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H

Hei Whakarāpopoto

KO 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 te ekenga paetae mātauranga o ngā tamariki o ngā kura tuatahi i roto i ngā marautanga katoa.

Kei te aromatawaihia ngā tamariki i ngā taumata akomanga e rua: i te tau 4 (kei te takiwā haurua o te kura tuatahi) me te tau 8 (te whakamutunga o te kura tuatahi). Ko ngā ākongā 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 2004, ko te pūoru, ētahi wāhi o te hangarau, ko te pānui me te kōrero.



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, kia whakatinanahia hoki ēnei.

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 ākongā, ko te whakautu ā-waha, ko te whakaatu, ko te tuhituhi, ko te whakautu ā-rorohiko, ko te hanganga ā-ringā rānei. He maha ngā whakautu ka hopukina ki te whiti ataata hei arotakenga i muri iho.

KO TE PŪRONGO

E arotahi ana ngā kōrero o tēnei pūrongo ki ngā ākonga o te tau 8 e ako ana i roto i ngā hōtaka mātauranga rumaki ki te reo Māori. I te tau 2004, e 60 ōrau o ngā ākonga o ngā kura reo Māori i uru mai ki tēnei kaupapa nō tētahi kura rumaki (ko te nuinga he Kura Kaupapa Māori), ko te toenga 40 ōrau nō tētahi akomanga rumaki reo Māori (i roto i tētahi kura auraki, engari i waenga i te 80 me te 100 ōrau o ngā mahi kei te whakaakohia i roto i te reo Māori). Mō tēnei tipakonga ākonga motuhake ko te nuinga o ngā akoranga kei roto i te reo Māori, i hangaia i roto i te reo Māori, i whakamāorihia rānei ngā ngohe aromatawai, ā, ka whakahaerehia e tētahi rōpū kaiako e tino taunga ana ki ngā whakaakoranga rumaki.



1: NGĀ ĀHUATANGA MATUA

Ko te wāhanga 1, 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 2, he whakamārama i ētahi o ngā take e pā ana ki te whakamāramatanga o te aromatawai i ngā ākonga i roto i ngā akomanga rumaki reo Māori i te tau 2004.

Ko te āwangawanga tino nui, tata ki te 30 ōrau o ngā ākonga i whakahaerehia ā rātau ngohe i roto i te reo Pākehā, nō reira kāore i ū ki te whainga ake o ngā aromatawai.

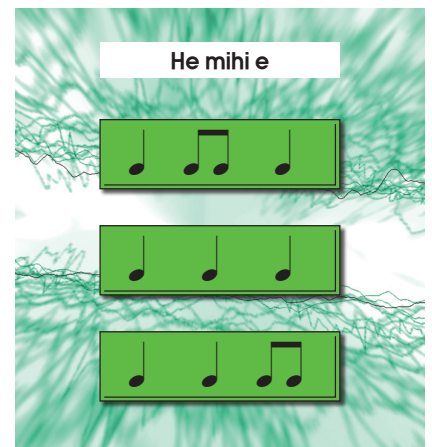
I puea ake tēnei nā te tapepe o te reo o ētahi ākonga i roto i ngā akomanga rumaki reo Māori kei ngā kura auraki, ā, i whakauruhia ērā kura nā te mea i whakatauhia rātau he Taumata 1. Me āwangawanga anō ki te tūturutanga o ngā tipakonga o ngā kura me ngā ākonga nā te mea e rua ngā kura me ō rāua akomanga rumaki reo Māori i wehe mai i te tipakonga taketake. E kore e titikaha te ngakau ki te ōritetanga o ngā ākonga whakakapi ki ērā o ngā kura i wehe mai.



3: TE PŪORO

Ko te wāhanga 3 he whakaatu i ngā hua o ngā aromatawai o ngā ākonga e pā ana ki ō rātau mōhiotanga, mārama me ō rātau pūkenga mō te pūoro. Ko te mātauranga pūoro he whakaata mai i te taurite o te marautanga mō ngā ākonga kura katoa o Aotearoa, e whai wāhi ai te hunga ako ki te whakapakari i tō rātau taha rerehua, ō rātau kaha ki te whakairo i ō rātau whakatakatoranga whakaaro, me ō rātau kaha ki te whakamahi me te whakamārama i ngā āhuatanga pūoro mō ngā koronga maha me ngā momo rauemi whānui. Me whai pūkenga ki te whakarongo, waiata, whakatangi, neke, whakahaere, pānui me te hopukanga. Tekau mā iwa ngā ngohe aromatawai e tiroiro ana ki te kaha o ngā ākonga i roto i ēnei wāhanga.

Whānui ana te rerekē o te mahinga i ēnei ngohe pūoro, ā, i kaha ētahi ākonga, rōpū rānei, ā, i ngoikore te mahi ā ētahi atu. I tino pai ake te mahitanga i ngā mahi manawataki ā-tinana, ā, ka heke anō te pai mō ngā ngohe e pā ana ki ngā tuhinga pūoro rite.



4: TE HANGARAU

Ko te wāhanga 4 e kōrero ana mō ngā hua o ngā aromatawai o te mōhiotanga o te ākonga, māramatanga me ō rātau pūkenga i roto i ngā āhuatanga hangarau. Ko te hangarau he auaha, whaitake, he kaupapa pekanga-maha ko tōna mahi he tutuki i ngā hiahia me ngā mea angitu nā te whanaketanga o ngā hua, pūnaha, āhuatanga rānei. Ka whakakotahia ngā mōhiotanga, pūkenga me ngā rauemi ki te āwhina i te whakatikatikatanga o ngā raruraru whaikiko i roto i te horopaki o ngā hapori motuhake.



Ko te whānuitanga o te āheinga o ōna marautanga whakawhitiwhiti e whakaata ana i te kawekawetanga ki te ao whānui i a tātau e ako me te noho ā-tāngata, ā-rōpū, ā-iwi hoki.



Ko ētahi āhuatanga matua noa iho o te marautanga hangarau i aromatawaitia, nā te poto o te wā me te iti o ngā rauemi mō ngā aromatawai. E rua tekau ngā ngohe aromatawai e hōpara ana i te kaha o ngā ākonga i roto i ēnei āhuatanga.

He maha ngā ākonga i tautuhia mai ētahi take nui i roto i ngā ngohe hangarau, ēngari i paku rawa nei te aro atu ki ngā take mata hunahuna, toi rānei. Ko ā rātau whakautu kāore i tino whai whakamārama me te whānuitanga, otirā hoki i ngā wā i pataihia ake kia hōmai he whakamārama.

5: TE PĀNUI

Ko **te wāhanga 5** he kōrero mō ngā hua o ngā aromatawai o ngā ākongā mō te māramatanga me ngā pūkenga mō te pānuī. Ko te pānuī, me whai kaha koe ki te whakamārama i ngā tohu tuhi kia mōhio ai he aha te tikanga o ēnā tohu. Ka mutu, i te nuinga o te wā me mātua whai i te tuatahi ko ngā pukenga toi ritenga tūturu mō ngā pūkenga tiketike pēnei i te tautuhi i ngā take nui, te tātari, te arowetewete, te whakaaro kaikini me te tuku whakapae i runga i ngā kōrero kua pānuīhia. He maha ngā momo āhuatanga e pā mai ai

te reo tuhi ki ngā tamariki kei roto i ngā kāinga, te kura me te hāpori, kei ngā momo āhuatanga whānui hoki e whakaatuhia ana pēnei i ngā kurupae, tohu whakapiri, reta, pānuī whakamārama me ngā pukapuka. Mā tō mātau ki te pānuī, e tau ai tō ngākau mai i ngā mahi pānuī me te whakamahi i ngā pūrongo tuhituhi kia mōhio, kia mahia hoki. E rua tekau ngā ngohe aromatawai i hōpara i te kaha o ngā ākongā ki te pānuī.

Tino pai ngā ākongā i roto i ngā ngohe pānuī ā-waha i roto i te reo Māori.

Nā ngā kaupapa i roto i te Kura Kaupapa Māori, tokoiti noa iho ngā ākongā i aromatawaitia mō te pānuī Ingarihi. He whānui ngā mahitanga o ngā ngohe mō te pānuī māramatanga Māori, ā, tokoiti noa iho ngā ākongā i hōhonu te mōhio, tautuhi rānei i ngā kōrero pāpaku i roto i te tuhinga.



6: TE KŌRERO

Ko **te wāhanga 6** he whakaatu i ngā hua o ngā aromatawai o ngā ākongā i runga i ō rātau māramatanga me ō rātau pūkenga ki te kōrero. Ka pā tuatahi mai ngā tamariki ki te reo me te ako ki te whakamahi me te whakamārama i te reo kōrero i mua



noa atu i te tīmatanga i te kura. Mō te whanaketanga o tō rātau reo mai i ngā takenga tūāpapa tae noa ki ngā whakatakotoranga mātanga e pīrangitia ana te kakenga o ngā āheinga mōmona me te whiwhi, me ngā pāhekoheko whaiaro, ā-iwi, ahurea me ngā wāhi marautanga. Mā ēnei mahi e mārama ai ki te tikanga, pānga me ngā tukunga iho o te kōrero i kī, me te āwhina i ngā tamariki ki te whai i te mana ake o ā rātau kōrero me te āhua o te whakatakoto i ā

rātau kōrero. E rua tekau ngā ngohe aromatawai i hōpara i te kaha o ngā tamariki ki te kōrerorero.

Ko te āhua o ngā mahinga a ngā ākongā i whānui i roto i ēnei ngohe kōrerorero. Ko te nuinga o ngā ākongā i tino pai tā rātau tuku tohutohu me te whakamōhio i ā rātau ki ētahi atu, ēngari iti ake te pae tau toharite mō ngā mahinga ngohe kōrero auaha me te tuku rīpoata kōrero o ngā mahi me ngā hātepe. I tino iti nei ngā māka a ētahi ākongā mō ēnei momo ngohe.

7: NGĀ TIROHANGA

Kei **te wāhanga 7** nga hua o te pātaitai i ngā whakaaro o ngā ākongā e pā ana ki ngā marautanga e tino hiahiatia e rātau, wheako, me ā rātau ake titiro ki ngā paetae e eke ana rātau me ō rātau pūmanawa nohopuku mō te mahi pūoro, hangarau, pānuī me te kōrero.

He tino pai ki ngā ākongā te mahi pūoro i te kura. I kī rātau ko te nuinga o ngā ngohe pūoro i te kura ko te whakarongo ki ngā pūoro me te waiata. Mārama ana te kite ko te whakarongo ki ngā pūoro te ngohe pūoro e tino pārekarekahia ana i te kura, whai muri iho ko te waiata, ēngari ko ētahi atu ngohe pūoro i pārekareka anō ki te 40 ōrau neke atu o ngā ākongā, ā, ko te kanikani me te hanga pūoro noa iho ngā mahi kāore i tino pīrangihia e te maha o ngā ākongā. I rite anō ēnei pānga, pīrangī

hoki ki ngā ngohe pūoro i te kāinga. E toru tekau ōrau o ngā ākongā i kī mai kei te ako pūoro rātau, kei roto rānei i tētahi rōpū pūoro i waho i te kura.

Ko te hangarau te kaupapa e tino hiahiatia ana e ēnei ākongā. E rima tekau mā whitu ngā ākongā e ai ki ō rātau whakaaro i “maha”, i “tino rahi” rānei ngā whiwhinga mōhio mō te hangarau i te kura, engari e 62 ōrau i kī kei te hiahia tonu rātau ki te whakawhānui i ō rātau mōhio, ā, ko te 57 ōrau noa iho i whakapono he tino pai ngā mahi a tō rātau akomanga i roto i te hangarau.

Ka pātaihia rātau mō te āhua o tō rātau pai ki te hangarau i te kura, e 38 ōrau i kī he tino pai, ā, e 55 ōrau i kī he āhua pai. I roto i tō rātau ake wā, ko ngā kaupapa hangahanga ngohe e tino hiahiatia ana mō te hangarau, whai



muri iho ko te tunu kai, tuitui kaka rānei, me te whakamahi rorohiko.

Ko te mahi pānuī, kāore i kātata tōna hira i roto i ngā marautanga o te kura ki te pūoro me te hangarau, ēngari i āhua pai ki te 80 ōrau neke atu o ngā ākongā. Ko te ngohe pānuī tino pai i te kura ko te pānuī me te hoa, pānuī takirua rānei, ēngari tata ki te kotahi hautoru o ngā ākongā i kī kāore i whai wāhi ki te pānuī ki ētahi atu i te kura. Mō te pānuī i roto i tō rātau ake wā, i tino hira ko ngā kōrero pūrakau (kāore i te pono), whai muri iho ko ngā puka maheni, kōmeke me ngā kōrero whiti. Tata ki te kotahi hautoru o ngā ākongā i kī he kaituhi makau tā rātau.

Neke atu i te 70 ōrau o ngā ākongā he pai noa iho ki a rātau te kōrero ki te rōpū i roto i tō rātau akomanga me ngā wā i whai wā rātau ki te kōrero ki ētahi atu i roto i tō rātau akomanga.

S Summary

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). Only year 8 students are assessed in Māori medium. Different curriculum areas and skills are assessed each year, over a four-year cycle. In 2004, the areas covered were music, aspects of technology, reading and speaking.

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.

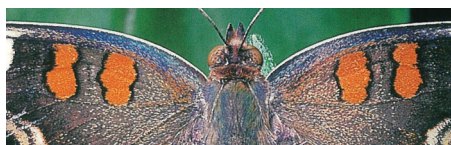
Each year, small random samples of children are selected nationally, then assessed in their own schools by teachers specially seconded and trained for this work. Task instructions are given orally by teachers, through video presentations, on laptop computers, or in writing. Many of the assessment tasks 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 learning in Māori immersion education programmes. In 2004, 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 developed in Māori or translated into Māori, and were administered by teachers experienced in Māori immersion settings.

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 concerns about the interpretation of the 2004 assessments in Māori immersion education settings.

The area of greatest concern was the fact that tasks were administered in English for about 30 percent of the students, thus compromising the aim of the assessments. This arose because of quite limited competence in Māori among students in the mainstream schools with Māori immersion classes but those schools were included as they were listed as having Level 1 immersion classes. There must also be some concern about the representativeness of the sample of schools and students because two of the schools with Māori immersion classes in the original sample withdrew. It is not possible to be confident that the replacement students were closely comparable to those in the schools that withdrew.



3: MUSIC

Chapter 3 presents the results of the assessments of students' knowledge, understanding and skills in music. Music education represents part of a balanced curriculum for all New Zealand school students, giving learners opportunities to develop their aesthetic appreciation, their capacities for original and imaginative expression, and their abilities to use and interpret musical elements for a variety of purposes and with a range of materials. It involves skills of listening, singing, playing, moving, directing, reading and recording. Nineteen assessment tasks explored students' capabilities in these areas.

Performance on these music tasks varied widely, with strong performances by some students or teams and very weak performances by some others. The performance was higher on practical rhythmic activities and lower on tasks that made some use of standard music notation.

4: TECHNOLOGY

Chapter 4 presents the results of the assessments of students' knowledge, understanding and skills in aspects of technology. Technology is a creative, purposeful, multidisciplinary activity aimed at meeting needs and opportunities through the development of products, systems or environments. Knowledge, skills and resources are combined to help solve practical problems within particular social contexts. Its extensive cross-curricular possibilities reflect its pervasiveness throughout the world in which we learn and live as individuals, groups and societies. Only some key aspects of the technology curriculum

could be assessed, because of limitations of time and resources for the assessments. Twenty assessment tasks explored students' capabilities in these aspects.

Many students identified some key issues in these technology tasks, but tended to give little attention to more subtle or technical issues. Their answers commonly lacked detail and elaboration, especially when asked to give explanations.



6: SPEAKING

Chapter 6 presents the results of the assessments of students' understanding and skills in speaking. Children first encounter language and begin to learn to use and interpret it in its spoken form well before they commence formal education. The development of their language from fundamental beginnings through to more sophisticated constructions requires increasingly rich and complex opportunities and interactions in personal, social, cultural and curricular settings. These experiences lead to understandings about the meanings, effects and consequences of what is said, and help children to gain greater control over what they say and how they say it. Twenty assessment tasks explored students' capabilities in speaking.

Student performance ranged widely on these speaking tasks. Most students performed well in giving instructions and introducing themselves, but the average performance level was lower for creative speaking activities and activities that involved reporting details of events and processes. Some students got very low scores in these types of activities.



5: READING

Chapter 5 presents the results of the assessments of students' understanding and skills in reading. Reading requires an ability to interpret printed symbols in order to get meaning out of those symbols. In turn, essential technical skills are often a precondition for higher level skills such as identifying main points, analysing, thinking critically and making inferences from what is read. Children encounter written language in a variety of settings including the home, the school and the community, and they see it presented in a variety of forms such as signs, labels, letters, brochures and books. To be able to read is to be able to obtain personal satisfaction from literary experiences and to use written information for knowing and doing. Twenty assessment tasks explored students' capabilities in reading.



Students handled well tasks involving oral reading in Māori. Because of policies in Kura Kaupapa Māori, few of the students could be assessed reading English. There was a wide range of performance on tasks involving reading comprehension in Māori, with comparatively few students showing depth of understanding or identification of the finer details in text.

7: SURVEYS

Chapter 7 reports the results of surveys of students about their curriculum preferences, experiences and perceptions of their achievement and potential in music, technology, reading and speaking.

The students were positive about doing music at school. They reported that the most frequent musical activities in school were listening to music and singing. Listening to music was clearly the most popular musical activity in school, followed by singing, but all other music activities were liked by more than 40 percent of students and only dancing and making up music were strongly disliked by substantial percentages of students. Musical activities at home presented a similar picture of involvement and preferences. Thirty percent of

students said that they learned music or belonged to a music group outside of school.

Technology was the most popular subject with these students. Fifty-seven percent of the students thought they learned "heaps" or "quite a lot" about technology at school, but 62 percent reported that they would like to learn more, and only 57 percent believed that their class did really good things in technology "heaps" or "quite a lot". Asked about how good they thought they were at technology, 38 percent were very positive and 55 percent more mildly positive. In their own time, construction projects were the most popular activity that students regarded as technology, followed by cooking or sewing and using computers.

Reading was a less popular school curriculum area than music and technology, but it was still liked to some degree by more than 80 percent of the students. The favourite reading activity at school was reading with a buddy or partner, but about one third of the students reported that they never got to read to others at school. For reading in their own time, story (fiction) books were most popular, followed by magazines, comics and poetry. About one third said that they had a favourite author.



More than 70 percent of the students were positive about talking to a group in their class and about how often they got to talk to others in their class.