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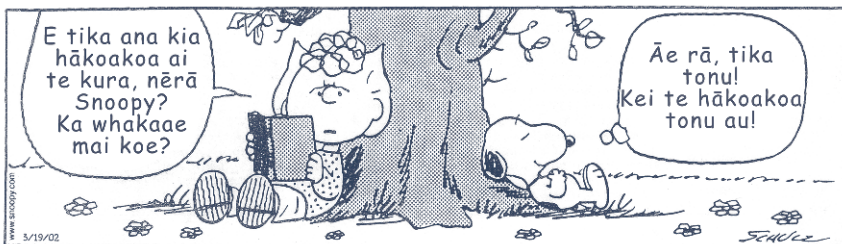
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TE WHAKARĀPOPOTO SUMMARY

TE KAUPAPA

Nō te tau 1993 i tīmata ai Te Kaupapa Aroturuki Mātauranga ā-Motu. Ko te tino kaupapa, he aromatawai, he tuku pūrongo mō ngā taumata mātauranga e ekea ana e ngā tamariki o ngā kura tuatahi i roto i ngā marau katoa o te kura. He mea aromatawai ngā tamariki o te tau 4 (kei te takiwā haurua o te kura tuatahi) me te tau 8 (te whakamutunga o te kura tuatahi). He rerekē ngā marautanga me ngā pūkenga e aromatawaia ana i ia tau, ā, ka oti ngā marau katoa i te huringa o ia whā tau. Ko ngā kaupapa i oti i te tau 2002, ko te tuhituhi, te whakarongo, te mātakitaki, te hauora, me te mātauranga korikori.

Ko te whāinga matua o te aroturuki ā-motu, kia āta mōhiotia ai he aha ngā mahi e taea ana e ā tātou tamariki,



kia āta kitea ai ngā wāhi e pakari ana me ngā wāhi e āhua ngoikore ana, kia whakanuia ngā āhuatanga pai, kia tautuhia ngā āhuatanga whakaako me whakarerekē, me te whakaū anō i ngā rauemi e hāngai ana.

Ia tau, ka tīpako matapōkerea ētahi tamariki ruarua nei mai i ngā kura puta noa i te motu. Ka aromatawaia ēnei tamariki i roto i ō rātou ake kura e tētahi rōpū kaiako kua tohua, kua whakangungua mō tēnei momo mahi. Ka tukuna ngā tohutohu mahi

ki ngā tamariki mā te reo ā-waha o te kaiako, mā te whiti ataata, mā te rorohiko, mā te tuhituhi rānei. Ko te maha o ngā ngohe aromatawai, he mea whakamahi taputapu, whakamahi rauemi rānei. Ko ngā momo whakautu a ngā ākongā, ko te whakautu ā-waha, ko te whakaari, ko te tuhituhi, ko te whakautu mā te konae rorohiko, ko te hanganga ā-ringā rānei. He maha ngā whakautu ka hopukina ki te whiti ataata hei arotakenga i muri iho.

TĒNEI PŪRONGO

E arotahi ana ngā kōrero a te pūrongo nei ki ngā ākongā o te tau 8. Ko te 1999 te tau tuatahi i tīmatahia ai ngā aromatawai i roto i ngā akomanga reo Māori, mō ngā ākongā o te tau 8 anake. I te tau 2002, e pātata ana ki te 60 ōrau o ēnei ākongā nō tētahi kura reo Māori (ko te nuinga he Kura Kaupapa Māori), ko te toenga 40 ōrau nō tētahi akomanga reo Māori o roto i tētahi kura whānui (engari, i waenga i te 80 me te

100 ōrau o ngā mahi whakaako i roto i te reo Māori). Mō tēnei tīpako ākongā motuhake, ka whakamāorihia ngā ngohe aromatawai, ā, ka whakahaerehia e tētahi rōpū kaiako e tino taunga ana ki ngā whakaakoranga rumaki. Ka kōrerohia ngā hua ka puta ki ēnei ākongā i tēnei pūrongo, ā, ka whakatairitea ki ngā hua i puta ki ngā ākongā Māori o roto i ngā kura whānui (e ako ana mā te reo Ingarihi).

1: NGĀ ĀHUATANGA MATUA

Ko te Wāhanga Tuatahi, he whakamārama i ngā āhuatanga matua o Te Kaupapa Aroturuki Mātauranga ā-Motu e hāngai ana ki tēnei pūrongo.



2: NGĀ TAKE

Ko te Wāhanga Tuarua, he whakamārama i ētahi o ngā take e pā ana ki te aromatawai i ngā ākongā o roto i ngā akomanga reo Māori, me te whakatairite i ngā hua ka puta ki a rātou me ngā hua ka puta ki ngā ākongā Māori o roto i ngā kura whānui.



Ko tētahi o ngā take matua, ko te whakamāori i ngā tohutohu me ngā rauemi aromatawai. Ahakoa te āta mahi a ngā

kaiwhakamāori tautōhito tokowhitu, ākene pea he uaua ake ngā kupu me ngā rerenga kōrero hei aro mā ngā ākongā o ngā akoranga reo Māori. Āpiti atu ki tēnei, he āhua hou tonu ngā marautanga reo Māori. Waihoki he mahi nui tonu te kimi i te reo taketake, Māori mai, Ingarihi mai, kia ōrite te whakawhitinga o te whakaaro me te taumata o te kōrero.

Tāpiri mai, ko tētahi take anō e whai pānga ana, kāore anō kia pērā rawa te whanake o ngā pūkenga reo o ētahi o ngā ākongā o ngā akomanga reo Māori, e mārama ai rātou ki ngā tohutohu, e tutuki pai ai rānei ā ratou whakautu. He mea tonu ngā kura reo Māori kia tautuhia ngā ākongā kua whā tau nui ake e rumakina ana ki te reo Māori, ā, ka tipakohia ngā ākongā i whai wāhi mai ki te kaupapa aromatawai nei mai i tēnei hunga ākongā kua tino taunga ki ngā whakaakoranga reo Māori. Ahakoa tēnei, he uaua tonu ki ētahi te

whakawhitiwhiti i ō rātou whakaaro i te reo Māori.

Ko ētahi take anō kei te pā ki ngā hua i puta i ngā aromatawai, he rerekē ngā momo kaupapa e tino arohia ana i roto i ngā kura reo Māori, ā, he ruarua hoki ngā rauemi hei whakamomona i ngā akoranga. Nā te mea he rerekē te aro a te kura reo Māori me te kura whānui ki ngā marau e tino whāia ana, tērā tonu, ka rerekē anō te āhua o ngā hua aromatawai ka puta ki ngā ākongā o ēnei tū kura e rua. Āpiti atu ki tēnei, he hou tonu te whanaketanga o tēnei mea te rumaki, ā, he maha hoki ngā kura he ruarua noa iho ngā tau e haere ana. He torutoru noa iho ngā rauemi whakaako i roto i te reo Māori, kāore hoki i te tokomaha ngā kaiako tautōhito. Ko tētahi o ngā āhuatanga e haere whakamua ai te kaupapa, ko te ngākau hihiri me te pono o te hunga kaiako me te hunga mātua, engari tonu, ka pakari ake anō te tipu me te māro o te kaupapa i roto i ngā tau ka tū mai.

4: TE WHAKARONGO

Ko te Wāhanga Tuawhā ko ngā kōrero e pā ana ki te aromatawai i ngā pūkenga whakarongo. He pūkenga whakahirahira tonu te whakarongo. E tika ana kia eke ngā pūkenga whakarongo hei whakatutuki i te huhua o ngā take, pērā i te kōrerorero, kia mārama hoki ki ngā momo paki, kia hopu mōhiohio, kia tautuhi i ngā whakaaro me ngā tirohanga rerekē, kia whai wāhi atu ki ngā momo ngahau, kia whakawhānui anō i te reo ake o te tangata.

He teitei ake (ā-tauanga) te taumata i ekea e ngā ākongā Māori o ngā kura whānui i te taumata o ngā ākongā o ngā kura reo Māori i roto i ngā ngohe whakarongo tekau katoa.

3: TE TUHITUHI

Ko te Wāhanga Tuatoru ko ngā kōrero e pā ana ki ngā hua o te aromatawai i te mātauranga me ngā pūkenga tuhituhi. He huarahi whakahirahira te tuhituhi hei whakawhitiwhiti whakaaro. Mā te tuhituhi e whakawhiti ai te tangata i ōna aronga ngākau, i ōna whakaaro, i āna mōhiohio ki tangata kē, mō te huhua o ngā take. Ko te auhatanga tētahi wāhanga nui o te tuhituhi ihiihi, ā, me whai pūkenga te tangata kia mārama te takoto o āna tuhituhi, te whakawhitiwhiti i ōna ake aronga ngākau, āna paki me ōna whakaaro. Me mātau anō ia ki ngā tikanga ake o ngā momo tuhituhi. Mō te tuhituhi pono, he mea nui kia mārama, kia tōtika te whakatakoto i ngā mōhiohio i roto i ngā tuhituhi, hei whakaahua i tētahi āhuatanga, hei tohutohu, hei whakatenatena, hei whakaoti puka uiui, hei whakawhitiwhiti whakaaro rānei mā te reta, mā te kāri, mā te karere rorohiko, mā te karere tuhi ā-waea rānei.

Tekau mā ono katoa ngā ngohe tuhituhi. Mō te tekau mā tahi o ēnei ngohe, he ōrite te taumata o ngā hua i puta ki ngā ākongā Māori o ngā kura reo Māori me ngā ākongā Māori o ngā kura whānui. Mō ētahi ngohe e rua he teitei ake (ā-tauanga) te taumata o ngā ākongā o ngā kura whānui. Mō ētahi ngohe e toru, he teitei ake (ā-tauanga) te taumata o ngā ākongā o roto i ngā kura reo Māori.

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5: TE MĀTAKITAKI

Ko te Wāhanga Tuarima he whakaatu i ngā hua o te aromatawai i te mātauranga me ngā pūkenga mātakitaki. E tino kitea ana ngā momo karere ataata i tēnei ao hurihuri. Ko ētahi pērā i te pānui hokohoko, he karere whakawhere. Ko ētahi hei whakangahau, hei kukume rānei i te urupare kare-ā-roto. Arā te huhua o ngā momo pānui whakawhitiwhiti mōhiohio e tino whakamahi ana i ngā karere ataata i te taha o te tuhituhi. He wāhi nui anō te whakaatu a te tinana i roto i ngā whakawhitiwhitinga tāngata, pērā i te hiki o te tukemata, te hūkari, me ētahi atu whanonga. Nō reira, ko tētahi whāinga hei aro mā te kura, kia mārāma pai te ākongā ki ngā momo karere ataata.

Mō te ono o roto i te tekau o ngā ngohe aromatawai mātakitaki, he ōrite te taumata i ekea e ngā ākongā Māori o ngā kura whānui me ngā ākongā o ngā kura reo Māori. Mō ētahi ngohe e rua he teitei ake (ā-tauanga) te taumata o ngā ākongā o ngā kura whānui. Mō ētahi ngohe e rua anō, he teitei ake (ā-tauanga) te taumata o ngā ākongā o roto i ngā kura reo Māori.



6: TE HAUORA

Ko te Wāhanga Tuano ko ngā hua o te aromatawai i te mātauranga me ngā pūkenga hauora. Ko tā te akoranga hauora, he whakapiki i te mātauranga, te māramatanga me ngā pūkenga o ngā ākongā ki ngā āhuatanga whānui e toru e tino pāngia ana ki te oranga o te tangata me te hapori. Arā:

- ko te whakapūmau me te whakapiki i te hauora whaiaro me te whanaketanga tinana;
- ko te pāhekoheko me te whakawhanaunga ki tangata kē;
- ko te kawē i ngā mahi hira hei waihanga i ngā hapori me ngā taiao whaiora.

E rua tekau mā waru katoa ngā ngohe hauora. Mō te tekau mā iwa o ēnei ngohe, he ōrite te taumata o ngā hua i puta ki ngā ākongā Māori o ngā kura reo Māori me ngā ākongā Māori o ngā kura whānui. Mō tētahi ngohe kotahi he teitei ake (ā-tauanga) te taumata o ngā ākongā o ngā kura whānui. Mō ētahi ngohe e rua, he teitei ake (ā-tauanga) te taumata o ngā ākongā o roto i ngā kura reo Māori.

7: TE MĀTAURANGA KORIKORI

Ko te Wāhanga Tuawhiti ko ngā hua o te aromatawai i ngā pūkenga korikori a ngā ākongā. E aro ana te mātauranga korikori ki ngā pūkenga korikori whaiaro me ētahi atu āheinga e hāngai ana ki te whānui o ngā horopaki me ngā taiao. He wāhi nui tō ngā pūkenga e kōrerohia nei, e whakatutuki ai te tangata i āna mahi o ia rā, i āna mahi whiwhi utu, me te whai wāhi anō ki ngā momo hākinakina.



Tekau mā ono katoa ngā ngohe mō te mātauranga korikori. Mō te tekau mā toru o ēnei ngohe, he ōrite te taumata o ngā hua i puta ki ngā ākongā Māori o ngā kura reo Māori me ngā ākongā Māori o ngā kura whānui. Mō tētahi ngohe kotahi he teitei ake (ā-tauanga) te taumata o ngā ākongā o ngā kura whānui. Mō ētahi ngohe e waru, he teitei ake (ā-tauanga) te taumata o ngā ākongā o roto i ngā kura reo Māori.

8: NGĀ PĀTAITAI

Ko te Wāhanga Tuawaru ko ngā hua o te pātaitai i ngā whakaaro o ngā ākongā e pā ana ki ngā marautanga, me ā rātou ake titiro ki ngā taumata e eke ana rātou mō te tuhituhi, te hauora, me te mātauranga korikori.

I tohua ngā ākongā ki te whiriwhiri i ngā marau e toru e tino rekareka ana ki ā rātou o roto i ngā marau tekau mā rua. Ko te mātauranga korikori te kaupapa e tino manakohia ana e ngā ākongā o ngā rōpū e rua. Ko te hauora te mea hahaka rawa mō ngā ākongā Māori o ngā kura whānui, koia te tuaiwa mō ngā ākongā o ngā kura reo Māori. Ko te tuhituhi te marau tekau mā tahi mō ngā rōpū e rua. Kāore te whakarongo me te mātakitaki i whakaurua ki te rārangi o ngā marau. He teitei ake tā te hunga o te kura reo Māori whiriwhiri i

te pāngarau, te pūtaiao me te pānui, he hahaka rawa te mātauranga korikori, te hangarau me te pūoro.

I uia ngā ākonga “me pēhea te tangata e eke ai i ngā taumata o te tuhituhi?” Ka whiriwhiria ētahi whakautu e toru (iti ake rānei), mai i te rārangi tekau. Kāore i te pērā rawa te whiriwhiri a ngā ākonga o ngā kura reo Māori i te whakautu mā te tokonga whakaaro, engari he kaha ake te whiriwhiri i ngā whakautu mā te tau o te ābua o te tubitubi, mā te whakawhitiwhiti kōrero ki tētahi atu rānei. Ka tonoa hoki ngā ākonga ki te whakatakoto tuhituhi ki te pātai “me pēhea e pai ake ai ō rātou ake pūkenga tuhituhi?”. He kaha ake te whakaaro o te ākonga o te kura reo Māori kia pai ake tā rātou mahi hihira, te mahi whakatikatika, te tau o te tuhituhi, kia auau ake hoki tā rātou mahi tuhituhi. Kāore i te pērā rawa te kaha o te whakaaro ki te whakatikatika i te tātai o te kupu.

Tekau mā rima hoki ngā pātai raupapa e pā ana ki te tuhituhi hei whakautu mā ngā ākonga. Ina whakatairitea ngā ākonga o ngā kura reo Māori ki ngā ākonga o ngā kura whānui:

- ▶ he rekareka ake ō rātou whakaaro ki te mahi tuhituhi i te kura;
- ▶ he pai ake ngā whakaaro o ngā matua ki ngā pūkenga tuhituhi o ngā ākonga (e ai ki ngā ākonga);
- ▶ e whakaaro ana rātou he kaha ake ki te tātai kupu (i roto i te reo Māori, kua te reo Ingarihi);
- ▶ he kaha ake rātou ki te pānui i ā rātou tuhituhi ki ō rātou hoa;
- ▶ he kaha ake tā rātou whakamahi rorohiko mō te tuhituhi i te kura, i te kāinga hoki.

I roto i ngā pātaimai mō te hauora, ka whakatakotoria ētahi ngohe hauora tekau mā toru, ā, ka tonoa ngā ākonga ki te tohu i ngā mea e ngākaunui ana rātou me ngā mea kāore e pai ana ki a rātou. Ina whakatairitea ngā ākonga o ngā



kura reo Māori ki ngā ākonga o ngā kura whānui, he tino kore nei i reka ki te kaupapa me pēhea e haumaruru ai te tangata, ā, kāore i reka ki te kaupapa ngā momo kai me te kai hauora. He kaha ake te rekareka ki ngā kaupapa nei, te tiaki i abau anō, te tiaki i tangata kē, me te whakawhānau.

E whā ngā pātai raupapa e pā ana ki te hauora. Ina whakatairitea ngā ākonga o ngā kura reo Māori ki ngā ākonga o ngā kura whānui:

- ▶ he kaha ake rātou ki te kī mai ko te mahi kura hei āwhina i a rātou ki te ako i ngā kaupapa hauora;
- ▶ kāore i te pērā rawa ngā whakaaro ki ngā hua o ngā akoranga hauora;
- ▶ he kaha ake te hiahia kia ako tonu rātou i ngā kaupapa hauora ina pakeke haere rātou.

Ka whakaaturia ētahi ngohe e whitu o te mātauranga korikori. Ina whakatairitea ngā ākonga o ngā kura reo Māori ki ngā ākonga o ngā kura whānui, he kaha, he ōrite hoki te rekareka ki ngā momo korikori e whai wāhi mai ana te pāoro. Kāore i te pērā rawa te rekareka ki te kaiaka, engari he tino rekareka ake ki te kauhoe, ā, he rekareka ake ki te pītakataka, te kanikani me te reo kori.

Ka tonoa ngā ākonga ki te tuhituhi i ētahi āhuatanga matua e toru hei ako mā te tangata kia eke i ngā taumata o te mātauranga korikori. Ko te whakapakari tinana te tino whiriwhiri a ngā ākonga Māori o ngā kura whānui, kātahi ko te ū ki te ngākau tika mō te hākinakina, ko te waiaro pai me te kaha ki te mahi, ko ngā pūkenga hākinakina. Ko ngā pūkenga hākinakina te whiriwhiri tōmua a ngā ākonga o roto i ngā kura reo Māori, kātahi ko te whakangungu, te whakapakari tinana, me te ū ki te ngākau tika mō te hākinakina.



TE WHAKARĀPOPOTO

E rima katoa ngā kaupapa e kōrerohia ana i konei. Mō te 20 ōrau o ngā ngohe he teitei ake te taumata i eke e ngā ākonga Māori o ngā kura whānui. He teitei ake ngā ākonga o ngā kura reo Māori mō te 19 ōrau o ngā ngohe, ā, kāore i tino rerekē ake ngā rōpū e rua mō te 61 ōrau o ngā ngohe.

He pēnei anō te āhua o ngā kaupapa e toru o roto i ngā mea e rima, arā, te tuhituhi, te mātakitaki me te hauora. He rerekē te āhua i ērā atu o ngā kaupapa e rua. He teitei ake te taumata i eke e ngā ākonga o ngā kura whānui i roto i ngā ngohe whakarongo tekau katoa. Mō ngā ngohe hauora, he teitei ake ngā ākonga o ngā kura reo Māori mō te 29 ōrau o ngā ngohe, he teitei ake ngā ākonga Māori o ngā kura whānui mō te 3 ōrau noa iho o ngā ngohe.

THE PROJECT

New Zealand's National Education Monitoring Project commenced in 1993, with the task of assessing and reporting on the achievement of New Zealand primary school children in all areas of the school curriculum. Children are assessed at two class levels: year 4 (halfway through primary education) and year 8 (at the end of primary education). Different curriculum areas and skills are assessed each year, over a four-year cycle. In 2002, the areas covered were writing, listening, viewing, health and physical education.

The main goal of national monitoring is to provide detailed information about what children can do so that patterns of performance can be recognised, successes

celebrated, and desirable changes to educational practices and resources identified and implemented.

Each year, small random samples of children are selected nationally, then assessed in their own schools by teachers specially seconded and trained for this work. Task instructions are given orally by teachers, through video presentations, on laptop computers, or in writing. Many of the assessment tasks involve the children in the use of equipment and supplies. Their responses are presented orally, by demonstration, in writing, in computer files, or through submission of other physical products. Many of the responses are recorded on videotape for subsequent analysis.

THIS REPORT

This report focuses solely on year 8 students. Starting in 1999, assessments of students learning in Māori immersion programmes were added to the national monitoring programme, at the year 8 level only. In 2002, about 60 percent of these Māori immersion students were learning in immersion schools (mainly Kura Kaupapa Māori), while the other 40 percent were learning in immersion classes (located in mainstream schools, but having 80 to 100 percent of instruction conducted in Māori). For this special sample of students learning predominantly in Māori, the assessment tasks and task materials were translated into Māori and administered by teachers experienced in Māori immersion settings. The results these students achieved are reported here, together with comparative figures for Māori students in the main year 8 national monitoring sample (whose schooling was conducted predominantly in English).

1: KEY FEATURES

Chapter 1 explains key features of the National Education Monitoring Project that are relevant to this report.



2: ISSUES

Chapter 2 explains some issues affecting the interpretation of the assessments in Māori immersion settings, and especially the comparisons of the achievements of Māori students in general education and Māori immersion programmes.

One issue involved the translation of task instructions and materials from English to Māori. While this was done with considerable care by a team of seven experienced people, some of the resulting translations may have used vocabulary or language structures that would not have been easy for all immersion students to understand. To some extent this is exacerbated because the various Māori curriculum documents are

quite new, but it will always remain a challenge to find natural language in both English and Māori that communicates exactly the same task requirements.

A related issue is that some of the students in Māori immersion settings had not yet developed sufficient skills in te reo Māori to fully understand task instructions or to communicate their responses well. The selected Māori immersion schools were asked to indicate which of their students had completed more than four years of immersion education, and national monitoring samples were selected from these experienced students. Nevertheless, some of the selected students still struggled at times with communication in Māori.

Other important issues affecting interpretation of the results are the

different curriculum emphases in Māori immersion schools and classes and the often limited availability of suitable resources for their teaching and learning programmes. Because curriculum priorities are different for Māori immersion education than for general education, patterns of achievement can be expected to differ accordingly. Also, Māori immersion education is in an early stage of development. Many immersion schools and classes have been established for only a few years. Teaching and learning resources in te reo Māori are scarce, as are teachers with suitable expertise. High levels of teacher, parent and student commitment help to compensate for these obstacles to successful learning, but further improvement can be anticipated as Māori immersion education grows and consolidates.

3: WRITING

Chapter 3 presents the results of the assessments of students' knowledge and skills in writing. Writing is an important means of communication. Through their writing, people communicate feelings, ideas and information to other people, for a wide range of purposes. Expressive writing allows considerable scope for inventiveness, and requires skills such as writing coherently, communicating personal feeling, communicating stories or ideas vividly, and following the conventions associated with particular forms of writing. Functional writing involves presenting information clearly and accurately in written form to describe events, give instructions, promote events or products, fill in forms, and communicate information to other people through letters, postcards, email messages and text messages.

Māori students in general education and students in Māori immersion settings performed equally well on eleven of the sixteen writing tasks. Māori students in general education scored statistically significantly higher on two tasks, and students in Māori immersion settings scored statistically significantly higher on three tasks.



4: LISTENING

Chapter 4 presents the results of the assessments of students' skills in listening. Listening is an important skill. Good listening is required for a wide variety of purposes, such as participating in conversations, understanding stories, obtaining information, identifying opinions or viewpoints, enjoying entertainments or events, and extending personal language knowledge and skills.

Māori students in general education scored statistically significantly higher than students in Māori immersion settings on all ten listening tasks.

5: VIEWING

Chapter 5 presents the results of the assessments of students' knowledge and skills in viewing. Visual messages are prominent in today's world. Some, like advertisements, are intended to persuade. Some are designed to entertain, or to trigger emotional responses. Many messages designed to communicate information rely heavily on visual information to complement text components. Visual messages are also an important part of interpersonal communication, through the non-verbal signals in facial expressions, gestures and other behaviours. Understanding visual messages is therefore an important educational goal.



Māori students in general education and students in Māori immersion settings performed equally well on six of the ten viewing tasks. Māori students in general education scored statistically significantly higher on two tasks, and students in Māori immersion settings scored statistically significantly higher on two tasks.

6: HEALTH

Chapter 6 presents the results of the assessments of students' knowledge, understandings and skills in health. Health education is intended to help students develop knowledge, understandings and skills in three broad areas that are important to individual and community well-being:

- ▶ maintaining and enhancing personal health and physical development;
- ▶ interacting and relating effectively with other people; and
- ▶ participating in creating healthy communities and environments through responsible and critical action.

Māori students in general education and students in Māori immersion settings performed equally well on nineteen of the twenty-eight health tasks. Māori students in general education scored statistically significantly higher on one task, and students in Māori immersion settings performed statistically significantly higher on eight tasks.

7: PHYSICAL EDUCATION

Chapter 7 presents the results of the assessments of students' skills in physical education. Physical education focuses on the development of personal movement skills and other capabilities appropriate to a wide range of situations and environments. These skills play an important role in carrying out daily routines, performing employment tasks and participating effectively in recreational and sporting activities.



Māori students in general education and students in Māori immersion settings performed equally well on thirteen of the sixteen physical education tasks. Māori students in general education scored statistically significantly higher on one task, and students in Māori immersion settings performed statistically significantly higher on two tasks.

8: SURVEYS

Chapter 8 reports the results of surveys of students about their curriculum preferences and their perceptions of their achievement and potential in writing, health education and physical education.

The students were asked to select their three favourite school subjects from a list of twelve subjects. Physical education was the top, or top-equal, choice for both groups, while health was lowest for Māori students in general education and ninth of the twelve subjects for students in Māori immersion settings. Writing was second last for both groups, and listening and viewing were not included in the list of twelve subjects. Compared to Māori students in general education, students in Māori immersion settings rated mathematics, science and reading substantially higher, and physical education, technology and music substantially lower.

Asked what “people need to do to be good writers”, students could choose up to three things from a list of ten. Compared to Māori students in general education, students in Māori immersion settings chose *use their imagination* much less and *write neatly* and *talk about their work with others* much more. Students were also asked to write down what they needed to do to “get better in writing”. Compared to Māori students in general education, students in Māori immersion settings placed greater emphasis on improving their editing and checking, their neatness, and how often they wrote, and less emphasis on improving their spelling.

There were also fifteen rating items in the writing survey. Compared to Māori students in general education, students in Māori immersion settings:

- ▶ were much more positive about writing at school;
- ▶ felt that their parents were more positive about their writing ability;
- ▶ thought that they were better at spelling (in Māori, rather than English);
- ▶ read their writing to friends more often;
- ▶ used computers for writing much more often, both at school and at home.



In the health education survey, students were presented with a list of thirteen health activities and asked which they liked or disliked doing most at school. Compared to Māori students in general education, students in Māori immersion settings were dramatically less enthusiastic about *how to keep safe*, and substantially less enthusiastic about *foods and healthy eating*,

but substantially more enthusiastic about *how to care for myself*, *how to care for others*, and *how to get on with others*.

There were four rating items in the health education survey. Compared to Māori students in general education, students in Māori immersion settings reported more class work that helped them to learn about health, were somewhat less enthusiastic about its value, but were substantially more enthusiastic about continuing to learn or do more health education as they got older.

The students were presented with a list of seven activities that they might do in physical education at school. Compared to Māori students in general education, students in Māori immersion setting were similarly and highly enthusiastic about ball activities, dramatically less enthusiastic about athletics, substantially more enthusiastic about swimming, and somewhat more enthusiastic about gymnastics, dance and te reo kori.

When asked to write down up to three very important things a person needs to learn or do to be good in physical education, Māori students in general education emphasized fitness most, followed by three almost equally popular options: good sportsmanship, positive attitudes and effort, and physical or game skills. Students in Māori immersion settings emphasized physical or game skills most, followed in order by training/practising, fitness, and good sportsmanship.

SUMMARY

In total, across all five areas reported here, Māori students in general education performed better on 20 percent of the tasks, students in Māori immersion settings performed better on 19 percent of the tasks, and there was no difference on 61 percent of the tasks.

This overall pattern also applied in three of the five areas: writing, viewing and health. In the other two areas, however, the patterns were different. Māori students in general education performed better than students in Māori immersion settings on all ten listening tasks. Conversely, students

in Māori immersion settings performed better on 29 percent of the health tasks while Māori students in general education performed better on just 3 percent of these tasks.

