

H Hei Tāpiritanga

– Appendix : The Sample of Schools and Students in 2005

Twelve schools were selected from Māori immersion schools (such as Kura Kaupapa Māori) that had at least four year 8 students. They were selected randomly, with a probability of selection proportional to their number of year 8 students. Only students that the schools reported to be in at least their fifth year of immersion education were included in the sampling process.

Contacting Schools

The principals of the 12 schools in the Māori immersion sample were contacted early in August and asked to respond by early September. They were sent brochures in both Māori and English.

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, the required eight students were randomly selected, at the same time clustering them into two 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.

Response from Schools

Two of the twelve schools originally chosen declined to participate: one because the school had relieving teachers replacing some permanent teachers and the second because of heavy workload and trauma caused by a devastating car accident. The



first school was replaced by a school of similar size in the same region and district, while the second was replaced by a smaller school from a different region.

Communication with Parents

Following these discussions with the school, Project staff prepared letters to all of the parents, including a copy of the NEMP brochure, 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, each school was allocated to one of the six 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, two of the twelve schools chosen originally did not participate, and were replaced by other schools. In addition, not all the children in the samples actually could be assessed. One student place was not filled because insufficient students were available in one school. One student left school at short notice and could not be replaced. Some other students were absent from school for some of their assessment sessions, and a small percentage of performances were lost because of malfunctions in the video recording process. Some of the students ran out of time to complete the schedules of tasks. Given the complexity of the Project, the participation levels of students were very satisfactory for all tasks.