

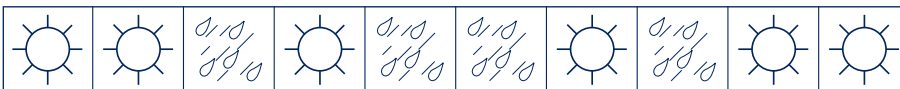
## TE KAUPAPA

Nō te tau 1995 i tīmata ai Te Kaupapa Aroturuki Mātauranga ā-Motu. Ko te tino kaupapa, he aromatawai, he tuku pūrongo mō te ekenga paetae mātauranga o ngā tamariki o ngā kura tuatahi i roto i ngā marautanga katoa. I roto i ngā kura reo Ingarihi, ka aromatawaia ngā tamariki o te tau 4 (kei te takiwā haurua o te kura tuatahi) me te tau 8 (te whakamutunga o te kura tuatahi). Ko ngā ākonga o te tau 8 anake ka aromatawaia i ngā kura reo Māori. 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 2005, ko te Tikanga ā-Iwi, te Pāngarau, ko te Pūkenga Pārongo.

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 kitea ai ngā wāhi e pakari ana me ngā wāhi e āhua ngoikore ana, kia whakanuia ngā āhuatanga pai, kia tautuhia ngā āhuatanga me whakapai ake, kia tautuhia hoki ngā rauemi e whaihua ana.

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



E hika e!  
He kūare au ki tēnei kaupapa, te peka-peka.  
Me pēhea taku tuhi kōrero mō tēnei kaupapa.  
E kore e taea!



## TĒNEI PŪRONGO

Ko te 1999 te tau tuatahi i tīmatahia ai ngā aromatawai i roto i ngā akomanga reo Māori, mō ngā ākonga o te tau 8 anake. I te tau 2005, ko te katoa o ngā kura, he kura kaupapa Māori, he kura mana Māori rānei. Ko ngā ākonga tokowaru o ia kura i tipako matapōkerea mai i te hunga ākonga tau 8 kua whā tau nui ake rānei e ako ana mā roto i te rūmaki reo Māori. Ka whakaaturia ngā hua ka puta ki ēnei ākonga i tēnei pūrongo. Koia nei te tau tuatahi kāore e whakatauritea ana ki ngā hua i puta ki ngā ākonga Māori o roto i ngā kura 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.



## 3: TE PŪKENGĀ PĀRONGO

Kei te **Wāhanga Tuatoru** ngā kōrero e pā ana ki ngā hua o te aromatawai i te mātauranga me ngā pūkenga pārongo. E toru ngā wāhanga matua o te Pūkenga Pārongo – ko te āta whakatau i ngā pārongo e hiahia ana; ko te kimi me te whakakao mai i ngā pārongo; ko te tātari me te whakamahi i ngā pārongo hei whakatutuki i te kaupapa e mahia ana. E whakaaturia ana ngā hua o ētahi ngohe pūkenga pārongo 14 ki tēnei pūrongo, ā, he autai tonu te ekenga paetae i ngā ngohe e whai wāhi mai ana te kimi pārongo mai i ngā momo kōrero matatini. Engari, kāore i pērā rawa te autai mō te tuitui i ngā pārongo, te whakaputa whakaaro, me te parahau take.

## 2: NGĀ TAKE

Ko te **Wāhanga Tuarua**, he whakamārama i ētahi o ngā take e pā ana ki te aromatawai a NEMP i ngā akoranga reo Māori. Arā, ko ēnei e whai ake nei ngā take matua:

- Ko te aronga a ngā kura ki te kaupapa o NEMP;
- Ko te hāngai o ētahi o ngā ngohe aromatawai ki te marautanga e whāia ana i roto i ngā kura whānui, kāore pea ki te marautanga o ngā kura reo Māori;
- Ko te uaua o te reo o ētahi o ngā ngohe i runga i te āhua o te whakamāori i aua ngohe, me te kaupapa o ngā ngohe;
- Tērā pea, kāore ngā ākonga 96 i tipakohia e tino whakaata ana i te āhua o ngā ākonga katoa o te tau 8 o roto i ngā kura reo Māori;
- Ko te wāhi nui ki te kaiaromatawai ki te āta kukume i ngā whakaaro o te ākonga, mēnā he poto, he pāpaku noa iho te whakautu.

## 4: TE TIKANGA-Ā-IWI

Kei te **Wāhanga Tuawhā** ngā kōrero e pā ana ki te aromatawai i te mātauranga me ngā pūkenga Tikanga ā-Iwi. Ko te whāinga matua o te Tikanga ā-Iwi, kia mārāma, kia māia hoki te whai wāhitanga atu o ngā ākonga ki ngā āhuatanga maha o te ao hurihuri i runga anō i te haepapatanga e hāngai ana. E tutuki ai tēnei whāinga, me whai mātauranga ki ngā āhuatanga o te whanaungatanga, te ahurea, te tuku ihotanga, te ohaoha me te tiaki i te taiao me ōna rawa.

Tekau mā toru o ngā ngohe Tikanga ā-Iwi e whakaaturia ana ki tēnei pūrongo, ā, he pērā anō ki te Pūkenga Pārongo. Arā, he pai tonu te aroā ki ngā momo

kōrero matatini, engari ko te tautuhi, ko te whakaputa kōrero mō te whānuitanga me te hōhonutanga o ngā whakaaro me ngā whanonga te mea hei whakapakari ake.



## 5: TE PĀNGARAU

Kei te **Wāhanga Tuarima** ngā hua o te aromatawai i ngā pūkenga me te mātauranga o ngā ākonga i roto i te marautanga Pāngarau. Ko tētahi whāinga matua o te pāngarau, kia mārama ngā ākonga ki ngā ariā taketake me te whakamahi i aua ariā, kāore ki te whakaoti tātaītanga noa iho.

E toru tekau mā rima o ngā ngohe pāngarau e whakaaturia ana ki tēnei pūrongo, ā, he pai tonu te mōhio o ngā ākonga ki ngā meka matua. Hāunga tēnā, ko te mōhio ki ngā momo hautanga, te whakamahi hautanga, te tūponotanga, me te pānga taurangi ngā wāhanga hei whakapakari ake.



## 6: NGĀ PĀTAITAI

Kei te **Wāhanga Tuaono** ngā hua o ngā pātaītai i ngā whakaaro o ngā ākonga e pā ana ki te marautanga, me ā rātou ake titiro ki ngā paetae e eke ana rātou mō te Tikanga ā-lwi, te Pūkenga Pārongo me te Pāngarau. E pai ana te aro o te nuinga o ngā ākonga ki ēnei marautanga me ā rātou mahi ā-kura, ā, e tau pai ana te whakaaro kia haere tonu tā rātou ako i ēnei āhuatanga o te mātauranga i a rātou e pakeke haere ana.

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## Summary

### THE PROJECT

**New Zealand's National Education Monitoring Project commenced in 1995, with the task of assessing and reporting on the achievement of New Zealand primary school children in all areas of the school curriculum. In English medium, children are assessed at two class levels: year 4 (halfway through primary education) and year 8 (at the end of primary education). Only year 8 students are assessed in Māori medium. Different curriculum areas and skills are assessed each year, over a four-year cycle. In 2005, the areas covered were Social Studies, Information Skills, and Mathematics.**

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 Māori medium students. Starting in 1999, assessments of students learning in Māori immersion education programmes were added to the national monitoring programme, at the year 8 level only. In 2005, all schools were either Kura Kaupapa Māori, Kura Mana Māori, or full Māori immersion schools. A small number of

assessment tasks were developed from ideas put forward at a meeting of year 8 Māori medium teachers, the balance of tasks were translated and adapted from English medium tasks. They were administered by teachers experienced in Māori immersion settings. The results these students achieved are reported task by task.



### 1: KEY FEATURES

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



35 tangohia te 19

## 2: ISSUES

**Chapter 2** explains some of the issues surrounding the 2005 assessments in Māori immersion education settings:

- the responses and attitudes of Māori medium schools to national monitoring
- the suitability of tasks for Māori medium monitoring
- the linguistic complexity of some tasks
- the academic language proficiency of some students
- the representivity of the 2005 student sample
- the central role played by the teacher administrators in ensuring the students are motivated and show the depth and breadth of their knowledge, understandings and skills

## 3: INFORMATION SKILLS

**Chapter 3** presents the results of the assessments of students' information skills. Students possessing well developed information skills can perform three main tasks effectively: clarifying information needs, finding and gathering relevant information, and then analysing and using that information to meet the required purposes. A substantial proportion of the intellectual demands occur during the first and third of these tasks: finding and gathering information is clearly important, but its value is greatly dependent on the extent to which it can be validly interpreted and used to meet information needs.

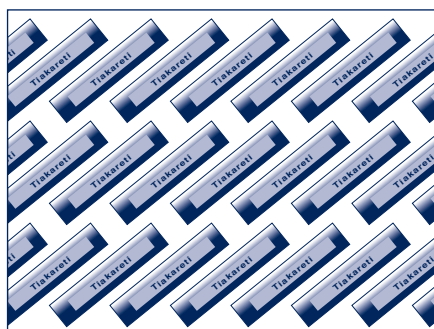


This chapter reports on student achievement in 14 of the information skills tasks. Generally students performed well on tasks requiring them to extract information from a text, however were less successful in more cognitively demanding tasks requiring them to evaluate and synthesise information, connect information to wider issues and ideas, and express and justify opinions.

## 5: MATHEMATICS

**Chapter 5** presents the results of the assessments of students' knowledge, understanding and skills in mathematics. Conceptual understanding is a central goal of mathematics education. Mathematics education is very much concerned with such matters as students' confidence, interest and inventiveness in working with a range of mathematical ideas. It aims to help students develop their capacity for exploring, applying and communicating their mathematical understandings with real-world contexts. While confidence and efficiency in basic knowledge of facts is important, a substantial focus is also placed on thinking, reasoning and problem-solving skills, requiring more open tasks that allow students to demonstrate their number sense, reason, make decisions and explain.

This chapter reports on the results of 35 of the pāngarau tasks. Overall performance in tasks requiring the recall of basic number facts was good. However, students' understanding of fractions and their ability to perform operations involving fractions was poor, as was an understanding of the effect of variability in problems involving chance, and the ability to recognise and use algebraic relationships between variables.



## 4: SOCIAL STUDIES

**Chapter 4** presents results of the assessments of students' knowledge, understanding and skills in social studies. The stated aim of social studies education is to enable students to participate in a changing society as informed, confident and responsible citizens. To help achieve this outcome, students are expected to acquire knowledge that will inform and contribute towards their understandings about responsibilities, relationships, culture, heritage and management of the environment and resources. They are also expected to develop the skills needed to live and contribute as effective and worthy members of society.

Results from 13 of the tikanga ā-iwi tasks are presented in this report and again, students generally performed well in tasks requiring comprehension of a text, but less well in connecting ideas to wider issues, and in identifying and discussing a range of possible opinions or behaviours. Overall performance in tasks involving economics requires concentrated attention.



## 6: SURVEYS

**Chapter 6** reports the results of surveys of students about their curriculum preferences and perceptions of their achievement and potential in pūkenga pārongo, tikanga ā-iwi and pāngarau. Overall, students were positive about these aspects of the school curriculum as well as their ability and future learning in these areas.