

**MĀORI-MEDIUM PROFESSIONAL LEARNING AND DEVELOPMENT**  
*Kia rangatira te kaiako, kia rangatira te tamaiti, kia rangatira anō te reo*

**Response to the Report of the Professional Learning and Development Advisory Group**

**Submission from Māori-medium PLD providers**  
**November 2014**



## Context to this submission

In 2014, there are 12 Māori-medium Professional Learning and Development (PLD) providers supporting professional learning and development in more than 260 Māori-medium settings. Providers currently include iwi, tertiary institutions, and private enterprises.

While working within a wider system of PLD, Māori-medium PLD has followed a distinctly unique approach to the allocation, coordination and delivery of support to Māori-medium settings. While there are still many things to learn and explore toward building a coordinated PLD system that results in a more capable, effective schooling sector, we believe that the pathway which we have followed offers the PLD review process a way forward to be inclusive of the specific needs of those in Māori-medium settings.

## Building a valid evidence base

First and foremost, we are conscious that the evidence upon which the Professional Learning and Development Advisory Group bases its principles and proposed approach does not include Māori-medium contexts and does not acknowledge nor reflect those practices and theories that are valued and central to Māori-medium education. Māori-medium schooling is situated in a unique sociolinguistic and sociocultural context that is foundational to its existence and which needs to be reflected and acknowledged in the provision of PLD support.

As a collective of Māori-medium providers we have gathered evidential data to show shifts in the pedagogical practices of teachers that have positive impacts on Māori educational achievement. These practices are also well supported and substantiated by epistemological studies which argue for kaupapa Māori theories as a means to advance the educational opportunities of Māori.

'One size fits all' templated models are no longer appropriate. The approach we propose is one that supports Māori theories of practice (Bishop, Berryman, Wearmouth, Peter, Clapman, 2012; Bishop, Berryman, Cavanagh & Teddy, 2007; Durie, 2001; McGrath, 2008; Smith, 1997, 2012) that enhance the distinct and unique needs and uphold the values, aspirations and desired educational outcomes which those involved in Māori-medium settings actively support and promote. Acknowledging that *"one size fits one"*, we do not presume that this model is right for everyone.

## Valuing Māori-medium outcomes

The 'new approach' outlined by the PLD Review group is singularly focussed on accelerating valued student outcomes. While this single focus may be appropriate in English-medium education, Māori-medium education seeks dual outcomes, having been built on Māori

(including iwi, hapū, and whānau) aspirations for its children to achieve both educational and sociolinguistic (language and culture) success—an aspiration supported by the Ministry of Education’s Māori education strategy, *Ka Hikitia – Accelerating Success 2013–2017* is our strategy.

As a Māori-medium collective of providers, we consistently work towards a more coordinated, consolidated system of support in order to advance and deliver PLD services. Working together in this way ensures that Māori have opportunities and access to professional learning and development which values success ‘as Māori’ where Māori language, culture, knowledge and identity are upheld and valued. Moreover, we propose that any ‘new approach’ needs to value the dual outcomes which Māori-medium education aspires to, and create the educational, cultural and linguistic shifts sought by stakeholders in each setting.

### **Strengthening the PLD system**

A number of initiatives, unique to the Māori-medium sector, have been implemented toward achieving the kind of pedagogical shifts in teacher practice which have an impact on student achievement. Initiatives which have proven to be effective in professional learning and development include:

1. The establishment of National Provision Leads to support the coordination of Māori-medium PLD nationally, as a means to increase the quality of PLD support across provisions, identify national variance and issues, and to achieve consistency between providers and kura.
2. The implementation of a generic scoping system to expedite PLD into kura, coordinate allocations of multiple provisions, and support stakeholder partnership and participation.
3. The development of a centralised national provision log that can be accessed by National Provision Leads and Ministry to support timely and consistent information to provisions.
4. Working in partnership with Student Achievement Function (SAF) Practitioners to draw upon a range of baseline data, including SAF Change and implementation plans.
5. Establishment of networks and partnerships (encompassing the breadth of support available in kura including other PLD providers, SAF practitioners, resource teachers, and senior advisors) to develop a coordinated plan of action for the kura to move forward.

As a collective group of providers we have identified some critical elements which contribute significantly toward the success of PLD in Māori-medium settings. Our experience shows that these factors are central to achieving sustainable shifts in teaching and learning which lead toward accelerating Māori student achievement:

1. Accurate identification, articulation and prioritisation of PLD needs— this is the starting point and basis for successful outcomes and shifts.
2. Prioritising PLD at a kura level amongst a range of competing priorities.
3. Establishing communities of practices for kura, kaiako, middle, senior managers and tumuaki to share best practice as well as to learn with and from colleagues within Māori-medium settings—while kura based PLD is the basis of the current system, providing Māori-medium kaiako with opportunities to network, share and learn together is critical given that most kura have a small, possibly isolated, staff.
4. Co-ordinating PLD needs into a single kura plan of professional learning that can be monitored, actioned and reviewed.
5. Onsite (daily) support for kaiako to implement new learning into the classroom and into their professional practice, and to help kaiako to share their new learning with their colleagues.
6. Online support that complements and models the use of the new Māori e-Learning planning framework as Māori-medium kaiako become more and more confident with social media (ESN – educational social networking), and the virtual world. VLN, Twitter, Google docs have provided another opportunity to work in teams toward agreed upon kaupapa regardless of location.
7. Strong pedagogical leadership that values and prioritises professional learning, and actively seeks to develop staff capability.
8. Establishing sustainable systems, processes, relationships and environments that enable kaiako and leaders to prioritise professional learning needs that develop a culture of improvement for ākonga, BOT and whānau.

### **Envisioning an effective PLD system**

As Māori-medium PLD providers we are highly cognisant of the fact that positive relationships, integrity and cooperation underpin a successful PLD system. We constantly review, reflect upon and critique our own ways of working with kura and over time we have identified and built an approach that is specific to the needs of kura, kaiako, tumuaki, and whānau. Our vision for an effective Māori-medium PLD approach would lead to:

- an established sustainable, high quality teaching workforce
- increased learner, whānau and iwi engagement
- accelerated student achievement in terms of identity, language and culture (cultural, linguistic and academic student achievement)
- acknowledged and strengthened linguistic and cultural contexts unique to Māori-medium settings
- improved capability of Māori-medium settings to engage in self-review which strengthens kura as effective learning organisations.

The proposed approach which follows describes the elements of an improved system of PLD support for Māori-medium settings based on a vision of:

*Kia rangatira te kaiako,  
Kia rangatira te tamaiti,  
Kia rangatira anō te reo.*

<b>Vision for PLD in Māori-medium settings</b>	<b>Kia rangatira te kaiako, kia rangatira te tamaiti, kia rangatira anō te reo.</b> <ul style="list-style-type: none"><li>• A co-ordinated, collaborative PLD provision that supports kura toward self-management and allows access to professional learning which continually improves and strengthens the language, knowledge and practice of kaiako.</li></ul>
<b>Purpose of Vision</b>	<ul style="list-style-type: none"><li>• <i>Mana tamariki</i>: To accelerate ākonga linguistic, cultural and education success.</li><li>• <i>Rangatiratanga</i>: To empower kura to be self managing, to determine their needs and aspirations and to access the services.</li><li>• <i>He taonga te reo; He taonga tuku iho</i>: To normalise te reo Māori me ōna tikanga, mātauranga Māori.</li><li>• <i>Mahi ngātahi</i>: To support kura to work collaboratively with internal and external expertise to address kura-based PLD priorities as well as regional and national priorities</li><li>• <i>Strengths-based</i>: To enhance the unique features of the diverse range of settings and kaiako.</li><li>• <i>Self-reflection</i>: To support kura to be self-reflecting, learning organisations which serve their tamariki and whānau. PLD builds kura capability to be self-reflective, to identify, articulate and prioritise their professional learning needs.</li></ul>
<b>Key Objective</b>	To have effective, value for money, PLD systems and services that support and advance: <ul style="list-style-type: none"><li>• ākonga, whānau and iwi involvement</li><li>• kura capability</li><li>• leadership and teacher capability</li><li>• provider and facilitator capability</li><li>• Ministry of Education capability</li><li>• increased networking, collaboration, partnerships and coordination.</li></ul>

## Resulting in

- improved ākonga participation, engagement and accelerated achievement
- ākonga reaching their potential
- improved pedagogical practice
- confident Māori learners and kaiako in te reo me ōna tikanga.

## Clarifying the objectives

- Enabling kura to ‘purchase’ their own PLD to build capability.
- ‘Building kura capability’ involves ensuring kura are able to identify and prioritise their own needs through the charter, self-review and performance management systems.
- ‘Building teacher capability’ involves engaging teachers in continuous improvement of their professional practice, knowledge, and language.
- ‘Building provider capability’ involves building on current provider skills.
- Providers must be able to report against baseline data with the intention of showing shifts in teacher practice, knowledge and/or language and/or student outcomes.
- ‘Building Ministry of Education capability’ involves the Ministry changing its structure and approach to support the devolution of PLD. In other words, the Ministry needs to ‘find its appropriate place’ to facilitate a successful PLD provision where the Māori-medium sector has more autonomy over how this happens.  
This necessarily creates further opportunities for whānau and iwi to have a greater say in the education of mokopuna.
- ‘Improved learner engagement’ and ‘accelerated learner achievement’ should be outcomes of building the capabilities of providers, kura and the Ministry of Education.

## Current Issues

- There is no singular, clear definition of what ‘Māori-medium education’ is in respect of PLD.
- Kura using NZC are accessing PLD that is based upon TMOA
- There are significant differences between the immersion levels – Levels 1, 2, 3 and 4, but the system currently does not differentiate support appropriately.
- Te reo Māori – diversity of teacher language and student language; limited range of resources and support.
- 70% of PRTs exit Māori-medium schools by their third year fo

teaching.

- Many kura are small and/or geographically isolated.
- Many kura have high staff turn over.
- Many kura are led by first time principals, most of whom have not enjoyed a strong induction period, despite having little or no previous management or leadership experience.
- Kaiako in wharekura have not been trained as secondary teachers for a Māori-medium setting—they are either primary trained and/or English-medium trained (currently there are no wharekura specific initial teacher education programmes). This means many have low confidence and knowledge in particular content areas and the literacy of the learning area.
- NAG 2A data suggests Pāngarau outcomes are a major concern.
- There is no common understanding across the Māori-medium sector of constitutes 'in-depth and flexible' PLD and what is required to enable this approach.

## The Essentials

### PLD needs to:

- respond effectively to kura professional learning needs
- start with the charter and the graduate profile in order to identify the needs
- ensure kura have appropriate access across the country regardless of location
- be flexible and not dependent on national priorities that are determined by English-medium needs/issues
- ensure kura self-review processes are robust
- focus on the individual and collective professional needs of kaiako
- build capability in generic/organisational requirements such as writing charters
- co-ordinate infrastructure to alleviate pressure where multiple provisions exist
- ensure kaiako (particularly PRTs) are retained through proper support and manaakitanga
- support a career path for teachers to become expert teachers
- work for kura that are already able to administer devolved funds as well as those that need additional support
- be timely, relationship oriented, flexible, accessible
- incorporate a blended e-learning strategy that allows the kura to function effectively in the online environment

- build in research and development to inform decision making
- work collaboratively with the full range of support services such as RTM, RTLB, RTLit, SAF services to ensure sustainability, collaboration and cohesion.

A future PLD structure needs to:

- allow for different formats of PLD – e.g. national provision, localised provision, in-depth school, cluster, national and/or regional workshops, local community-based experts
- accommodate individual and collective opportunities where internal and external capability is utilised to strengthen the membership
- promote what is happening in the PLD space
- capture and reflect on what works (and equally what doesn't work and why) in Māori-medium settings.

## Considerations

Keys to the success of any future PLD model are:

- the accuracy of identifying PLD needs
- the coordination of PLD support into a kura
- the ability of kura to engage in PLD
- the support kaiako and leaders have to implement changes into their practice.

## A coordinated approach in practice:

- **Coordination groups**
- **Collaborative PLD plan**
- **Database of PLD providers**
- **Funding Mechanism**

Kura need to be supported to develop comprehensive, coordinated professional learning plans that identify, articulate and prioritise professional learning needs in relation to building teacher capability, promoting improved student outcomes, strengthening leadership (existing and aspiring) and building strong, sustainable learning organisations.

## Coordination Groups

A PLD model for Māori-medium should provide for a coordination function, discussed here as a 'coordination group'—similar to the current notion of 'Change Groups' but which have a focus on coordinating PLD support into a kura.

#### Co-ordination groups:

- work with individual kura or a cluster of kura to scope the PLD needs of the kura, and develop and monitor PLD plans- cluster or school-wide and individual kaiako
- could be regionally based
- might be individuals or groups: lead kura, regional co-ordinators, individual teachers, iwi, runanga, university, teacher development centres, or a group of individuals/providers working together (e.g., a staff member, provider, and an iwi rep)
- submit the plan to 'tono' to the funding agency
- provide support in the selection and co-ordination of appropriate PLD
- support kura through their journey to achieve their aspirations as a result of PLD
- may help individual teachers to bring their new learning into their classroom and share their learning with colleagues.

#### A Collaborative PLD Plan

##### The PLD plan would:

- be based on the charter and graduate profile
- prioritise PLD needs and include a budget
- form part of the annual plan/report to Ministry of Education
- consider all professional learning and development needs of the kura (individual teacher needs and whole-school)
- be submitted to 'the funding mechanism' for approval in relation to release funds to the kura or kura collective
- Kura with the capacity to manage their own PLD may submit a proposal directly to funding mechanism/organisation (in these cases the coordination team would be a kura-based team)
- BOTs and principals are ultimately responsible for ensuring PLD funds that they receive are allocated and targeted.

#### Database of PLD providers

- A wider view of 'provider' should be considered.
- A database of potential 'providers' would be established to enable and support ease of access and knowledge sharing.
- The database would be accessible by all stakeholders to PLD.

- The database would include— curriculum specialists, providers, expert teachers, local experts in kura communities e.g. weavers.
- Subject expert teachers may be ‘providers’. If their kura agrees, their time can be bought out to work with other teachers and kura.
- Schools could nominate teachers with potential to be added to the ‘database.’ (NB: appropriate remuneration of teachers would need further consideration.)

#### Funding Mechanism Options:

- Devolution of all PLD funding to kura via Operations Grant.
- Establishment of a PLD funding agency responsible for distributing funding.
- Ministry of Education contracting and administering all PLD funding.
- A mixed-model where some PLD is contracted through a funding agency (either the Ministry or another funding agency), with the opportunity for kura to purchase PLD directly.

#### Notes:

- The funding mechanism could be the Ministry of Education or another organisation such as the Teachers’ Council, or another national or regional body.
- For local priorities, kura could directly access a funding pool either through their Operational Grant or the funding mechanism to enlist the services of experts for projects under a set amount. (NB: Experts or providers who are receiving in excess of the set amount need to be a ‘registered’ provider and or facilitator.)
- A mixed-model provides an opportunity for kura to self-manage or out-source their own PLD needs but also ensures that PLD providers are in place for kura to engage with. Within this mixed model, the PLD sector is supported to be progressive.
- While devolving funding directly to kura may support kura to be self-managing, there are clear risks that need to be mitigated, including the potential for the PLD sector to be compromised and unable to grow and sustain itself. PLD requires providers that are experienced and able to meet kura

PLD needs.

## REFERENCES

- Bishop, R., Berryman, M., Wearmouth, J., Peter, M., & Clapman, S. (2012). Professional development, changes in teacher practice and improvements in indigenous students' educational performance: A case study from New Zealand. *Teaching and Teacher Education, 28*, 694–705.
- Bishop, R., Berryman, M., Cavanagh, T., & Teddy, L. (2007). *Te Kotahitanga phase 3 whanaungatanga: Establishing a culturally responsive pedagogy of relations in mainstream secondary school classrooms*. Wellington: Ministry of Education.
- Durie, M. (2001). *A framework for considering Māori educational advancement*. Paper presented at the Hui Taumata Matauranga, Turangi/Taupo.
- McGrath, F. (2008). *Rangatiratanga: Theories of practice in Māori educational leadership*. Paper presented at Te Aka Tokerau, Paihia.
- Smith, G. (1997). *'Kaupapa Māori as transformative praxis'*. (PhD thesis), The University of Auckland, Auckland.
- Smith, G. (2012). Interview kaupapa Māori: The dangers of domestication. *New Zealand Journal of Educational Studies, 47*(2), 10–20.