



TE TĀHUHU O TE MĀTAURANGA AOTEAROA

Ministry of Education New Zealand



**Evaluation of Whakapiki i te Reo:
A professional development programme
for kaiako in Level 1 and Level 2
Māori medium settings**

Report to the Ministry of Education

Dr Rangi Matamua
Kahukura Consultants

ISBN: 978-0-478-38669-1

ISBN: 978-0-478-38670-7 (web)

RMR-998

© Ministry of Education, New Zealand — 2012

Research reports are available on the Ministry of Education's website Education Counts:

www.educationcounts.govt.nz/publications.

Opinions expressed in this report are those of the authors and do not necessarily coincide with those of the Ministry of Education

He Whakamārama

The kōwhaiwhai design on the cover is featured in Te Wāhanga, a meeting room in the Ministry of Education's Head Office dedicated to te ao Māori. The kōwhaiwhai symbolises the journey from one generation to the other. The continuous line indicates the passage of time. The pattern in red depicts the generations of today and the black represents those who have passed on. The triangle is a symbol regularly used in tukutuku, raranga and tāniko designs to depict strength and determination. The cover, then, is symbolic of the challenge that education has offered and continues to offer those who have passed on and those of today.

Evaluation of Whakapiki i te Reo:
A professional development programme for
kaiako in Level 1 and Level 2
Māori medium settings

Report compiled for the Ministry of Education

Compiled by
Dr Rangi Matamua
Director
Kahukura Consultants

Mihi

Ka whai take ana te mihi ki te hunga kua taupae atu rā ki tua o te wharau. Ko ngā manuhia tū rae, manuhia kai manawa o tēnā iwi, o tēnā iwi kua ngaweki ki te pō. Te hunga kua karapinepine ki te kapunipunitanga o te wairua. Rātou kua ngaro i te huakanga ata, te whakarewatanga mai i te tara ki maumahara. Pākinikini ai te mamae. Kei aku puna o te kī, kei taku tahuna ā tara. Te haruru nei a koutou kupu, te haruru nei o koutou tapuwae i muri nei. Haere atu rā koutou.

Ko te kōrero o te wā kua rangiwhāwhātia nei ki te motu whānui, kua hē te kaupapa whakahaumanu i te reo, kua manawa kiore te reo Māori. Ae, he tika te kōrero kua puta i ngā rangahau, kua mimiti te hunga mōhio ki te kōrero Māori. Engari, ka taea tonutia e tātau te ora i te reo. Koirā rā i whakatūhia te kaupapa Whakapiki i te Reo, hei kaupapa manaaki i kaiako o ngā kura o te motu ki te whāngai i ngā tauira ki te reo. Kātahi te whakaaro rangatira ko tēnei.

Me mihi ka tika ki te hunga i whakao mai i ngā patapatai, i whakakī i ngā whārangi uiui, i kōrero a kanohi nei ki te kairangahau. Nā koutou tēnei kaupapa i oti pai, tēnā koutou katoa. Tēnā koutou ngā kura, ngā tumuaki me ngā rangatira o ngā wānanga whakahaere i te kaupapa. Mā te reo Māori to tātau tikanga e ora ai. Tēnā hoki koutou ngā pokohiwi kaha o te Tahūhū o te Mātauranga i whakaaro rangatira ki te ata rangahau i tēnei kaupapa kia mōhio tātou ki te ahua o Whakapiki.

E te iwi, e whai ake nei ko ngā kōrero e pā ana ki te kaupapa Whakapiki i te Reo. He kohinga whakaaro ēnei, he kohingā kōrero ēnei nā ngā kaiako o ngā kura, nā ngā rangatira o ngā wānanga, nā ngā kaiwhakahaere o te kaupapa. Ki te aha? Ki te whakapai ake i to tātau kaupapa, kia eke panuku, eke Tangaroa to tātau reo Māori.

Haumi e

Hui e

Taiki e

Dr Rangi Matamua

Director

Kahukura Consultants

Table of Contents

1.0	Executive Summary	1
2.0	Introduction	3
	WKR review.....	6
3.0	Methodology	7
3.1	Whakapiki i te reo evaluation methodology.....	7
3.2	Quantitative research	7
3.3	Self assessment	8
3.4	Quantitative data collation and analysis	8
3.5	Qualitative research.....	8
3.6	Qualitative analysis.....	8
3.7	Research questions	9
3.8	Research participants.....	9
3.9	Māori research and methodologies	9
4.0	Results	11
4.1	Quantitative findings	11
4.2	Qualitative findings	40
5.0	Discussion	46
5.1	Areas for further improvement.....	47
6.0	Recommendations	49
7.0	References	50
8.0	Appendices	52
8.1	Appendix 1 Kaiako Questionnaire	52
8.2	Appendix 2 Qualitative Interview Questions.....	60
8.3	Appendix 3 Additional tables: breakdown by school type	63

List of Tables

Table 1: Total number surveyed and gender.....	11
Table 2: Age distribution	12
Table 3: Iwi affiliation	13
Table 4: Who got you involved in the project?.....	15
Table 5: Overall proficiency in te reo Māori	16
Table 6: Your understanding of spoken Māori.....	17
Table 7: Ability to speak te reo Māori	18
Table 8: Ability to read te reo Māori with understanding	19
Table 9: Ability to write in te reo Māori	20
Table 10: Usage of te reo Māori	21
Table 11: Impact of Whakapiki on te reo Māori proficiency.....	22
Table 12: Impact of Whakapiki on understanding te reo Māori	23
Table 13: Impact of Whakapiki on te reo Māori use	24
Table 14: Impact of Whakapiki on quality of te reo Māori	25
Table 15: Impact of Whakapiki on te reo Māori used with students	26
Table 16: Impact of Whakapiki on classroom practices for te reo Māori.....	27
Table 17: Impact of Whakapiki on students overall te reo Māori proficiency	28
Table 18: Impact of Whakapiki on students understanding of te reo Māori	29
Table 19: Impact of Whakapiki on students te reo Māori use	30
Table 20: Impact of Whakapiki on quality of students te reo Māori.....	31
Table 21: Impact of Whakapiki on teachers and students te reo Māori	32
Table 22: Is Whakapiki worthwhile?	33
Table 23: Can Whakapiki be improved?.....	34
Table 24: Can the Whakapiki structure be improved?	35
Table 25: Would you recommend the Whakapiki programme?	36
Table 26: Would you participate again in Whakapiki i te reo?.....	37
Table 27: Has Whakapiki raised capability of teachers?.....	38
Table 28: Has Whakapiki raised capacity of the school?	39

Table of Figures

Figure 1: Total number surveyed and gender	11
Figure 2: Age distribution.....	12
Figure 3: Iwi affiliation	14
Figure 4: Who got you involved in the project?	15
Figure 5: What is your overall proficiency in te reo Māori?	16
Figure 6: What is your understanding of spoken Māori?.....	17
Figure 7: What is your ability to speak te reo Māori?	18
Figure 8: What is your ability to read te reo Māori with understanding?	19
Figure 9: What is your ability to write in te reo Māori?	20
Figure 10: What is your usage of te reo Māori?	21
Figure 11: Has the Whakapiki programme increased your overall te reo Māori proficiency?.....	22
Figure 12: Has the Whakapiki programme increased your understanding of te reo Māori?.....	23
Figure 13: Has the Whakapiki programme increased the amount of te reo Māori you use?.....	24
Figure 14: Has the Whakapiki programme increased the quality of te reo Māori you use?	25
Figure 15: Has the Whakapiki programme increased the amount of te reo Māori you use with your students?	26
Figure 16: Has the Whakapiki programme improved your classroom practices for te reo Māori?	27
Figure 17: Has the Whakapiki programme improved the overall te reo Māori proficiency of students in your class?	28
Figure 18: Has the Whakapiki programme increased students understanding of te reo Māori?	29
Figure 19: Has the Whakapiki programme increased the amount of te reo Māori used by students?	30
Figure 20: Has the Whakapiki programme increased the quality of te reo Māori used by students?.....	31
Figure 21: Is the Whakapiki programme making a positive difference to the reo of teachers and students?	32
Figure 22: Do you think Whakapiki i te reo is a worthwhile programme?	33
Figure 23: Do you think the Whakapiki i te reo programme can be improved?	34
Figure 24: Do you think the structure of the Whakapiki programme can be improved?	35
Figure 25: Would you recommend the Whakapiki i te reo programme to other schools and teachers?	36
Figure 26: Would you like to participate again in the Whakapiki i te reo programme?	37
Figure 27: Has the Whakapiki programme raised the capability of teachers at your school?	38
Figure 28: Has the Whakapiki programme raised the capacity of your school?	39

1.0 Executive summary

- 1.1 This report contains findings from an analysis of a quantitative survey of 50 kaiako from selected kura, and a series of qualitative interviews with kaiako, principals and Whakapiki i te Reo (WKR) providers. This particular report is concerned with assessing the outcomes from the WKR programme, and particularly with the impact the programme is having on the reo Māori development of students, and the building of kaiako capability and kura capacity.
- 1.2 The purpose of WKR is to support Māori medium schools and settings to strengthen their commitment to the provision of high quality Māori language programmes for their students. Further to this, WKR programmes support kaiako capability and raise kura capacity and sustainability. The goal of WKR is to raise the competency and proficiency language levels of kaiako to increase students' language development capability and to support community aspirations to regenerate tikanga, mātauranga, and te reo Māori particular to Māori medium schools and settings, in consultation with the whānau, hapū and iwi¹. Findings show that the WKR programme is reported as having a positive impact on the reo Māori ability of kaiako and students. More than 90% of kaiako state that the programme had in some way improved their overall reo Māori proficiency. Likewise, WKR had improved the overall language proficiency of students from kura who had kaiako involved in the programme.
- 1.3 The WKR programme was reported as having a positive impact on all facets of te reo Māori for both kaiako and students, including reading, writing, speaking, and quality and quantity of reo used.
- 1.4 Kaiako believe that the WKR programme is a worthwhile programme, and kaiako also stated that they would recommend the programme to other kaiako and other kura. Furthermore, most kaiako decided that they would like to repeat the WKR programme.
- 1.5 Kaiako also believe that the WKR programme has increased both the reo Māori capability of the kaiako and the capacity of the kura. In addition, the WKR programme was considered to have increased kaiako knowledge of second language teaching techniques.
- 1.6 Principals believe that the programme has increased the capacity of the different kura and has had additional positive benefits for students. Principals stated that since undertaking the programme kaiako had taken on greater reo Māori leadership roles within the kura, and had developed new reo programmes and initiatives.
- 1.7 The providers feel that the programmes they have implemented are helping to develop the reo Māori aspirations of kura and kaiako. They also believe that the WKR programme should continue to support kura and kaiako language teaching and learning opportunities into the future.
- 1.8 Feedback from kaiako suggests that the WKR programme might explore the option of developing a wānanga style approach, giving kaiako longer and more intense classes. Also, a collective approach by providers, kura and kaiako was forwarded as an efficacious idea.
- 1.9 Findings show that the programme should increase its focus on supporting spoken reo Māori, while at the same time continuing its commitment to the unique tribal and regional dialects of some kura.

¹ Ministry of Education (2009). Request for Proposal-Provision of Whakapiki i te Reo in-Service Professional Development For Māori Medium Level 1 & 2 Teachers, p 3.

- 1.10 Important issues raised included the limited level of reo Māori of some of the kaiako on the WKR programme. While this is not reflected in the quantitative data, the interviews show that a number of kaiako and providers believe that there now exists a lack of language ability among some kaiako. Additional issues raised include the role of Kura Auraki and Kura Reo Rua, and the lack of research data on the development of kaiako and student's reo Māori.
- 1.11 Recommendations include exploring wānanga, increasing the programmes focus on spoken reo Māori, increasing interaction between kaiako, kura and providers, re-assessing the level of language needed to attend the programme, and the types of kura best suited to WKR, extending the length of time kaiako are involved in the WKR programme, and developing a regular research process to collect regular and robust data on the benefits of WKR.

2.0 Introduction

Whakapiki i te Reo (WKR) is a Ministry of Education kaiako (teacher) professional development programme (PD) targeted at supporting designated Level 1 (81% to 100% reo Māori) kura kaupapa, kura ā iwi, kura motuhake (special character schools), and immersion units; and Level 2 (51% to 80% reo Māori) Māori-medium bilingual schools². This programme relates to Ka Hikitia - Managing for Success: The Māori Education Strategy 2008-2012, which sets out the Ministry of Education's strategic plan for Māori. Its priorities for Māori Language Education are:

- strong establishment processes for Māori medium schools;
- effective teaching and learning of and through te reo Māori;
- strengthening the supply of quality teachers; and
- building the evidence base for mātauranga Māori³.

WKR has been designed to;

“...raise teacher linguistic capability to increase students' language development and proficiency. WKR also supports community aspirations to regenerate tikanga, mātauranga, and te reo Māori particular to Māori-medium schools and settings, in consultation with kura whānau and kura iwi⁴.”

The WKR programme is an integration of teaching and learning theories, effective teaching strategies and assessment processes that inform quality classroom practice⁵. WKR focuses on developing the skills and knowledge base of participating kaiako to best deliver strategies that support the linguistic needs of students. The overarching vision is to ensure student's language development is extended and their linguistic capabilities are fully maximised.

Initially the WKR programme was a University based professional development programme where teachers attended a University for professional development. From 2009 the programme changed from a University based teaching model to a kura-based programme where the programme providers delivered the PD to whole kura or a cluster of kura.

The provision of PD in kura kaupapa Māori settings was generally implemented across the whole kura. It included all teaching staff, ancillary and support staff. The expectation for whole kura involvement was led by the principal.

In English medium settings where immersion and bilingual classes existed, only the teachers in the immersion and bilingual classes received the PD.

Currently there are five providers delivering the WKR professional development programme. The providers are:

- University of Auckland
- University of Waikato
- Te Whare Wānanga o Awanuiārangi
- Tūhoe Education Authority

² Ministry of Education (2009). Request for Proposal-Provision of Whakapiki i te Reo in-Service Professional Development for Māori Medium Level 1 & 2 Teachers, p 3.

³ Ministry of Education (2007). Ka Hikitia: Managing for Success/Māori Education Strategy 2008-2013.

⁴ Ministry of Education (2010). Request for Proposal-with respect to the Evaluation of Whakapiki i te Reo: A Teacher Professional Development Programme, p 4.

⁵ Ministry of Education (2009). Request for Proposal-Provision of Whakapiki i te Reo in-Service Professional Development for Māori Medium Level 1 & 2 Teachers, p 4.

- Victoria University

These providers are contracted over a period of three years to provide services, and work with a different group of kaiako each year to deliver the WKR programme. The services include to:

- develop collaborative relationships with kura leaders to share expertise, work together on effective teaching and learning opportunities, and inform kura decision making about students language achievement and success in Māori medium settings,
- review national and international theoretical studies and classroom inquiry to form the basis of the implementation and practice of the WKR professional development programme they deliver,
- provide high quality professional learning opportunities that raise kaiako capability and raise kura capacity and sustainability in language teaching and learning programmes,
- set priorities based on what works best to ensure students have access to high quality Māori language education opportunities,
- provide appropriate information to the kura and/or clusters that will assist them to involve whānau, hapū and iwi in decision making that focuses on developing and implementing te reo aspirations within their kura.

The various WKR providers implement their own unique programme and approach to deliver the services explained above. While many programmes had similar components, each had its own particular structure based on kura language aspirations, goals and needs, and the providers own delivery model.

Victoria University of Wellington: In August 2009 Te Kura Māori, Faculty of Education, Victoria University of Wellington, secured one of the Whakapiki i te reo (WKR) contracts with the Ministry of Education. Te Kura Māori (VUW) agreed to deliver their services through a whole kura-based programme and/ or a cluster kura arrangement. The VUW WKR programme involved four kura from three regions including; Te Tai Tokerau and Te Whanganui-ā-Tara, who are following the whole kura-based programme, and Te Tai Rāwhiti, who have a cluster kura arrangement. The VUW WKR programme has three components of delivery: online, face-to-face and podcast. Each component has a number of aspects, activities or information that contributes to the overall programme. The ‘Online Component’ has material that is available to participants via the Internet and/ or computer. The ‘Face-to-Face Component’ is activities that take place between the in-school facilitator, colleagues, regional coordinator or students. The ‘Podcast Component’ is material that is downloaded to and viewed on the iPod. Technology plays a strong role in this approach with the use of podcasts, iTouch as well as using a language acquisition self assessment tool, where teachers examine their own language learning strategies⁶.

Te Whare Wānanga o Awanuiārangi: The Awanuiārangi model is based on knowing the students Māori language proficiency levels and needs in order to achieve the learning outcomes.⁷ This is achieved by Awanuiārangi WKR facilitators working with teachers from participating kura to increase their Māori language proficiency and teaching ability.

⁶ Victoria University of Wellington (2010). Whakapiki i te Reo: Milestone 2, p 41-42.

⁷ Te Whare Wānanga o Awanuiārangi (2010). Milestone two report, Whakapiki i te Reo: Between Ministry of Education and Te Whare Wānanga o Awanuiārangi, p 9.

“This is done by assessing the teacher’s language, observing and evaluating their teaching in the medium of Māori and providing feedback. The facilitators also model sound teaching practice that models tikanga Māori and second language methodology as appropriate.”⁸

The Awanuiārangi WKR facilitators spend a minimum of an hour each week with teachers focusing on the following four major areas:

- vocabulary
- grammar
- phonology
- Māori discourse

The programme involved a number of Level 1 (81% – 100% reo Māori) immersion kura in the Bay of Plenty region. The kura focused on cultural autonomy, intellectual autonomy and health and well-being of students. The governance bodies of the kura have long standing links with the community. The local te reo Māori dialect and traditions are fostered and maintained as the basis of the school’s vision.

Tūhoe Education Authority: The Tūhoe Education Authority (TEA) has developed a ‘kaupapa a iwi’ methodology to deliver the WKR programme within their participating kura. This approach is based on their five W’s model⁹ which includes:

- whakapapa
- whanaungatanga
- wānanga
- whakairo
- whakairia

The TEA approach has seen participants and TEA facilitators work together to set individual goals according to their own needs.¹⁰ Facilitators visit kura on a fortnightly basis working with kaiako to provide supervision and mentoring, give feedback and help with developing resources and planning. TEA is focused on developing kaiako within the various Tūhoe schools to deliver Tūhoe reo and maintain the principles of Tūhoe mātauranga.

Waikato University: Previous WKR contracts with Waikato University allowed teachers to be released from their classrooms for six months to undertake intensive study in second language teaching. This particular approach afforded teachers the opportunity to,

“...learn and practice second language teaching methodologies, reflect on their own teaching practice and to create some change to their teaching practice.”¹¹

However, this approach has been changed to a kura-based te reo teaching and learning programme for kaiako. Waikato Whakapiki Reo is managed under the auspices of the School of Māori and Pacific Development and the offices are

⁸ Te Whare Wānanga o Awanuiārangi (2010). Milestone two report, Whakapiki i te Reo: Between Ministry of Education and Te Whare Wānanga o Awanuiārangi, p 9.

⁹ Ministry of Education (2009). Contract No. 387-4200: Between Ministry of Education and Tūhoe Education Authority, p 10.

¹⁰ Tūhoe Education Authority (2010). Whakapiki i te Reo: Milestone 4, p 15.

¹¹ University of Waikato (2010). Whakapiki i te Reo: Milestone 4, p 2.

based at the Ruakura Satellite Campus in Hamilton. Two facilitators are employed by the University as Senior Tutors to manage the contract. This contract was signed at the end of October 2009 and the negotiations and liaison with the kura involved began in the fourth term of that year.

The programme involved two kura in the Waikato region. Kura 1 is a whānau and iwi based kura and Kura 2 is an English medium school with a Rumaki unit. Te reo Māori is a compulsory subject for all children from years 8 to 10 in the English medium school.

Auckland University: Auckland University implement a mentor approach to create personal plans and Māori language goals for kaiako. This approach is based on two 18-month cycles as opposed to three 12-month cycles.¹² The programme is operating at six English medium schools that have reo Māori bilingual and immersion units attached to them. A feature of the Tāmaki Makaurau model is the involvement of a Resource Teacher of Māori as a collaborative partner in the delivery of the Whakapiki Reo programme within the West and Central Auckland schools. The Resource Teacher of Māori enables a reciprocal relationship that maximises the mutual goals of improving teacher and student Māori language proficiency. This role brings ‘local knowledge’ of the target kura and teachers to help shape, refine and reinforce Whakapiki programme goals.

WKR review

In July 2010, the Ministry of Education moved to undertake a review of the WKR programme. The intention of the evaluation was to investigate the overall effectiveness of the WKR programme. In particular, the evaluation project was to:

- identify best practice and pedagogy to improve student language learning,
- identify the quality of the professional learning programme that has been provided by the PD providers to raise kaiako capability, kura capacity and sustainability in language teaching and learning programmes,
- identify the kura whānau priorities that work best to ensure students have access to high quality Māori language education opportunities,
- identify the range of professional development support services and National Co-ordinator services including resourcing established in kura settings,
- provide evidence of the progress kaiako and students have made in their language development throughout the duration of the programme,
- identify the areas that require further improvement to maximise students’ language development.

In January 2011, a contract was signed between the Ministry of Education and Kahukura Consultants Ltd¹³, enabling Kahukura to undertake the evaluation of WKR. The contract period was from January to August 2011. This report contains the findings from the WKR evaluation in accordance with the milestones and priorities detailed in the contract.

¹² Auckland University (2010). Whakapiki i te Reo: Milestone Report 2, p 3.

¹³ Ministry of Education (2011). Contract No. 383 4852.

3.0 Methodology

3.1 Whakapiki i te reo evaluation methodology

To collect the data for this project, both quantitative and qualitative methods were implemented, and were combined along with a detailed review of the various reports and documents related to WKR. This combination or multiple method¹⁴ approach to the research helped to strengthen the findings by compensating for the limitations of a single method approach.¹⁵ It is believed that using more than one method to gather the data, gives additional support to any findings, as issues that arise within the quantitative research can be further examined in the qualitative section. Furthermore, if findings differ between methods a mixed approach will identify areas that need further research.¹⁶

The three approaches used to collect the data were:

- a quantitative survey of a group of teachers who have completed the WKR programme,
- a series of face-to-face interviews with a selection of teachers, principals and providers involved in the WKR programme,
- a review of the various reports and documents related to the WKR programme.

3.2 Quantitative research

A number of providers are currently contracted to deliver the WKR programme. These providers are:

- Tūhoe Education Authority
- Victoria University of Wellington Faculty of Education
- Te Whare Wānanga o Awanuiārangi
- The University of Waikato, and
- The University of Auckland

The schools involved in the WKR project during 2009-2010 comprised Kura Reo Rua (bilingual schools), Rumaki and Reo Rua in Kura Auraki (bilingual and immersion units in English medium settings) and Kura Reo Māori (total immersion schools).

To collect the quantitative data, a questionnaire was developed (see appendix 1) and distributed to the staff from the above kura who were involved in, and completed the WKR programme between 2009 and 2010. Once the questionnaire was completed, it was returned for analysis and storage. The questionnaire was developed to collect quantitative data only. There were no qualitative questions in the questionnaire, as this information was acquired during the face-to-face discussions. In all 50 questionnaires were completed and returned.

¹⁴ Minichello, V., Aroni, R., Timewell, E., & Alexander, L. (1996). In-depth Interviewing.

¹⁵ Fielding, N.G., & Fielding, J.L. (1986). Linking Data.

¹⁶ Brewer, J., & Hunter, A. (1989). Multi-method Research p 17.

3.3 Self assessment

Due to the relatively high cost and the lengthy time period associated with external assessments of participant's Māori language proficiency, this survey asked those involved in the project to self assess their Māori language skills. Extensive work undertaken by Te Puni Kōkiri¹⁷ shows that self assessment through general proficiency questions provides data that is both valid and reliable. Furthermore, this form of language assessment is an accepted tool for both foreign and second language learners¹⁸.

3.4 Quantitative data collation and analysis

All data gathered from the questionnaire was collated using a Microsoft 2000 database specifically designed for the purpose of this survey. Analysis of the data was confined to a descriptive account of the overall response to specific questionnaire items, and a correlation between particular items of focused inquiry.

3.5 Qualitative research

The qualitative approach allows the researcher to become immersed in the research in order to answer the main research question.¹⁹ In addition, the qualitative approach involves methods that examine the social aspects of human beings and the influence of the wider environment. It provides flexibility to interpret underlying meanings, language and themes from a contextual base that may not emerge through a quantitative approach.

The qualitative data for this research project was collected during a series of face-to-face discussions. Nine WKR kura located throughout the five provider regions were selected and asked to participate in the research. Once the various kura had agreed to the project, the principal research officer travelled to the kura and interviewed principals and kaiako. In addition to interviewing staff from the various kura, the providers were also interviewed to give their own perspective of the WKR programme as it was implemented in these kura.

The face-to-face interviews gave the kura staff and providers the opportunity to discuss aspects of the WKR programme in-depth. Generally, the discussions were largely unstructured, although they were guided by the interview schedules. All face-to-face interviews were recorded onto audiotape and transcribed for subsequent analysis. All together 29 individual and group interviews were conducted.

3.6 Qualitative analysis

To analyse the qualitative data, a thematic analysis was applied. A thematic approach involves "identifying, analysing and reporting patterns (themes) within data"²⁰. Thematic analysis allows the flexibility for data to be interpreted from a data or theory perspective or both. Data driven analysis enables themes to be determined from the raw data itself, and not from pre-existing theory or assumptions held by the researcher.²¹ It is further argued that themes can be determined from prior research, but should only be applied to data of a similar nature. Therefore, a thematic content analysis approach was implemented for this research project.

¹⁷ Te Puni Kōkiri. (2000). A comparative evaluation of four self-assessment instruments of Māori language proficiency. Wellington. Te Puni Kōkiri

¹⁸ Oscarson, M. (1997). Self-assessment of foreign and second language proficiency, in C. Clapham and D. Corson (eds) *Encyclopaedia of Language and Education, Vol. 7: Language Testing and Assessment*. Kluwer Academic Publishers.

¹⁹ Bishop, R. (1999). Kaupapa Māori research: An indigenous approach to creating knowledge.

²⁰ Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2), pp. 77-101.

²¹ Boyatzis, R. (1998). Transforming qualitative information: thematic analysis and code development.

3.7 Research questions

The research questions were created to gather the most appropriate data and to respond to the key points of the evaluation which were to:

- investigate the overall effectiveness of the Whakapiki i te Reo, teachers professional development programme;
- identify best practice and pedagogy to improve student language learning;
- identify the quality of the professional learning programme that has been provided by the PD providers to raise kaiako capability and kura capacity and sustainability in language teaching and learning programmes;
- identify the kura whānau priorities that work best to ensure students have access to high quality Māori language education opportunities;
- identify the range of PD support services and National Co-ordinator services including resourcing established in kura settings;
- provide evidence of the progress kaiako and students have made in their language development throughout the duration of the programme; and
- identify the areas that require further improvement to maximise student's language development.

There were three different sets of interview questions for this study (see appendix 2). The first set of questions were specifically directed at the teachers involved in the WKR programme. The second set of questions were for the principals or Deputy Principals, and the final group of questions were for the providers.

3.8 Research participants

The selection of research participants was crucial to this study. Fortunately, the researcher was able to draw from existing relationships between the Ministry of Education and various providers. These existing networks acted as an introduction for the researcher to contact and work with each of the kura and providers. The researcher in collaboration with the Ministry and providers identified actual research participants, particularly in regards to the face-to-face interviews.

3.9 Māori research and methodologies

For the purposes of this project, a Māori research methodology was applied. Research is in essence the pursuit of knowledge, which is 'the key to the world and everything in it'.²² Dissatisfaction for Māori has come about by being examined and studied in terms of western scientific knowledge. The application of ethnocentric methods to analyse and describe Māori is seen by many as unacceptable and can often produce inaccurate findings. In recent times, Māori academics have moved towards exploring Māori research methodologies and kaupapa Māori research projects, which better suit the needs of the group under investigation.

Research methodologies are concerned with the gathering of data and the systematic investigation of findings uncovered by the research. Methodologies are the measures, methods and procedures used in research. In more recent times, there have been moves to develop new methodologies for Māori research, and those researching within Māori fields are encouraged to help in this development.²³ While the above western scientific research methods give the project a robust research process that permits the systematic collection of data, a range of Māori research principles and

²² Mutu, M. (1998). Barriers to Research.

²³ Smith, L. (1998). Towards the New Millennium, p 12.

culturally safe practices were applied. The Māori principles and practices implemented in this research included, but were not limited to:

- Te Reo Māori
- Whanaungatanga
- Manaakitanga
- Aroha
- Karakia
- Koha
- Mātauranga

4.0 Results

4.1 Quantitative findings

Below are the findings from the quantitative component of the research. A total of 50 questionnaires were completed, but not all questions were completed by some respondents.

4.1.1 Participant information

A total of 50 kaiako completed questionnaires, 20% were Male and 80% were female (Table 1 and Figure 1). The age distribution is from 25 to 69 years of age (Table 2 and Figure 2). The vast majority of those who completed questionnaires are aged between 30 and 54 years.

Table 1: Total number surveyed and gender

Gender breakdown	Number	%
Male	10	20%
Female	40	80%
Total	50	100%

Figure 1: Total number surveyed and gender

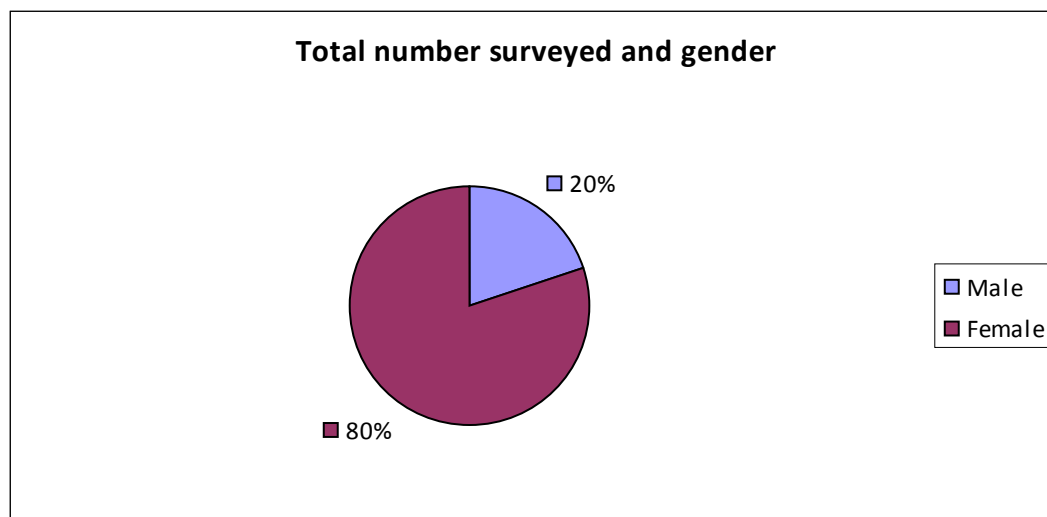
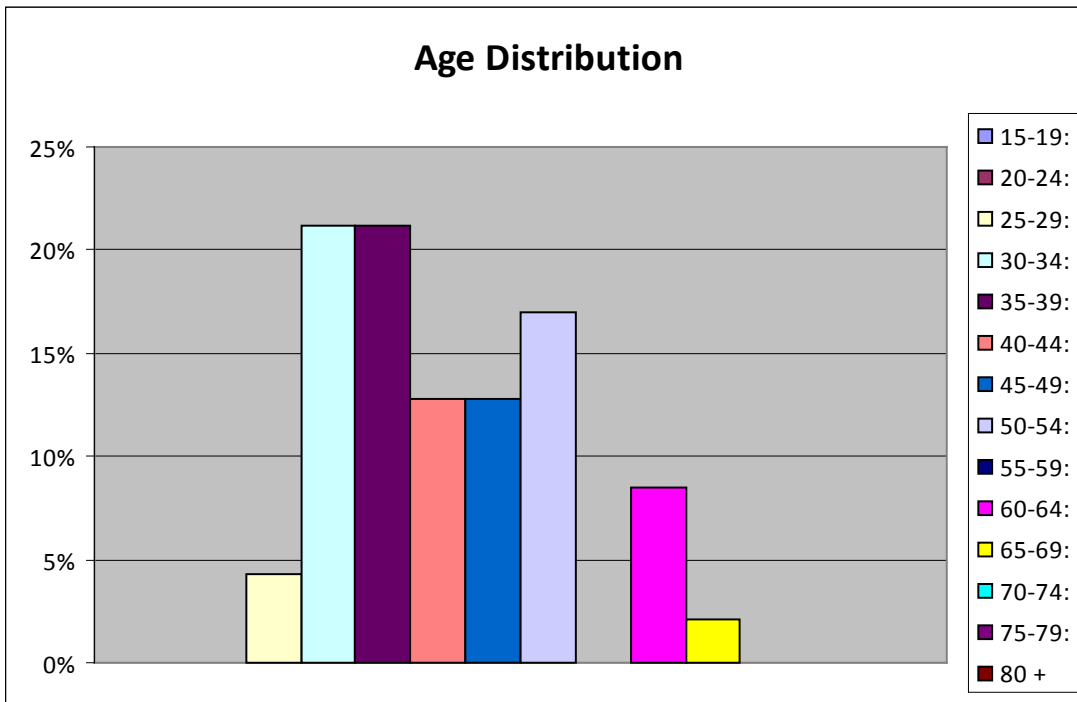


Table 2: Age distribution²⁴

Age	Number	% of responses
15-19:	0	0.0%
20-24:	0	0.0%
25-29:	2	4.3%
30-34:	10	21.2%
35-39:	10	21.2%
40-44:	6	12.8%
45-49:	6	12.8%
50-54:	8	17.0%
55-59:	0	0.0%
60-64:	4	8.5%
65-69:	1	2.1%
70-74:	0	0.0%
75-79:	0	0.0%
80 +	0	0.0%
Total	47	100.0%

Figure 2: Age distribution



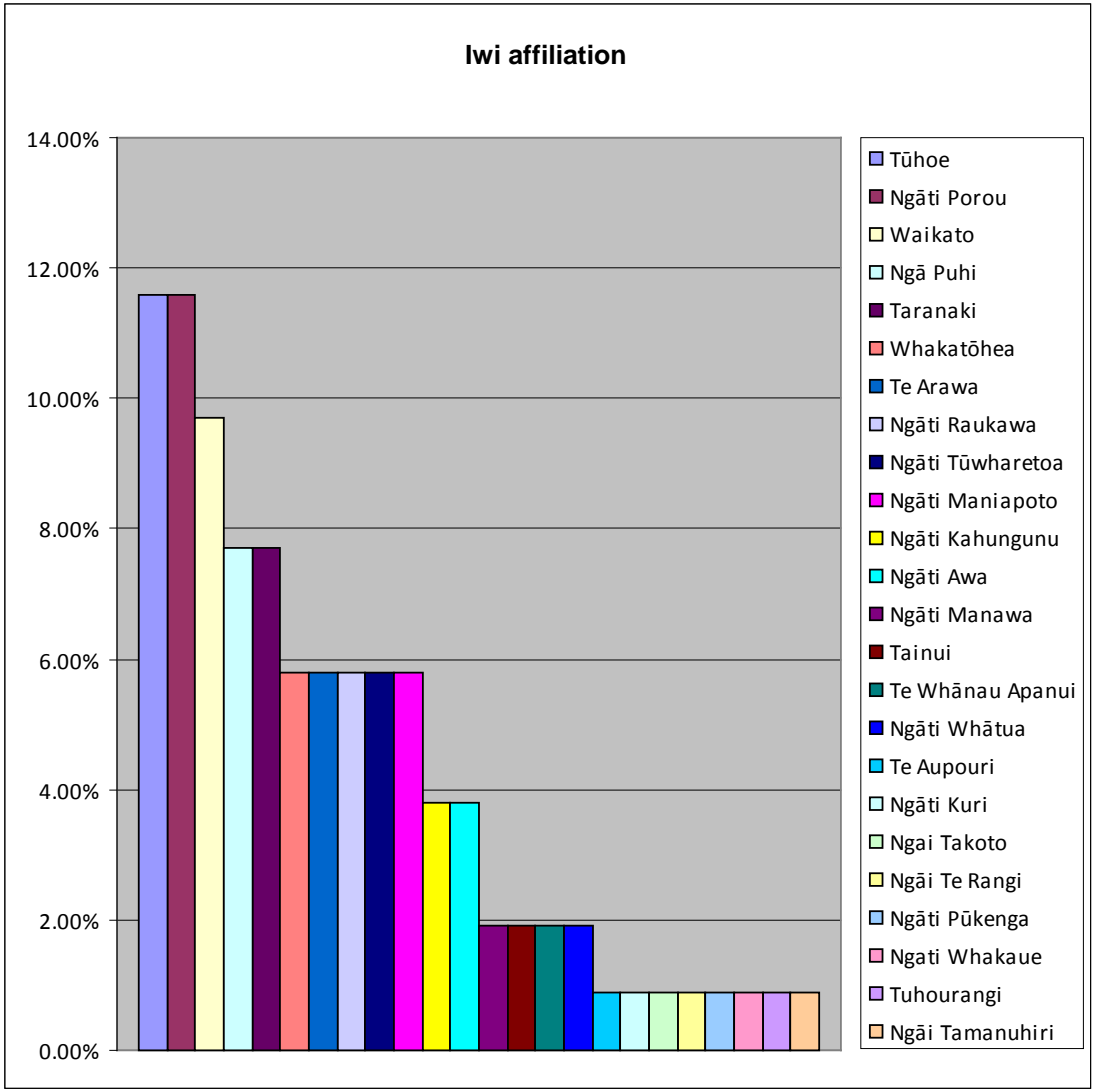
²⁴ Three participants did not respond to this question.

Participants were asked to state their iwi affiliation. Multiple responses were given by most participants. Forty-eight per cent of participants affiliate with Tūhoe, Ngāti Porou, Waikato, Ngā Puhi and Taranaki. Responses for iwi affiliation are shown in Table 3 and Figure 3.

Table 3: Iwi affiliation

Iwi	Number	%
Tūhoe	12	11.6%
Ngāti Porou	12	11.6%
Waikato	10	9.7%
Ngā Puhi	8	7.7%
Taranaki	8	7.7%
Whakatōhea	6	5.8%
Te Arawa	6	5.8%
Ngāti Raukawa	6	5.8%
Ngāti Tūwharetoa	6	5.8%
Ngāti Maniapoto	6	5.8%
Ngāti Kahungunu	4	3.8%
Ngāti Awa	4	3.8%
Ngāti Manawa	2	1.9%
Tainui	2	1.9%
Te Whānau Apanui	2	1.9%
Ngāti Whātua	2	1.9%
Te Aupouri	1	0.9%
Ngāti Kuri	1	0.9%
Ngai Takoto	1	0.9%
Ngāi Te Rangi	1	0.9%
Ngāti Pūkenga	1	0.9%
Ngati Whakaue	1	0.9%
Tuhourangi	1	0.9%
Ngāi Tamanuhiri	1	0.9%
Total	104	100%

Figure 3: Iwi affiliation

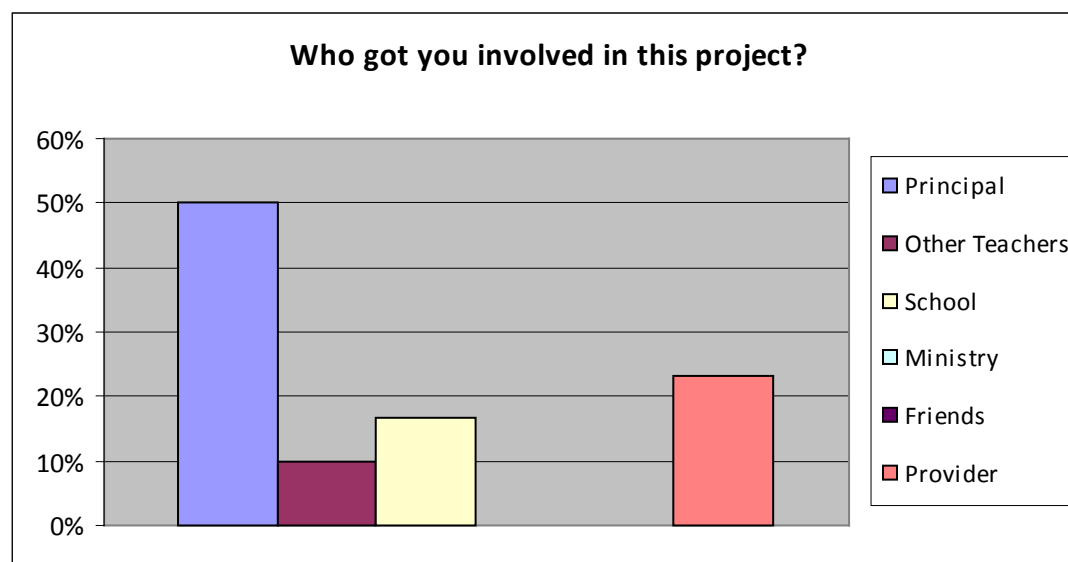


Question 7 asked participants to identify who got them involved in the WKR programme. Multiple answers were given by some respondents. Half of those surveyed said that the principal got them involved in the programme, 23%²⁵ stated that it was the provider, and 17% identified the school. Findings for question 7 are shown in Table 4 and Figure 4.

Table 4: Who got you involved in the project?

Who got you involved in the project?	Number	%
Principal	30	50.0%
Other teachers	6	10.0%
School	10	16.6%
Ministry	0	0.0%
Friends	0	0.0%
Provider	14	23.3%
Total	60	100%

Figure 4: Who got you involved in the project?



²⁵ Percentages throughout the report have been rounded up or down to the nearest per cent.

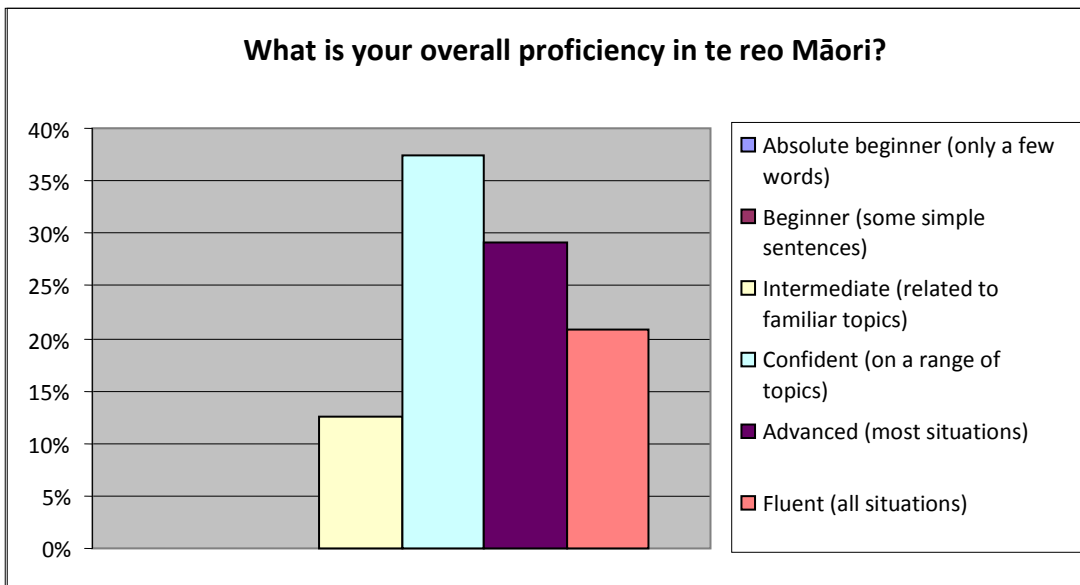
4.1.2 Proficiency and use of te reo Māori²⁶

Participants were asked to rate their overall proficiency in te reo Māori. The majority of respondents, 67%, rated their overall proficiency as either ‘confident’ or ‘advanced’. Thirteen per cent said their reo proficiency was at an ‘intermediate’ level, and 21% stated their reo proficiency was ‘fluent’. There were no responses to ‘absolute beginner’, or ‘beginner’. Findings for overall proficiency are shown in Table 5 and Figure 5.

Table 5: Overall proficiency in te reo Māori²⁷

What is your overall proficiency in te reo Māori?	Number	% of responses
Absolute beginner (only a few words)	0	0.0%
Beginner (some simple sentences)	0	0.0%
Intermediate (related to familiar topics)	6	12.5%
Confident (on a range of topics)	18	37.5%
Advanced (most situations)	14	29.1%
Fluent (all situations)	10	20.8%
Total	48	100%

Figure 5: What is your overall proficiency in te reo Māori?



²⁶ For analysis by Kura Reo Māori (Immersion schools), Kura Reo Rua (Bilingual schools) and Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium) see Appendix 3.

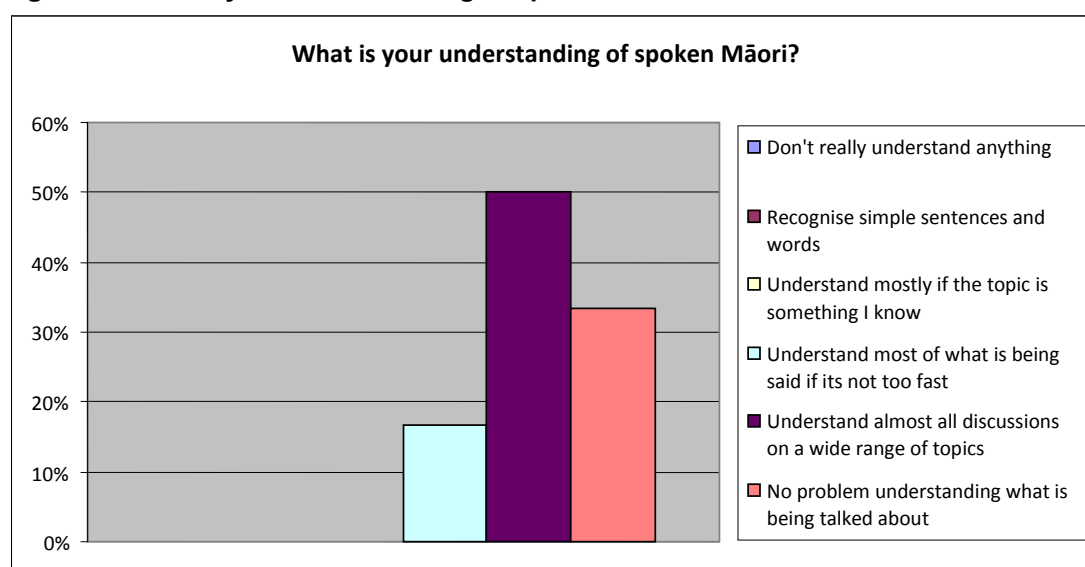
²⁷ Two participants did not respond to this question.

One third of respondents stated that they have no problem understanding what is being talked about, and 50% understand almost all discussions on a wide range of topics. Seventeen per cent of respondents understand most of what is being said if it's not too fast. Findings for understanding of spoken Māori are shown in Table 6 and Figure 6.

Table 6: Your understanding of spoken Māori²⁸

What is your understanding of spoken Māori?	Number	% of responses
Don't really understand anything	0	0.0%
Recognise simple sentences and words	0	0.0%
Understand mostly if the topic is something I know	0	0.0%
Understand most of what is being said if its not too fast	8	16.6%
Understand almost all discussions on a wide range of topics	24	50.0%
No problem understanding what is being talked about	16	33.3%
Total	48	100%

Figure 6: What is your understanding of spoken Māori?



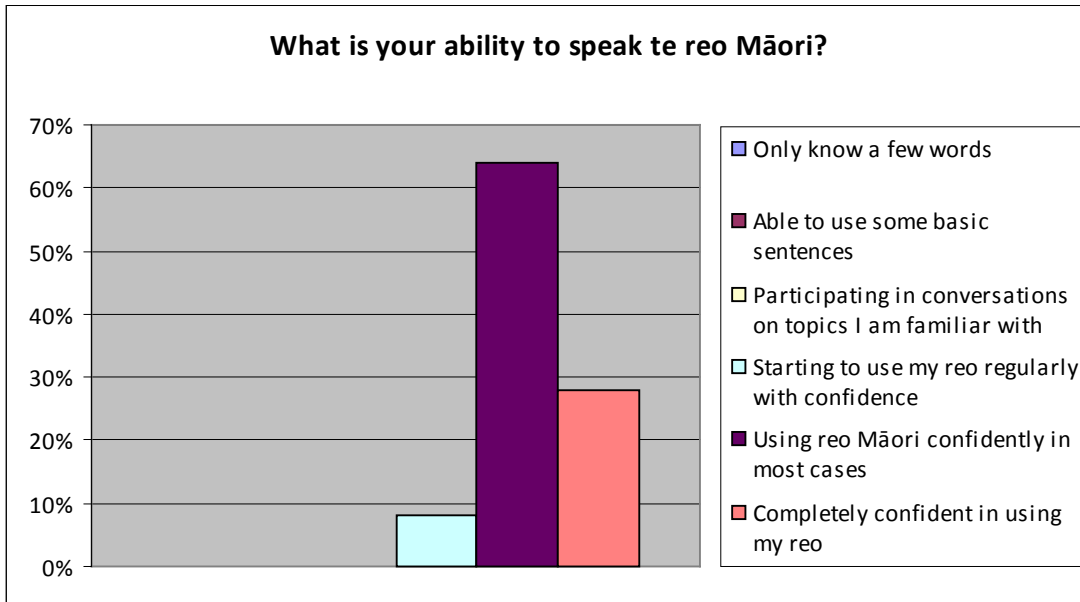
²⁸ Two participants did not respond to this question.

Question 10 of the survey sheet asked participants to assess their ability to speak te reo Māori. Eight per cent said that they had started using te reo with confidence and 64% are using reo Māori confidently in most cases. Twenty-eight per cent are completely confident in using their reo. No participants felt their speaking ability was at a beginner or basic level. Responses to question 10 are shown in Table 7 and Figure 7.

Table 7: Ability to speak te reo Māori

What is your ability to speak te reo Māori?	Number	% of responses
Only know a few words	0	0.0%
Able to use some basic sentences	0	0.0%
Participating in conversations on topics I am familiar with	0	0.0%
Starting to use my reo regularly with confidence	4	8.0%
Using reo Māori confidently in most cases	32	64.0%
Completely confident in using my reo	14	28.0%
Total	50	100%

Figure 7: What is your ability to speak te reo Māori?

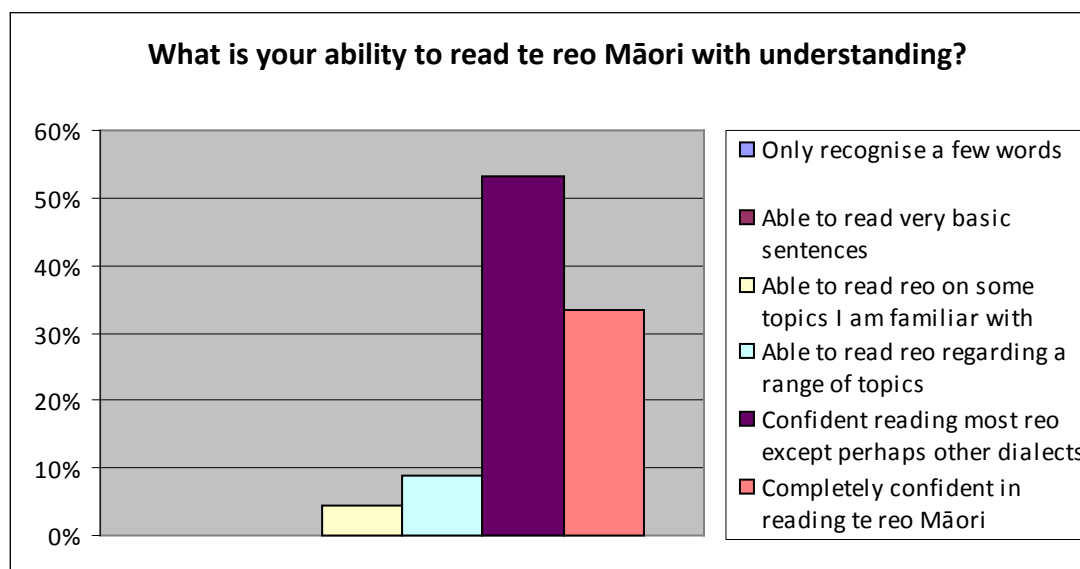


Four per cent of respondents to this study are able to read te reo Māori on topics they are familiar with, and 9% are able to read in te reo Māori regarding a range of topics. Fifty-three per cent are confident reading most reo except perhaps other dialects and 33% are completely confident in reading te reo Māori. These results are shown in Table 8 and Figure 8.

Table 8: Ability to read te reo Māori with understanding²⁹

What is your ability to read te reo Māori with understanding?	Number	% of responses
Only recognise a few words	0	0.0%
Able to read very basic sentences	0	0.0%
Able to read reo on some topics I am familiar with	2	4.4%
Able to read reo regarding a range of topics	4	8.8%
Confident reading most reo except perhaps other dialects	24	53.3%
Completely confident in reading te reo Māori	15	33.3%
Total	45	100%

Figure 8: What is your ability to read te reo Māori with understanding?



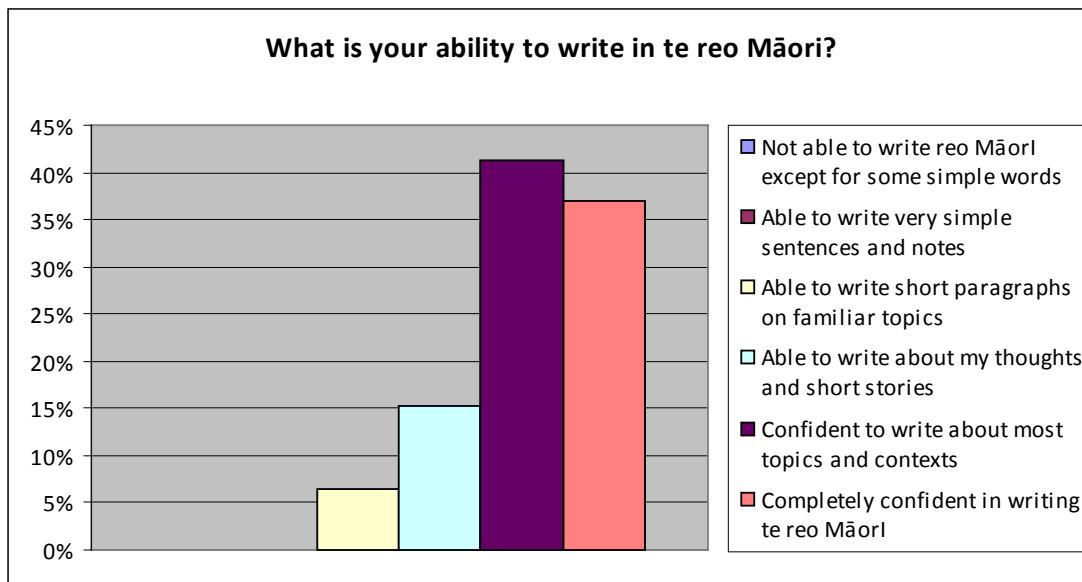
²⁹ Five participants did not respond to this question.

Thirty-seven per cent of those interviewed are completely confident in writing in te reo Māori, and 41% are confident enough to write about most topics and contexts. Fifteen per cent are able to write their thoughts and short stories, and 7% are able to write short paragraphs on familiar topics. Findings for ability to write in te reo Māori are shown below in Table 9 and Figure 9.

Table 9: Ability to write in te reo Māori³⁰

What is your ability to write in te reo Māori?	Number	% of responses
Not able to write reo Māori except for some simple words	0	0.0%
Able to write very simple sentences and notes	0	0.0%
Able to write short paragraphs on familiar topics	3	6.5%
Able to write about my thoughts and short stories	7	15.2%
Confident to write about most topics and contexts	19	41.3%
Completely confident in writing in te reo Māori	17	36.9%
Total	46	100%

Figure 9: What is your ability to write in te reo Māori?



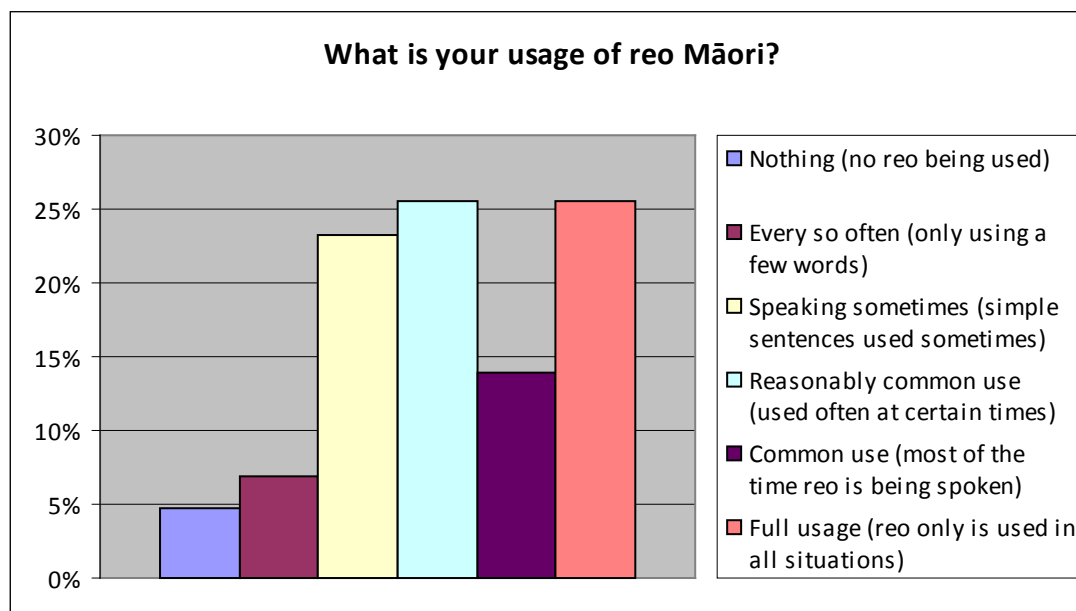
³⁰ Four participants did not respond to this question.

Five per cent of those who completed surveys stated that they are using no reo Māori, 7% only use a few words every so often and 23% use simple sentences sometimes. These respondents teach in Kura Reo Rua and Rumaki and Reo Rua in Kura Auraki – English medium schools (see appendix 3, page 68). Twenty-six per cent use te reo Māori often at certain times, 14% use te reo Māori most of the time, and 26% use Māori in all situations. Results for level of reo Māori use are shown in Table 10 and Figure 10.

Table 10: Usage of te reo Māori³¹

What is your usage of reo Māori?	Number	% of responses
Nothing (no reo being used)	2	4.7%
Every so often (only using a few words)	3	6.9%
Speaking sometimes (simple sentences used sometimes)	10	23.2%
Reasonably common use (used often at certain times)	11	25.6%
Common use (most of the time reo is being spoken)	6	13.9%
Full usage (reo only is used in all situations)	11	25.6%
Total	43	100%

Figure 10: What is your usage of te reo Māori?



³¹ Seven participants did not respond to this question.

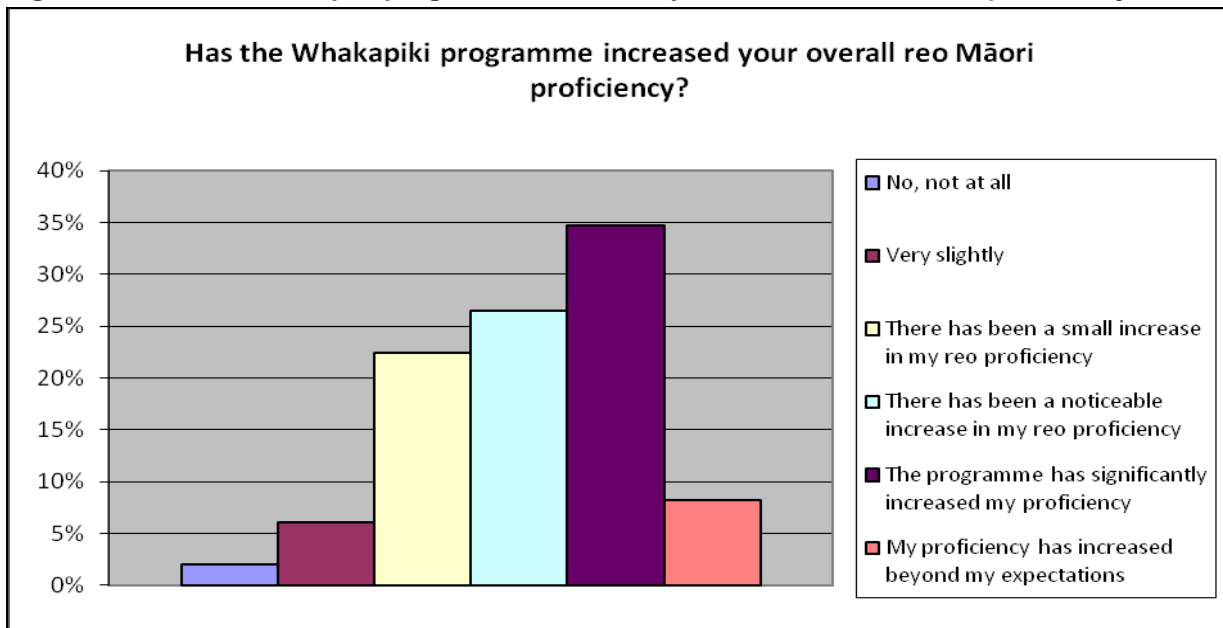
4.1.3 Impact of Whakapiki i te Reo on teachers

Question 14 asked teachers involved in WKR to assess the impact the programme has had on their overall te reo Māori proficiency. Eight per cent said their proficiency had increased beyond their expectations, 35% stated that the programme had significantly increased their proficiency and 26% thought there had been a noticeable increase in their reo proficiency. Twenty-two per cent said there had been a small increase and 6% thought their proficiency had slightly increased. Only 2 per cent stated there had been no increase at all. Responses to question 14 are shown in Table 11 and Figure 11.

Table 11: Impact of Whakapiki on te reo Māori proficiency³²

Has the Whakapiki programme increased your overall reo Māori proficiency?	Number	% of responses
No, not at all	1	2.0%
Very slightly	3	6.1%
There has been a small increase in my reo proficiency	11	22.4%
There has been a noticeable increase in my reo proficiency	13	26.5%
The programme has significantly increased my proficiency	17	34.7%
My proficiency has increased beyond my expectations	4	8.2%
Total	49	100%

Figure 11: Has the Whakapiki programme increased your overall te reo Māori proficiency?



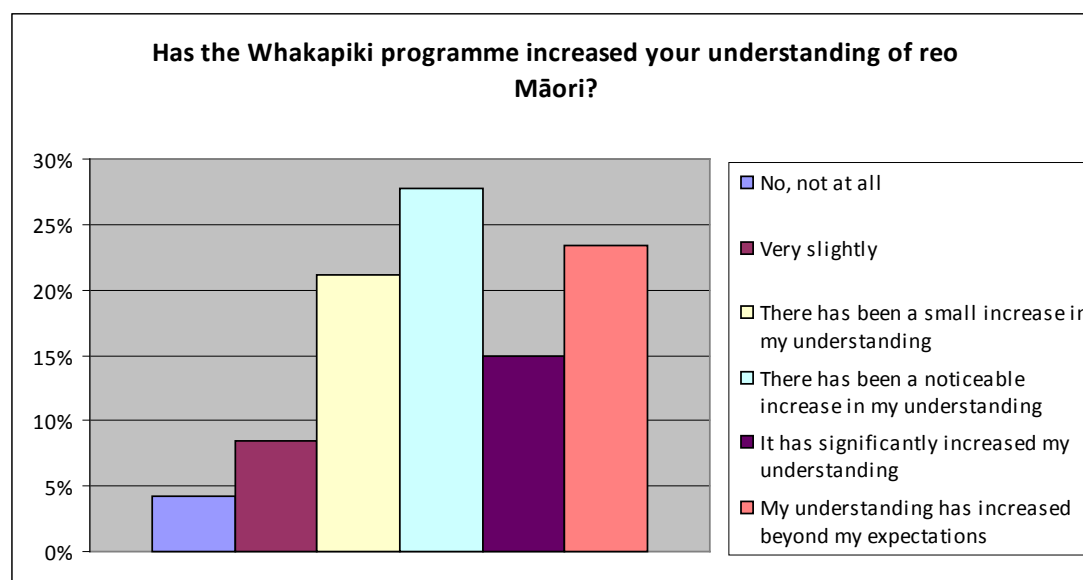
³² One participant did not respond to this question.

Participants were asked to state how the WKR programme had increased their understanding of te reo. Four per cent said it had not increased at all, while 9% said their understanding had increased just slightly. Twenty-eight per cent felt that their language understanding had noticeably increased, and 23% thought their understanding had increased beyond their expectations. Findings are shown below in Table 12 and Figure 12.

Table 12: Impact of Whakapiki on understanding te reo Māori³³

Has the Whakapiki programme increased your understanding of reo Māori?	Number	% of responses
No, not at all	2	4.2%
Very slightly	4	8.5%
There has been a small increase in my understanding	10	21.2%
There has been a noticeable increase in my understanding	13	27.7%
It has significantly increased my understanding	7	14.9%
My understanding has increased beyond my expectations	11	23.4%
Total	47	100%

Figure 12: Has the Whakapiki programme increased your understanding of te reo Māori?



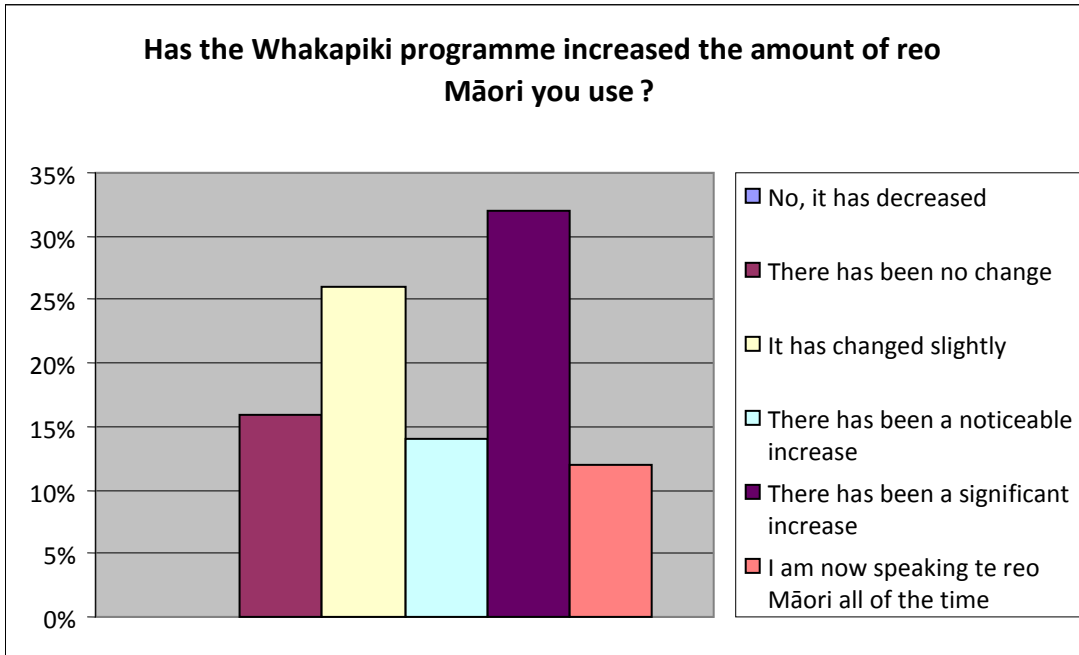
³³ Three participants did not respond to this question.

Sixteen per cent of teachers surveyed stated that the programme had not increased the amount of reo they use, and 26% felt that it had only changed slightly. Thirty-two per cent of those surveyed felt the amount of reo they used had significantly increased, and 12% said they now speak Māori all of the time. Results are shown in Table 13 and Figure 13.

Table 13: Impact of Whakapiki on te reo Māori use

Has the Whakapiki programme increased the amount of reo Māori you use?	Number	% of responses
No, it has decreased	0	0.0%
There has been no change	8	16.0%
It has changed slightly	13	26.0%
There has been a noticeable increase	7	14.0%
There has been a significant increase	16	32.0%
I am now speaking te reo Māori all of the time	6	12.0%
Total	50	100%

Figure 13: Has the Whakapiki programme increased the amount of te reo Māori you use?

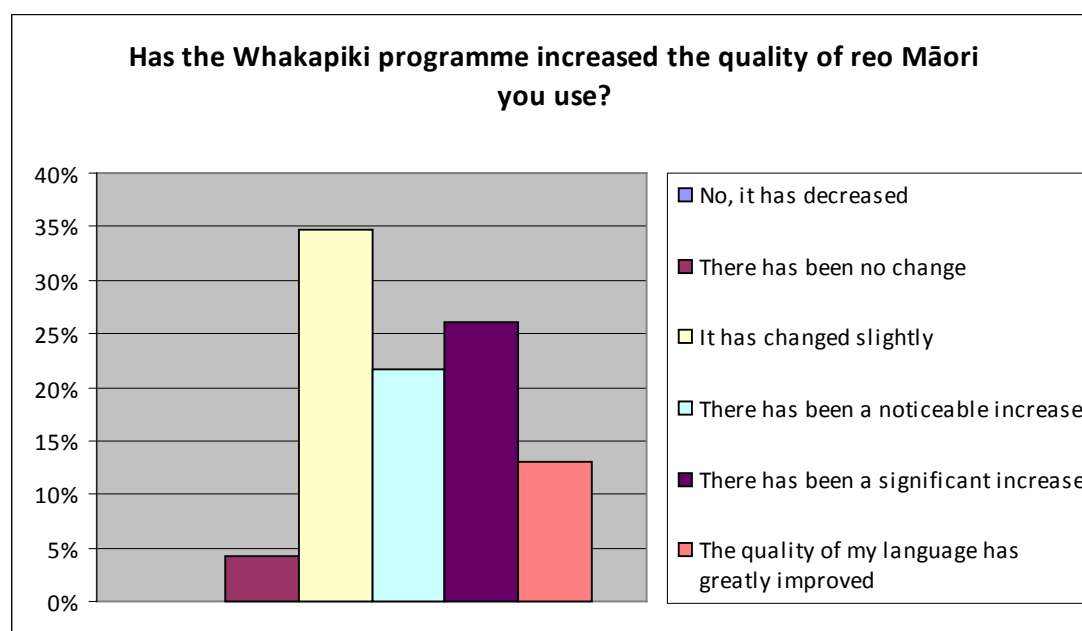


Thirteen per cent of participants to the survey felt that the Whakapiki programme had greatly improved the quality of te reo Māori they use, and 26% thought it had increased significantly. Twenty-two per cent thought there had been a noticeable increase and 35% felt there had been a slight change. Results are shown in Table 14 and Figure 14.

Table 14: Impact of Whakapiki on quality of te reo Māori³⁴

Has the Whakapiki programme increased the quality of reo Māori you use?	Number	% of responses
No, it has decreased	0	0.0%
There has been no change	2	4.3%
It has changed slightly	16	34.8%
There has been a noticeable increase	10	21.7%
There has been a significant increase	12	26.1%
The quality of my language has greatly improved	6	13.0%
Total	46	100%

Figure 14: Has the Whakapiki programme increased the quality of te reo Māori you use?



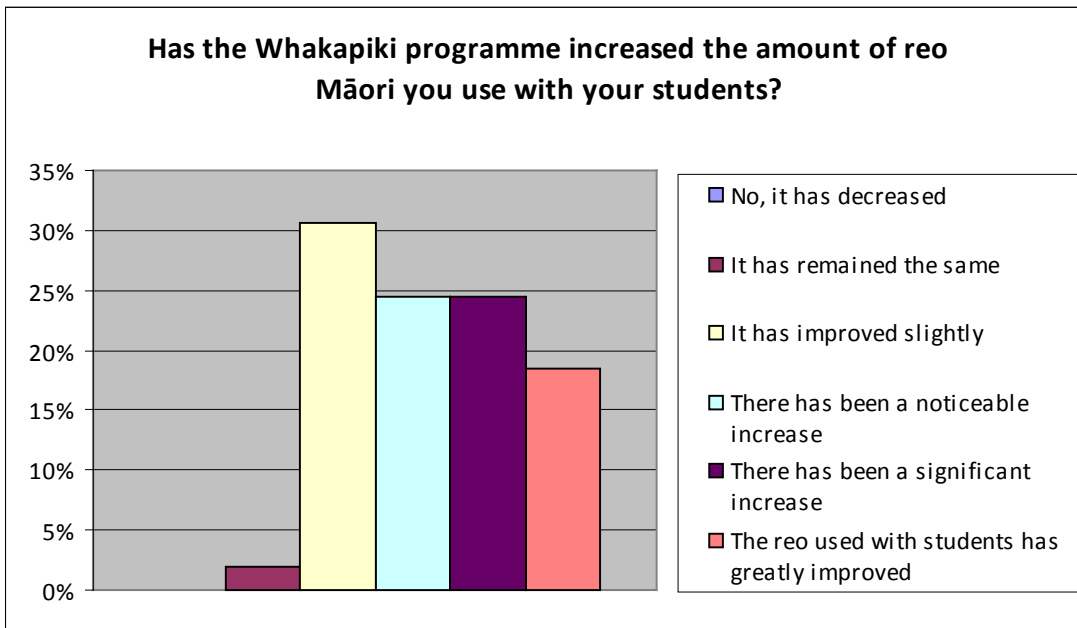
³⁴ Four participants did not respond to this question.

Question 18 asked teachers to assess how the Whakapiki programme has increased the amount of reo they use with students. Two per cent said that it had remained the same, 31% stated it had improved slightly and 25% felt there had been a noticeable increase. Eighteen per cent decided that the language they use with students had greatly improved. Results for question 18 are shown in Table 15 and Figure 15.

Table 15: Impact of Whakapiki on te reo Māori used with students³⁵

Has the Whakapiki programme increased the amount of reo Māori you use with your students?	Number	% of responses
No, it has decreased	0	0.0%
It has remained the same	1	2.0%
It has improved slightly	15	30.6%
There has been a noticeable increase	12	24.5%
There has been a significant increase	12	24.5%
The reo used with students has greatly improved	9	18.4%
Total	49	100%

Figure 15: Has the Whakapiki programme increased the amount of te reo Māori you use with your students?



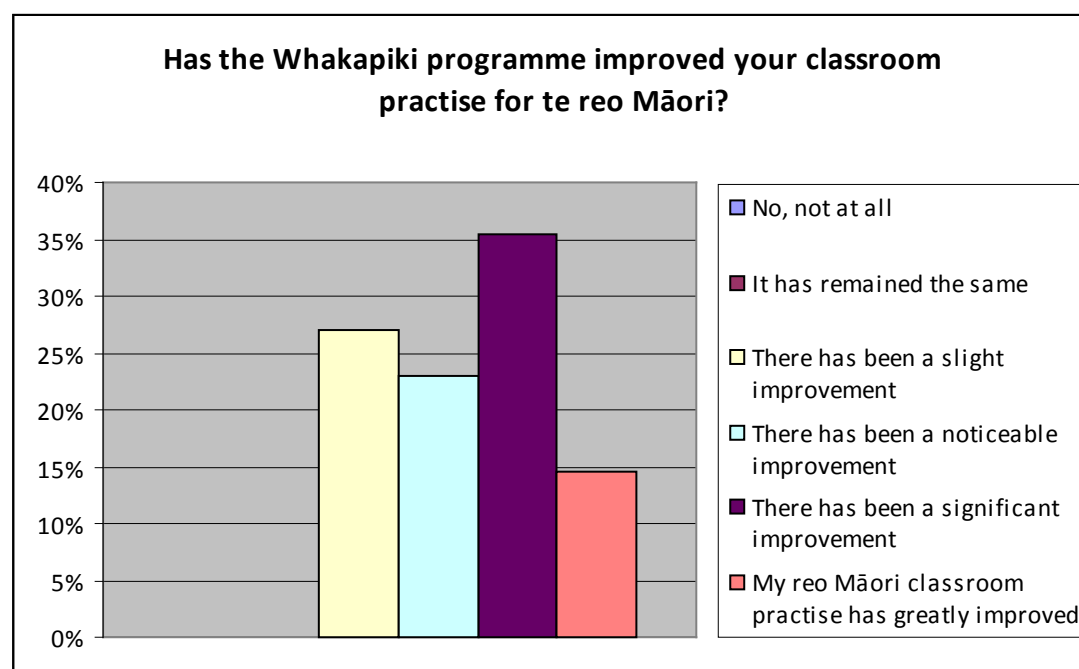
³⁵ One participant did not respond to this question.

Respondents were asked to assess the impact the Whakapiki programme has had on their classroom practice. All stated that there has been some improvement due to WKR. Twenty-eight per cent stated there had been a slight improvement and 23% thought there had been a noticeable improvement. Thirty-five per cent said there had been a significant improvement while 15% stated their reo Māori classroom practice had greatly improved. Findings are shown in Table 16 and Figure 16.

Table 16: Impact of Whakapiki on classroom practices for te reo Māori³⁶

Has the Whakapiki programme improved your classroom practices for te reo Māori?	Number	% of responses
No, not at all	0	0.0%
It has remained the same	0	0.0%
There has been a slight improvement	13	27.0%
There has been a noticeable improvement	11	23.0%
There has been a significant improvement	17	35.4%
My reo Māori classroom practice has greatly improved	7	14.6%
Total	48	100%

Figure 16: Has the Whakapiki programme improved your classroom practices for te reo Māori?



³⁶ Two participants did not respond to this question.

When asked to assess if Whakapiki has improved the overall reo of the students, 58% of teachers stated there has been a slight improvement. Eighteen per cent said there had been a noticeable improvement and another 18% felt the improvement had been significant. Findings are shown in Table 17 and Figure 17.

Table 17: Impact of Whakapiki on students overall te reo Māori proficiency

Has the Whakapiki programme improved the overall reo Māori proficiency of students in your class?	Number	% of responses
No, not at all	0	0.0%
It has remained the same	0	0.0%
There has been a slight improvement	29	58.0%
There has been a noticeable improvement	9	18.0%
There has been a significant improvement	9	18.0%
The overall reo proficiency of students has greatly improved	3	6.0%
Total	50	100%

Figure 17: Has the Whakapiki programme improved the overall te reo Māori proficiency of students in your class?

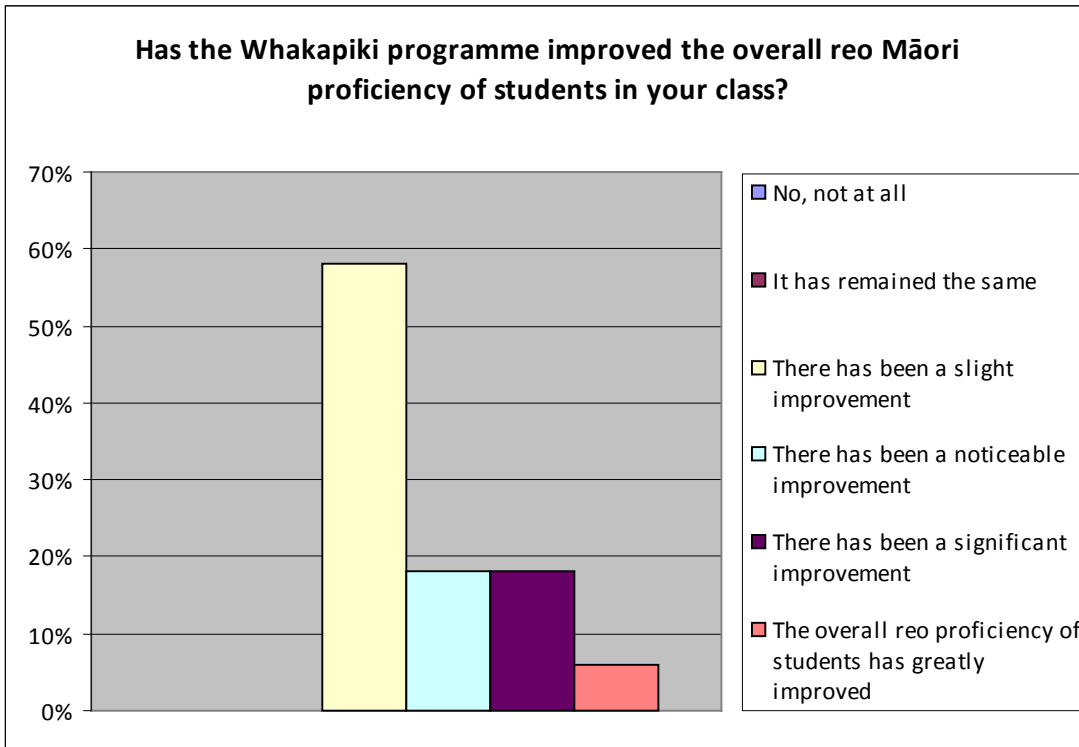
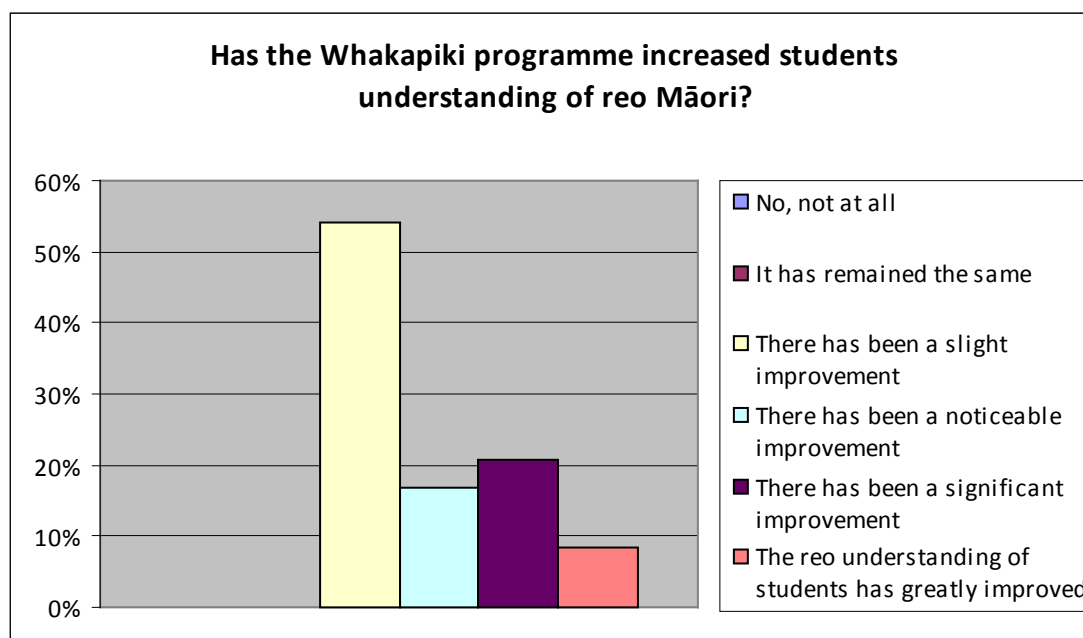


Table 18 and Figure 18 show responses to the question which asked participants if the WKR programme had increased the reo Māori understanding of students. There were no negative responses. Fifty-four per cent stated that there had been a slight change and 21% said there had been a significant improvement.

Table 18: Impact of Whakapiki on students understanding of te reo Māori³⁷

Has the Whakapiki programme increased students understanding of reo Māori?	Number	% of responses
No, not at all	0	0.0%
It has remained the same	0	0.0%
There has been a slight improvement	26	54.2%
There has been a noticeable improvement	8	16.7%
There has been a significant improvement	10	20.8%
The reo understanding of students has greatly improved	4	8.3%
Total	48	100%

Figure 18: Has the Whakapiki programme increased students understanding of te reo Māori?



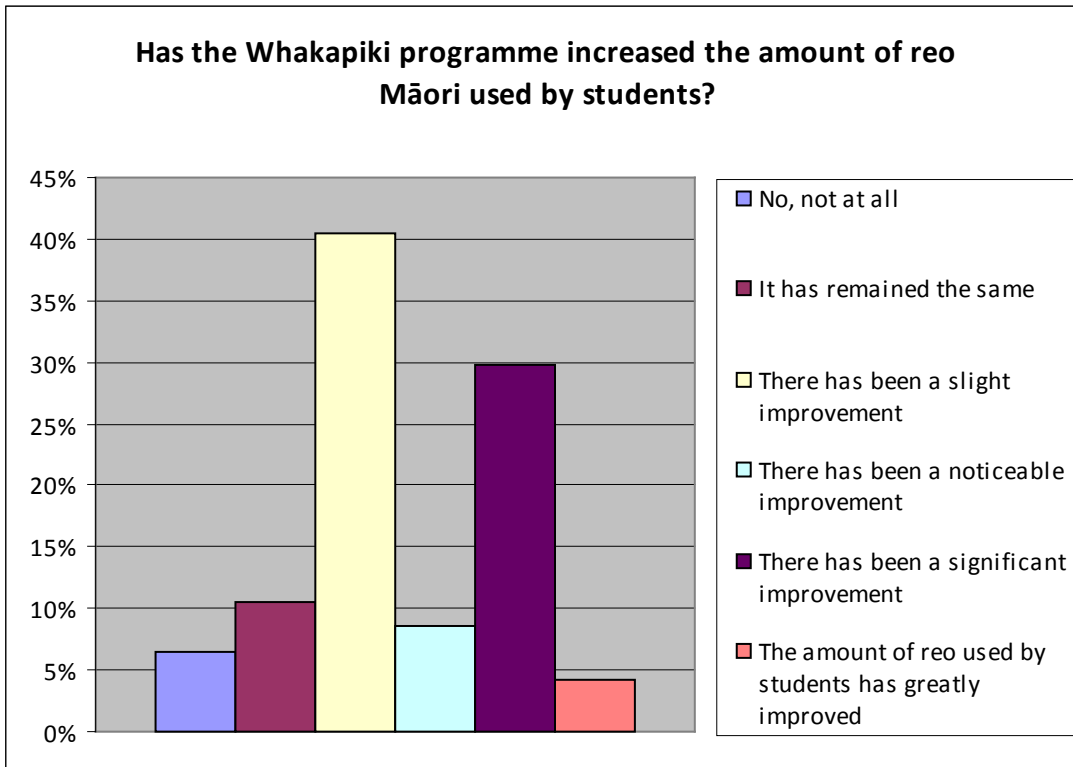
³⁷ Two participants did not respond to this question.

When asked if the Whakapiki programme had increased the amount of te reo Māori used by students, 34% stated that it had either greatly improved or improved significantly. Nine per cent said there had been a noticeable improvement while 40% thought that the improvement had been slight. Eleven per cent of teachers surveyed decided it had remained the same. Results are shown in Table 19 and Figure 19.

Table 19: Impact of Whakapiki on students te reo Māori use³⁸

Has the Whakapiki programme increased the amount of reo Māori used by students?	Number	% of responses
No, not at all	3	6.4%
It has remained the same	5	10.6%
There has been a slight improvement	19	40.4%
There has been a noticeable improvement	4	8.5%
There has been a significant improvement	14	29.8%
The amount of reo used by students has greatly improved	2	4.2%
Total	47	100%

Figure 19: Has the Whakapiki programme increased the amount of te reo Māori used by students?



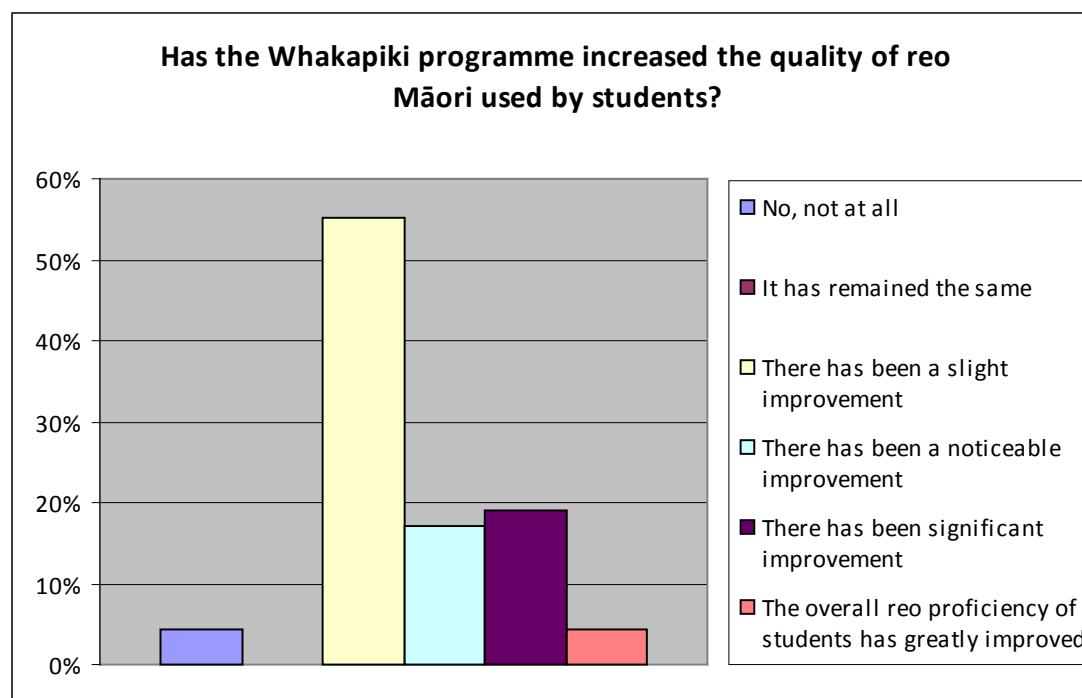
³⁸ Three participants did not respond to this question.

Table 20 and Figure 20 contain the findings from the question that asked participants to rate how the Whakapiki programme had increased the quality of the reo used by students. Four per cent felt there had been no change, 55% thought that a slight improvement had occurred, and 17% had seen a noticeable improvement. Nineteen per cent stated that the improvement had been significant, and 4% decided that the quality of reo used by students had greatly improved.

Table 20: Impact of Whakapiki on quality of students te reo Māori³⁹

Has the Whakapiki programme increased the quality of reo Māori used by students?	Number	% of responses
No, not at all	2	4.3%
It has remained the same	0	0.0%
There has been a slight improvement	26	55.3%
There has been a noticeable improvement	8	17.0%
There has been a significant improvement	9	19.1%
The overall reo proficiency of students has greatly improved	2	4.3%
Total	47	100%

Figure 20: Has the Whakapiki programme increased the quality of te reo Māori used by students?



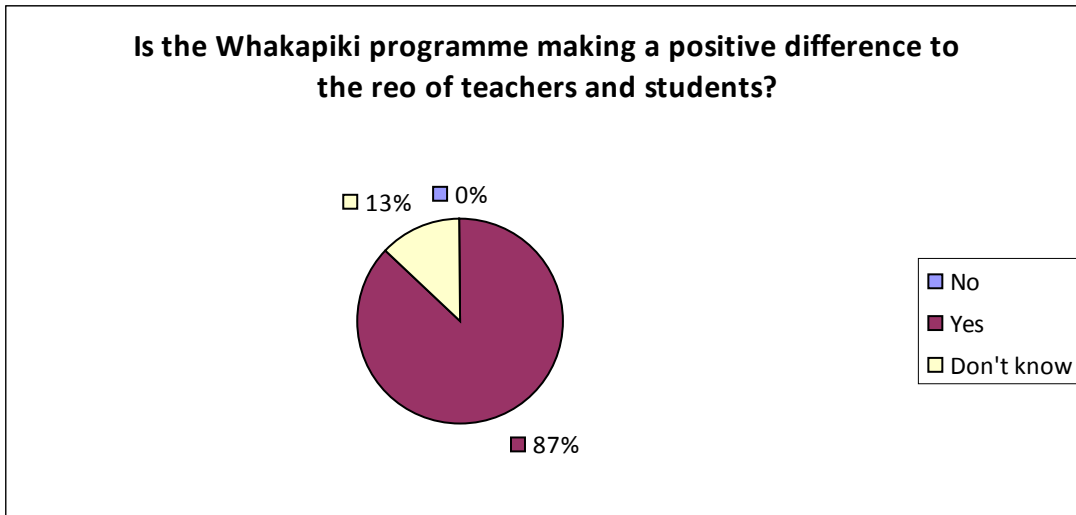
³⁹ Three participants did not respond to this question.

When asked if the WKR programme was making a positive difference to the reo of teachers and students, 87% indicated yes. Thirteen per cent stated that they didn't know, and there were no negative responses. Findings are shown in Table 21 and Figure 21.

Table 21: Impact of Whakapiki on teachers and students te reo Māori⁴⁰

Is the Whakapiki programme making a positive difference to the reo of teachers and students?	Number	% of responses
No	0	0.0%
Yes	40	86.9%
Don't know	6	13.0%
Total	46	100%

Figure 21: Is the Whakapiki programme making a positive difference to the reo of teachers and students?



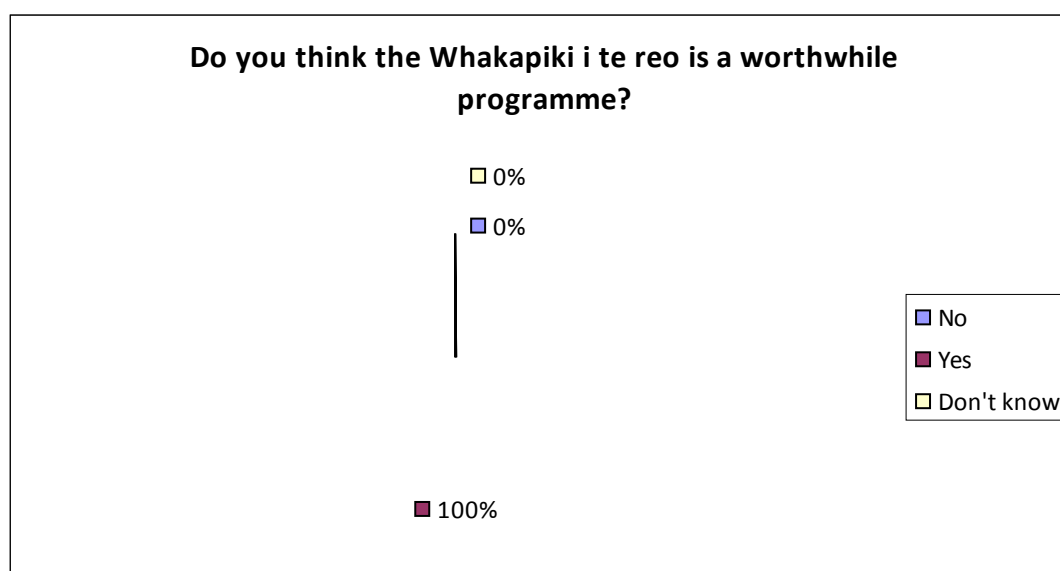
⁴⁰ Four participants did not respond to this question.

All of the teachers who completed the questionnaires felt that the WKR programme is a worthwhile undertaking. There were no negative responses to this question. Results are shown in Table 22 and Figure 22.

Table 22: Is Whakapiki worthwhile?⁴¹

Do you think Whakapiki i te reo is a worthwhile programme?	Number	% of responses
No	0	0.0%
Yes	44	100.0%
Don't know	0	0.0%
Total	44	100%

Figure 22: Do you think Whakapiki i te reo is a worthwhile programme?



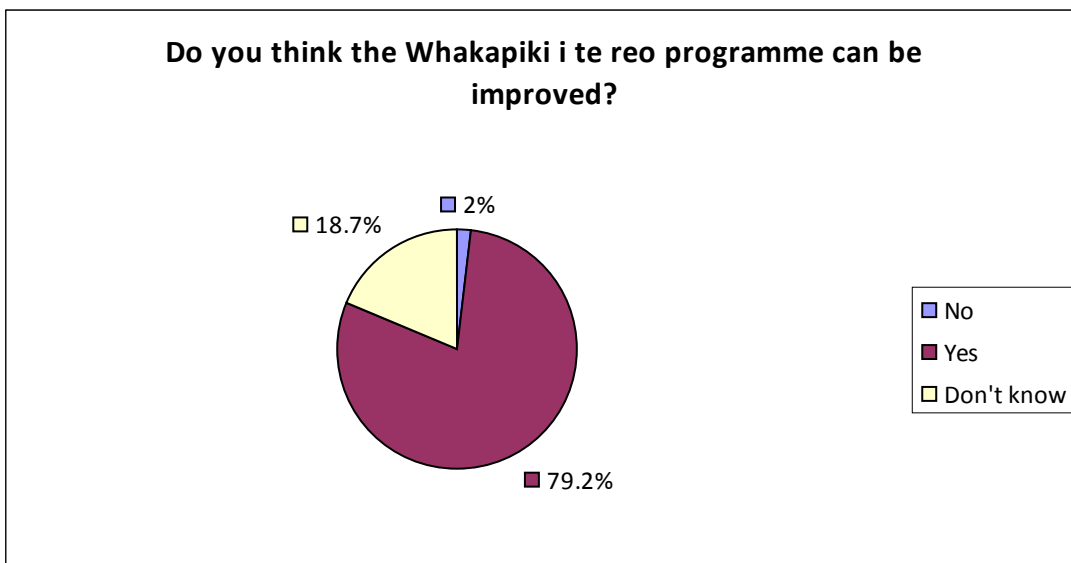
⁴¹ Six participants did not respond to this question.

When asked if they thought the WKR programme could be improved, 2% of respondents replied no, and 19% said that they did not know. Seventy-nine per cent believe that the programme can be improved. Results for this question are shown in Table 23 and Figure 23.

Table 23: Can Whakapiki be improved?⁴²

Do you think the Whakapiki i te reo programme can be improved?	Number	% of responses
No	1	2.0%
Yes	38	79.2%
Don't know	9	18.7%
Total	48	100%

Figure 23: Do you think the Whakapiki i te reo programme can be improved?



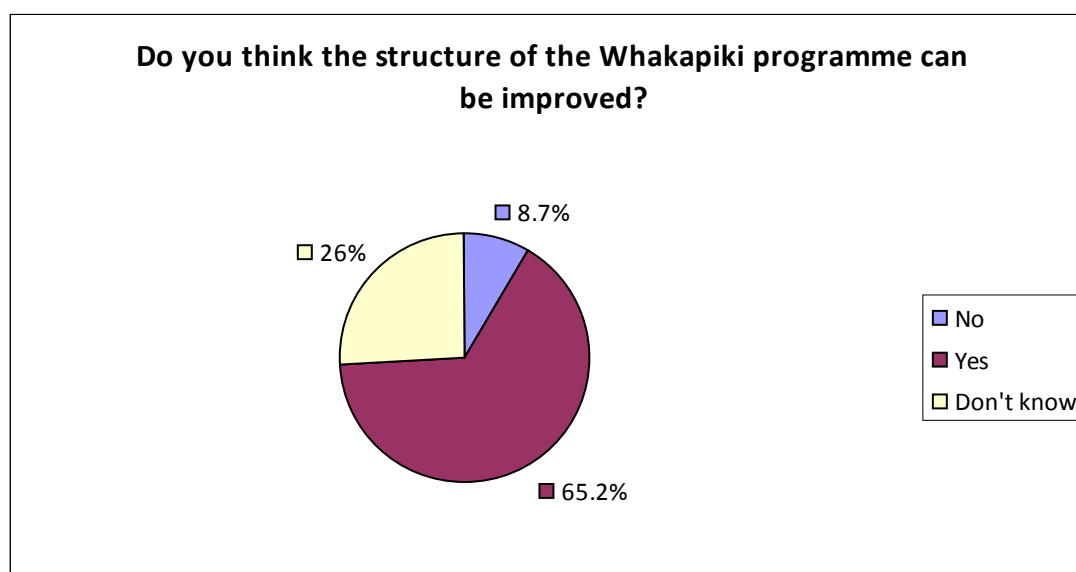
⁴² Two participants did not respond to this question.

Table 24 and Figure 24 show the responses to the question that asked teachers if they thought the structure of the WKR programme could be improved. Nine per cent said no and 26% stated that they did not know. The majority, 65% said yes it could be improved. These findings are displayed in the table and figure below.

Table 24: Can the Whakapiki structure be improved?⁴³

Do you think the structure of the Whakapiki programme can be improved?	Number	% of responses
No	4	8.7%
Yes	30	65.2%
Don't know	12	26.0%
Total	46	100%

Figure 24: Do you think the structure of the Whakapiki programme can be improved?



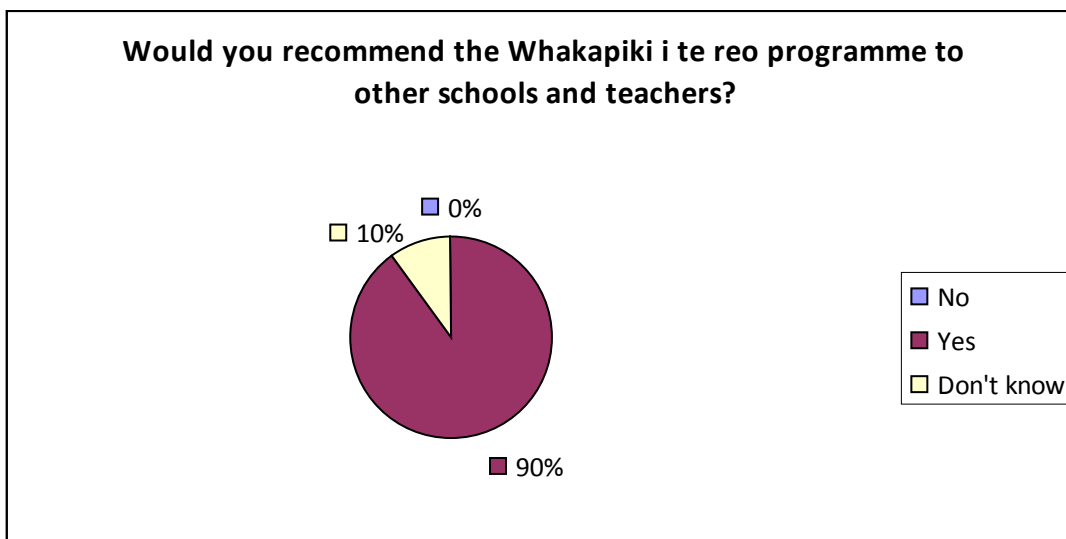
⁴³ Four participants did not respond to this question.

Ninety per cent of the teachers surveyed said that they would recommend the WKR programme to other kura and other teachers, while 10% were not sure. There were no negative responses to this question. Findings are shown in Table 25 and Figure 25.

Table 25: Would you recommend the Whakapiki programme?

Would you recommend the Whakapiki i te reo programme to other schools and teachers?	Number	% of responses
No	0	0.0%
Yes	45	90.0%
Don't know	5	10.0%
Total	50	100%

Figure 25: Would you recommend the Whakapiki i te reo programme to other schools and teachers?

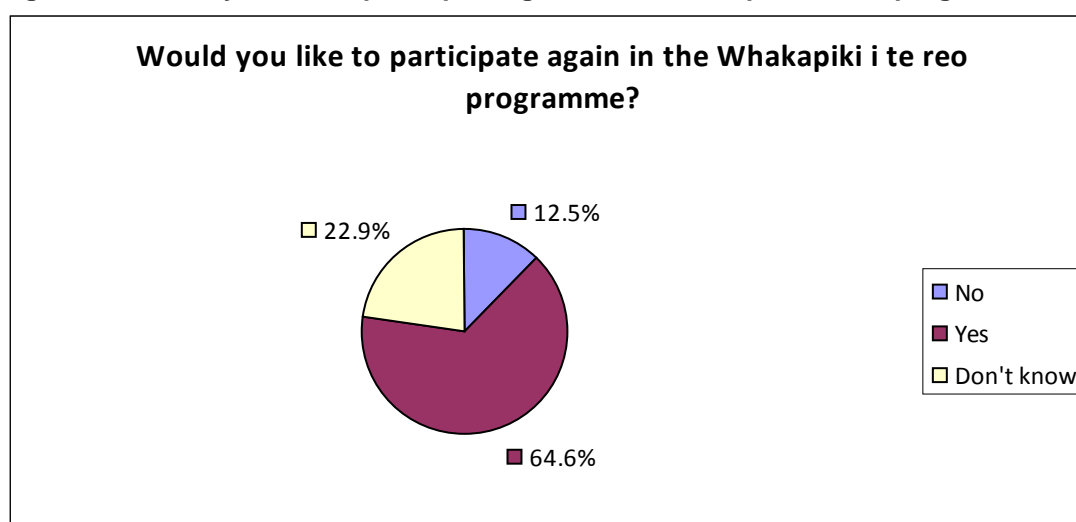


When asked if they would participate again in the WKR programme, 65% replied yes. Thirteen per cent said that they would not like to participate again, and 23% were undecided. Results for this question are shown in Table 26 and Figure 26.

Table 26: Would you participate again in Whakapiki i te reo?⁴⁴

Would you like to participate again in the Whakapiki i te reo programme?	Number	% of responses
No	6	12.5%
Yes	31	64.6%
Don't know	11	22.9%
Total	48	100%

Figure 26: Would you like to participate again in the Whakapiki i te reo programme?



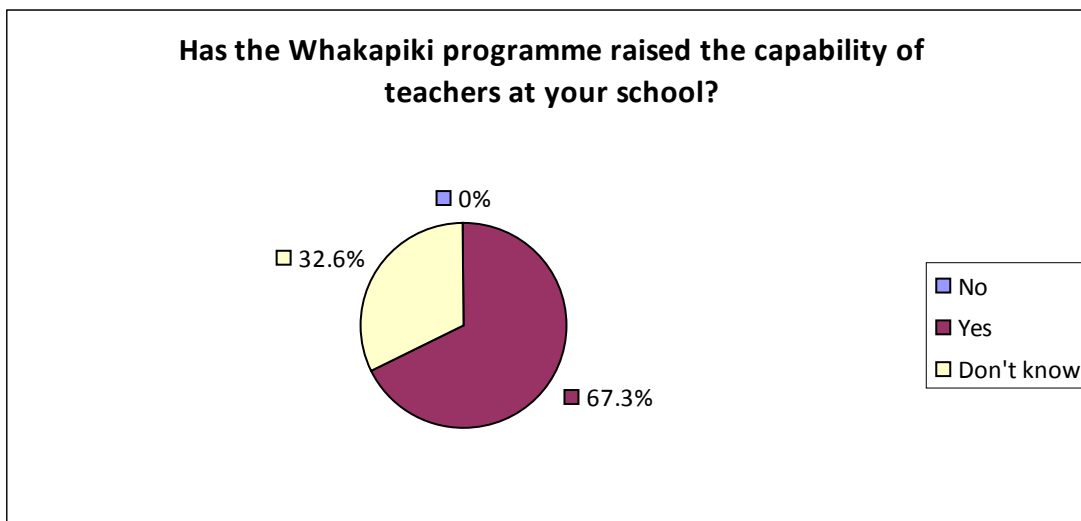
⁴⁴ Two participants did not respond to this question.

Sixty-seven per cent of the teachers surveyed believe the WKR programme has raised the capability of teachers within their kura. Thirty-three per cent stated that they did not know if the programme had impacted upon the school capability. There were no negative responses to this question.

Table 27: Has Whakapiki raised the capability of teachers?⁴⁵

Has the Whakapiki programme raised the capability of teachers at your school?	Number	% of responses
No	0	0.0%
Yes	33	67.3%
Don't know	16	32.6%
Total	49	100%

Figure 27: Has the Whakapiki programme raised the capability of teachers at your school?



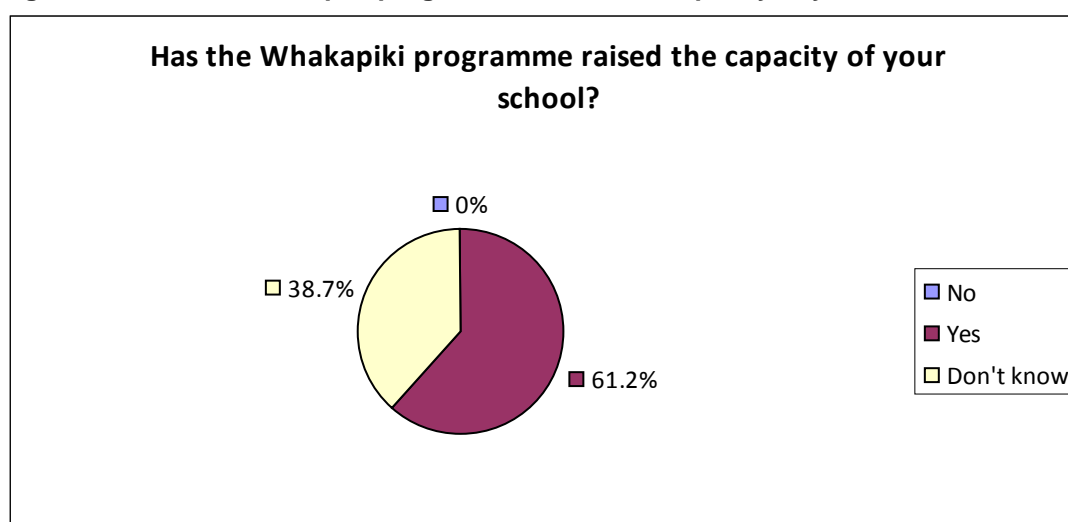
⁴⁵ One participant did not respond to this question.

Table 28 and Figure 28 show responses to the question which asked teachers if they felt the WKR programme had raised the capacity of their school. Thirty-nine per cent stated they did not know, while 61% felt that the programme had raised their schools capacity. There were no negative responses to this question.

Table 28: Has Whakapiki raised the capacity of the school?⁴⁶

Has the Whakapiki programme raised the capacity of your school?	Number	% of responses
No	0	0.0%
Yes	30	61.2%
Don't know	19	38.7%
Total	49	100%

Figure 28: Has the Whakapiki programme raised the capacity of your school?



Additional tables (see appendix 3), show a further breakdown of the findings by type of kura. There are three types of kura, Kura Reo Māori (immersion schools), Kura Reo Rua (bilingual schools) and Rumaki (immersion units) and Reo Rua (bilingual units) in Kura Auraki (English medium schools). The extra tables reveal the different responses from the various types of kura to the questionnaire.

⁴⁶ One participant did not respond to this question.

4.2 Qualitative findings

The qualitative findings for this report are divided into three sections: kaiako feedback; principal feedback; and provider feedback. As previously stated, individuals from these three groups were interviewed and were asked to give their thoughts about the WKR programme. A series of different questions were posed to the three groups to ensure the appropriate information was gathered. Selected quotes from the interviews have been included in this report to support the various arguments raised. The findings from the face-to-face interviews are shown below.

4.2.1 Kaiako feedback

Generally, the feedback from kaiako has been positive and supportive of the WKR programme. Kaiako believe that WKR has improved their knowledge and understanding of te reo Māori, and this is well reflected in the quantitative results. Kaiako recognised that being part of a language programme and having consistent interaction with other Māori language speakers has had a positive impact on their language.

“Nā te whakapiki taku reo i pai ake.”

This increase in basic language knowledge, understanding and use has seen kaiako become more confident with their language. Some feel that this confidence had made a major impact not only on their language use, but also the manner in which they use their reo in the kura and with the students.

In addition to the general improvement in the reo Māori ability of many of the kaiako, WKR has also increased kaiako knowledge of teaching techniques and methods. In particular, kaiako have developed their knowledge of teaching styles and approaches to best support the reo Māori development of their students. This increased understanding of new teaching methods was highlighted by nearly all of the kaiako who were interviewed.

“Koirā pea te hua nui o tēnei mahi, ko ngā māhere ako tauira. Kua mau i ahau ngā momo pūkenga ki te whakaako i te reo. Kei te mōhio tatau he rerekē te ako me te whakaako, ko tēnei kaupapa he kaupapa whakapakari i te kaiako ki te whakaako i te reo ki ngā tauira. Ka wani kē te kaupapa.”

Importantly, this increased knowledge of teaching practice has seen the kaiako implement new strategies into the classroom with positive results. The majority of kaiako who were interviewed, agreed that their teaching practice has improved which has resulted in a corresponding increase in the overall reo Māori ability of the students. In fact, the interviews suggest that the programme has improved the knowledge, understanding and use of te reo Māori by students at the kura involved in the WKR programme, and this finding is further supported by the quantitative results.

In particular, kaiako were impressed by the relative ease at which they were able to apply the new teaching approaches into their classroom, and how quickly the students were able to adapt and learn from these new methods. Collectively these approaches are having a positive influence on the reo of the students.

“Ko te pai ki ahau ko ngā rautaki reo. Tere hoki ngā, ngā mea, ngā tauira ki te hopu i te rautaki. i tērā atu tau kai aku tamariki ka kōrero Pākehā i te nuinga o te wā, engari i tēnei tau kei roto i te rumaki ka taea e te nuinga o ngā tamariki te kōrero Māori.”

While the WKR programme has increased the language skills of the kaiako, and has equipped them with additional tools to support their teaching endeavours, there were a number of issues raised by kaiako regarding the direction and possible development of WKR. Kaiako are aware of the different providers and the various approaches each has. Most

kaiako agreed that programmes with more intense approaches to WKR, and especially programmes which gathered together kaiako for hui and wānanga had most impact.

“Me whakahui ngā kaiako, me ngā rangatira ki te wāhi kotahi. He pai te wānanga ki a matou ki ngā kaiako ki te ako i te reo. He pai te kaupapa inaianei, engari me te wānanga pea te kaupapa e pai ake”

A number of kaiako are involved in additional language development programmes such as kura reo⁴⁷. Many felt that this approach might work for WKR, and gathering kaiako and providers for longer periods of time in a wānanga fashion was a possible approach. There was a suggestion that this mass approach could help by identifying the best components of the various approaches by the different providers, and making this part of the wānanga. Also, Māori language experts and teaching gurus might be invited to be part of such wānanga to further enhance the benefits for kaiako. The idea of wānanga and increased group interaction was strongly supported by kaiako from kura auraki (English medium schools) and kura reo rua (bilingual schools). This is perhaps because unlike kura kaupapa Māori (Māori immersion schools), these other schools and kaiako do not have a community of Māori speakers to interact with. This interaction and group approach to te reo and the programme in general was identified as a crucial component.

One popular approach to the WKR programme is for providers to periodically visit kura and to work through a predetermined lesson plan with kaiako. These sessions usually focus on teachers from a particular kura, and run during the course of the term. There were a number of comments about this particular approach, and while most were positive some respondents highlighted difficulties. There were a number of kaiako who felt that this approach did not suit them, as it was difficult to undertake the WKR programme during the term. Often the WKR programme was seen as an additional burden on top of a heavy workload, and kaiako struggled to maintain their enthusiasm during these times.

“He nui ngā whakararu me ngā taumahatanga kei runga i ngā kaiako. Ki te tāpiri i ngā mahi whakapiki ki te taha, well he uaua ki te tutuki i ēnei kaupapa katoa.”

Possible solutions forwarded by kaiako were to have either block courses for WKR, a kura reo wānanga style approach or to have WKR courses that kaiako attended for a period of 3 to 6 months, similar to a tertiary course. While these options were presented by kaiako as best possible methods for improving the WKR programme, kaiako identified problems in relation to this approach. In particular, being away from the classroom for 3 to 6 months, kura being left to find additional teachers to maintain classes during this time and the lack of Māori language relievers were discussed as problematic. While wānanga was seen as perhaps an ideal approach to WKR, most respondents felt that this was unrealistic, and the current method is perhaps the most effective.

Kaiako would like the WKR programme to concentrate on 2 main areas, teaching methods for te reo Māori and improving conversational Māori. Kaiako stated that the main focus of the programme should remain, this being to support the kaiako to deliver effective teaching and learning through te reo Māori. In addition, kaiako believe that the WKR programme needs to concentrate on spoken Māori as opposed to writing, reading and more formal styles of language. Various kaiako felt that increasing the amount and the quality of language should be priorities. Other focal points should be improving the range of the student’s language, basic grammar and structure. The findings suggest that kaiako were not adverse to including writing and reading within the programme. Rather, they felt that a larger portion of the programme should focus on spoken reo Māori, and insuring the correct use of words and language structure.

“Ki au nei, ki a matau nei ko te reo kōrero te mea nui. Me pēhea tatau ki te whakakōrero i ngā tamariki?
Kia whānui te reo me ngā kupu, kia tika te whakaraupapa o te reo, kia Māori te reo. Koinei pea ngā kaupapa hei titiro ma tatau”

⁴⁷ Te Tauwhiri i te reo, (2006) Kura Reo Programme Evaluation Report.

Some kaiako thought that the length of time they were involved in the programme could be increased. Some felt that a one year long programme was perhaps too short to fully develop their language needs. In addition, the use of new technologies and teaching platforms were highlighted by kaiako as central to a successful WKR programme.

Kaiako feedback regarding the providers was mostly positive, and teachers were lavish in their praise of both provider and the WKR staff. Teachers involved in the various programmes are aware that the 5 providers have different approaches to WKR. One school of thought was to centralise the WKR programme to 1 provider, or to have the providers deliver a similar programme to ensure consistency in both teaching methods and reo Māori quality. While some kaiako accepted that regional dialect is important, and a more centralised programme may negatively impact on dialect, the benefits would be greater interaction between the providers and the kaiako.

4.2.2 Principal feedback

Principals agree that the WKR programme has made a positive impact within their kura, and the suggestion is that this impact has been in two forms. Firstly, the WKR programme has improved the overall language ability of the individual teachers. Secondly, the WKR programme has supported kaiako to implement new language strategies within the classroom, effectively increasing the language competency of the students. These findings are reflected in the quantitative tables and graphs already shown in this report. When asked about the overall effectiveness of the programme within their kura, principals were generally supportive and positive.

“He rawe tēnei kaupapa ki to tātau kura. Kua pakari te reo o ngā kaiako, o ngā tamariki, me, me tēnei tumuaki. Ahakoa ngā piki me ngā heke o te mahi he rawe tonu.”

While the overall effectiveness of the WKR programme was mentioned by the principals, there were a number of particular areas where they felt the programme had raised the capacity of the kaiako. Some principals felt that since undertaking the programme, many of their kaiako had become more confident in leading more language initiatives in and around the kura. It is believed this new desire to undertake leadership roles is a direct result of the confidence kaiako gain while undertaking the programme. Another important growth area has been in the introduction of new kura-wide language initiatives, focused on improving the reo Māori used within the kura. These new strategies are due to the WKR programme, and principals believe it has increased the overall reo Māori proficiency within their kura. One particular example is where a small group of teachers from a kura auraki have undertaken the WKR programme. Since completing the course, they have developed a total immersion unit within their kura, and are implementing the tools they have acquired during the WKR programme.

Principals accept that there is little statistical evidence to show exactly how the WKR programme has improved the student’s language development. None of the kura involved in this research kept any detailed data tracking the change in student’s language from the beginning of the WKR programme to its completion, therefore most of the evidence supporting the WKR programme is anecdotal. There was a suggestion from some of the principals that some form of data should be collected to assess how the students language develops during the course of the programme. This data would then show exactly how the WKR programme impacts on the language of the students from each of the different kura.

Principals stated that during the course of the WKR programme, they had supported the kaiako in various ways. This support included making kaiako available to participate in the WKR programme, re-arranging kura timetables to suit the programme, and making different resources available such as transportation, venues and materials.

“In terms of support for Whakapiki, the kura has been very encouraging, and has made its resources available for the teachers involved.”

All principals showed similar levels of support for the programme, and a number stated that they have continued to support the reo development of kaiako once they have completed the programme. Mostly this support has been through the kaiako's professional development, which has seen a number of people go to further reo training programmes such as 'Kura Reo' and 'Te Panekiretanga'⁴⁸. Other kaiako have returned to tertiary training to up-skill themselves further, while others have left the kura altogether to pursue other reo Māori opportunities. However, apart from the normal professional development opportunities all teachers have, no principals stated that they had looked to advance the reo Māori ability of the kaiako because of the WKR programme. Rather, WKR was seen by many principals as an effective form of professional development for teachers.

Releasing kaiako for WKR training has been problematic for some kura, especially the Kura Auraki and Kura Reo Rua. The benefit of kura kaupapa Māori in this regard is the fact that they have access to a greater pool of reo Māori speakers who are able to cover for kaiako during WKR demands. Principals from the Kura Auraki and Kura Reo Rua found this aspect to be more of an issue. At times when kaiako were occupied with WKR, their reo Māori programmes were non-existent. Principals discussed the difficulties in sourcing relieving teachers who were competent reo Māori speakers. Therefore, releasing kaiako for the programme was a problem for a number of principals.

Apart from releasing kaiako for the WKR programme, other problems have been retaining some teachers once they had completed the course. There are instances where not long after completing WKR programmes, kaiako have left the kura to pursue other careers. This situation has caused frustration for some principals, who after investing in the development of their staff, see them move on to other employment. Also, some principals felt that there has been a lack of feedback or clarity from some providers. Some principals felt that at times various providers were vague with what was happening in the programme, and the teaching programme was unclear.

“Perhaps with their programme there might be, well more communication. Sometimes I felt that there was a lack of planning and clarity around the programme and what was happening.”

According to the principals involved in the research, Board of Trustees and whānau were regularly updated on the WKR programme by the principals themselves. The regular Board of Trustee meetings were an opportunity for the principal and various kaiako to discuss the WKR programmes with board members. Furthermore, when new language programmes based on the WKR programme were proposed, they were often presented at the Board meetings before being implemented. Principals felt happy that Board of Trustees and whānau were well informed about the WKR programme and its outcomes.

All principals stated that they are supportive of building kura wide reo Māori capacity, and they see this as an ongoing initiative. There was much praise for the WKR programmes and the providers who deliver the course. Likewise, the principals categorically stated that there have been positive benefits from the programme for kaiako, students and the kura collectively. While WKR has had a positive impact, principals stated that the process of building the reo Māori capacity of the kura will continue even after the WKR programme.

4.2.3 Provider feedback

The WKR providers have extensive networks into the various kura within their regions. The providers were able to use these networks and existing relationships to identify kura to participate in the WKR programme. These existing networks were used to give the providers access to kura leadership in order for these kura to participate in the WKR programme. The providers agreed that the Māori language education community is not an overly large group, with most

⁴⁸ Te Panekiretanga o te Reo is a reo Māori programme run by Te Wānanga o Aotearoa. It is focused on advancing the reo Māori ability of existing Māori speakers to a very advanced level. This course runs for a 12 month period, with weekend long wānanga sessions every month.

people involved in this industry known to each other. Therefore, it was through the medium of word of mouth, and existing relationships that most providers recruited kura for the programme.

Providers believe that there have been a number of positive outcomes from the WKR programme for kura. In particular, providers feel that they have been able to increase the overall reo Māori proficiency of kaiako, and up-skill kaiako with tools to develop the reo Māori competency of their students.

“Kua mau i a rātau ngā rautaki ki te whakaako i te reo. I tēnei wā ko rātau kei te whakamahi i ngā momo rautaki nei ki ngā kura, ki te whakapiki i te reo o ngā tamariki. Koinei te mea nui o te kaupapa.”

Additional positive outcomes from the programme as identified by providers include increased confidence from kaiako to use their reo, and a stronger commitment to take leadership roles for te reo Māori within the kura. Providers believe that the programme has increased the reo Māori capacity of the kura by improving not only the amount of te reo Māori used within the kura, but also its quality. There is a strong belief that these positive outcomes have had benefits for students, and the programme has improved not only the teaching of te reo Māori, but also its acquisition.

Providers identified lack of research as being an important missing component from the WKR programme. While there is some data pertaining to kaiako achievement in the class, there is little if any evidence showing exactly how the kaiako’s language has improved. The vast majority of the evidence is anecdotal and most providers stated that while they believe the reo Māori knowledge and skill of kaiako had improved, they could not say exactly how. The statistical evidence gathered by this research project supports the provider’s position that the programme has improved the language of kaiako.

Likewise, the providers lack any clear evidence that proves that the WKR programme has made a difference to student’s reo Māori outcomes. While the providers believe that the student’s language has indeed improved through the programme, this evidence is once again anecdotal. Still, the quantitative data shown in this report supports the position of the providers that the WKR programme has had a positive impact on the language of students.

The providers have sought to promote the reo aspirations of whānau, hapū and iwi by including their needs within the WKR programme. The most common approach to meeting the needs of iwi has been to focus on the tribal dialects of the region in which the kura is situated. Many of the kura involved in the WKR programme have strong iwi connections, or are situated in a region where there is a unique language dialect. Many of the providers have ensured that the programme they deliver is based on the language needs of their community.

“Ko to tātau iwitanga me te reo o tēnei rohe. I whakaaro mātau, me aha mātau ki te manaaki i ngā reo o te iwi nei, me ngā whānau o tēnei hapori? Ka taea e mātau te ako i te reo Māori, engari kei te pirangi te iwi nei ki te whakamana i to rātau ake reo. Nō reira i hangai tō mātau kaupapa ki te mita o tēnei iwi.”

“Kai te whakarangatira mātau i te reo o Tūhoe i raro hoki i te whakaaro ko tōku reo ko tōku orange. Ehara i te mea kai te kī mātau kāore he reo ake i tō mātau, karekau. Engari ki tō mātau titiro, kai roto i te reo o tō taua reo te orange mo te iwi.”

There were a number of activities undertaken by providers to help kaiako improve classroom practice. Mostly, the providers seem to have had a similar approach, which is to show kaiako various teaching methods to best instruct te reo Māori to students. These teaching methods include increasing vocabulary, using language structures, the correct use of passives and negatives, and implementing proverbs and idioms. Furthermore, the providers explored the various techniques for instructing students in learning te reo Māori. These techniques include using music and waiata (songs),

games and regular activities, and increasing the types of language used by students, including the topics and situations where they use te reo Māori.

One of the interesting issues raised by providers when they discussed the activities undertaken to improve kaiako classroom practice, was the lack of language ability by many kaiako on the programme. Some providers stated that they often spent more time focusing on improving the language of the kaiako, as opposed to concentrating on language techniques for instructing students. Across the board providers have noticed that the WKR programme has changed its focus from up-skilling Māori language speaking kaiako to teach te reo, to up-skilling Māori language teachers to speak te reo. Collectively providers agree that the level of Māori language competency of kaiako has decreased in recent times and the providers are spending increased amounts of time correcting the language of kaiako. In addition, many kaiako stated that of all the topics covered in the WKR programme, the area which they desire most help is correcting and increasing their own language ability.

This point was discussed by providers, with some suggesting that perhaps the programme is not suited for kaiako of limited language ability. Others went further and stated that WKR is about raising kaiako capability and raise kura capacity and sustainability in language teaching and learning programmes, therefore the WKR programme should be considered best suited to Level 1 (81%-100%) te reo Māori settings, and not include Level 2 (51%-80%) te reo Māori settings. The theory behind this idea is that the language of the kura kaupapa kaiako, and the strength of the language community within kura kaupapa might be better suited to the goals of WKR as opposed to the other types of kura.

“Hei whakaaro noa, hei whakaaro noa. Engari ki te titiro tātau ki te āhua o ngā kaiako, wētahi o ngā kaiako, kāore i pērā rawa te pai o te reo. Inaianei ko rātau kei roto i tō tātau kaupapa Whakapiki. Kāore he tika pea tēnei kaupapa mo te hunga kore tino mōhio ki te reo...me ngā kura reo Pākehā. Mōku nei, he moumou te kaupapa Whakapiki Reo ki ēnei kura. Me noho te kaupapa nei ki ngā kura reo Māori, ara ngā Kura Kaupapa.”

Some providers feel that changes to the WKR programme might be introduced to further benefit kaiako and students. There was a suggestion that longer sessions for the Whakapiki programme in wānanga situations might better improve the outcome of Whakapiki. Also some providers felt that extending the length of time kaiako spend on the programme may be an option. One suggestion was to increase the programme from one to two years. In addition, some thought that increased communication between providers, and even the development of a best practice model for all providers, might be a good approach. There was strong feeling that providers could learn from each other's experiences and develop a model that might work best for kaiako and kura. Increasing research and keeping detailed data on the development of kaiako involved in the programme and perhaps even their students, were forwarded as options to improve WKR.

5.0 Discussion

The intention of this evaluation was to investigate the overall effectiveness of the WKR programme. In particular, the evaluation project sought to:

- identify best practice and pedagogy to improve student language learning;
- identify the quality of the professional learning programme that has been provided by the PD providers to raise kaiako capability, kura capacity and sustainability in language teaching and learning programmes;
- identify the kura whānau priorities that work best to ensure students have access to high quality Māori language education opportunities;
- identify the range of PD support services and National Co-ordinator services including resourcing established in kura settings;
- provide evidence of the progress kaiako and students have made in their language development throughout the duration of the programme; and
- identify the areas that require further improvement to maximise students' language development.

The goal of WKR is to raise teacher linguistic capability to increase students' language development and proficiency. WKR also supports community aspirations to regenerate tikanga, mātauranga, and te reo Māori particular to Māori-medium schools and settings, in consultation with kura whānau and kura iwi. In regards to increasing the student's language development and proficiency, both qualitative and quantitative data suggests that the programme is making some shifts in this area. Furthermore, the programme is increasing the quality and quantity of reo Māori used by kaiako, and their overall language proficiency. There is evidence that indicates the WKR programme is supporting the community to regenerate tikanga and mātauranga Māori through the medium of te reo Māori within the various kura.

The WKR programme has a number of different approaches depending on the direction of the provider. Generally, it can be seen that their different approaches are founded on the teaching and learning pedagogies of the different learning communities in ways to meet the different kaiako needs and interests. Still, there were some clear findings from the interviews about the best practice and pedagogy to improve student language learning. Kaiako, principals and some providers think that having a wānanga style approach to some of the WKR programme might help develop the course further. The notion is to gather WKR kaiako on a larger scale for an extended period of time, in a more intensive approach. In this way, providers and kaiako can spend more time concentrating on delivering the fundamentals of the programme and work together in a collective manner. This collective approach to the WKR programme was forwarded by a number of kaiako as a desirable method. However, the logistics of this approach were questioned even by those who proposed this option. The main areas of concern were the impact this approach would have on the kura, time away from the classroom and finding suitable replacement teachers with te reo Māori.

There were a number of calls for providers to approach WKR in a more unified manner, and to develop a single programme based on their collective experiences. While the actual programmes and providers would maintain their unique regional programme, more interaction between the groups was highlighted by some of the respondents involved in the research. However, iwi dynamics and aspirations play a critical role in the delivery of the programme.

Kaiako would like to see the programme focus on two particular areas. First, the development and instruction of methods of teaching that focus on spoken reo Māori. Second, lessons that concentrate on correct grammar and sentence

structures. The general feeling is that students are not speaking te reo Māori enough, and this should be a focus area. Furthermore, there are major basic errors that are re-occurring within the language of the students and the kaiako. Many felt that this problematic area needs special attention.

It is clear that the quality of the professional development learning programme provided by the professional development providers is high, and this is well reflected in both the qualitative and quantitative findings of this report. The evidence also shows that the WKR programme has raised the capacity of kura and capability of kaiako to deliver high level Māori language learning for students of the various kura.

The most frequently discussed kura whānau priority was tribal or regional dialect, and this is seen as vital to ensuring that students have access not only to high quality Māori language educational opportunities, but also to the unique Māori dialect that is part of the students identity. Kura are also supportive of the WKR programme increasing the quality of language taught and used by kaiako and students.

WKR has helped develop a number of resources within kura, including new total immersion programmes and language programmes led by kaiako. One of the findings from the research shows that the WKR programme has increased the confidence of many kaiako, and this in turn has seen kaiako take on more reo Māori leadership roles within their own kura.

The evidence indicating the progress that kaiako and students have made in their language development throughout the duration of the programme is mostly anecdotal. While there might be some data collected by the kura pertaining to the reo Māori ability of their students, it is not related to the programme. Likewise, while there is some evidence by providers about the progress of the language development of kaiako during the programme, it is not detailed enough to show exactly how the language of kaiako has changed from the beginning to the completion of the programme. Still, there is strong subjective evidence that the benefits of the WKR programme have been positive. The quantitative and qualitative findings of this report support this position.

5.1 Areas for further improvement

Areas that were identified for further improvement were the structure of the programme in general, with the notion that a more wānanga style approach could be implemented similar to the Kura Reo. An increased focus on spoken reo Māori as opposed to writing or reading, and a continued focus on dialects and the unique regional languages of some kura were also highlighted in the feedback. Findings show that the main difficulty for kaiako is finding time to participate in the WKR programme, especially if the programme operates on a weekly basis during the term. Kaiako stressed that having block courses and longer dedicated periods focused on the programme were more desirable.

Some participants feel that there is a need to re-assess the kind of kaiako, and perhaps even the kind of kura that is involved in WKR. WKR is a programme that focuses on developing quality Māori language kaiako to support the language development of students. During the research there were questions raised about kaiako who are part of the WKR programme who do not have a good command of the basics of te reo Māori. Furthermore, some feel that the programme should focus on kura who have strong reo Māori communities such as kura kaupapa Māori and immersion units, and that kura with bilingual programmes might not be best for WKR.

Increasing the length of time kaiako spend on the programme, and utilising new teaching platforms and technologies were identified as pathways to increasing the effectiveness of the programme. However, a school's development programme should be looking at other reo Māori learning opportunities to further extend their staff reo proficiency. More interaction between kaiako, kura and providers was discussed as an additional pathway to improving the WKR programme, especially in order to develop a more streamlined programme that draws on the collective experience of all

involved in WKR. Finally, WKR needs more detailed research at both provider level and kura level. In particular, this information needs to assess the language of both students and kaiako before the programme begins and then again at the end to determine exactly how the participant's language has developed. This data could then be used to develop the programme further.

6.0 Recommendations

The following recommendations are based on the research and findings contained within this evaluation:

1. The WKR programme increases its focus on spoken reo Māori to support and strengthen kaiako and student literacy outcomes.
2. The WKR programme should be considered best suited to Level 1 (81%-100% te reo Māori settings, as opposed to Level 2 (51%-80%) te reo Māori settings.
3. The WKR programme needs to provide technology capability and accessibility opportunities to support and maximise kaiako te reo Māori acquisition and learning.
4. The WKR programme show clear evidence of kaiako and student shifts in te reo Māori classroom practice.
5. The WKR programme considers how best to support the uniqueness of regional dialects in kura settings, and how regional language can be incorporated into the professional development activities.
6. The WKR programme needs to explore the idea to have wānanga style components within their programme. These wānanga should allow kaiako to have extended and focused time to concentrate on the principles of WKR.
7. The WKR programme implement a research programme to capture qualitative and quantitative data pertaining to the language development of students and kaiako involved in the programme.

Finally, this report recommends that WKR continue to support reo Māori kaiako and kura to raise teacher linguistic capability to increase students' language development and proficiency. This recommendation is made due to the fact that currently the WKR programme is increasing the quality and quantity of reo Māori used by kaiako, and their overall language proficiency. There is evidence that indicates the WKR programme is supporting the community to regenerate tikanga and mātauranga Māori through the medium of te reo Māori within the various kura, and the programme is helping students to develop their reo Māori ability.

7.0 References

- Bishop, R. (1999). *Kaupapa Māori research: An indigenous approach to creating knowledge*. Waikato University.
- Boyatzis, R. (1998). *Transforming qualitative information: Thematic analysis and code development*. California: Sage.
- Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology*. *Qualitative Research in Psychology*, 3 (2) pp 77-101.
- Brewer, J., & Hunter, A. (1989). *Multi-method Research: A synthesis of Styles*. London: Sage Publications.
- Edmonds, K. (2010). *Whakapiki i te Reo - National Coordinator 2010-2012: Milestone Report 1*. Hākoni Limited.
- Fielding, N.G., & Fielding, J.L. (1986). *Linking Data*. California: Sage.
- Minichello, V., Aroni, R., Timewell, E., & Alexander, L. (1996). *In-depth Interviewing (2nd Ed)*. Australia: Addison Wesley Longman Australia.
- Ministry of Education. (2010). *Request for Proposal-with respect to the Evaluation of Whakapiki i te Reo: A Teacher Professional Development Programme*. Ministry of Education.
- Ministry of Education. (2009). *Request for Proposal-Provision of Whakapiki i te Reo in-Service Professional Development For Māori Medium Level 1 & 2 Teachers*. Ministry of Education.
- Ministry of Education. (2009). *Contract No. 387-4200: Between Ministry of Education and Tūhoe Education Authority*. Ministry of Education.
- Ministry of Education. (2007). *Ka Hikitia: Managing for Success/Māori Education Strategy 2008-2013*. Ministry of Education.
- Mutu, M. (1998). *Barriers to Research: The Constraints of Imposed Frameworks*, in *Te Pūmanawa Hauora (ed). Proceedings of Te Oru Rangahau Māori Research and Development Conference*. Palmerston North: School of Māori Studies, Massey University.
- Oscarson, M. (1997). *Self-assessment of foreign and second language proficiency*, in C. Clapham and D. Corson (eds). *Encyclopaedia of Language and Education*, Vol. 7: Language Testing and Assessment. Kluwer Academic Publishers.
- Smith, L. (1998). *Towards the New Millennium*, in *Te Pūmanawa Hauora (ed). Proceedings of Te Oru Rangahau Māori Research and Development Conference*. Palmerston North: School of Māori Studies, Massey University.
- Te Puni Kōkiri. (2000). *A comparative evaluation of four self-assessment instruments of Māori language proficiency*. Wellington. Te Puni Kōkiri.
- Te Whare Wānanga o Awanuiārangi. (2010). *Milestone Two Report, Whakapiki i te Reo: March 2010*. Te Whare Wānanga o Awanuiārangi.
- Tūhoe Education Authority. (2010). *Whakapiki i te Reo: Milestone 4 Report*. Tūhoe Education Authority.

University of Auckland. (2010). *Whakapiki Reo Professional Learning Project 2009-2010: Milestone Report 2*. Uniservices: University of Auckland.

University of Waikato. (2010). *Whakapiki i te Reo: Milestone 4 Report: October 2010*. Whakapiki Reo, University of Waikato.

Victoria University of Wellington. (2010). *Whakapiki i te Reo: Milestone 2, March 2010*. Victoria University of Wellington: Faculty of Education.

8.0 Appendices

8.1 Appendix 1 Kaiako Questionnaire

Whakapiki i te reo Māori Participant Questionnaire

This questionnaire is to be completed by participants of the Whakapiki i te reo Māori programme

PARTICIPANT INFORMATION (Please respond to all questions)

1. Name: _____
2. Age: 15-19: 20-24: 25-29:
 30-34: 35-39: 40-44:
 45-49: 50-54: 55-59:
 60-64: 65-69: 70-74:
 75-79: 80 +
3. School you work at: _____
4. 1. Male: 2. Female:
5. Iwi Affiliations: _____

6. How long were you involved in the programme?: _____
7. Who got you involved in this project?: 1. Principal:
 4. Ministry: 2. Other teachers: 3. School:
 5. Friends: 6. Provider:
 7. Other: _____

PART 1 PROFICIENCY AND USE OF TE REO MĀORI

8. What is your overall proficiency in te reo Māori?

- 1 Absolute beginner (only a few words)
- 2 Beginner (some simple sentences)
- 3 Intermediate (related to familiar topics)
- 4 Confident (on a range of topics)
- 5 Advanced (most situations)
- 6 Fluent (all situations)

9. Your understanding of spoken reo Māori?

- 1 Don't really understand anything
- 2 Recognise simple sentences and words
- 3 Understand mostly if the topic is about something I know
- 4 Understand most of what is being said if its not too fast
- 5 Understand almost all discussions on a wide range of topics
- 6 No problem understanding what is being talked about

10. What is your ability to speak te reo Māori?

- 1 Only know a few words
- 2 Able to use some basic sentences
- 3 Participating in conversations on topic I am familiar with
- 4 Starting to use my reo regularly with confidence
- 5 Using reo Māori confidently in most situations
- 6 Completely confident in using my reo

11. What is your ability to read reo Māori with understanding?

- 1 Only recognise a few words
- 2 Able to read very basic sentences
- 3 Able to read reo on some topics I am familiar with
- 4 Able to read reo regarding a range of topics
- 5 Confident reading most reo except perhaps other dialects
- 6 Completely confident in reading reo Māori

12. Your ability to write in reo Māori?

- 1 Not able to write reo Māori except for some simple words
- 2 Able to write very simple sentences and notes
- 3 Able to write short paragraphs on familiar topics
- 4 Able to write about my thoughts and short stories
- 5 Confident to write about most topics and contexts
- 6 Completely confident in writing in te reo Māori

13. Level of reo use?

- 1 Nothing (no reo being used)
- 2 Every so often (only using a few words)
- 3 Speaking sometimes (simple sentences used sometimes)
- 4 Reasonably common use (used often at certain times)
- 5 Common use (most of the time reo is being spoken)
- 6 Full usage (reo only is used in all situations)

PART 2 IMPACT OF WHAKAPIKI I TE REO PROGRAMME ON TEACHERS

14. Has the Whakapiki programme increased your overall reo Māori proficiency?

- 1 No, not all
- 2 Very slightly
- 3 There has been a small increase in my reo proficiency
- 4 There has been a noticeable increase in my reo proficiency
- 5 The programme has significantly increased my proficiency
- 6 My proficiency has increased beyond my expectations

15. Has the Whakapiki programme increased your understanding of reo Māori?

- 1 No, not at all
- 2 Very slightly
- 3 There has been a small increase in my understanding
- 4 There has been a noticeable increase in my understanding
- 5 It has significantly increased my understanding
- 6 My understanding has increased beyond my expectations

16. Has the Whakapiki programme increased the amount of reo Māori you use?

- 1 No, it has decreased
- 2 There has been no change
- 3 It has increased slightly
- 4 There has been a noticeable increase
- 5 There has been a significant increase
- 6 I am now speaking te reo Māori all of the time

17. Has the Whakapiki programme increased the quality of reo Māori you use?

- 1 No it has decreased
- 2 There has been no change
- 3 It has increased slightly
- 4 There has been a noticeable increase
- 5 There has been a significant increase
- 6 The quality of my language has greatly improved

18. Has the Whakapiki programme improved the te reo Māori you use with your students?

- 1 No, it has decreased
- 2 It has remained the same
- 3 It has improved slightly
- 4 There has been a noticeable improvement
- 5 There has been a significant improvement
- 6 The reo used with students has greatly improved

19. Has the Whakapiki programme improved you classroom practices for te reo Māori?

- 1 No, not at all
- 2 It has remained the same
- 3 There has been slight improvement
- 4 There has been noticeable improvement
- 5 There has been significant improvement
- 6 My reo Māori classroom practice has greatly improved

PART 3 IMPACT OF WHAKAPIKI I TE REO PROGRAMME ON STUDENTS

20. Has the Whakapiki programme improved the overall reo Māori proficiency of students in your class?

- 1 No, not at all
- 2 It has remained the same
- 3 There has been slight improvement
- 4 There has been noticeable improvement
- 5 There has been significant improvement
- 6 The overall reo proficiency of students has greatly improved

21. Has the Whakapiki programme increased students understanding of reo Māori?

- 1 No, not at all
- 2 It has remained the same
- 3 There has been slight improvement
- 4 There has been noticeable improvement
- 5 There has been significant improvement
- 6 The reo understanding of students has greatly improved

22. Has the Whakapiki programme increased the amount of reo Māori used by students?

- 1 No, not at all
- 2 It has remained the same
- 3 There has been slight improvement
- 4 There has been noticeable improvement
- 5 There has been significant improvement
- 6 The amount of reo used by students has greatly improved

23. Has the Whakapiki programme increased the quality of reo Māori used by students?

- 1 No, not at all
- 2 It has remained the same
- 3 There has been slight improvement
- 4 There has been noticeable improvement
- 5 There has been significant improvement
- 6 The quality of reo used by students has greatly improved

Part 4 DEVELOPMENT OF THE WHAKAPIKI I TE REO PROGRAMME

24. Is the Whakapiki programme making a positive difference to the reo of teachers and students?

1 No

2 Yes

3 Don't know

25. Do you think Whakapiki i te reo is a worthwhile programme?

1 No

2 Yes

3 Don't know

26. Do you think that the Whakapiki i te reo programme can be improved?

1 No

2 Yes

3 Don't know

27. Do you think the structure of the Whakapiki programme can be improved?

1 No

2 Yes

3 Don't know

28. Would you recommend the Whakapiki i te reo programme to other schools and teachers?

1 No

2 Yes

3 Don't know

8.2 Appendix 2 Qualitative Interview Questions

WHAKAPIKI I TE REO EVALUATION PROGRAMME QUALITATIVE INTERVIEW QUESTIONS FOR KAIAKO

- 1: How has Whakapiki i te Reo supported your knowledge, skill and understanding of te reo Māori development?
- 2: What part of the Whakapiki i te Reo programme worked well for you and why?
- 3: What parts of the Whakapiki i te Reo programme did not work well for you and why?
- 4: Has Whakapiki i te Reo changed your practices in the classroom? If yes how?
- 5: Has your improved practices helped to improve student language learning? How do you know this? Have you recorded the shifts?
- 6: Have te reo Māori professional development opportunities continued in your school since Whakapiki i te Reo?
- 7: What have been the positive outcomes of Whakapiki i te Reo for you as a kaiako in your class, across the syndicate and kura wide?
- 8: What have been the on-going language outcomes for students during the Whakapiki i te Reo programme and after?
- 9: What are the teaching and learning areas in te reo Māori that you need to develop?
- 10: What are the reo Māori areas that need to be further developed in your class, kura and syndicate?

**WHAKAPIKI I TE REO EVALUATION PROGRAMME
QUALITATIVE INTERVIEW QUESTIONS
FOR PRINCIPALS**

- 1: Can you describe how the Whakapiki i te Reo professional development programme has influenced te reo Māori development in your kura?
- 2: What has been the overall effectiveness of Whakapiki i te Reo in your school?
- 3: In what areas has the Whakapiki i te Reo programme raised the capability of the kaiako?
- 4: How has the Whakapiki i te Reo programme improved student language development outcomes? Is there evidence to support this shift in outcomes?
- 5: What have been the positive outcomes of Whakapiki i te Reo for the school, kaiako and students?
- 6: How has the kura continued to support kaiako te reo development since being involved in the Whakapiki i te Reo programme?
- 7: How has the kura managed resources like the release of kaiako for individual and group Whakapiki i te Reo development?
- 8: What have been the major issues for kaiako to undertake Whakapiki i te Reo development in the kura?
- 9: What have been the strategies to ensure kaiako are well supported in their Whakapiki i te Reo development?
- 10: Can you explain how you have reported the outcomes of Whakapiki i te Reo to your Board of Trustees and whānau?
- 11: How do you see the building of kura wide capability in te reo Māori as an ongoing initiative?

**WHAKAPIKI I TE REO EVALUATION PROGRAMME
QUALITATIVE INTERVIEW QUESTIONS
FOR PROVIDERS**

- 1: Can you tell me how you developed relationships with school leadership to participate in Whakapiki i te Reo?
- 2: What have been the positive outcomes as a result of your Whakapiki i te Reo programme with each kura?
- 3: How do you know that your Whakapiki i te Reo programme has made a difference to kaiako reo Māori knowledge, skill and language outcomes?
- 4: How do you know that your Whakapiki i te Reo programme has made a difference to student reo Māori outcomes?
- 5: Have you and the kura leadership reported these shifts in the reporting process?
- 6: In what ways have you assisted, promoted and implemented hapū and iwi reo goals and aspirations in participating kura?
- 7: What range of activities were undertaken by you and kaiako to improve classroom teaching and learning practice?
- 8: What further areas would you improve in your provision to better support kura based/school cluster professional development?
- 9: In what ways have you supported kura wide knowledge, skill and understanding of Te Marautanga o Aotearoa and Ngā Whanaketanga?

8.3 Appendix 3 Additional Tables: Breakdown by School Type

Overall Proficiency in te reo Māori - Total

What is your overall proficiency in reo Māori?	#	%
Absolute beginner (only a few words)	0	0.0%
Beginner (some simple sentences)	0	0.0%
Intermediate (related to familiar topics)	6	12.5%
Confident (on a range of topics)	18	37.5%
Advanced (most situations)	14	29.1%
Fluent (all situations)	10	20.8%
Total	48	100%

Kura Reo Māori (Immersion Schools)

What is your overall proficiency in reo Māori?	#	%
Absolute beginner (only a few words)	0	0.0%
Beginner (some simple sentences)	0	0.0%
Intermediate (related to familiar topics)	0	0.0%
Confident (on a range of topics)	9	45.0%
Advanced (most situations)	6	30.0%
Fluent (all situations)	5	25.0%
Total	20	100%

Kura Reo Rua (Bilingual Schools)

What is your overall proficiency in reo Māori?	#	%
Absolute beginner (only a few words)	0	0.0%
Beginner (some simple sentences)	0	0.0%
Intermediate (related to familiar topics)	3	17.6%
Confident (on a range of topics)	6	35.2%
Advanced (most situations)	5	29.4%
Fluent (all situations)	3	17.7%
Total	17	100%

Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium)

What is your overall proficiency in reo Māori?	#	%
Absolute beginner (only a few words)	0	0.0%
Beginner (some simple sentences)	0	0.0%
Intermediate (related to familiar topics)	3	27.3%
Confident (on a range of topics)	3	27.3%
Advanced (most situations)	3	27.3%
Fluent (all situations)	2	18.1%
Total	11	100%

Understanding of spoken Māori - Total

What is your understanding of spoken Māori?	#	%
Don't really understand anything	0	0.0%
Recognise simple sentences and words	0	0.0%
Understand mostly if the topic is something I know	0	0.0%
Understand most of what is being said if its not too fast	8	16.6%
Understand almost all discussions on a wide range of topics	24	50.0%
No problem understanding what is being talked about	16	33.3%
Total	48	100%

Kura Reo Māori (Immersion Schools)

What is your understanding of spoken Māori?	#	%
Don't really understand anything	0	0.0%
Recognise simple sentences and words	0	0.0%
Understand mostly if the topic is something I know	0	0.0%
Understand most of what is being said if its not too fast	3	15.0%
Understand almost all discussions on a wide range of topics	7	35.0%
No problem understanding what is being talked about	10	50.0%
Total	20	100%

Kura Reo Rua (Bilingual Schools)

What is your understanding of spoken Māori?	#	%
Don't really understand anything	0	0.0%
Recognise simple sentences and words	0	0.0%
Understand mostly if the topic is something I know	0	0.0%
Understand most of what is being said if its not too fast	1	5.9%
Understand almost all discussions on a wide range of topics	11	64.7%
No problem understanding what is being talked about	5	29.4%
Total	17	100%

Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium)

What is your understanding of spoken Māori?	#	%
Don't really understand anything	0	0.0%
Recognise simple sentences and words	0	0.0%
Understand mostly if the topic is something I know	0	0.0%
Understand most of what is being said if its not too fast	4	36.4%
Understand almost all discussions on a wide range of topics	6	54.5%
No problem understanding what is being talked about	1	9.1%
Total	11	100%

Ability to speak te reo Māori - Total

What is your ability to speak te reo Māori?	#	%
Only know a few words	0	0.0%
Able to use some basic sentences	0	0.0%
Participating in conversations on topics I am familiar with	0	0.0%
Starting to use my reo regularly with confidence	4	8.0%
Using reo Māori confidently in most cases	32	64.0%
Completely confident in using my reo	14	28.0%
Total	50	100%

Kura Reo Māori (Immersion Schools)

What is your ability to speak te reo Māori?	#	%
Only know a few words	0	0.0%
Able to use some basic sentences	0	0.0%
Participating in conversations on topics I am familiar with	0	0.0%
Starting to use my reo regularly with confidence	0	0.0%
Using reo Māori confidently in most cases	10	45.5%
Completely confident in using my reo	12	54.5%
Total	22	100%

Kura Reo Rua (Bilingual Schools)

What is your ability to speak te reo Māori?	#	%
Only know a few words	0	0.0%
Able to use some basic sentences	0	0.0%
Participating in conversations on topics I am familiar with	0	0.0%
Starting to use my reo regularly with confidence	1	5.9%
Using reo Māori confidently in most cases	14	82.3%
Completely confident in using my reo	2	11.8%
Total	17	100%

Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium)

What is your ability to speak te reo Māori?	#	%
Only know a few words	0	0.0%
Able to use some basic sentences	0	0.0%
Participating in conversations on topics I am familiar with	0	0.0%
Starting to use my reo regularly with confidence	3	27.6%
Using reo Māori confidently in most cases	8	72.4%
Completely confident in using my reo	0	0.0%
Total	11	100%

Ability to read te reo Māori with understanding - Total

What is your ability to read reo Māori with understanding?	#	%
Only recognise a few words	0	0.0%
Able to read very basic sentences	0	0.0%
Able to read reo on some topics I am familiar with	2	4.4%
Able to read reo regarding a range of topics	4	8.8%
Confident reading most reo except perhaps other dialects	24	53.3%
Completely confident in reading te reo Māori	15	33.3%
Total	45	100%

Kura Reo Māori (Immersion Schools)

What is your ability to read reo Māori with understanding?	#	%
Only recognise a few words	0	0.0%
Able to read very basic sentences	0	0.0%
Able to read reo on some topics I am familiar with	0	0.0%
Able to read reo regarding a range of topics	0	0.0%
Confident reading most reo except perhaps other dialects	7	38.9%
Completely confident in reading te reo Māori	11	61.1%
Total	18	100%

Kura Reo Rua (Bilingual Schools)

What is your ability to read reo Māori with understanding?	#	%
Only recognise a few words	0	0.0%
Able to read very basic sentences	0	0.0%
Able to read reo on some topics I am familiar with	0	0.0%
Able to read reo regarding a range of topics	2	12.5%
Confident reading most reo except perhaps other dialects	10	62.5%
Completely confident in reading te reo Māori	4	25.0%
Total	16	100%

Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium)

What is your ability to read reo Māori with understanding?	#	%
Only recognise a few words	0	0.0%
Able to read very basic sentences	0	0.0%
Able to read reo on some topics I am familiar with	2	18.2%
Able to read reo regarding a range of topics	2	18.2%
Confident reading most reo except perhaps other dialects	7	63.6%
Completely confident in reading te reo Māori	0	0.0%
Total	11	100%

Ability to write in te reo Māori - Total

What is your ability to write in te reo Māori?	#	%
Not able to write reo Māori except for some simple words	0	0.0%
Able to write very simple sentences and notes	0	0.0%
Able to write short paragraphs on familiar topics	3	6.5%
Able to write about my thoughts and short stories	7	15.2%
Confident to write about most topics and contexts	19	41.3%
Completely confident in writing in te reo Māori	17	36.9%
Total	46	100%

Kura Reo Māori (Immersion Schools)

What is your ability to write in te reo Māori?	#	%
Not able to write reo Māori except for some simple words	0	0.0%
Able to write very simple sentences and notes	0	0.0%
Able to write short paragraphs on familiar topics	0	0.0%
Able to write about my thoughts and short stories	0	0.0%
Confident to write about most topics and contexts	8	42.1%
Completely confident in writing in te reo Māori	11	57.9%
Total	19	100%

Kura Reo Rua (Bilingual Schools)

What is your ability to write in te reo Māori?	#	%
Not able to write reo Māori except for some simple words	0	0.0%
Able to write very simple sentences and notes	0	0.0%
Able to write short paragraphs on familiar topics	0	0.0%
Able to write about my thoughts and short stories	2	12.5%
Confident to write about most topics and contexts	8	50.0%
Completely confident in writing in te reo Māori	6	37.5%
Total	16	100%

Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium)

What is your ability to write in te reo Māori?	#	%
Not able to write reo Māori except for some simple words	0	0.0%
Able to write very simple sentences and notes	0	0.0%
Able to write short paragraphs on familiar topics	3	27.3%
Able to write about my thoughts and short stories	5	45.4%
Confident to write about most topics and contexts	3	27.3%
Completely confident in writing in te reo Māori	0	0.0%
Total	11	100%

What is your usage of te reo Māori - Total

What is your usage of reo Māori?	#	%
Nothing (no reo being used)	2	4.7%
Every so often (only using a few words)	3	6.9%
Speaking sometimes (simple sentences used sometimes)	10	23.2%
Reasonably common use (used often at certain times)	11	25.6%
Common use (most of the time reo is being spoken)	6	13.9%
Full usage (reo only is used in all situations)	11	25.6%
Total	43	100%

Kura Reo Māori (Immersion Schools)

What is your usage of reo Māori?	#	%
Nothing (no reo being used)	0	0.0%
Every so often (only using a few words)	0	0.0%
Speaking sometimes (simple sentences used sometimes)	0	0.0%
Reasonably common use (used often at certain times)	3	17.6%
Common use (most of the time reo is being spoken)	4	23.5%
Full usage (reo only is used in all situations)	10	58.8%
Total	17	100%

Kura Reo Rua (Bilingual Schools)

What is your usage of reo Māori?	#	%
Nothing (no reo being used)	0	0.0%
Every so often (only using a few words)	3	20.0%
Speaking sometimes (simple sentences used sometimes)	5	33.3%
Reasonably common use (used often at certain times)	6	40.0%
Common use (most of the time reo is being spoken)	0	0.0%
Full usage (reo only is used in all situations)	1	6.6%
Total	15	100%

Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium)

What is your usage of reo Māori?	#	%
Nothing (no reo being used)	2	18.1%
Every so often (only using a few words)	0	0.0%
Speaking sometimes (simple sentences used sometimes)	5	45.5%
Reasonably common use (used often at certain times)	2	18.1%
Common use (most of the time reo is being spoken)	2	18.1%
Full usage (reo only is used in all situations)	0	0.0%
Total	11	100%

Has programme increased overall te reo Māori proficiency - Total

Has the Whakapiki programme increased your overall reo Māori proficiency?	#	%
No, not at all	1	2.0%
Very slightly	3	6.1%
There has been a small increase in my reo proficiency	11	22.4%
There has been a noticeable increase in my reo proficiency	13	26.5%
The programme has significantly increased my proficiency	17	34.7%
My proficiency has increased beyond my expectations	4	8.2%
Total	49	100%

Kura Reo Māori (Immersion Schools)

Has the Whakapiki programme increased your overall reo Māori proficiency?	#	%
No, not at all	1	4.8%
Very slightly	0	0.0%
There has been a small increase in my reo proficiency	6	28.5%
There has been a noticeable increase in my reo proficiency	5	23.8%
The programme has significantly increased my proficiency	8	38.1%
My proficiency has increased beyond my expectations	1	4.8%
Total	21	100%

Kura Reo Rua (Bilingual Schools)

Has the Whakapiki programme increased your overall reo Māori proficiency?	#	%
No, not at all	0	0.0%
Very slightly	2	11.7%
There has been a small increase in my reo proficiency	3	17.6%
There has been a noticeable increase in my reo proficiency	4	23.6%
The programme has significantly increased my proficiency	6	35.3%
My proficiency has increased beyond my expectations	2	11.7%
Total	17	100%

Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium)

Has the Whakapiki programme increased your overall reo Māori proficiency?	#	%
No, not at all	0	0.0%
Very slightly	1	9.0%
There has been a small increase in my reo proficiency	2	18.3%
There has been a noticeable increase in my reo proficiency	4	36.3%
The programme has significantly increased my proficiency	3	27.1%
My proficiency has increased beyond my expectations	1	9.0%
Total	11	100%

Has programme increased your understanding of te reo Māori - Total

Has the Whakapiki programme increased your understanding of reo Māori?	#	%
No, not at all	2	4.2%
Very slightly	4	8.5%
There has been a small increase in my understanding	10	21.2%
There has been a noticeable increase in my understanding	13	27.7%
It has significantly increased my understanding	7	14.9%
My understanding has increased beyond my expectations	11	23.4%
Total	47	100%

Kura Reo Māori (Immersion Schools)

Has the Whakapiki programme increased your understanding of reo Māori?	#	%
No, not at all	2	10.5%
Very slightly	1	5.3%
There has been a small increase in my understanding	4	21.0%
There has been a noticeable increase in my understanding	5	26.3%
It has significantly increased my understanding	3	15.8%
My understanding has increased beyond my expectations	4	21.0%
Total	19	100%

Kura Reo Rua (Bilingual Schools)

Has the Whakapiki programme increased your understanding of reo Māori?	#	%
No, not at all	0	0.0%
Very slightly	2	11.7%
There has been a small increase in my understanding	6	35.3%
There has been a noticeable increase in my understanding	4	23.5%
It has significantly increased my understanding	2	11.7%
My understanding has increased beyond my expectations	3	17.6%
Total	17	100%

Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium)

Has the Whakapiki programme increased your understanding of reo Māori?	#	%
No, not at all	0	0.0%
Very slightly	1	9.1%
There has been a small increase in my understanding	0	0.0%
There has been a noticeable increase in my understanding	4	36.4%
It has significantly increased my understanding	2	18.1%
My understanding has increased beyond my expectations	4	36.4%
Total	11	100%

Has programme increased your use of te reo Māori - Total

Has the Whakapiki programme increased the amount of reo Māori you use?	#	%
No, it has decreased	0	0.0%
There has been no change	8	16.0%
It has changed slightly	13	26.0%
There has been a noticeable increase	7	14.0%
There has been a significant increase	16	32.0%
I am now speaking te reo Māori all of the time	6	12.0%
Total	50	100%

Kura Reo Māori (Immersion Schools)

Has the Whakapiki programme increased the amount of reo Māori you use?	#	%
No, it has decreased	0	0.0%
There has been no change	2	9.0%
It has changed slightly	7	31.8%
There has been a noticeable increase	4	18.2%
There has been a significant increase	8	36.4%
I am now speaking te reo Māori all of the time	1	4.5%
Total	22	100%

Kura Reo Rua (Bilingual Schools)

Has the Whakapiki programme increased the amount of reo Māori you use?	#	%
No, it has decreased	0	0.0%
There has been no change	4	23.5%
It has changed slightly	4	23.5%
There has been a noticeable increase	3	17.6%
There has been a significant increase	5	29.4%
I am now speaking te reo Māori all of the time	1	5.9%
Total	17	100%

Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium)

Has the Whakapiki programme increased the amount of reo Māori you use?	#	%
No, it has decreased	0	0.0%
There has been no change	2	18.2%
It has changed slightly	2	18.2%
There has been a noticeable increase	0	0.0%
There has been a significant increase	3	27.3%
I am now speaking te reo Māori all of the time	4	36.3%
Total	11	100%

Has WKR increased your quality of te reo Māori - Total

Has the Whakapiki programme increased the quality of reo Māori you use?	#	%
No, it has decreased	0	0.0%
There has been no change	2	4.3%
It has changed slightly	16	34.8%
There has been a noticeable increase	10	21.7%
There has been a significant increase	12	26.1%
The quality of my language has greatly improved	6	13.0%
Total	46	100%

Kura Reo Māori (Immersion Schools)

Has the Whakapiki programme increased the quality of reo Māori you use?	#	%
No, it has decreased	0	0.0%
There has been no change	0	0.0%
It has changed slightly	7	36.8%
There has been a noticeable increase	6	31.6%
There has been a significant increase	3	15.8%
The quality of my language has greatly improved	3	15.8%
Total	19	100%

Kura Reo Rua (Bilingual Schools)

Has the Whakapiki programme increased the quality of reo Māori you use?	#	%
No, it has decreased	0	0.0%
There has been no change	2	12.5%
It has changed slightly	6	37.5%
There has been a noticeable increase	2	12.5%
There has been a significant increase	4	25.0%
The quality of my language has greatly improved	2	12.5%
Total	16	100%

Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium)

Has the Whakapiki programme increased the quality of reo Māori you use?	#	%
No, it has decreased	0	0.0%
There has been no change	0	0.0%
It has changed slightly	3	27.3%
There has been a noticeable increase	2	18.2%
There has been a significant increase	5	45.4%
The quality of my language has greatly improved	1	9.0%
Total	11	100%

Has WKR increased the amount of reo Māori you use with students - Total

Has the Whakapiki programme increased the amount of reo Māori you use with your students?	#	%
No, it has decreased	0	0.0%
It has remained the same	1	2.0%
It has improved slightly	15	30.6%
There has been a noticeable increase	12	24.5%
There has been a significant increase	12	24.5%
The reo used with students has greatly improved	9	18.4%
Total	49	100%

Kura Reo Māori (Immersion Schools)

Has the Whakapiki programme increased the amount of reo Māori you use with your students?	#	%
No, it has decreased	0	0.0%
It has remained the same	1	4.8%
It has improved slightly	6	28.6%
There has been a noticeable increase	6	28.6%
There has been a significant increase	5	23.8%
The reo used with students has greatly improved	3	14.2%
Total	21	100%

Kura Reo Rua (Bilingual Schools)

Has the Whakapiki programme increased the amount of reo Māori you use with your students?	#	%
No, it has decreased	0	0.0%
It has remained the same	0	0.0%
It has improved slightly	5	29.4%
There has been a noticeable increase	4	23.5%
There has been a significant increase	5	29.4%
The reo used with students has greatly improved	3	17.6%
Total	17	100%

Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium)

Has the Whakapiki programme increased the amount of reo Māori you use with your students?	#	%
No, it has decreased	0	0.0%
It has remained the same	0	0.0%
It has improved slightly	4	36.4%
There has been a noticeable increase	2	18.2%
There has been a significant increase	2	18.2%
The reo used with students has greatly improved	3	27.2%
Total	11	100%

Has WKR improved your classroom practice - Total

Has the Whakapiki programme improved your classroom practices for te reo Māori?	#	%
No, not at all	0	0.0%
It has remained the same	0	0.0%
There has been a slight improvement	13	27.0%
There has been a noticeable improvement	11	23.0%
There has been a significant improvement	17	35.4%
My reo Māori classroom practice has greatly improved	7	14.6%
Total	48	100%

Kura Reo Māori (Immersion Schools)

Has the Whakapiki programme improved your classroom practices for te reo Māori?	#	%
No, not at all	0	0.0%
It has remained the same	0	0.0%
There has been a slight improvement	7	35.0%
There has been a noticeable improvement	6	30.0%
There has been a significant improvement	5	25.0%
My reo Māori classroom practice has greatly improved	2	10.0%
Total	20	100%

Kura Reo Rua (Bilingual Schools)

Has the Whakapiki programme improved your classroom practices for te reo Māori?	#	%
No, not at all	0	0.0%
It has remained the same	0	0.0%
There has been a slight improvement	4	23.5%
There has been a noticeable improvement	4	23.5%
There has been a significant improvement	6	35.3%
My reo Māori classroom practice has greatly improved	3	17.6%
Total	17	100%

Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium)

Has the Whakapiki programme improved your classroom practices for te reo Māori?	#	%
No, not at all	0	0.0%
It has remained the same	0	0.0%
There has been a slight improvement	2	18.2%
There has been a noticeable improvement	1	9.0%
There has been a significant improvement	6	54.5%
My reo Māori classroom practice has greatly improved	2	18.2%
Total	11	100%

Has WKR improved students reo Māori - Total

Has the Whakapiki programme improved the overall reo Māori proficiency of students in your class?	#	%
No, not at all	0	0.0%
It has remained the same	0	0.0%
There has been a slight improvement	29	58.0%
There has been a noticeable improvement	9	18.0%
There has been a significant improvement	9	18.0%
The overall reo proficiency of students has greatly improved	3	6.0%
Total	50	100%

Kura Reo Māori (Immersion Schools)

Has the Whakapiki programme improved the overall reo Māori proficiency of students in your class?	#	%
No, not at all	0	0.0%
It has remained the same	0	0.0%
There has been a slight improvement	12	54.5%
There has been a noticeable improvement	6	27.3%
There has been a significant improvement	4	18.2%
The overall reo proficiency of students has greatly improved	0	0.0%
Total	22	100%

Kura Reo Rua (Bilingual Schools)

Has the Whakapiki programme improved the overall reo Māori proficiency of students in your class?	#	%
No, not at all	0	0.0%
It has remained the same	0	0.0%
There has been a slight improvement	10	58.8%
There has been a noticeable improvement	2	11.8%
There has been a significant improvement	3	17.6%
The overall reo proficiency of students has greatly improved	2	11.8%
Total	17	100%

Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium)

Has the Whakapiki programme improved the overall reo Māori proficiency of students in your class?	#	%
No, not at all	0	0.0%
It has remained the same	0	0.0%
There has been a slight improvement	7	63.6%
There has been a noticeable improvement	1	9.0%
There has been a significant improvement	2	18.1%
The overall reo proficiency of students has greatly improved	1	9.0%
Total	11	100%

Impact of WKR on student understanding - Total

Has the Whakapiki programme increased students understanding of reo Māori?	#	%
No, not at all	0	0.0%
It has remained the same	0	0.0%
There has been a slight improvement	26	54.2%
There has been a noticeable improvement	8	16.7%
There has been a significant improvement	10	20.8%
The reo understanding of students has greatly improved	4	8.3%
Total	48	100%

Kura Reo Māori (Immersion Schools)

Has the Whakapiki programme increased students understanding of reo Māori?	#	%
No, not at all	0	0.0%
It has remained the same	0	0.0%
There has been a slight improvement	13	65.0%
There has been a noticeable improvement	4	20.0%
There has been a significant improvement	2	10.0%
The reo understanding of students has greatly improved	1	5.0%
Total	20	100%

Kura Reo Rua (Bilingual Schools)

Has the Whakapiki programme increased students understanding of reo Māori?	#	%
No, not at all	0	0.0%
It has remained the same	0	0.0%
There has been a slight improvement	6	35.3%
There has been a noticeable improvement	3	17.6%
There has been a significant improvement	6	35.3%
The reo understanding of students has greatly improved	2	11.8%
Total	17	100%

Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium)

Has the Whakapiki programme increased students understanding of reo Māori?	#	%
No, not at all	0	0.0%
It has remained the same	0	0.0%
There has been a slight improvement	7	63.6%
There has been a noticeable improvement	1	9.0%
There has been a significant improvement	2	18.2%
The reo understanding of students has greatly improved	1	9.0%
Total	11	100%

Has WKR increased te reo Māori used by students - Total

Has the Whakapiki programme increased the amount of reo Māori used by students?	#	%
No, not at all	3	6.4%
It has remained the same	5	10.6%
There has been a slight improvement	19	40.4%
There has been a noticeable improvement	4	8.5%
There has been a significant improvement	14	29.8%
The amount of reo used by students has greatly improved	2	4.2%
Total	47	100%

Kura Reo Māori (Immersion Schools)

Has the Whakapiki programme increased the amount of reo Māori used by students?	#	%
No, not at all	1	5.5%
It has remained the same	3	15.7%
There has been a slight improvement	8	42.1%
There has been a noticeable improvement	2	10.5%
There has been a significant improvement	5	26.3%
The amount of reo used by students has greatly improved	0	0.0%
Total	19	100%

Kura Reo Rua (Bilingual Schools)

Has the Whakapiki programme increased the amount of reo Māori used by students?	#	%
No, not at all	2	11.8%
It has remained the same	0	0.0%
There has been a slight improvement	10	58.8%
There has been a noticeable improvement	2	11.8%
There has been a significant improvement	3	17.6%
The amount of reo used by students has greatly improved	0	0.0%
Total	17	100%

Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium)

Has the Whakapiki programme increased the amount of reo Māori used by students?	#	%
No, not at all	0	0.0%
It has remained the same	2	18.2%
There has been a slight improvement	1	9.0%
There has been a noticeable improvement	0	0.0%
There has been a significant improvement	6	54.5%
The amount of reo used by students has greatly improved	2	18.2%
Total	11	100%

Has WKR increased quality of students te reo Māori - Total

Has the Whakapiki programme increased the quality of reo Māori used by students?	#	%
No, not at all	2	4.3%
It has remained the same	0	0.0%
There has been a slight improvement	26	55.3%
There has been a noticeable improvement	8	17.0%
There has been a significant improvement	9	19.1%
The overall reo proficiency of students has greatly improved	2	4.3%
Total	47	100%

Kura Reo Māori (Immersion Schools)

Has the Whakapiki programme increased the quality of reo Māori used by students?	#	%
No, not at all	0	0.0%
It has remained the same	0	0.0%
There has been a slight improvement	10	52.6%
There has been a noticeable improvement	3	15.8%
There has been a significant improvement	5	26.3%
The overall reo proficiency of students has greatly improved	1	5.2%
Total	19	100%

Kura Reo Rua (Bilingual Schools)

Has the Whakapiki programme increased the quality of reo Māori used by students?	#	%
No, not at all	1	5.8%
It has remained the same	0	0.0%
There has been a slight improvement	11	64.7%
There has been a noticeable improvement	3	17.6%
There has been a significant improvement	2	11.7%
The overall reo proficiency of students has greatly improved	0	0.0%
Total	17	100%

Rumaki and Reo Rua in Kura Auraki (Immersion and bilingual units in English medium)

Has the Whakapiki programme increased the quality of reo Māori used by students?	#	%
No, not at all	1	9.0%
It has remained the same	0	0.0%
There has been a slight improvement	5	45.4%
There has been a noticeable improvement	2	18.1%
There has been a significant improvement	2	18.1%
The overall reo proficiency of students has greatly improved	1	9.0%
Total	11	100%