2007).

He mihi rawa, i whakawarea e koutou matou nga pouako ki te korero ngahau, whakapuaki nga whakaro, nga hiahia o tetehi ki tetehi atu. Ko te tino tohenga kia noho hei upoko mo nga mokopuna e whai tikanga, matauranga hoki, kia tu tu i tenei ao hurihuri ... mo ake tonu atu. (2008 Survey)

Te Hiringa i te Mahara has achieved this, as well as promoting a new way for Māori teachers to make positive changes to their work environment—through “the power of the mind”.

Two programmes in particular have been instrumental in challenging teachers’ assumptions about student capabilities—Te Ara Aromatawai (the formative assessment professional development programme) and ORMA (the electronic tool for setting and reporting outcomes for improving Māori student achievement levels). Other programmes which have challenged assumptions on teaching particular curricula include the te reo second language teaching professional development and He Aratohu – Guidelines for Integrating Kaupapa Māori into Mainstream Secondary School Teaching and Learning Programme.

Assessing for achievement

Te Ara Aromatawai is a professional development course on formative assessment—the use of assessment to improve teaching and, in turn, improve student learning. Three programmes were run, in each of 2003, 2004, and 2005, which allowed teachers to progress from an introduction to formative assessment through to consolidating their learning in the third programme.

The programme involved teachers attending workshops and working in their own classrooms to complete tasks that reinforced what they learned in the workshops. The evaluation of the 2003 pilot programme found most teachers did not understand formative and summative assessment theories at the start of the programme. Evaluation of the 2004 programme showed most teachers had adopted elements of new practice.

The programme used te reo and Māori concepts throughout to help teachers understand and apply assessment principles and techniques. For example, the 2004 programme used six whakatauki (proverbs) to explore assessment situations familiar in historical and contemporary Māori contexts. Teachers were asked to reflect on the relationship between traditional Māori teaching and learning and the messages in whakatauki for improving individual and collective learning. Teachers gained understanding of formative assessment by drawing analogies between whakatauki and formative assessment.



Promoting effective leadership for professional development

School leaders must actively support the professional learning of their staff and themselves if schools are to improve student learning—they must engender a “learning heir schools, articulate a clear vision for professional learning, and provide opportunities for their teachers to learn (see, for example, Timperley et al., 2007).

THM was responsible for me staying in a very difficult Principal's job. The school was in a 'make it or break it' situation and with the help of THM programmes, projects, support and personnel I was able to get a team around me who were instrumental in directing, driving and assisting the kura to rise to the positive position it is in now. Kia ora mo tena. (2008 Survey)

I have found THM to be the reason that I am now a Principal. The programmes that I have worked with have given me a huge confidence lift and developed my power of mind to be able to take on the challenges that go with teaching. (2008 Survey)

All Te Hiringa i te Mahara programmes have sought to ensure that participating teachers have the active support of their principals by keeping principals informed and requiring them to endorse applications from teachers to attend courses, as well as keeping them in the general communication loop whenever there is a Panui or activity involving their teachers.

Schools have been asked to contribute to the cost of the professional development, as a means of fostering a sense of ownership and commitment. Many of the evaluations have sought feedback from principals, which has helped engage principals in the project, and highlighted the importance of principal buy-in. For example, the evaluation of Pathways to Success highlighted school leadership as a critical factor in the programme's success (NZCER, 2003).



Principals and other school leaders have also been encouraged to take part in Te Hiringa i te Mahara programmes, and the Project Director of Te Hiringa i te Mahara has been a regular speaker at principal and PPTA conferences.

Leadership programmes

Two Te Hiringa i te Mahara programmes focused specifically on leadership issues. The first, Ma Wai Ra?, involved workshops which showed heads of departments how to use the Te Hiringa i te Mahara Department Management Plan templates, which cover activities such as planning, administration, staff management, curriculum management, and quality assurance. Teachers in Charge and teachers of te reo Māori also attended, with teachers from both wharekura and mainstream schools. Participants valued the workshops, saying it raised their understanding of management requirements.

The second, Whakaaro Rangatira — Executive Leadership, was for wharekura principals, and ran for two intakes over two years. The first programme had three strands: participation in the Ministry of Education's Experienced Principals' Centre; preparation of a development plan to be presented to participants' board of trustees; and attendance at the “hei raukura mo tona ake iwi” conference, which had the overall theme of linking leadership, language, and potential. The second programme incorporated more tailored wananga and a programme of individual mentoring sessions. In their evaluation, principals said Whakaaro Rangatira was the most rewarding professional development programme they had taken part in. In the 2008 Survey, 77.5% of course participants rated it as “extremely” or “very” useful—the highest rated of all programmes for usefulness (but also the smallest programme, with 8 participants in total).



Focusing on the links between teaching and learning

Research shows professional development programmes that have a positive effect on student outcomes get teachers to take greater responsibility for promoting the learning of all students, and challenge teachers to look beyond home or community circumstances as a reason for poor learning (see Timperley et al, 2007).

I have found since attending the workshops and at school assessments I have eventually realised what is meant by task based activities for second language learning. (2008 Survey)

Te Hiringa i te Mahara provides many examples of courses that forge links between professional development and classroom learning, such as the second language acquisition pedagogy programme, Te Ara Aromatawai (formative assessment programme), the various programmes on the use of ICT in the classroom, Whakawhitiwhiti Whakaaro, and He Aratohu – Guidelines for Integrating Kaupapa Māori into Mainstream Secondary School Teaching and Learning Programmes.

In addition, Te Hiringa i te Mahara has promoted a Measurable Gains Framework that focuses on demonstrating the evidence of what practical change has occurred in classroom practice.¹⁵

Research – informed practice

Te Hiringa i te Mahara used student perspectives in the second language teaching professional development programmes. It commissioned research on Year 9 and 10 students' use of language to find out what teenagers actually talk about and are interested in. The research was based on the principle that any language curriculum framework should be based on the students' communication needs and interests. The research identified the conversational topics covered by teenagers, the language features used, and the extent to which English and te reo were used. The findings were then used as a resource for teachers to prepare units and lessons, and also in the design of the second language teaching professional development courses.



¹⁵ For more information on the Measurable Gains Framework, see Appendix E.



Assessment used to focus teaching

Helping teachers develop their understanding and use of assessment is an important area for professional learning because research shows it has one of the strongest influences on student learning. In particular, assessment plays a fundamental role in providing feedback on student progress which is then used to improve teaching, and thus improve student learning. For example, it identifies the next steps for advancing student learning; it is used to review the effectiveness of teaching; and it provides motivation for teachers to take up professional learning (see, for example, Timperley et al., 2007).

I have really appreciated the new online units as my students can now work independently at home if they choose and they can see the whole picture of how what we are doing relates to their assessments. (2008 Survey)

I have participated in running Hui, workshops and discussions around results, assessments and statistics. (2008 Survey)

Te Hiringa i te Mahara developed two assessment initiatives to support teachers' professional development—Te Ara Aromatawai (discussed earlier) and ORMA (Outcomes Reporting Model Application).



Tracking Māori student achievement – the ORMA tool

ORMA (Outcomes Reporting Model Application) is an electronic tool to help schools track Māori student achievement. It was developed when the findings from the Pathway to Success programme noted that some schools had no or poor systems for tracking Māori student performance. ORMA helps schools set up individual student achievement plans, individual teacher action plans, reports on Māori student achievement for schools' reporting requirements, and a database.

Four schools trialled ORMA, with varying levels of success. There were difficulties with software; teachers' inexperience with using the software; getting students', parents', and teachers' involvement; and time issues. But there were also strengths, particularly the way the software enabled schools to collect useful data, the programme's contribution to good teacher–student relationships, and the focus on the individual student. In particular, there was a reduction in stand-downs in one Year 9 class that introduced ORMA; schools reported students were more focused on their learning; teachers said they were relating better to students; and Bursary results improved over a two year period, which was attributed in large part to the ORMA mentoring system.

*He mana te
mātauranga
Knowledge
is power*



*Kotahi tonu te hiringa
kake ai Tāne ki TikiTiki-orangi
Ko te hiringa i te mahara*

*There is only one power
that allowed Tāne to ascend to
the uppermost heaven
And that was the power of the mind*

1998 - 2008

98-08

The journey – 10 years' on

I am very passionate about teaching. I enjoy engaging with the students in ensuring that they are getting the best from their learning experiences at school. I enjoy the challenges that teaching brings and I enjoy being a learner with the students. I love working with our own (whanau) based here in my local rohe and I love the way in which the career pathways are designed for our outgoing students. I'll go to the mines if there ever comes a day that I become switched off from teaching. (2008 Survey)

Kotahi tonu te hiringa
kake ai Tāne ki TikiTiki-o-rangi
Ko te hiringa i te mahara

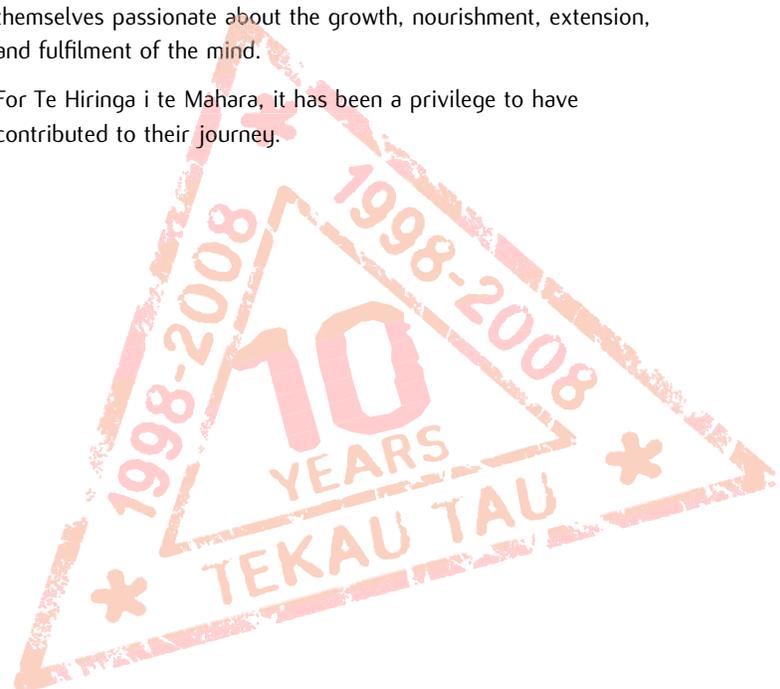
*There is only one power
that allowed Tāne to ascend to the
uppermost heaven
And that was the power of the mind*

Ten years of Te Hiringa i te Mahara programmes and resources have helped Māori secondary teachers raise their teaching skills and confidence. It has provided new and effective ways for teachers to see themselves and their capabilities, and given many the impetus to define and develop their own professional futures. As a result, many teachers have changed the ways that they teach, engage with their students, and communicate with their colleagues. Teachers have been supported with classroom resources and management and organisational tools. Te Hiringa i te Mahara has also introduced a major innovation to strengthen and enhance te reo Māori through the second language teaching programmes and te reo Māori resources.

Te Hiringa i te Mahara is committed to the provision and use of evidence and the sharing of resources and information to help develop strong professional learning communities to advance teacher learning. This is evident not only in the website, with its wealth of data and links, and the pioneering use of ICT for teacher development and student learning, but also in the commitment to publishing (see Appendix E).

As our 2008 Survey shows, Māori secondary teachers are indeed passionate about teaching, about imparting their knowledge to students, about making a difference for students, and about being Māori. Those participating in Te Hiringa i te Mahara have shown themselves passionate about the growth, nourishment, extension, and fulfilment of the mind.

For Te Hiringa i te Mahara, it has been a privilege to have contributed to their journey.





03
SECTION

one power
Appendix

Appendix A: Te Hiringa i te Mahara 2008 Māori Secondary Teachers Survey

I love the continued and thorough survey of our thoughts. It is this active polling of opinion that makes your organisation one of the best. Congratulations! (2008 Survey)

The 2008 Survey asked teachers about their teaching activities, teaching career, workload, job satisfaction, uptake of THM programmes and resources and their usefulness, and the impacts of THM on professional development, teaching practice and teacher workload.

Of a total of 1,292 eligible teachers, 806 teachers responded to the 2008 Survey, a response rate of 62.4%. Almost 80% of the 806 teachers who participated in the Survey are in the 25-54 age group. Those aged 55 and over make up 15.6%. Only 4.7% are under 25 years. Of all teachers, 60.2% are women and 39.8% are men.

The biggest proportion of teachers (32.4%) identify with Nga Puhī and related iwi. The second biggest proportion of teachers (23.4%) identify with Waikato/Tainui/Maniapoto and the third biggest proportion (21.9%) identify with Ngāti Porou. These three iwi groupings also made up the majority of iwi affiliations noted in earlier surveys.

Where do the teachers teach?

The 806 teachers work in 293 schools spread throughout New Zealand. Nearly 78% work in secondary schools. The rest of the teachers are spread across area schools, wharekura, Paerangi Māori boarding schools, middle schools or Year 7–13 schools. Over one third of teachers are working in decile 1 and 2 schools. Only 8.3% are working in decile 9 and 10 schools.

Teachers are working in schools with both high and low proportions of Māori students, but more Māori teachers are in schools with high Māori enrolment. Compared to earlier surveys, the 2008 Survey has the highest proportion of Māori teachers (at 62.6%) in schools with 30% or more Māori students, and the lowest proportion (at 8.4%) teaching in schools with less than 8% Māori enrolment. One third of teachers are in schools with 70% or more Māori students and 16.7% teach in schools with 100% Māori students.

Some teachers explained why they have chosen to work in a particular type of school. Some have chosen to teach in kura kaupapa and whare kura while others have made teaching in mainstream their vocation:

My passion about sharing knowledge with our rangatahi, and teaching in a Wharekura makes that much more special for me.

I am a teacher in a Kura Māori because I believe I can provide

students with opportunities and learning experiences that will help them to develop the skills they need to be a positive member of society.

I chose to teach at a mainstream secondary school as our tamariki in Kura Kaupapa and Wharekura are nurtured in Te Reo and culture by Kaumatua and expert teachers that are supported by their communities. But what about our tamariki in mainstream? They are not so fortunate hence why I am in a mainstream school.

To be here for our tamariki Māori in a mainstream school. To be a support person for their learning and career options and to help their whanau walk through a system like we have here.

One half of teachers are in schools with six or fewer Māori teaching staff. This indicates the isolation experienced by some Māori teachers. Sometimes this places additional demands on them, as these teachers relate:

As the only Māori member on the staff there is a professional expectation to address pastoral needs of Māori students, to assist the guidance and deans in their role to address Māori students' behavioural issues, developing resources ... teaching Kapa Haka, organising Noho Marae.... Organising community hui for school consultation, training waka ama teams, organising cultural exchanges regional and international etc.... The list goes on!!

Some days it can feel like the teaching is secondary to everything else that is going on within the school with things Māori. Especially when you are the only Māori teacher in your school.

Almost 40% of teachers are teaching in their own iwi rohe. Working within one's rohe was the reason that 18.3% of teachers gave for moving to their current school. Teaching in one's own rohe is also an important reason why some said they stay in the teaching profession.

I am very passionate about teaching. I enjoy engaging with the students in ensuring that they are getting the best from their learning experiences at school. I enjoy the challenges that teaching brings and I enjoy being a learner with the students. I love working with our own (whanau) based here in my local rohe and I love the way in which the career pathways are designed for our outgoing students. I'll go to the mines if there ever comes a day that I become switched off from teaching.

Kia whāi waahi i te oranga tonutanga o te reo Māori, otira, te reo ake o Ngāti Porou.

I choose to be a teacher because I saw the want in the community as far as Māori speaking people and the want of my aunts and uncles to empower our generation to come forth and be able to look after our own paepae or taumata at our own marae.

I have a passion for teaching and working with students. I found total satisfaction through working in Māori immersion programmes and seeing our tamariki Māori succeeding and engaging in learning as Māori. This has further been enhanced by the fact that I now teach among my iwi.

Te reo Māori

Te reo Māori is of huge importance to many of the teachers. It is a key reason why many took up teaching as a career and why they remain teachers:

I whakaaro ake i taua wa ra, e ngaro haere ana to tatau reo Rangatira. No reira te kaingakau ki te whakauru ki nga mahi ako i a tatau mokopuna.

Hapai te reo Māori kia ora tonu.

To help our taura to embrace and to speak their reo, while also making them aware and be more proactive in their cultural heritage.

I decided to become a Māori teacher as I valued Te Reo Māori as a part of my life and wanted to help make a difference in the lives of Māori students as well as being a part of my daughter's education.

I am passionate about my ancestral language which I had to learn as a second language.

The proportion of teachers who speak te reo Māori as their first language, 12.6%, is slightly less than in the 2002 Survey. Teachers teaching te reo Māori or teaching in immersion are more likely to speak te reo Māori as their first language. The 2008 Survey found that 23.6% of teachers teaching te reo Māori as a learning area speak te reo Māori as their first language and 23.7% of teachers teaching in an immersion setting speak te reo Māori as their first language.

Teachers rate their level of te reo Māori relatively highly. Overall, most teachers can communicate in te reo. Very few cannot speak, write or understand any te reo. Over 43% of teachers rated themselves as confident or fluent speakers of te reo. Almost two thirds can understand te reo, beyond a few basic sentences. Over 44% of teachers said they can write confidently in te reo.

Just over 43% of the teachers surveyed teach te reo Māori. Over one third (36.8%) teach in Māori immersion. Teachers are spread across immersion levels 1–3. Forty-one teachers indicated that they teach in more than one immersion level.

A passion for teaching

Many teachers who responded to the survey are very passionate about teaching. A wide range of positive reasons were given for why they became teachers. The three main reasons concerned wanting to:

- work with children and young people (21.7%)
- help students, particularly Māori students, achieve (20.8%)
- be a teacher, often from a very young age (17.3%).

The three main reasons they gave for staying in teaching were similar:

- wanting to help students achieve and “make a positive difference” (31.1%).
- wanting to work with children and young people (24.3%)
- a love of teaching and passing on knowledge (20%).

Teachers made the following comments about why they became, and remain, teachers:

Ki te whakaawe i te hunga rangatahi kia whāia ai e ratou he huarahi tika.

To impart knowledge, share my talents to help our youth achieve their potential and become positive contributors to our community. To initiate desire for learning through enthusiastic teaching.

Kaha hiahia naku te awhina atu i a matou iwi, hapu, whanau te kimi he huarahi pai ake mo a matou tamariki kia whāi i te matauranga. I te wa ahau e whakaaro ana ki te ako i te mahi kaiako, i tu tetehi akoranga tino pai ki to matou rohe, he rereke ki etehi atu i aua wa, ara, rumakina e te whakaaro Māori, e whakaako ana e nga tangata me te ngakau Māori, ngakau aroha hoki ki te whāinga e rite ana ki aku, na he pouako ahau inaiane.

I enjoy the tamariki and find them a challenge to stimulate, interact and provide an environment in which they will learn and take life skills for them and their whanau. I hope my teaching practice provides them with some of the skills they will need to be a strong Rangatira in this world.

A wide range of teaching responsibilities

Eighty-seven percent of those responding to the survey are in full-time permanent positions. Over three quarters teach secondary students only, while 22.7% teach both secondary and primary students. Teachers teach across the secondary levels, with around three quarters teaching in years 9, 10 and 11.

The biggest proportion of teachers surveyed, one third, are heads of department. Just over one quarter are teachers without management unit, while 11.5% are teachers with a management

unit. Three percent are principals, 6% are deputy principals, 2.2% are assistant principals and 8.2% are deans. Just over 4% of teachers indicated they are on a middle management allowance.

Māori teachers continue to be heavily involved in non-teaching and extra-curricula activities:

- Almost three quarters of teachers have responsibilities for counselling Māori students, regardless of whether those duties are part of their job description. Almost 30% counsel Māori students as part of their job description, and therefore this is an expected part of their work. However, a higher proportion of teachers counsel Māori students even though it is not part of their job description—41.8% of teachers responding to the survey.
- Almost 60% of teachers deal with Māori truancy issues. While 31.1% deal with Māori truancy issues as part of their job description, almost as many (28.4%) do this although it is not part of their job description.
- Almost all teachers (98%) continue to take on extra-curricula school activities that support Māori and other students. The three main activities are school sports (61.8%), pastoral care (54.8%) and kapa haka (50.6%).
- Almost all teachers (95.9%) are engaged in community activities that not only benefit the community as a whole, but also help link the school into the community. The three main unpaid community activities are sports (61.3%), marae activities (57.8%) and Iwi/hapu/marae committees (36.4%).

Teachers recounted their extensive non-teaching responsibilities:

I am currently over my teaching hours as a first year teacher, and all my non-contact time is spent on pastoral care and school-wide "Māori issues". I have no time to prepare at school so I do all my planning at night and on the weekend. I feel very burdened by this.

Each year at this school I have had to battle the management team to give me my correct teaching hours. The principal and some of his management staff do not and have not acknowledged my involvement with extra-curricula activities (kapa haka, powhiri). They tick their policy boxes that they support Māori, but in reality that is not what they do in practice.

Māori teachers bring skills and experience to their schools

The teachers surveyed are relatively well qualified for their jobs. Almost half have completed a university degree (45.9%). The two most common levels of qualification are post-graduate qualification (26.4%) and undergraduate university degree (19.5%).

Teachers are also experienced. Almost three quarters of teachers have been teaching for more than five years, and almost one third have been teaching for more than 15 years.

Amongst the teachers there is a significant resource base of knowledge and skills gained from other jobs that they have taken during breaks from teaching. These experiences can be drawn on to enhance teaching. Some of this experience is in other parts of the education sector including kohanga reo, tertiary education, adult education, education advisory positions and central government education agencies. Some teachers have worked as providers of education resources or services. Other employment has been as wide ranging as journalism, health education, administration, sports and recreation, social work, the police, engineering, voluntary work, work for iwi, church work and running one's own business.

Aiming high in their careers

Looking at the changes from 2002 to 2008, it appears that more Māori secondary teachers have moved into management positions, particularly into HOD and dean roles.

Over 87% of teachers reported details on the main steps they have taken to further their career development over the last two years.

Main steps included:

- tertiary study (20%)
- developing and extending proficiency in te reo Māori (12.3%)
- taken a promotion, acting position, extra duties or a new position within the school to extend knowledge and experience (12%)
- networking and sharing information and skills with others (9.9%).

This is what the teachers said about the professional development they have done:

Taking responsibility for the specific areas in the school, attending tertiary study, mentor, Principal courses. My Principal is aware of my professional development needs and is supportive.

I have been reading pedagogy books, attended seminars and conferences, been involved with THM.

Wananga ki te taha o oku whaea matua kaumatua.

My main focus at the moment is to acquire knowledge and skills for NCEA. I have attended as many courses as time allows.

I haere au ki nga hui katoa i whakatuuria mo nga Kaiako Māori ki te whakapakari ake i oku pukenga ki te whakaako atu i te reo Māori ki nga akonga aa ki te mohio hoki ki te rawekweke i nga taonga o te rorohiko me te whakakao rauemi.

Taking leadership in areas of ICT, peer coaching, organisation of kaupapa Māori and initiatives to improve communication with whānau and provide support for Māori students and families.

The teachers clearly indicated they want to progress their teaching careers. In five years' time:

- 45.8% of deputy principals and 22.2% of assistant principals intend to become principals.
- Over one fifth of HODs intend to become deputy or assistant principals.
- Around one fifth of deans intend to become HODs, and another fifth intend to become assistant principals.
- Almost one quarter of teachers with a management unit intend to become HODs.
- Almost one quarter of teachers without a management unit intend to become HODs, and almost one fifth intend to become a teacher with a management unit.

Teachers are focusing on professional development in key areas in the next two years:

- Te reo Māori (48.3%)
- Particular curriculum area (42.4%)
- NCEA (39.3%)
- Student assessment (38%)

Just over 43% of teachers said there were barriers to being able to do the professional development they want. Of those identifying barriers, three quarters said time was a barrier and two thirds said cost was a barrier.

Why would teachers leave their job?

One hundred and ninety teachers (23.7%) plan to leave their present job in the next 12 months. The main reasons are:

- Dissatisfaction with their current position such as working conditions or school environment. Teachers mentioned lack of job satisfaction, heavy workload, burnout, too much responsibility, the school's lack of responsiveness to Māori students, abusive students, disagreement with education policies, and seeking a career with better pay (22.9%). Dissatisfaction is also the main reason that the earlier surveys found for teachers wanting to leave their job.
- Family and personal reasons. These reasons included wanting to live closer to family, return to turangawaewae and returning to teach in one's home area (14.4%).
- Travel overseas, including teaching overseas (10.6%).

Teachers most likely to resign in the next 12 months are among those aged 65 years and over and in the 25-34 age group. There were no differences between men's and women's resignation intentions, with around one quarter of each planning to leave their current job.

Many teachers cited more than one factor prompting their decision to leave, including a mix of positive and negative factors. While some reasons teachers gave for intending to leave their job are related to positive moves within their career, other reasons seem to reflect difficulties experienced in their school. Comments indicated that dissatisfaction could either result in a shift to another school, or leaving the teaching profession altogether.

Unsatisfactory work conditions (banging my head against a brick wall). Tokenism when it comes to things Māori, lack of support, assistance, appreciation.

*I'm really tired. The workload for HOD is horrendous. There is little support from senior managers and unless you fit their mould, they can make life difficult for you ... the kids are great, my classroom is still enjoyable, but I spend too long day dreaming exit strategies due to all the other bullsh*t that happens in schools.*

Ki te kimi i teetahi atu huarahi. Pai maarika te mahi nei engari raa he pakanga pepa i eetahi waa.

Teaching has changed since I started and the expectations and workload isn't worth staying in the job. The best part is still the kids but teaching time is taken up with more paper work than ever.

Just over 10% of teachers intend to retire within the next five years.

Positive shifts in attitudes

Despite some teachers having hassles with their jobs, most teachers reported positive attitudes. Compared to the 2002 Survey, there have been considerable positive shifts in teachers' attitudes about their workloads, hours and morale. In the 2008 Survey, over three quarters of teachers said that they are highly satisfied or satisfied with their overall job. This is a higher proportion than in the 2002 Survey, where 63% of respondents indicated they were satisfied or highly satisfied with their job.

In general, the teachers have a positive feeling about their school and their principal and are confident of their abilities. These strong positive feelings are shown in the following statements, which the highest proportions of teachers agreed with:

- "I am a competent classroom teacher and know my teaching subject well" (93.8% of teachers agreed or strongly agreed)
- "I am proud to tell others I am part of this school" (90.3% of teachers agreed or strongly agreed)

- “My students are very responsive to my teaching” (89.3% of teachers agreed or strongly agreed)
- “I have a good working relationship with my principal” (87.3% of teachers agreed or strongly agreed).

Most teachers are satisfied with their teaching contact hours, although not so many are satisfied with their planning and preparation hours, and extra-curricula hours. Over three quarters of teachers are highly satisfied or satisfied with their teaching contact hours, compared to 53.2% of teachers who are highly satisfied or satisfied with planning and preparation hours and 52.4% of teachers who are highly satisfied or satisfied with extra-curricula hours.

Morale is good amongst most teachers. Morale in relation to teaching is high or good for 82% of teachers. Morale in relation to school environment is high or good for 79.4%. It appears that teachers’ morale has improved since the 2002 Survey, which found that morale was high or good for 61% of teachers.

Teachers are much more positive about their teaching and school environment than in 2002. Following the 2002 Survey, the 2008 Survey asked teachers to consider the support they have in their roles, by indicating their level of agreement or disagreement with a set of statements. On the following statements, there have been considerable positive shifts compared to 2002:

- “I am expected as a Māori teacher to deal with the behavioural problems of Māori students”. In 2008, only 45.2% of teachers agreed or strongly agreed with this statement compared to 65% in 2002. This is a positive shift of 19.8%.
- “My teaching values and those of my school are similar”. In 2008, 71.7% of teachers agreed or strongly agreed with this statement, compared to 59% in 2002. This is a positive shift of 12.7%.
- “I use ICT everyday in my teaching”. In 2008, 53.5% of teachers agreed or strongly agreed with this statement, compared to 41% in 2002. This is a positive shift of 12.5%.
- “I receive good feedback from students about my teaching style”. In 2008, 79.2% of teachers agreed or strongly agreed with this statement, compared to 69% in 2002. This is a positive shift of 10.2%.

Overall, teachers in the 2008 Survey responded more positively to 26 out of 28 comparable statements about the support they have in their roles.

Workload is manageable, but still an issue

The good news is that Māori secondary teachers are managing their workloads—over two thirds of teachers (69.6%) perceive their workload as “almost always” or “often” manageable and a further 28% find their workload “sometimes” manageable. Only 2.5% find their workload “almost never” manageable.

It seems that for many teachers now, workload is less of a concern than it has been for teachers in the past. For example, teachers were asked to identify the two key things that would make a positive difference to their teaching experience. In the 2002 and 1998 surveys, respondents identified workload as the main issue that needed addressing. In 2008, workload (mentioned by 15.2% of respondents) was less important than the need for more resources (21%), collegial support and networking (18.6%) and professional development (17.6%).

But workload remains an issue for Māori secondary teachers. In 2008, a much smaller proportion of teachers said they are satisfied or highly satisfied with their workload (46.9%) than are satisfied or highly satisfied with their job (76.8%). Over 28% of teachers said they are neutral about their workload and one quarter are dissatisfied, or highly dissatisfied with their workload.

Teachers were asked to comment on how they felt about their hours, workload and job overall. The selection of comments presented below cannot do justice to the variety of situations and experiences, however they do show the real, everyday workload demands that teachers contend with, including their extensive involvement in extra-curricula activities. Some teachers did not report any problems with their workloads, but most acknowledged some pressures. Frequently, workload challenges are seen to “come with the territory” of being a teacher, especially one working with Māori students. Teachers who are the only Māori teachers on staff feel the exigencies of being “on call” for all Māori-related activities. Many teachers acknowledge the pressures of workloads but emphasize it is often part of them striving to do the best for their students.

Some teachers with heavy workloads appear to manage those well even though their hours may be considered excessive. Several comments show that heavy workloads do not necessarily lead to dissatisfaction with the job. In contrast, some teachers do not seem to be happy with their job or workload and are struggling with unsupportive environments. Those teachers highlighted a lack of appropriate processes and systems to assist their jobs, unsupportive colleagues, or just too much work for everyone. Dissatisfaction with workload was not confined to any one group—teachers in all positions and varying lengths of time in teaching reported frustrations and difficulties with their workloads.

What teachers said about their workloads:

I have recently moved into my position however while my workload is huge my job itself is awesome and I am loving the challenge.

Ahakoia te nui o te mahi kei te ngawari haere i te whanaketanga o aku pukenga.

Our kura is one that is committed equally to the academic as well as the physical and spiritual side of all students. This requires beyond average commitment of staff, but the results in terms of academic achievement and outside the class activities result are worth it.

Mehemea ka noho pai rawa taku ake hauora, ka kore whai raru mo nga nama haora e mahi ana. Ko te mea nui ke, ka wahi hua wenei uri a Porourangi. No reira, he pai noa aku haora mahi.

Workload is always an issue for Māori teachers. However, it is because of the Rumaki Reo kaupapa and my aroha of Te Reo Māori that I would do anything for it. If that means staying after teaching hours to be part of kapa haka, study wananga, sports, homework centre, whanau hui and so forth, then I will do it regardless, and continue to do so. At the end of the day it's about promoting excellence for our tamariki in both languages. Te Reo Māori first followed by English.

As a dean ... I become really frustrated with the teaching load plus the discipline requirements of the job. ... the situation is slowly making me feel negative as I leave home absolutely washed out!!

Māori teachers often feel the pressure of being “on call” for all Māori-related activities:

Last year I was Acting HOD Māori for the second time. The expectations for the position, in our current school climate and with our current management were impossible. I felt burnt out at the end of the year and stale in my teaching. Māori teachers in our school are expected to carry a much heavier load than other teachers especially since many of our staff don't understand the issues pertaining to Māori students.

I am currently doing over my .8 teaching contact time, which is required in the collective agreement and the college still expects me to take on extra responsibilities such as peer support, sport coaching, kapa haka. I am the only teacher teaching te reo Māori at this school and I have classes from year 7 up to year 13 students. I walked into this department which had no year plans or schemes established and therefore I have to get these up and running as soon as possible before our ERO visits in term 3. So obviously as a first year teacher I am pretty dissatisfied with the amount of pressure placed on me.

[What would make a difference is] commitment to make the school more Māori friendly by taking consistent and committed actions (splitting up workload of Māori things like kapa haka and powhiri—make everybody take part, get others to teach the waiata, do karanga, whaikorero rather than leave it up to the Māori teacher to deliver it on the day).

Teachers identified that they need more time and help with their workload around: teaching contact, preparation time, administration, and time to make resources.

Overall impact of Te Hiringa i te Mahara 2004-2007

I think THM has done, and is doing a wonderful job in improving the quality of education for all students in New Zealand. The vision displayed in securing us laptops in the early days set a pattern that all secondary school teachers are now able to enjoy. I have always felt supported by THM and am proud to be associated with them. I look forward to some day being able to give something back to the programme and help other Māori teachers experience the joys and rewards that I have been privileged to enjoy. I do regret that I have not and do not take more advantage of the tools that THM offers. I need to do some surfing on the WEB. Thanks THM for the vision displayed and the Leadership that you show in enhancing the experiences of Māori Teachers.

The 2008 Survey asked questions about the uptake and usefulness of Te Hiringa i te Mahara programmes and resources, and the impacts of Te Hiringa i te Mahara on professional development and teaching practice.

THM has successfully engaged many Māori secondary teachers in professional development. Almost three quarters of those responding to the 2008 Survey have been involved in THM, either participating in a programme and/or using resources. Almost one fifth of teachers have been involved with THM since the early years of THM.

Overall, teachers are highly satisfied with THM. Activities and resources were rated as “extremely” or “very” useful by 59% or more of participants. On average, teachers participated in 5 THM activities and used 8 resources between 2004-2007.

The most used resources are:

- Te Reo Māori teaching resource (used by 64.5% of THM participants).
- Teacher relief packs (used by 50.8% of THM participants).
- THM Panui (used by 47% of THM participants).

The resource rated the most useful is the teacher relief packs (81.4% of users). This resource is also the one most recommended by teachers.

There is less participation in activities than use of THM resources. This is to be expected as most workshops and courses are limited in numbers. The ICT workshops and courses have seen most involvement of THM participants. Most of these courses have engaged between 20-28% of THM participants. The course that most participants have been involved in is Whakawhitiwhiti Whakaaro & Te Kete Ipurangi (Phase 1). The programme rated the most useful was Whakaaro Rangatira (77.5% of participants rated it as useful).

Teachers taking responsibility for their own professional development

THM has successfully encouraged many teachers to take responsibility for their professional development. THM's main achievements in terms of professional development are:

- THM has improved almost three quarters of teachers' awareness of professional development.
- THM has helped over two thirds of teachers to improve and expand their professional experience.
- Over two thirds of teachers reported that THM has had a positive impact in their professional networks.
- For around two thirds of teachers, THM has had positive impacts on their perceptions of their abilities, specifically:
 - sense of self as a professional
 - confidence
 - the way teachers view themselves and their capabilities
 - ability to use “the power of the mind”.

Positive impacts on teaching

THM has had positive impacts on teaching practice, teachers' relationships with students, their access to resources, and their use of ICT for teaching.

THM achievements in terms of teaching practice include:

- Two thirds of teachers perceived improvement in their teaching practice, due to the impact of THM.
- Over 70% said that THM has had a positive impact on their ability to teach.
- Over 70% of teachers reported a positive impact on their ability to access quality information.
- THM has had a positive impact on planning work for 69% of teachers.

- THM has helped around two thirds of teachers improve their ability to engage students and support Māori students.
- THM has helped almost two thirds of teachers to improve their ability to use ICT for resources and advice, in classroom teaching and for administration and planning.
- THM has helped almost three quarters of teachers to access useful teaching resources.
- THM has expanded the resources available for teachers, with large proportions using Te Reo Māori teaching resources, teacher relief packs and THM Panui.

Teachers had this to say about the positive impact of THM on their teaching, their access to resources, their planning, their acquisition of skills and their confidence:

This is a great vehicle and resource that has helped me with my teaching.

It is reassuring to have a resource there that we can access and use. It also gives me ideas in which to modify my own lessons or use their material in which to support those lessons.

I have seen young Māori teachers at the coal face teaching with confidence through the good work of THM.

I think that the resources sent to the schools are impressive and graphically appealing.

Managing workloads and work-related stress

THM has helped almost two thirds of teachers manage their workloads and deal with work-related stress. Teachers expressed their appreciation for THM as a professional development initiative specifically addressing workload issues experienced by Māori teachers:

Please continue to offer this service to our many overworked and underpaid Māori teachers.

Thank you to the tutors/ organisers and many hours of staff work throughout the motu. It has been a privilege to have been a party to the experiences and pool of knowledge that THM has initiated, developed, trialled and eventually given to us to use at our leisure. This has lessened the workload as I was one of the teachers that cried loudly about extreme workload issues to THM at the first inaugural meeting in the Hawkes Bay. Thank you Hekia and team.

THM has been the main outside provider to my teacher professional development. The professional course, materials and support offered have greatly lessened my workload and assisted my development. Nga mihi.

THM is an excellent resource for teachers. It's a mission to sit down and surf all that is available, with workload and everything else going on.

Who benefits from THM?

I have developed as a teacher through the learnings from ALL areas of THM.

Are the positive impacts of THM spread across all teachers, or do some groups of teachers get more benefits than others? To find this out, a combined analysis was made of responses on 33 key aspects that THM has set out to influence. These aspects covered teaching practice, professional development, personal development and overall impact on teaching. Figure 1, which is based on that analysis, shows that most teachers participating in THM between 2004-2007 rated THM as having a favourable impact for them across most of the 33 aspects. A minority of teachers identified no impact from their involvement with THM.

Figure 1: Teacher Experience of Positive Impacts from THM

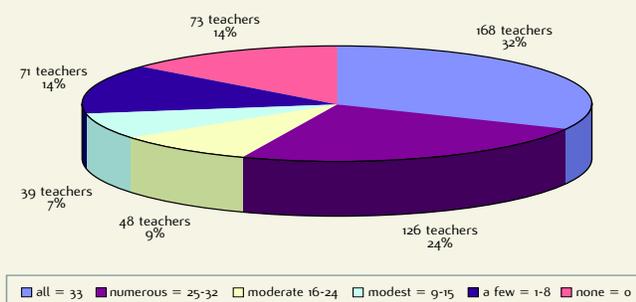


Figure 1 shows that 168 teachers (32%) said they experienced positive impacts from THM on all 33 aspects. Furthermore, 126 teachers (24%) said they experienced positive impacts from THM on 25 to 32 aspects. Together this means that 294 teachers (56%) have experienced positive impacts across three quarters of more of the key aspects that THM has set out to influence.

A further 9% of teachers have experienced positive impacts on 16 to 24 aspects (around half to three quarters of the aspects). Therefore, 342 teachers (65%) experienced positive impacts across half or more of the key aspects.

Twenty-eight percent of teachers participating in THM between 2004-2007 reported that they get few or no positive impacts (positive impacts on 0 to 8 aspects only). This indicates groups that could be specifically targeted in future programmes. This group of teachers are more likely to be:

- Teaching for five years or less.
- Only involved in THM between 2004-2007.
- Assistant principals.
- Teachers on middle management allowance.
- Not teaching te reo Māori as a learning area.
- Not teaching in an immersion setting.

These results in part reflect the strong focus of THM on professional development and support for te reo Māori teachers. They also reflect that new teachers have had less time to engage with THM. The assistant principals and teachers on middle management allowance may be experiencing school environmental factors that affect their ability to engage with and benefit from THM.

Appendix B: Te Hiringa i te Mahara People

Te Hiringa i te Mahara Technical Advisory Group members

The Te Hiringa i te Mahara Technical Advisory Group was set up by Gardiner Parata in 1998, when the project started. It is made up of representatives from the education sector. The group provides advice and guidance to the project, and critiques the project's programmes and activities.

CURRENT TAG MEMBERS JUNE 2008

NAME	ASSOCIATED WITH	YEAR
Te Kēpa Stirling	School Support Services, AIT	Founding Member
Te Makao Bowkett	Advisor Māori, PPTA	Founding Member
Patsie Karauria	Te Puni Kokiri	Founding Member
Pita Tipene	Iwi Strategic Partners	Founding Member
Rangitihī Darrell Pene	Rotorua Boys High School – Practitioner	Founding Member
Wiremu Elliott	Lytton High School – Assistant Principal	2005 - 2008
Kelli Kawhia-Conrad	ERO; Hoani Waititi – Wharekura	2005 - 2008
Hekia Parata	THM Project Director, Gardiner Parata	2007 - 2008
Carol Heeney	THM Administrator, Gardiner Parata	1998 - 2008

FOUNDING TAG MEMBERS

NAME	ASSOCIATED WITH	YEAR
Apryll Parata	Project Director & Senior Associate, Gardiner Parata	1998–2007
Te Kēpa Stirling	School Support Services, Ministry of Education & AIT	1998–2008
Te Makao Bowkett	Advisor Māori, PPTA	1998–2008
Patsie Karauria	Examinations Division, NZQA	1998–2008
Pita Tipene	Advisor, Auckland College of Education	1998 –2008
Rangitihī Darrell Pene	Practitioner, West Lake High School, Rotorua	1998–2008
Professor Linda Smith	Associate Professor, Auckland University	1998–2001
Bim Skudder	Project Liaison, Ministry of Education	1998–2000
Honor Goldsmith	Assistant Principal, Wairoa High School	1998–2000
Paora Howe	Branch Manager, Te Puni Kokiri	1998–1999
Ian Cormack	Education Review Office – Manager, Wāhanga Māori	1998–1999
Professor Graham Smith	Education Faculty – Auckland University	1998–1999

FORMER TAG MEMBERS

Te Rina Leonard	Representative for Education Review Office	2001–2002
Tawhiro Maxwell	Representative for Education Review Office	1999–2001
Kahukura Baker	Representative for Te Puni Kokiri	1999

MINISTRY OF EDUCATION MANAGERS

The following Ministry of Education managers have been involved with Te Hiringa i te Mahara.

NAME	POSITION	YEAR
Prue Kyle	Senior Manager for Professional Learning	2005–2008
Colin Brown	Project Contract Manager	2008
Lynette Bradnam	Project Contract Manager	2004–2007
Cheree Shortland-Nuku	Project Contract Manager	2000–2004
Rawiri Gibson	Manager in Curriculum Teaching & Learning	2002–2004
Colin Brown	Manager, Curriculum Division	May 1998–2002
Mahi Paurini	Project Liaison, Ministry of Education	2000
Bim Skudder	Project Contract Manager	May 1998–2000

GARDINER PARATA TEAM

NAME	POSITION	YEAR
Hekia Parata	Project Director	2007–2008
Apryll Parata	Project Director	1998–2007
Carol Heeney	Administrator & Finance Support	1998–2008
Teresa Wawatai-Smith	Administrator	2002
Hamiora Bowkett	Project Liaison	2001–2002
Juliet Robinson	Project Manager	2001
Dale Karauria	Project Manager	2000
Anaru Mill	Project Manager	1999–2000
Richard Katipa	Project Manager	1998

Appendix C: Te Hiringa i te Mahara Chronology

1998–2008

YEAR	EVENT
1996	Ministerial Consultative Working Party established to look at general teacher workload. It identifies that the workload of te reo Māori secondary school teachers is excessive.
1997 Nov	Cabinet allocates funding to address excessive workload.
1998 May	<p>Gardiner Parata commissioned as project managers.</p> <ul style="list-style-type: none"> • Kaupapa Māori basis from outset – Naming of project (conceptual framework and reference point – Te Hiringa i te Mahara) • Embrace all Māori secondary teachers, not just teachers of te reo • Establish a reference group representative of key sector agencies/organisations and practitioners • Auckland University's International Research Institute for Māori and Indigenous Education (IRI) retained to establish baseline • PPTA Māori Electoral Roll used as basis for database of Māori teachers (397 listed) • Information packs and invitations distributed to all Māori teachers and schools to attend one of 15 consultation meetings held June 1998 • 262 attend workshops and respond to survey • Data collected by IRI through survey used to establish a profile of the target group, the nature of their workload and where the pressures actually were. • IRI identify 10 cluster groups of issues
1998 November	<p>Draft baseline research report available.</p> <p>GP establishes Intervention logic framework and begins design of interventions.</p> <p>The baseline research report identified four main areas that Māori teachers considered would make a difference and contribute to a more positive working experience - they were:</p> <ol style="list-style-type: none"> 1. Work Conditions; 2. Resources; 3. Professional Development; 4. Worth as a Teacher. <p>These findings, an essential point of reference for the development of interventions. Category 1 was/is outside the purview of the project. The project's first round of interventions was focussed directly on category 2, and partially on 3 & 4.</p> <p>More specifically the first round was focussed on the development of classroom and administrative resources and some professional development opportunities. "The uncluttering of the teachers' work environment phase through the provision of tools".</p> <p>These interventions were developed and implemented by a range of providers including teachers, schools, polytechnics, iwi organisations and private Māori training organisations.</p>

YEAR	EVENT
1999	<p>Development and delivery of Round One interventions commenced</p> <ul style="list-style-type: none"> • Department Management Plan Scheme Template • Management and Administrative Template Manual • 101 helpful hints and answers to commonly asked questions • Stress Management • Co-ordinating the Secondary School Calendar of Māori Events • Relief teacher packs for te reo Māori teachers • Kaitautoko i te reo Māori • Fun tasks and activities in te reo Māori • Critical Friend • Understanding information technology • Strengthening existing initiatives <p>Development and delivery of Round Two Interventions commenced</p> <ul style="list-style-type: none"> • Mobile Relief Scheme – Te Reo teachers • Business Enterprise model for Kapa Haka tutors • Connecting with existing Te Reo Māori teaching and learning resources • Guidelines for weaving the essential skills into te reo programmes • Iwi and secondary school partnerships to review and progress te reo me ona tikanga • Existing professional development options and opportunities for teachers of Te Reo Māori • Professional Māori networking in the education sector • Understanding information technology and exploring its potential in curriculum delivery and management • Information and communications national electronic network for Māori teachers • Te Hiringa i Te Mahara on the Web • Programmes to complement and strengthen existing initiatives <p>Release of technical report: <i>A Literature Review and Database Analysis</i> – International Research Institute for Māori and Indigenous Education (IRI)</p> <p>First research report published: <i>A Report of workload issues for Māori secondary school teachers</i> IRI</p>
2000	<p>Completion of Round One and Two interventions. Focus sharpened by placing more emphasis on communications directly with the target group.</p> <ul style="list-style-type: none"> • Panui • Development of a CD Rom with THM website resources • Design testing and implementation of PD system • Identification, co-ordination and testing of four Models of Success • Information Communications Technology (ICT) 50 and 100 programmes • National and Online PD System Workshops • Short video produced to promote PD System and distributed to teachers and schools • Trial of two day Development System Professional Planning Workshops • Initiation of monitoring of participants from the PD System planning workshops

YEAR	EVENT
2001	<p>Programme implementation continues with emphasis on PD opportunities with refreshment and refinements made to existing programmes and resources and new interventions introduced:</p> <ul style="list-style-type: none"> • Delivery of pilot PD workshops in Creating and Managing Time, Communications, Linking THM PD Plans and School Performance Management Systems and Giving Practical Effect to the Treaty of Waitangi in school setting • Design and development of mentor relationship database • Brokering and Facilitation services for THM Development Programmes • 0800 ASK THM helpline • Workshop for Principals with teachers on the ICT Programme • Re-design of THM Website and online website evaluation • Design and development of new classroom and curriculum resources for NCEA <p>Lay research report published and launched at NZPPTA Māori Teachers Conference: <i>A Way of Thinking that Works: Two Years of Te Hiringa i te Mahara</i>, July 2001, Gardiner and Parata Limited.</p>
2002	<p>The continuation of programme implementation based on 2000 & 2001 framework with refinements and new initiatives.</p> <ul style="list-style-type: none"> • The design and development of an interactive multi-media CD Rom resource on the historical context of the Treaty of Waitangi • Creation of new PD workshops • THM Development Framework made available on the THM website <p>Summary research report published, <i>Te Hiringa i te Mahara – A way of thinking and behaving that works</i>, July 2002, Gardiner Parata Ltd</p> <p><i>Te Hiringa i te Mahara First Measurable Gains Report</i>, Dr Bev James, September 2002, produced as a working paper for Gardiner Parata</p>
2003	<p>Programme implementation continues with emphasis now firmly placed on professional development supported by communications and limited but key resource provision, and revamp of website. Refinements and improvements continue to be made to existing programmes.</p> <p>New interventions/programmes scoped, developed and/or trialled</p> <ul style="list-style-type: none"> • Outcomes Reporting Model Application (OrMA) • Online Communities of Professional Interest Trial (ICT) • Development and delivery of Te Ara Aromatawai – Formative Assessment pilot workshops • Te reo Māori Pedagogy Model <p>Treaty of Waitangi CD rom distributed</p> <p><i>Te Hiringa i te Mahara Second Measurable Gains Report</i>, by Dr Bev James, July 2003</p> <p>4th research report – <i>Te Hiringa i te Mahara Research and Evaluation 2002</i> (NZCER), November 2003</p>

YEAR	EVENT
2004	<p>Programme implementation continues with emphasis on professional development and refinement and improvements continue to be made to existing programmes and resources.</p> <p>New programmes introduced:</p> <ul style="list-style-type: none"> • Whakaaro Rangatira – Effective Professional Leadership Residential Programme for Māori Deputy Principals • Te Ara Aromatawai – Formative Assessment PD workshops • Whakawhitwhiti Kōrero – Online eCurriculum Communities & Digital Learning Objects (ICT) • Te reo i Te Hiringa i te Mahara – Second Language Acquisition Pedagogy PD Pilot Programme • Development of Lingua – THM Vocabulary Building Tool on CD Rom <p>Digital Learning Objects Booklet Published</p> <p><i>'A Pathway to Success' – Responsiveness to Māori Strategy. A Summary Handbook for NZ Secondary Schools, Gardiner Parata, May 2004</i></p>
Jan – June 2005	<p>Existing programmes from 2004 extended to June 2005 with the development of new curriculum resources made available on THM website.</p> <p>Public tender process for delivery of the Māori secondary teachers' professional support programme for period 1 July 2005 – June 2008 commences March 2005</p> <p>Gardiner Parata preferred provider</p>
July 2005-June 2008	<p>The key strands for Te Hiringa i te Mahara for the period July 05 – June 2008 include:</p> <p>Professional Learning:</p> <ul style="list-style-type: none"> • Te Ara Aromatawai – Formative Assessment • Te reo i te Hiringa i te Mahara – Second Language Learning & Pedagogy • Whakaaro Rangatira – Supporting Māori Professional Leadership (Wharekura Principals) • Whakawhitwhiti Whakaaro & Te Kete Ipurangi – Online Communities (ICT) • Ma wai ra – HOD Te Reo Māori Leadership and Management • Ki Tikitiki o Rangi – ReoQ • Kawe Korero – Online Moderation <p>Communications</p> <ul style="list-style-type: none"> • Panui, Stakeholder Liaison, 0800 ASK THM helpline, Website and Database <p>Resource & Materials</p> <ul style="list-style-type: none"> • Curriculum subject resources • He Aratohu – Guidelines for Integrating Kaupapa Māori into Mainstream Secondary School Teaching and Learning Programmes • Te reo Māori teaching and learning resources database <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> • The monitoring and evaluation of the key professional learning and development programmes using selected and agreed objectives, indicators and measures from the Measurable Gains Framework <p>National Survey for Māori Secondary School teachers conducted – Feb 2008</p> <p>Māori Teacher Database 1,366 – March 2008</p> <p>10 Year Report on Te Hiringa i te Mahara published – July 2008</p>

Appendix D: Te Hiringa i te Mahara Table of Interventions

Brief descriptions of Te Hiringa i te Mahara interventions, programmes, and resources 1998–2008

INTERVENTION/PROGRAMME	DESCRIPTION	PROVIDER
Department Management Plan Template	The Department Management Plan template is a 'user friendly' functional and manageable series of templates that provides a Māori Department with a framework for teaching and learning programmes for forms 3-7 te reo Māori classes.	Darrell Pene Associates
Management and Administration Templates Manual	The production of two manuals comprising examples of templates for general departmental management and administration including curriculum and extra-curricular activities.	Kelli Kawhia & Vicki Royal Kawhia & Royal Associates Te Whare Wānanga o Awanuiārangī Te Ururoa Flavell & Roana Bennett
101 Helpful Hints and Answers to Questions	The design and compilation of a publication for Māori teachers which addresses a series of commonly asked questions within a range of categories and helpful hints for personal and professional use.	Te Whare Wānanga o Awanuiārangī Te Ururoa Flavell & Roana Bennett
Stress Management	A series of workshops designed to address the high levels of stress and fatigue. It involves Māori teachers working with Stress Management Professionals to develop a stress management programme, which is tailored to the specific and individual needs of Māori teachers	Don Hutana Te Rourou Enterprises
Co-ordinating a Secondary School Calendar of Māori Events for 20000	The publication of a year planner of important deadlines and events specific to the Māori education, sporting and cultural arena	Te Whare Wānanga o Awanuiārangī Te Ururoa Flavell & Roana Bennett
Relief Teacher Packs for te reo Māori teachers	The development of 150 one-hour, stand-alone lessons for each of forms 3-7. As a package, these lessons can provide a developmental programme and be used in the absence of a trained Māori language teacher.	Te Whatukura Te Whare Puao Trust Victor Grbic Te Whare Wānanga o Awanuiārangī Te Ururoa Flavell & Roana Bennett
Kaitautoko i te reo Māori	The development of a database, co-ordinated for each region, of native fluent speakers able to provide in class support for second language te reo Māori teachers.	Te Whare Wānanga o Awanuiārangī Te Ururoa Flavell & Roana Bennett

INTERVENTION/PROGRAMME	DESCRIPTION	PROVIDER
Fun tasks and activities in te reo Māori	The design and production of te reo Māori activity based task sheets which are meaningful, fun to do and reflect traditional and contemporary cultural and youth interests.	Pārekura Poi & Bill Hughes – Te Raukahikatea Te Whare Wānanga o Awanuiārangi Te Ururoa Flavell & Roana Bennett Erana Wineti Associates
Critical Friend	The development of a network of ‘critical friends’ who are more experienced practitioners able to help Māori teachers to diagnose professional difficulties and their possible causes, and guide them towards solutions.	Te Whare Wānanga o Awanuiārangi Te Ururoa Flavell & Roana Bennett
Understanding Information Technology	The training of Māori teachers in the use of telecommunications, computer and control devices, word processing and the internet.	Carich Ltd – Caron Taurima Educa Ltd – Petera Hudson Waikato Polytech – Christine Scott & Tipene Bright
Strengthening existing initiatives: Improving Achievement and Te Reo resources for Northland Schools	The development of programmes which strengthen existing initiatives aimed at preserving and promoting te reo Māori me ōna Tikanga; supporting Māori / te reo Māori teachers; and improving learning outcomes for Māori students.	Te Runanga o Te Reo o te Taitokerau
A Business Enterprise for and Database of Kapa Haka Tutors	Establishing and maintaining a register of Māori language teachers and tutors who can specify their availability for assisting with the Māori Performing Arts at local, regional and national levels; and testing a business model for the delivery of Māori Performing Arts services to schools.	Tame Huata Kahurangi Māori Dance Theatre
Guidelines for weaving essential skills into te reo programmes	A comprehensive set of guidelines to assist teachers of te reo Māori to incorporate in te reo programmes as appropriate, the eight essential skill groupings identified in the NZ Curriculum Framework.	Tame Kuka Secondary School Advisor – te reo Māori at Waikato College of Education
A Database of existing Professional Development Options and Opportunities for teachers of Te Reo Māori.	The development of a centralised database which identifies the range of professional development programmes currently available in te reo and for Te Reo Māori secondary teachers and indicates how to access relevant information on these programmes.	Wayne Ngata Te Whatukura at Tairāwhiti Polytechnic
Te Hiringa i te Mahara Website (www.thm.ac.nz)	The design, development, management and maintenance of a website for the THM project. The function of the website is to provide for Māori teachers’ access to, or information about the resources produced as part of the project and an easy access to a professional discussion forum.	Kay Ashby IT Services Department Tairāwhiti Polytechnic

INTERVENTION/PROGRAMME	DESCRIPTION	PROVIDER
Language Camps	The language camp initiative is a programme which illustrates for Māori teachers a range of pedagogy to teach te reo Māori, within an iwi-specific context, using a combination of traditional and contemporary resources.	Ruhi Richards Tokatu Ltd
Māori Policy Framework for school Charters	Production of a policy framework responsive to the needs of Māori teachers and students. A large mainstream school developed the framework with a small number of Māori teachers. The principal and teachers sought to have it incorporated into the charter and performance management systems of the school.	Bill Adams, Brenda Mathews, Edward Meredith and Mairi Fitzsimons Havelock North High School
THM ICT Programme	<p>This pilot programme has been designed to up-skill Māori teachers in the use of ICT to better manage workload by:</p> <ul style="list-style-type: none"> • providing each participant with technology (hard and software) • requiring each participant with the support of their principals and BOT's, to undertake a 14 week on-line ICT PD programme • the delivery of training via audio-conference to cluster groups of participants with support from designated Hub Schools. 	Laurence Zwimpfer Zwimpfer Communications Ltd
Professional Development System	<p>This intervention was the design and development of the Te Hiringa i te Mahara Professional Development System focusing on providing Māori secondary school teachers with a set of unique tools to plan their professional development in a way that recognizes institutional performance requirements and values cultural imperatives. This unique system draws its collective strength from the concept of Te Hiringa i te Mahara (the power of the mind) within the context of the THM oriori. (Nga Moteatea Part III 201).</p> <p>It has three components:</p> <ul style="list-style-type: none"> • A capability framework that has been designed from a Māori world view • A self assessment tool that provides a structure for self analysis and review against the capability framework, and • A template for creating your own professional and cultural development plan. 	Gardiner Parata Darrin Apanui

INTERVENTION/PROGRAMME	DESCRIPTION	PROVIDER
Professional Development System Workshops	<p>The design and delivery of a series of pilot workshops held nationwide to implement the PD System. The workshops comprised of one day interactive programme with five specific sessions including, background to the project, the THM philosophy and capability framework; goal setting; and the completion of self assessment and planning templates.</p> <p>A short video was produced introducing Te Hiringa i te Mahara, for use in the THM Development System workshops.</p>	<p>Gardiner Parata – Apryll Parata</p> <p>Tu Strategies – Hirini Reedy</p> <p>PHP Consulting Ltd – Herewini Te Koha</p> <p>Tihi Ltd – Wharehoka Wano & Deanne Thomas</p> <p>Te Whakaariki Associates – Merania Pakinga and Marie Tiananga</p>
Online Professional Development System Workshops	<p>In addition to the Development System workshops this on-line programme was developed for participants of the ICT programme. The aims of this programme were to ensure that:</p> <ul style="list-style-type: none"> • The content of the THM Development system was effectively and efficiently delivered to the target group; • The content and delivery were fully scrutinized; • The deliver options of the system were tested in terms of their effectiveness, appropriateness and timelines; and • Common professional development needs were assessed. 	<p>Merania Pakinga</p> <p>Te Whakaariki Associates</p>
Online Brokering and Professional Development Services	<p>An online service to provide assistance to participants of THM programmes to identify and secure mentors/coach/critical friend relationships, implement PD plans and engage with relevant development programmes and follow up communications activities.</p> <p>A dedicated helpline 0800 ASK THM been established to allow easy access to this on-line service.</p> <p>Other components of this service are the maintaining and updating of the PD opportunities database, calendar of events, providing information and topics for the on-line discussion forum and posting of 'info-bytes' on professional development opportunities useful to Māori secondary school teachers.</p>	<p>Merania Pakinga & Maira Tiananga</p> <p>Te Whakaariki Associates</p> <p>Tihi Ltd – Wharehoka Wano & Deanne Thomas</p>
Online Mentor Database	<p>The Mentor database operates through an interactive menu based system on the THM website allowing potential mentors to be registered on the basis of a number of areas of expertise. Māori secondary teachers looking for mentor support will be able to submit on-line the various areas they are seeking advice or direction on.</p>	<p>Merania Pakinga & Maira Tiananga</p> <p>Te Whakaariki Associates</p> <p>Tihi Ltd – Wharehoka Wano & Deanne Thomas</p>

INTERVENTION/PROGRAMME	DESCRIPTION	PROVIDER
Pilot PD Workshops	<p>Creating and Managing Time – a workshop which guides participants to make an assessment of their current behaviours and reinforces a commitment from them to modify and improve them.</p> <p>Communications – Oral and Written for a Range of School Audiences – this workshop seeks to raise awareness amongst Māori teachers of the pro-active role they can play in schools if they use the appropriate communication tools.</p> <p>Giving Practical Effect to the Treaty of Waitangi in a School Setting – a workshop that focuses on lifting awareness amongst Māori teachers about the place of the Treaty of Waitangi in NZ and provides advice on how to give the Treaty practical effect in the school setting.</p> <p>Linking THM Personal Professional Development Plans and School Performance Management Systems – this workshop focuses on the linkages between PD planning and School Performance Management Systems.</p> <p>Career Staircasing – Preparing for Promotion – this workshop aims to help teachers make informed decisions about promotion.</p>	<p>Ngatai Associates – Paora Howe</p> <p>Gardiner Parata – Apryll Parata & Wira Gardiner</p> <p>PHP Ltd – Herewini Te Koha</p> <p>Gardiner Parata – Apryll Parata</p> <p>PHP Ltd – Herewini Te Koha</p>
ORMA (Outcomes Reporting Model Application)	This was developed as an electronic tool to help secondary schools set, monitor, evaluate and report on outcomes for improving Māori students' achievement.	Gardiner Parata
Pathways to Success – A Relationship and Change Management Handbook for NZ Secondary Schools	<p>A handbook focusing on the school environment in which Māori teachers operate. It consists of three models:</p> <ul style="list-style-type: none"> • Success Factor Audit, • Iwi Partnership Accord, and • Planning for Responsiveness to Māori Framework. <p>It is expected that these models will contribute to both improved management of Māori teachers' workloads, and improved educational achievement for Māori students.</p>	Judith Aitken & Associates Gardiner Parata
ICT Curriculum Integration and Online Professional Learning Communities : Whakawhitiwhiti Whakaaro & Te Kete Ipurangi	This programme consists of an introduction to blogging and accessing TKI in the classroom, and an advanced exploration of new technology, Web 2 Tools, and how they might be applied in collaborative classroom wikis and audio/video (pod) casting.	Laurence Zwimpfer Zwimpfer Communications
Executive Leadership & Management : Whakaaro Rangatira	This is a leadership development programme targeted at Wharekura Principals to develop and implement an individual professional development plan over a 12 month period that is intended to complement and lead into the Kiwi Leadership Programme for Principals.	Gardiner Parata Te Runanganui o Ngā Kura Kaupapa Māori o Aotearoa

INTERVENTION/PROGRAMME	DESCRIPTION	PROVIDER
Formative Assessment – Te Ara Aromatawai	This is a professional development programme focused on building knowledge, understanding and application of the generic principles that underpin assessment; and then a specific set of features that relate to formative assessment with links being made to standards based assessment (NCEA). This professional development programme uses a Māori cultural lens and examples from a Māori cultural framework to introduce, compare, analyze and understand formative assessment in a curriculum context.	Deanne Thomas & Wharehoka Wano Tihi Ltd
2nd Language Acquisition Pedagogy – Te reo i Te Hiringa i te Mahara	A professional development programme for te reo Māori teachers that explores second language learning and acquisition, with particular attention to the theory and implications for teaching practice in mainstream secondary schools.	Dr Margaret Franken – Waikato University Cath Rau – Kia Atamai Wayne Ngata – 234Tu Ltd
He Aratohu – Guidelines for Integrating Kaupapa Māori into Mainstream Secondary School Teaching and Learning Programmes	A resource developed and designed, trialed and published to assist teachers of all subjects to weave kaupapa Māori into their teaching and learning programmes. One day introductory workshops are held to introduce the guidelines to teachers.	Gardiner Parata Wayne Ngata – 234Tu Ltd
Ma Wai Ra – Departmental Management Workshops	A one day professional development workshop for HODs and Teachers in Charge of Māori departments. It canvasses leadership, management and administrative roles and responsibilities using the THM Departmental Management Plan as a base resource, and a simple decision making framework that can be applied to all roles and responsibilities	Gardiner Parata Makoha Gardiner (Facilitator)
Online Moderation – Kawe Korero	A programme to test the efficacy of online moderation of visual submissions for NCEA examinations using the Internet. Teachers attend a one day briefing workshop and then each teacher arrange for students to submit NCEA moderation visual evidence using online technologies. The participating students complete an on-line survey and interviews are held with the teachers and moderators.	Laurence Zwimpfer Zwimpfer Communications Ltd
Ki Tikitiki o Rangi – ReoQ	This professional development programme focuses on building the oral capability of teachers in te reo me ōna tikanga in one or more of the following: <ul style="list-style-type: none"> • Proficiency • Accuracy • Complexity It is intended to identify a menu of successful ingredients and personal recipes for achieving measurable gain in oral reo capability.	Gardiner Parata Wayne Ngata 234Tu Ltd
Te Whatarau – A Storehouse of Resources	This is a centralised online database of te reo Māori and kaupapa Māori resources to support curriculum delivery in all subjects.	Wayne Ngata – 234Tu Ltd Rob Flahive

Online resources

Curriculum – An extensive range of subject resources in Māori and English for teachers to use as part of their teaching programmes or as relief lessons located at <http://www.thm.ac.nz/resources/curriculum/index.htm>.

Management – A range of manuals, handbooks, templates and reports to assist teachers in their management roles located @ <http://www.thm.ac.nz/resources/management/index.htm>.

General Classroom – A range of teacher relief packs, pastoral care activities and supporting materials located at <http://www.thm.ac.nz/resources/classroom/index.htm> .

Communications – A series of oral and written examples of good communications strategies are compiled in this section. Letters for various purposes, pointers on body language and advice for communicating with parents, students and managers are all included. Located @ <http://www.thm.ac.nz/resources/communications/index.htm>

Brokering, Linking and Facilitating

Infobytes – There is a whole section @ <http://www.thm.ac.nz/infobytes/index.htm> devoted to information on effective teaching. Articles of interest include pastoral care, curriculum matters, teaching, learning, and assessment can be found there with references to other support material.

Calendar of Events – The Calendar of Events @ <http://www.thm.ac.nz/links/index.htm> provides information about regional and national events, with dates, locations and contact details. It includes school related events but it is not limited to the education world. Arts, culture and sport are also covered.

Professional Development Course Database – This database provides information and contact details about all providers who offer professional support by way of in-service courses to Māori secondary teachers. It is located at @ <http://www.thm.ac.nz/pdcourses>.

THM Panui – are published and distributed throughout the year to all teachers, principals and other key stakeholders. Soft copies can be located @ <http://www.thm.ac.nz/panui/newsletters/index.htm>.

0800 ASK THM – A 0800 helpline to assist teachers to access resources, requests for registration information for current and/or any new professional development programmes.

Appendix E: Works developed for Te Hiringa i te Mahara

This is a descriptive annotated bibliography of works developed for the Te Hiringa i te Mahara project. The bibliographic period runs from 1998 to the beginning of 2008. Copies of the full reports may be downloaded as a PDF from www.thm.ac.nz.

General research

B. James and R. Fraser (2008), *Te Hiringa i te Mahara 2008 National Survey of Māori Secondary Teachers*, Report prepared for Gardiner Parata.

The fourth national survey of Māori secondary teachers was conducted in February 2008. Of a total of 1,292 eligible teachers, 806 teachers responded to the survey, a response rate of 62.4 percent. Key findings are that teachers are more positive about their teaching and school environment, consider they have more support for their role and are more confident of their abilities than in 2002. Over three quarters of teachers are highly satisfied or satisfied with their overall job. Over two thirds of teachers perceive their workload as 'almost always' or 'often' manageable. Almost three quarters of survey participants have been involved in THM, either participating in a programme and/or using resources. Teachers are highly satisfied with Te Hiringa i te Mahara and the majority found activities and resources useful. THM has successfully encouraged many teachers to take responsibility for their professional development and there appears to be a considerable advancement in teachers' professional development aspirations since 2001. THM has also had positive impacts on teaching practice, teachers' relationships with students, their access to resources, and their use of ICT for teaching. THM delivers multiple positive impacts for most teachers – individuals do not benefit from just one aspect of Te Hiringa i te Mahara; the more that a teacher participates in THM, and the more opportunities they have to put their skills into practice, the more positive impacts they experience.

B. James and R. Fraser (2008), *Te Hiringa i te Mahara Ten Year Report, Highlights and Achievements*, Report prepared for Gardiner Parata.

This report uses a thematic approach to demonstrate how THM: promotes effective professional learning and development for Māori secondary teachers. Fourteen themes are covered. These relate to the philosophy and approach of Te Hiringa i te Mahara, and to the effective provision of teacher professional development that leads to improved student learning. The report also summarises findings from the 2008 survey of Māori secondary teachers.

International Research Institute for Māori and Indigenous Education (1999), *Te Hiringa i te Mahara A literature review and database analysis*, University of Auckland, Auckland, Report prepared for Gardiner Parata.

The first national survey of Māori secondary teachers was conducted in 1998. That survey provided baseline information from 262 Māori teachers (estimated to be around one third of Māori teachers) on the nature, degree and cause of Māori secondary teachers' workloads. Teachers were asked about satisfaction and support, career and employment, general health, teaching education and practice. Information from the survey enabled Te Hiringa i te Mahara interventions to be designed according to the specific needs of Māori Secondary School teachers. The survey found that Māori teachers were taking on a significant workload that included supporting Māori students and taking an active part in the Māori cultural affairs of both their schools and their communities. The teachers experienced some support from their colleagues and schools, but reported stress.

International Research Institute for Māori and Indigenous Education (June 1999), *A Lay Report on the Literature Review and Database Analysis*, Report prepared for the Ministry of Education.

This report is based on a literature review and questionnaire analysis designed for the Te Hiringa i te Mahara project. It is a summary report in layman's language of the technical report published in March 1999. It is argued by the authors that Māori secondary school teachers describe their work in particular ways and it is necessary to understand the context of their workload in today's environment. It is also argued that there is a strong relationship between the motivations of Māori teachers that links their concerns for te reo Māori me ōna tikanga with their concern for Māori students. This relationship shapes their workloads in powerful ways.

Ministry of Education (July 1999). *Workload Issues for Māori Secondary School Teachers, An Overview*.

This work is a representation of the layman's summary report on the literature review and database analysis conducted by the International Research Institute for Māori and Indigenous Education. For more information, please view the annotation for the report directly above.

Mindset Indicator Report (November 2000).

This work reports on data collected from a 'Mindset Indicator' survey, which was included with the Te Hiringa i te Mahara Development System video distributed in October 2000. 163 Mā-ori secondary school teachers completed and returned their surveys. The mindset survey indicates how teachers engage with:

Te Hiringa i te Mahara; teachers' knowledge of other Te Hiringa i te Mahara participants; and, teachers' feelings of support as a professional before and after participation in Te Hiringa i te Mahara. The majority of teachers who completed the survey said that: the panui, then CD-Rom and website were the main ways they engaged with Te Hiringa i te Mahara; just less than half of respondents knew of more than 10 other Te Hiringa i te Mahara participants; and, there was an increase in the feeling of support respondents' felt as professionals.

International Research Institute for Māori and Indigenous Education (2001), *Te Hiringa i te Mahara A Process and Outcome Evaluation*, University of Auckland, Auckland.

This report presented findings of the second national survey of Māori secondary teachers conducted in 2000, and a process evaluation which documented the delivery of Te Hiringa i te Mahara. Key findings in comparison to 1998 were that teachers had experienced a reduction in hours, and were experiencing slightly more satisfaction in their profession. The teachers reported slightly better psychological well-being and less stress than in the 1998 survey. The process evaluation found that Te Hiringa i te Mahara resources had a positive impact on teachers - particularly in reducing stress levels associated with taking emergency or planned leave. The evaluation identified crucial success factors for the interventions as whanaungatanga, te reo me ōna tikanga Māori, plus a combination of contemporary and traditional pedagogies. In particular, the ICT intervention was well designed and of benefit to the teachers.

A way of thinking and behaving that works

Gardiner Parata (July 2001), *A Way of Thinking that Works, Two Years of Te Hiringa i te Mahara*.

This report outlines the aims and objectives of the Te Hiringa i te Mahara approach, summarizes key findings, and provides some analysis of findings as they specifically relate to the Te Hiringa i te Mahara approach and its programmes, resources and other activities. The comments and analysis contained in this report have been drawn from research conducted in 2000 by the International Research Institute for Māori and Indigenous Education (IRI).

Gardiner Parata (July 2002), *A Way of Thinking and Behaving That Works, A Review Report of the Professional Development Research Conducted in 2001*.

This comprehensive research paper reports on research conducted in 2001 on the effectiveness of *Te Hiringa i te Mahara*. The report can be divided into three main parts. Part one is about demographics; it compares and analyses participants in the 2001 programme with data collected from the 2001 census and databases administered by the Ministry of Education and Gardiner

Parata. Part two looks at participants' satisfaction with *Te Hiringa i te Mahara* and considers changes in levels of work-related stress, teachers' ability to manage workloads, and overall satisfaction with workload. The final part discusses findings from the main interventions presented in 2001 – development system workshops, ICT professional development, mentoring services, models of success and the *Te Hiringa i te Mahara* website. The overall finding of the report was that *Te Hiringa i te Mahara* is successfully reaching and assisting teachers.

Gardiner Parata (July 2002), *A Way of Thinking and Behaving That Works, A Summary*.

This work is a summary of key findings from research conducted in 2001 on the progress and achievements of *Te Hiringa i te Mahara* from a full report of the same name. Surveys, focus groups and interviews were conducted with Māori secondary teachers and principals on the effectiveness of *Te Hiringa i te Mahara*. Findings of the report show that in 2001 *Te Hiringa i te Mahara* successfully increased its coverage of its target group, and those targeted were very positive about the project. Reduction of stress and workload was on-going, however initiatives did help teachers to prioritise and manage their work better. The professional development initiative was successful, and more work was needed before the ICT and mentoring initiatives were truly effective as they began during 2001.

General evaluation reports

S.D. Forbes (February 2002), *Report on the Statistical Evaluation of Te Hiringa i te Mahara Programmes for Gardiner and Parata*.

This report evaluates the effectiveness of Te Hiringa i te Mahara programmes up to 2002, in terms of the views of the participants. The particular programmes evaluated were the: professional development workshops; ICT programmes; and, the establishment and follow up of mentoring relationships. An analysis of teachers on the Te Hiringa i te Mahara database in comparison with Māori and non-Māori teachers in secondary and composite schools (as determined by the Ministry of Education) is also provided. This analysis particularly focuses on what groups Te Hiringa i te Mahara attracts. Most of the data informing this statistical evaluation is from a survey conducted by the author. Overall, it seems that teachers on the Te Hiringa i te Mahara database tend to be older, in general, than all Māori teachers in secondary/composite schools. Te Hiringa i te Mahara professional development programmes, particularly the ICT programme, attract a high proportion of young male participants. Most teachers attend Te Hiringa i te Mahara programmes because they are run by Māori and designed specifically for Māori, and they most likely found this out from a Māori colleague. Ongoing use of resources is not high, although those who have used the resources found them useful. Finally, there is a high level of satisfaction with the Te Hiringa i te Mahara programmes evaluated, and the programmes were more likely to build professional capabilities than reduce stress levels.

NZCER (July 2003), *Evaluation Report*, Report prepared for Gardiner Parata.

This report builds on past research commissioned by Gardiner and Parata and evaluates it in light of findings from 1997-2002. A follow-on national survey was completed, and further interviews, focus groups, workshops and school case studies were used to inform the report. The objective of the report was to evaluate how *Te Hiringa i te Mahara* contributed to: a demonstrable reduction in workload-related stress in the target group; a positive change in self-assessment by the teachers; building professional capability; and, better teaching practice outcomes attributable to participant teachers. This was done in a four strand evaluation, analysing: a national survey of impact by *Te Hiringa i te Mahara*; the ICT programme; a formative evaluation of interventions; and case studies of the use of one of the interventions, “models of success”.

NZCER (July 2003), *A Summary Report of Te Hiringa i te Mahara (The Power of the Mind)*, *Research and Evaluation 2002*.

This is a summary report of the evaluation of the *Te Hiringa i te Mahara* project after its operation for four years. The report notes the participation of Māori secondary school teachers in the project, and the reasons for and against participation. It notes that overall satisfaction with the project is a high 4.15, with 4 being “useful” and 5 “extremely useful”, and where the positive impact has been. It reports that participant teachers are satisfied with the 2002 professional development workshops and, in particular, recognises the success of the ICT professional development programmes. Of particular importance to the project objectives, participant teachers were more likely to consider their workload as excessive, yet they also reported that the programme has made a positive contribution to reducing their workload stress. *Te Hiringa i te Mahara* has also positively impacted teachers’ confidence, their professional capabilities and teaching outcomes.

Measurable Gains Framework

Gardiner Parata (April 2002), *Measurable Gains Framework, Summary Report*.

This work provides a brief summary of a Measurable Gains Framework (the framework) designed in 2002 for the *Te Hiringa i te Mahara* project to monitor its progress and effectiveness. Specifically, this report sets out the framework in a condensed table form. The framework itself is based on the four objectives for the *Te Hiringa i te Mahara* project. From these four objectives, indicators and measures are determined. The rationale and data sources for each measure are included. The framework is designed to provide quantitative and qualitative information to help assess the extent to which *Te Hiringa i te Mahara* is meeting its objectives.

B. James (September 2002), *The Measurable Gains Framework for Te Hiringa i te Mahara, First Monitoring Report*.

The Measurable Gains Framework (the framework) was finalised in early 2002. This work is the first report using the framework to monitor the progress of *Te Hiringa i te Mahara* in meeting its objectives. The report generally describes the development of *Te Hiringa i te Mahara* and its interventions. It then explains the goals for the Framework, and the project objectives, indicators and measures that form the Framework. It reports on the indicators and measures using data gathered in the course of the project. Finally it provides an overview and concluding comments of the progress and achievements of *Te Hiringa i te Mahara*. The author, using the framework to measure gains, reports that *Te Hiringa i te Mahara* was associated with key shifts in the following areas: better management of Māori teacher workloads; reduction in work-related stress; feelings of affirmation held by Māori teachers; increased support among Māori teachers; more participation in *Te Hiringa i te Mahara*; increased commitment to professional development; increased perception of improvement in teaching by teachers and principals; a perception of improvement in students’ performance; high satisfaction with the project; and, innovation in educational practice.

B. James and R. Fraser (July 2003), *The Second Measurable Gains Report*.

In September 2002, the *First Measurable Gains Framework Report* was produced as a working paper for Gardiner and Parata. This report is an update of the first report based on the 2002 survey conducted by the New Zealand Council for Educational Research. To measure qualitative and quantitative gains for Māori secondary school teachers a Measurable Gains Framework (the framework) was designed for *Te Hiringa i te Mahara*. The framework has four objectives: reduction of workload-related stress; a positive change in the way Māori secondary teachers view themselves and their capabilities; building professional better teaching practice outcomes. Using the data from the 2002 survey and observing change over the years in operation, the authors analysed whether the objectives have been met. Overall, the paper reports gains for teachers and success for *Te Hiringa i te Mahara*.

Outcomes Reporting Model Application (ORMA)

Aitken and Associates with Gardiner Parata (April 2003), *A Way of Thinking That Works, Outcomes Reporting Model Application – Scoping Report*.

Legislative and policy changes in the education sector in 2001 now require school Boards to report annually to the Ministry of Education on how they intend to define and achieve improved outcomes for their students. In particular, Boards have to prepare a charter detailing how they will meet these requirements. This

work is a project scope for the development of an outcomes oriented planning, evaluation and reporting tool for secondary schools. The tool will be based on two tools already developed through the Te Hīringa i te Mahara project, the *Pathways to Success* models and the Outcomes Reporting Model Application (ORMA). The scope sets out key tasks to be achieved. It also sets out analyses of: SWOT; the political, economic/environmental, social, technological, demographic and legal situation; risk assessment and risk management; and, anticipated benefits. Also included as an appendix, is the ORMA questionnaire sent out to certain schools which informed the development of the scope.

Aitken and Associates with Gardiner Parata (April 2003), *Outcomes Reporting Model Application, Scoping Report.*

ORMA was designed to provide assistance to school boards to plan for achieving high quality outcomes, consult better with their communities, Māori and non-Māori, and incorporate the views of these important stakeholders into the development of positive educational outcomes. This work is a further scoping report conducted by Aitken and Associates, aimed at looking at whether it would be feasible to develop ORMA so that it better aligned with the Education Standards Act 2001 and Ministry of Education reporting requirements. ORMA uses other Te Hīringa i te Mahara material, such as the *Pathways to Success* models, to ensure that Māori teachers and schools have a tool already grounded in Te Hīringa i te Mahara ethos. The conclusion of the report is that the *Pathways to Success* models should be modified to align with the Ministry's requirements. Material already developed for ORMA (CR Rom and handbook) can be exploited to supplement the models in the development of a new electronic tool. In coming to this conclusion, Aitken and Associates report on the following: SWOT analysis; PSDLT analysis; risk assessment and management of issues; anticipated benefits; proposed definition of "user friendly"; and, a survey of the eight schools involved in *Pathways to Success*.

Aitken and Associates (April 2003), *Growing Māori Capability: Strategic Planning for Secondary Schools, Strategic Planning Handbook for New Zealand Secondary Schools Draft.*

This handbook for secondary schools contains a strategy and practical advice for achieving better education outcomes for Māori students. The processes set out in the handbook focus on the development of a strategic framework for the school's annual plans, with particular emphasis on the processes for consultation and community participation to support Māori teachers and improve Māori student learning outcomes. Advice and a practical guide are provided for each stage in the planning cycle. Examples from various schools who have undertaken the processes support the guidelines. This work is still in draft form.

Gardiner Parata (July 2003), *ORMA Outcomes and Reporting Model Application, Draft Manual for New Zealand Secondary Schools.*

ORMA follows on from the work done with eight secondary schools in the *A Pathway to Success* programme. It is an electronic tool developed to assist boards, school management and teachers in secondary schools to set and report outcomes for improving Māori students' achievement levels. This work is one in a suite of three ORMA resources – manual, CD Rom and user guide. This work is the comprehensive manual. It includes a fuller account of the processes schools should follow than that on the CD-Rom. The manual also includes definitions of key terms, as they occur in the work.

Gardiner Parata (July 2003), *ORMA User Manual Draft, Install and User Guide.*

This work is essentially a computer software guide. The ORMA electronic system enables school boards', school management and teachers to gather appropriate data for strategic and annual plans and to report progress. It is designed to assist and support secondary schools in setting and reporting outcomes and objectives for improving Māori students' achievement levels. The first part of this work is a step-by-step guide to installing the ORMA CD-Rom on to the schools' system. The second part is the user guide which explains the basic operation of the ORMA application. This system has provision for a coordinator, HODs, and teachers. An icon glossary is included at the end of the guide.

B. James (June 2005), *The ORMA Journey: A Description of the Outcomes Reporting Model Application and Learnings From Its Trial*, Report prepared for Gardiner Parata.

This work reports on the development and trial of ORMA, a programme to assist secondary schools to set and report on outcomes for improving Māori students' achievement. ORMA was conceived after findings from *A Pathway to Success* programme noted that some schools had no or poor systems for tracking Māori students' achievement and performance. Thus, ORMA was developed as an electronic tool (with a handbook) to help secondary schools set, monitor, evaluate and report on outcomes for improving Māori students' achievement. ORMA was built to develop several tangible products: individual student achievement plans; individual teacher action plans; reports on Māori student achievement as required by the school; and, an ORMA database. Four schools trialed ORMA, with varying levels of success. The stories from both Rotorua Boys' High School and Gisborne Girls' High School are included in the report. Furthermore, the strengths and weaknesses of ORMA are analysed. Strengths identified were its contribution to developing good relationships between teachers and students, and the focus on the individual student. There were

also a number of difficulties in using ORMA – recommendations for change are included in infobox 2. Finally, a key learnings section summarises the ORMA trials.

Pathway to Success

Kowhai Consulting Ltd (March 2001), *Generic Models Report*, Report prepared for Gardiner Parata.

This work presents the purpose and general guidelines for the development of three models. The models are for use in a secondary school context. They are best practice blueprints for making institutional environments more responsive to Māori students, teachers, iwi and hapu. The three models are: a partnership accord; Māori responsiveness strategic framework; and, an effective relationship building model. These guidelines have been put together based on an examination of work by Rotorua Boys' High School, who developed several reports describing successful models used in their schools.

Rotorua Boys' High School (July 2001), *Models of Success*.

This work presents Rotorua Boys' High School's Māori Responsiveness Strategic Framework. This framework is a tool for the school to use to improve outcomes for Māori students and reduce the pressures on Māori teachers for the achievement of these outcomes. This report identifies and describes the key components of this school's framework: a philosophy; a series of relationships; a destination; a plan; and, a commitment. The report was written by a Māori Teachers' Working Group along with the school management and an external facilitator/report writer. An impressive change has been the marrying up of the English grammar school pedagogy with a Māori pedagogy. The next step in the process is for Rotorua Boys' High School to further populate their framework and implement their framework into their daily lives.

Gardiner Parata (March 2002), *A Pathway to Success 2001 Trial, Management Summary Report*.

This is a management report summarizing the second, or 2001, trial of 'A Pathway to Success' suite of models. Three models comprise the 'A Pathway to Success' package: success factor audit; Māori responsiveness strategic development framework; and, Iwi partnership accord. The model was initially trialed and developed in 2000 with one target school, Rotorua Boys' High School. In the 2001 trial that this report summarises, five schools participated in an effort to demonstrate the portability of the models across a range of school profiles. The report identifies the factors for determining the schools and the arrangements arrived at. It then describes and comments on the trial experiences of each school. An analysis of critical issues and common success factors across the trial is then provided. Of particular importance to the aims of 2001 trial is that all schools found the models were applicable to

them, especially once they had been adapted to the participant school environment. A final 'way forward' section provides an overview of the project moving forward, and in particular the 2002 trial in two further schools.

Gardiner Parata (December 2002), *"A Pathway to Success": A Relationship and Change Management Handbook for New Zealand Secondary Schools*.

This work is a comprehensive and detailed handbook for New Zealand secondary schools to use in the implementation of the Te Hiringa i te Mahara 'A Pathway to Success' suite of models. Each of the three models is described and a guide is provided for their implementation. To assist schools in implementing the models descriptions, comments and analyses of the experiences of the eight trial schools are included to provide context and different modes of application. Of particular note is that this project puts itself forward as the only Te Hiringa i te Mahara initiative that focuses on the environment within which Māori teachers operate.

P. Waiti (May 2003), *An Evaluation of Te Hiringa i te Mahara "Models of Success", Evaluation Report 2, Final Report*, New Zealand Council for Educational Research.

This work reports on the evaluation of the 'A Pathway to Success' programme based on the four Te Hiringa i te Mahara objectives. The models of success are a set of relationship management tools that schools can use to become more responsive to their Māori teachers, and take on some of the responsibility for Māori teachers' working environment and professional experience. The evaluation report concentrates on the documentation and analysis of the experiences of the eight schools who trialed the programme. The report also includes a description of the development of the models, the research methodology and a number of recommendations for the programme. The overall finding from the evaluation is that schools involved in the trial were effective in taking steps to making their environments more responsive to the needs of Māori teachers. The evaluation finds that three of the four objectives were positively impacted on. According to the author, the fourth objective, the effect of the programme on improved learning outcomes for students, could not be determined at the time the report was written.

Gardiner Parata (May 2004), *'A Pathway to Success' – Responsiveness to Māori Strategy, A Summary Handbook for New Zealand Secondary Schools*.

A Pathway to Success is an intervention aimed at making school environments more responsive to Māori teachers. The report puts forward three good practice models towards success: the Success Factor Audit; Iwi Partnership Accord; and, Planning for Responsiveness to Māori Framework. This handbook for secondary

schools is a 'how to' guide to implementing the models. The handbook contains the rationale, key outcomes and comments on the conditions needed for effective implementation of the models. It also contains step by step guidelines, templates and examples from the eight trial schools. While comprehensive within itself, it is only a summary to the fuller document.

Second language pedagogy

Gardiner Parata (April 2003), *Te Reo i Te Hiringa i te Mahara Pedagogy Model, A Synopsis Report.*

This report provides a synopsis of the te reo Māori pedagogy scoping exercise and a model – Te reo i Te Hiringa i te Mahara – developed by Gardiner Parata as a case for change to the way in which New Zealand secondary schools design and deliver te reo Māori programmes. The synopsis provides an overview of the rationale for change and sets out a series of options and approaches for the design and delivery of te reo Māori programmes that may be trialed for future implementation within New Zealand secondary schools. The model is informed by consultation with key stakeholders. The model is based on a core set of drivers and outcomes that recognise both the aspirations of Māori, the workload issues for Māori secondary school teachers and the interests inherent in New Zealand becoming a bilingual nation.

Gardiner Parata (October 2003), *Te Reo i Te Hiringa i te Mahara: A Professional Development Programme for Te Reo Māori Teachers – Draft Research Methodology.*

This research methodology was decided after the initial model was thought to be beyond the confines of the Te Hiringa i te Mahara project; thus, a school based professional development programme using a communicative style of delivery, was thought best to lay a foundation for future work. Because of the needs for a communicative style of delivery, this work sets out research methodology for gauging Year 9 and 10 Māori students' interests, conversation topics, language used and their activities. The final results from the methodology used can be viewed in the report titled *Communication Interests 12-15 Year Old Students – Data Collation and Analysis: Final Report* (January 2004: Gardiner and Parata Ltd, Wellington).

Gardiner Parata (January 2004), *Communication Interests 12-15 Year Old Students – Data Collation and Analysis, Final Report.*

This document is based on research in the acquisition of a second language that argues that authenticity in respect of what language learners are actually talking about, and genuinely interested in, as being the key to successful language teaching. Thus, this document collates and analyses data about what 12 – 15 years old (Year 9 and 10) Māori youths in the Tairāwhiti region, in school based situations, are talking about and what types of language they use. The data is gathered from 60 year 9 and 10 students from five

different secondary schools. Data was collected by way of a survey and participants using observation sheets to detail their topics of conversation, language used, meaning of words, and where and with whom the conversation took place. A brief background to the 'te reo o Te Hiringa i te Mahara' is included. Of particular interest from the survey is the extremely low level of Māori-only conversations that took place – only 3%. Actual data is included.

Gardiner Parata with Richard Hill, Stephen May, Cath Rau - Wilf Malcolm Institute of Educational Research, School of Education, University of Waikato (2004), *Evaluation of a Pilot Professional Development Programme in Second Language Pedagogy.*

Research in to second language acquisition pedagogy in New Zealand showed that many te reo Māori secondary teachers were teaching Māori

as a second language, but they did not necessarily have the theoretical or practical skills to do so in a manner that is optimal for students' learning. This document is an evaluation of a pilot to test a professional development programme addressing this knowledge gap, and the research itself. The evaluation takes on board views at a national level, and of the piloting teachers, students, principals and the provider of the programme. The evaluation uses a case study of four participant teachers and observations from a typical lesson held by each of the teachers. The evaluators make four key recommendations: the Te Hiringa i te Mahara programme has made a significant positive impact; the programme should be extended by at least six months to further crystallize learning and practice; the focus on communicative language teaching should be supplemented by other related models; and, there should be more emphasis on tailoring the programme to secondary schools and Māori language contexts.

Richard Hill and Stephen May, Wilf Malcolm Institute of Educational Research, School of Education, University of Waikato (December 2004), *Evaluation of a Pilot Professional Development Programme in Second Language Pedagogy, Evaluation of the Initial Professional Development Programme.*

An initial pilot professional development programme was run through Te Hiringa i te Mahara to assist teachers in developing their skills and knowledge in teaching a second language, and in particular, teaching te reo Māori as a second language. This report is part of the research component of the programme, and its purpose is to report to Gardiner and Parata and ultimately the Ministry of Education on the successes, issues and recommendations for the programme into the future. Information gathered from initial interviews with all teachers was used to identify four teachers of varying backgrounds, who were re-interviewed in onsite visits, in order to provide more information on the influence of the programme on their teaching practice. Principals of the schools of the four teachers

were also interviewed for their perceptions of the success of the programme. Finally, the director of the programme provider, Kahutia, was interviewed to gain his perspective on the success of the programme. The authors of the report recommend that the programme should move beyond a pilot, with some changes in terms of extending the programme period and tailoring to the target participants. This report includes a bibliography of second language acquisition pedagogy resources.

Kahutia (May 2005), *Te Reo i Te Hīringa i te Mahara: Second Language Acquisition Pedagogy Pilot Programme, Final Report, Report prepared for Gardiner Parata.*

This work reports on the pilot professional development programme run through the Te Hīringa i te Mahara project on second language acquisition pedagogy in 2005. The pilot programme was held in the Tairāwhiti region, with 14 participating teachers. This report specifically comments on the performance and learning achievements of each of the participant teachers at the conclusion of the programme.

Gardiner Parata (July 2006), *Second Language Acquisition Pedagogy Professional Development Programme – Bay of Plenty, Waikato and Hauraki Regions, Summary Report – Teachers’ Needs Analysis Revisited.*

This work analyses a questionnaire, the Needs Analysis Revisited, completed by teachers participating in the third workshop round of the Te Hīringa i te Mahara second language acquisition pedagogy personal development programme. This workshop round was held in the Bay of Plenty, Waikato and Hauraki regions. The Needs Analysis document itself is focused on six major aspects of consideration in the effective teaching of a second language: planning for teaching; teacher knowledge; skills and resources; managing good conditions for language learning; managing interaction; helping students to learn how the language works; and, giving effective feedback. The document asks that teachers rate their knowledge and confidence in the six areas. The work describes and gives a brief analysis of the areas teachers rate their abilities highly and where more investment is needed due to a lack of skill or confidence in a certain area.

M. Franken and C. Rau (November 2006), *Second Language Learning & Acquisition, Theory and Implications for Teaching Practice in Mainstream Education Programme May – September 2006 – Final Report.*

This report begins by describing participants and then providing detail about each of the workshops, the development tasks following the workshops, and the monitoring of the workshops through evaluation, needs analysis and on-site observation. The report concludes with recommendations.

Te Ara Aromatawai

Gardiner Parata (October 2003), *Draft Final Evaluation Report: Te Ara Aromatawai, A Pilot Professional Development Programme in Formative Assessment.*

This work reports on an evaluation of the pilot Te Hīringa i te Mahara Te Ara Aromatawai formative assessment professional development programme. The aim of the programme was to provide Māori secondary school teachers with in-school support in learning a set of specific features of formative assessment, in order that they become better able to assist students to lift their achievement levels. The programme attracted four cluster groups based in Rāngitikei, Taranaki and Auckland. A total of 32 teachers participated in the pilot and all but one completed the programme. This report records details of the programme, processes and practices. Included in this part is a description of the needs analysis survey that baselined the participants’ knowledge of formative assessment. It describes each cluster and the outcomes of the programme for each cluster group. It also reports on successes and achievements, as well as recommendations for areas that will need to be addressed in future programmes. One of the findings from the pilot was that a majority of teachers did not understand the summative and formative assessment theories, confirming the need for this programme. The evaluation reports some very positive outcomes. Suggestions were made for any problems identified. Tools and templates from the programme are included.

Gardiner Parata (November 2004), *Te Ara Aromatawai Summary Evaluative Report: A Formative Assessment Professional Development Programme.*

This report summarises an evaluation of the 2004 Te Ara Aromatawai formative assessment professional development programme run under the Te Hīringa i te Mahara umbrella. This programme is a follow on from a pilot run in 2003. The report describes the cluster groups from Christchurch, Taranaki/Wanganui and Hawkes Bay, their achievements and issues. In addition, a number of recommendations are made for the implementation of the 2005 programme. Fifty four teachers registered, and 48 teachers completed the programme. There were 6 modules the clusters could pick and choose from. In general, the programme was successful. The use of Māori context, whakatauaki and introduction to learning intentions all proved to be successful elements of the programme. At the end of the programme, a survey was completed by participants. A selection of survey responses is presented. Influential factors in the teachers’ achievement are discussed, as is the overall effectiveness of the programme. A significant factor impacting on the programme outcomes was the timeframe. Contract timeframes did not allow for considered work across the preparation, implementation and evaluation of the programme by all key stakeholders.

Gardiner Parata (June 2005), *Te Ara Aromatawai, Te Hiringa i te Mahara Professional Development System Formative Assessment, Final Report*.

This work reports on the evaluation of the 2005 Te Ara Aromatawai professional development programme. In 2005, the programme consisted of an extension of the 2004 programme, whereby 17 teachers participated and continued their professional development in formative assessment. For the participants, 2005 was a year of practicing what they had learned in 2004. The evaluation reports that a majority of teachers recognised: their use of language in giving feedback to students; giving “feed forward”; and, the use of the model of human behavior when students do not achieve. Participants offered a number of innovations in the use of formative assessment, including the use of pre and post-testing and brainstorming sessions at the beginning and end of lessons. Included in the report are summaries of the: student evaluation and comments; teacher feedback; and, three sample teacher development plans.

Tihi Ltd (June 2006), *Formative Assessment Professional Development Programme Summary Report*.

This report addresses the final milestone requirements for the Te Ara Aromatawai individual professional development programme for 2005-2006, conducted for teachers in Manawatu Kāpiti, Horowhenua and Wellington. It provides a background to the development of the programme, and in particular the rationale for offering a formative assessment programme tailored specifically for Māori secondary school teachers. The programme as delivered here, involved three workshops and, in most cases, four on site visits by the facilitator to the teachers’ schools. All are described and analysed in full, as are the tasks that the teachers were assigned. A significant issue from this project discussed in the report was the participation of teachers, or lack thereof. It seems that the mainstay of the programme were the older, more experienced teachers who fully committed. There is a brief analysis of a pre- and post-programme survey completed by the participant teachers, as well as the facilitator’s own notes on each participant teacher. Finally, the relevant objectives, indicators and measures for this programme based on the measurable gains framework are highlighted.

Information and communications technology (ICT)

L. Zwimpfer (May 1999), *Te Hiringa i te Mahara Technology, An Exploratory ICT Professional Development Programme for Māori Secondary School Teachers, Implementation Plan*, Zwimpfer Communications Ltd, Wellington.

This is an implementation plan submitted by Zwimpfer Communications describing how ICTs can be used by Māori secondary school teachers to reduce workload pressures. The plan proposes an initial exploratory activity involving 50 teachers in

1999, and a progressive roll-out to a further 550 teachers from the beginning of the year 2000. The programme envisions that teachers gain professional development in ICT so as to: reduce workload pressures; improve communication capabilities; and, have better access to information and online resources. The plan includes a diagrammatic representation of the implementation model which is then explained in full. Information about teacher selection, hub schools, performance contracts, training and support, and ICT supply is included in the plan.

L. Zwimpfer (July 2000), *Te Hiringa i te Mahara Technology, An ICT Professional Development Programme for Māori Secondary School Teachers, ICT 100 Project Plan*, Zwimpfer Communications, Wellington.

This work is the plan for the second Te Hiringa i te Mahara ICT programme – ICT 100. The first programme, ICT 50, was launched in August 1999. The success of this pilot programme resulted in Ministry of Education approval to run ICT 100 with 100 participating teachers commencing in July 2000. While the same implementation model was used, findings from the ICT 50 programme meant that the ICT 100 was a more refined version. Changes made include making attempt to locate school hubs closer to participating teachers, simplifying teacher contracts, charging a nominal participation fee and developing a stakeholder plan. These changes are incorporated into this project plan, along with other management information.

Gardiner Parata (January 2002), *ICT 50, 100 and 2001 Professional Development, 2001 Summary Report*.

This is a summary of the management report written for the ICT 50, 100 and 2001 professional development programmes. The report begins with an overview of the Te Hiringa i te Mahara ICT professional development in general. The overview highlights the popularity of ICT professional development opportunities, especially those tailored to Māori secondary school teachers. Synopses are then given for each of the three programmes. The synopses include information about: programme milestones; trainers; hub schools; programme structure; and, achievements. From the summaries it appears that teachers experience a considerable boost in their ICT knowledge and skills after 6 months, but then it either levels off or decreases. This was attributed to teachers acquiring the knowledge and skills to use basic ICT tools, and then realising the enormity of the world of technologies after 6 months.

Gardiner Parata (June 2002) “*Te Hiringa i te Mahara Technology*”, *An ICT Professional Development Programme for Māori Secondary School Teachers, Final Report*.

This comprehensive report contains all of the information you need to know about the development, implementation and evaluation

of the Te Hiringa i te Mahara ICT programmes ICT 50, 100, 2001 and 2002. Of particular use to readers is the recommendations and best practice guidelines section for the implementation of ICT professional development programme to Māori secondary school teachers. There is helpful advice such as the ideal length of workshops, and when professional development programmes should be offered for optimum participation. It is also interesting to read about the progression from the pilot programme to the 2002 programmes; helpfully, summaries are set out in table form. A list of all documentation is also included in the appendices.

L. Zwimpfer (December 2004), *“Te Hiringa i te Mahara Online Communities – A Digital Journey”, An ICT Professional Development Programme for Māori Secondary School Teachers, Final Report, Zwimpfer Communications, Wellington.*

This work is a comprehensive final report on one Te Hiringa i te Mahara intervention. ‘A Digital Journey’ is a professional development programme aimed at encouraging the production and sharing of learning resources by engaging teachers in online communities. Particularly, it supports teachers to apply their ICT skills to produce, share and use Digital Learning Objects (DLOs). This report includes information on the Te Hiringa i te Mahara online communities programme and the implementation model used in the pilot held in 2003 and ‘A Digital Journey’ in 2004. It includes a complete breakdown of ‘A Digital Journey’, analysing what worked, what did not work and the attributable reasons. Of particular importance to future programmes is the section on key findings and recommendations. This section provides a clear guide to the project manager on the utility and future prospects of this programme.

L. Zwimpfer (June 2005), *“Māori Resources @ Te Ipurangi”: ICT Professional Development Workshops for Te Reo Māori Secondary School Teachers, Final Report, Zwimpfer Communications, Wellington.*

This work reports on the five 2005 ICT workshops run through the Te Hiringa i te Mahara project for te reo Māori secondary school teachers. The driver behind this particular professional development programme is the recognition of the increasing gap between the availability of online te reo Māori resources and teachers’ knowledge of these resources. These workshops aim to ‘plug’ this gap. This report briefs the reader on the training programme, participant engagement, programme feedback from participants and the workshop facilitator/trainer, and the programme management. Attached in the appendices are letters to principals, registration forms, and course outline and material for the workshops. Feedback from the workshops is that 98% of participants recommend a programme such as these workshops, teachers also found the focus on Te Kete Ipurangi and its tools the most satisfying part of the workshop, whereas the curriculum integration component is context-specific so drew mixed results.

Of particular interest to programme managers and the Ministry of Education is that where the workshop was held at a school, technical problems (internet unavailability etc) inevitably arose. This seems to be a common occurrence for all teachers.

L. Zwimpfer (January 2007) *“Whakawhitiwhiti Whakaaro” and “TKI in the Classroom”, ICT Professional Development Programmes for Māori Secondary School Teachers, Final Report, Zwimpfer Communications, Wellington.*

This work reports on two Te Hiringa i te Mahara ICT professional development programmes – *Whakawhitiwhiti Whakaaro* and *TKI in the Classroom*. These two programmes build on the knowledge acquired by teachers in the understanding of ICT, and put these new skills into practice in the classroom. The training was held in late 2005 and into 2006. *Whakawhitiwhiti Whakaaro* aimed to engage teachers in online communities using blogs to share learning resources and support each other. *TKI in the Classroom* aimed to support teachers in using ICT in the classroom, particularly they were charged with implementing their eMAPs (e-Māori Achievement Plans). Both programmes reached more than the target and teachers, students and principals voiced their appreciation for the programme as demonstrated by the survey material provided in the report. The complete management information for both programmes is included in the report, including the names of the participating teachers and recommendations for the third phase of the programmes.

L. Zwimpfer (December 2007) *“Whakawhitiwhiti Whakaaro” and “TKI in the Classroom”, ICT Professional Development Programmes for Māori Secondary School Teachers, Final Report. Zwimpfer Communications, Wellington.*

This report summarises the findings from the participant surveys carried out during the Te Hiringa i te Mahara 2007 *Whakawhitiwhiti Whakaaro* professional development programmes. These programmes commenced in Term 2 of 2007 and concluded in Term 4. 61 teachers participated from 36 different schools in the core programme. A further 32 teachers participated in the one-day Web 2.0 Tools workshop, where teachers were introduced to podcasting and YouTube.

Development System

Gardiner Parata (November 2001), *Development System, Final 2001 Summary Report.*

The Te Hiringa i te Mahara Development System focuses on providing Māori secondary school teachers with a series of building blocks to plan their professional development. The system, like other Te Hiringa i te Mahara products, is unique because it is grounded in kaupapa Māori. This summary reports on: the tasks undertaken in delivering the Development Systems

workshops held in 2001; the experiences and outcomes of the workshops and highlights significant issues and their implications; recommendations for improvement to the workshop content and delivery as suggested by key stakeholders; and, the statistical profile of participants based on the Te Hiringa i te Mahara participant database. Tihi Ltd was the provider on behalf of Gardiner and Parata. Two hundred and seventy seven Māori secondary school teachers participated in the programme in 2001. A number of interesting findings resulted from the workshops. For instance, participants found it difficult to conduct self-assessment. Also, the area that teachers most want professional development in is te reo Māori and tikanga, followed by ICT and curriculum support, time management, and department management.

Brokering and Facilitation Service

Gardiner Parata (December 2001), *Brokering and Facilitation Service, Final 2001 Summary Report*.

This work reports on the brokering and facilitation service offered in 2001, and recommendations for the 2002 programme. Te Whakaariki Associates Ltd was the service provider contracted by Gardiner and Parata to project manage this programme. The provider had a number of contractual obligations, including: communication with *Development Systems*, *ICT 50* and *ICT 100* participants; administration and facilitation of mentor relationships; administration of the online professional development database and posting “info-bytes”; and, administration of the 0800 ASK THM number. The target of 450 teachers in mentor relationships by the end of the 2001 programme was not achieved for a number of reasons documented in the report, however, 128 members of the target group were identified as being in formal mentor relationships. The report has some information on the position of people identifying as needing a mentor, and the areas of expertise required of the mentors. ICT, te reo Māori, NCEA and management training were the leading professional development needs in 2001. This knowledge allowed Gardiner and Parata to respond by implementing new programmes or further resources in 2002. From the findings in the report, it seems that the service and its concepts are new for the target group, although there are positive signs that mentoring is becoming a comfortable method of professional development. The inexperience of the service provider was also highlighted as a factor in not reaching the target of 450. Attached in the appendix is a list of the info-bytes posted in 2001.

Ki Tikitiki o Rangi

A. C. Grinter (January 2003), *Ki Tikitiki o Rangi, Rationale and Literature Review Report*.

This work is one step in the development of a Māori secondary school teacher specific mentoring professional development programme. This first step is a review of studies and literature

on mentoring, and from this forms a rationale for a Te Hiringa i te Mahara mentoring programme. This report helps identify the mentoring relationships best suited to an education context in New Zealand, and specifically for Māori secondary school teachers. The predominant part of the report describes differing mentoring models such as: the matched pairs model; the powerful individual as mentor model; and, telementoring model. The final part of the report presents, in summary, the general framework of the *Ki Tikitiki o Rangi* mentoring programme.

He Aratohu

Gardiner Parata (December 2007), *He Aratohu, Integrating Kaupapa Māori into Mainstream Secondary School Teaching and Learning Programmes, Practical Guidelines for Teachers of All Subjects*.

He Aratohu is for all teachers who are interested in, and motivated to explore, the potential for integrating kaupapa Māori into teaching and learning programmes. The premise behind the guidelines is that Māori should be part of the ordinary and daily learning and teaching practice in all classrooms. The guidelines do not require that the teacher has any knowledge of Māori culture or language, as it presents a step-by-step integration model and teaching and learning models for teachers with levels of kaupapa knowledge. There is advice on how to start the process and where to find resources. There is also a helpful extras section with glossary, bibliography and tools and extra resources to compliment the integration process and models.

Te Hiringa i te Mahara Resources

Gardiner Parata (February 2007), *Website Resources*.

This booklet provides a comprehensive quick reference for all resources available on www.thm.ac.nz. The resources available have been developed over a period of eight years, and are specifically tailored for Māori secondary school teachers and secondary schools. A range of lesson plans, fun tasks and activities are available to supplement teaching programmes or as relief lessons. Curriculum resources are available in te reo Māori, social studies, food and material technology, science, maths, technology, sports and recreation and career resources. There are also general classroom resources such as reference guides, communication and management resources. Many of the resources are available in Māori and English. A short description is provided for each of the resources, as well as information on how to access the resource.

Ka noho i a Tawhiri-matea,
Ka tukua mai tana whanau,
Titi-parauri,
Titi-matangi-nui,
Titi-mata-kaka;
Ka tangi mai te hau mapu,
Ka tangi mai te rorohau,
Ka eketia nga rangi ngahuru ma rua i konei.
E tama e!

Haramai e tama,
I te ara ka takoto i a Tane-matua;
Kia whakangungua koe ki nga rakau matarua
Na Tumatauenga;
Ko nga rakau tena i patua ai
Tini o Whiro i te Pae-rangi;
Ka heke i te Taheke-roa
Koia e kume nei
Ki te po tangotango,
Ki te po whawha o Ruaumoko
E ngunguru i Raro-henga
Ka waiho nei hei hoariri mo Tini o
Tane-matua i te ao turoa.
I konei, e tama, ka whakamau atu
Ki te Pito-uru-rangi,
Ki a Tu-mata-kaka,
Ki a Tu-mata-tawera,
Ki a Tu-mata-huki, ki a Tu-mata-rauwiri,
Hei whakamau i te pono whakahoro kai
No Hine-titama.
Na ka waiho nei hei tohu ki a Tane-matua,
Ka whakaoti te pumanawa o Tane i konei,
E tama e!

Haramai e tama, puritia i te aka matua,
Kia whitirere ake ko te kauwae-runga
Ko te kauwae-raro,
Kia tawhia, kia tamaua, kia ita i roto
I a Rua-i-te-pukenga,
I a Rua-i-te-horahora,
I a Rua-i-te-wanawana,
I a Rua-matua-taketake-a-Tane.
Nau mai e Tuteremoana!
Kia areare o taringa ki te whakarongo;
Ko nga taringa
O Rongo-mai-taha-nui,
O Rongo-mai-taha-rangi,
O Tupai-whakarongo-wananga.
Ka taketake i konei
Ki Tipuaki-o-rangi,
Ka rere ki Poutu-i-te-rangi
Kia whakaawhia i a
Puke-hau-one;
Ka hoka Hine-rau-wharangi i
Konei i a ia,
Kia taha mai Ahuahu,
Ahuu Puke-nui, ahua Puke-whakaki,
Nau, e Rongo-marae-roa!

Koia te ngahuru tikotikoiere,
Te Maruaroa o te matahi o te fau,
Te putanga o te hinu, e tama e!

Whakarongo mai e tama!
Kotahi tonu te hiringa
I kake ai Tane ki Tikifiki-o-rangi,
Ko te hiringa i te mahara
Ka kitea i reira ko lo-matua-te-kore anake;
I a ia te Toi-ariki, te Toi-uru-tapu,
Te Toi-uru-rangi, te Toi-uru-roa,
Ka whakaputa Tane i a ia te waitohi
Na Puhao-rangi,
Na Oho-mai-rangi,
Te wai whakaata
Na Hine-kau-orohia;
Kau-Orohia nga Rangi-tuhaha.

Ka karangatia Tane ki te paepae tapu
I a Rehua
I te hiku mutu o rangi;
Ka tututuru i konei
Te Tawhito-rangi,
Te Tawhito-uenuku,
Te Tawhito-atua;
Ka rawe Tane
I te hiringa matua,
I te hiringa taketake
Ki te ao marama;
Ka waiho hei ara mo te tini
E whakarauika nei, e tama e!

Haramai e tama, whakapau o mahara;
Ko nga mahara o Tane-matua,
I tokona ai
Nga rangi ngahuru ma rua kia tuhaha,
I tangi ai te piere,
I tangi ai te wanawana,
Ka tangi te ihiihi i konei e tama!
Ka toro te akaaka rangi,
Ka toro te akaaka whenua,
Ka tupea ki te wehe-nuku-rangi,
Ki te wehe-nuku-atua;
Ka takoto te urunga tapu mowai,
Kia whakahoro ki roto
I te whare pukaka,
Ki a Rongo-mai-taha,
Ki a Rongo-mai-tu-waho,
Ki a Rongo-mai-whakateka.
Ka hoaiia e Tane-matua
Ki a lo-taketake
Na Tu-hae-pawa,
Na lo-matua-te-kore;
Koia a Pou-takeke,
Toia a Pou-takiki
Ka kapu te toiroa i konei
Ki te wheuriuri o Hine-titama,
E tama e!

Haramai e tama! E piki ki runga
O Hikurangi, o Aorangi;
He ingoa mai no Hikurangi-mai-no-tawhiti
Na o kau i tapa.
E huri to aroaro ki Para-wera-nui,
Ki Tahu-makaka-nui;
Ko te ara tena
I whakaterua mai ai o tipuna
E te kauika tangaroa,
Te urunga tapu o Paikea,
Ka takoto i konei
Te ara moana ki Haruatai,
Ka tupea ki muri ko wai whakahuka,
Ka takoto te ara o Kahukura,
Ka tupatia ki a Hine-makohu-rangi.
Ka patua i konei te ihinga moana,
Te wharenga moana;
Ka takiritia te takapau wharanui,
I raro i a
Hine-korito,
Ka takoto i runga i a Hine-kotea,
I a Hine-makehu
Ka whakapau te ngakau
I konei ki te tua-whenua;
Ka rawe te ingoa ko Aotearoa,
Ka tangi te mapu waiora i konei,
E tama e!

Hara mai e tama! E huri to aroaro
Ki te urunga mai o te ra,
Ki Tu-ranga-nui-a-Rua,
Ki Whangara,
Ehara i konei, he ingoa whakahua
No Hawaiki-nui-a-Ruamatua,
Ka waiho nei
Hei papa mo te kakano korau a Iranui,
Hei papa mo te kumara
I maua mai e Tiunga-a-rangi,
E Haronga-a-rangi;
Ka waiho nei hei mana mo
Mahu ki marae-atea.
Tenei e tama te whakarongo ake nei
Ki te hau mai o te korero,
Na Tu-wahi-awa
Te manu whakatau,
I mauria mai i runga i a Tokomaru.
Pareā ake ki muri i a koe,
He atua korero ahiahi!
Kotahi tonu e tama
Te tiaki whenua,
Ko te kuranui,
Te manu a Rua-kapanga,
I tahuna e to tupuna, e Tamatea
Ki te ahi tawhito,
Ki te ahi tupua,
Ki te ahi na Mahuika.
Na Maui i whakaputa ki te ao
Ka mate i whare huki o Repo-roa,
Ka rere te momo, e tama e!

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TE TĀHUHU O TE MĀTAURANGA
Ministry of Education

