

# H Hei Tāpiritanga

## – Appendix : The Sample of Schools and Students in 2003

### Māori Immersion Education Sample

Ten schools were selected randomly from national lists of schools teaching through Māori medium at year 8 level, with their probability of selection proportional to the number of year 8 students. Six schools were selected from Māori immersion schools (such as Kura Kaupapa Māori) that had at least four year 8 students, and four schools from other schools that had at least four year 8 students in classes classified as Level 1 immersion (80 to 100 percent of instruction taking place in Māori). Only students that the schools reported to be in at least their fifth year of immersion education were included in the sampling process. About 60 percent of these students appeared to be in Māori medium schools (mainly Kura Kaupapa Māori), which is why six of the ten schools in the sample were chosen from that category.

### Pairing Small Schools

Two of the ten chosen schools had fewer than twelve year 8 students. For each of these schools, we identified the nearest small school meeting our criteria to be paired with the first school. Wherever possible, schools with eight to eleven students were paired with schools with four to seven students, and vice versa. However, the travelling distances between the schools were also taken into account.

### Contacting Schools

Early in August, we attempted to telephone the principals or acting principals of all schools in the sample. We made contact with all schools within a week.

In our telephone calls with the principals, we briefly explained the purpose of national monitoring, the safeguards for schools and students, and the practical demands that participation would make on schools and students. We informed the

principals about the materials which would be arriving in the school (a copy of a 20 minute NEMP videotape plus copies for all staff and trustees of the general NEMP brochure (in Māori and in English) and the information booklet for sample schools. We asked the principals to consult with their staff and Board of Trustees and confirm their participation by early September.

### Response From Schools

Three of the seven Kura Kaupapa Māori originally chosen withdrew (two because of heavy pressures such as NCEA work, school trips and ERO visits, and one did not give a reason), and one of the five sampled schools with Māori immersion classes withdrew (because their year 7 and 8 classes were now operating with only 50 percent of instruction in Te Reo). One school was replaced with a pair of schools in the same region, and three schools were replaced by schools in other regions (because suitable schools were not available in the original region). These changes in the Māori immersion sample are sufficiently substantial to raise doubts about how nationally representative the Māori immersion results will remain.

### Sampling Of Students

With their confirmation of participation, each school sent a list of the names of all year 8 students with more than four years of Māori immersion education. Using computer generated random numbers, we randomly selected the required number of students (12, or four plus eight in a pair of small schools), at the same time clustering them into random groups of four students. The schools were then sent a list of their selected students and invited to inform us if special care would be needed in assessing any of those children.

Because of the late replacement of four schools in the Māori immersion

sample, student samples were not finalized until shortly before the assessments took place. One student was no longer available and could not be replaced, but there were no other changes or special care notes.

### Communication With Parents

Following these discussions with the school, Project staff prepared letters to all of the parents, including copies of the NEMP brochure in both Māori and English, and asked the schools to address the letters and mail them. Parents were told they could obtain further information from Project staff (using an 0800 number) or their school principal, and advised that they had the right to ask that their child be excluded from the assessment.

### Practical Arrangement With Schools

On the basis of preferences expressed by the schools, we then allocated each school to one of the five assessment weeks available and gave them contact information for the two teachers who would come to the school for a week to conduct the assessments. We also provided information about the assessment schedule and the space and furniture requirements, offering to pay for hire of a nearby facility if the school was too crowded to accommodate the assessment programme.

### Resulting Samples

As noted earlier, the sample of schools was quite seriously affected because one third of the originally sampled schools did not participate. Also, one student left school at short notice and could not be replaced, and some of the students ran out of time to complete the schedules of tasks. These losses reduced the extent to which the results could be regarded as representative of the capabilities of all Māori medium year 8 students in New Zealand.