

Evaluation of Te Reo Tuatahi

Report prepared for
Te Reo Tuatahi Trust
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Wyllie & Associates

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1 EXECUTIVE SUMMARY

INTRODUCTION/ METHOD

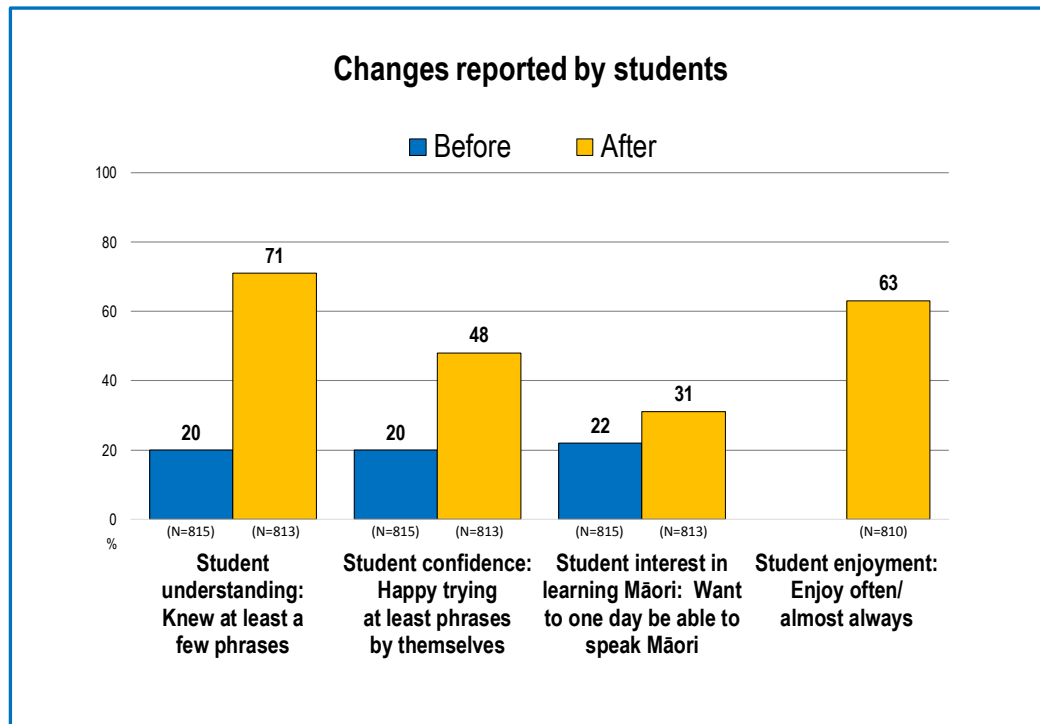
- Te Reo Tuatahi provides te reo to students in mainstream schools, via language assistants (kaiāwhina reo) who deliver lessons in te reo with the classroom teacher present.
- The objectives of this evaluation were:
 - To identify impacts of the Te Reo Tuatahi programme
 - To identify ways in which the programme can be enhanced
- This report is based on the perceptions and experiences of students who are receiving the Te Reo Tuatahi programme and teachers whose classes are participating in it.
- One hundred and forty-five teachers from 82 percent of the 28 participating schools responded to an online survey.
- Student surveys were completed by 816 students from 8 schools (29% of schools).
- Data collection took place between the end of term 3 and early term 4, 2015. Not all had completed their Te Reo Tuatahi lessons for the year.
- The participating teachers were more likely to be from Years 1 to 4 (72%) whereas the students were more likely to be from years 3 to 6 (82%).
- Eight percent of the students who completed surveys were Māori.

KEY FINDINGS

- **Students reported marked changes during 2015 in understanding of Māori words and phrases, confidence in using Māori and interest in learning Māori.**
- **Teachers reported marked improvements for both their students and themselves for understanding of Māori words and phrases, confidence in using Māori and pronunciation.**
- **The majority of teachers perceived Te Reo Tuatahi to be delivering 'a lot' of value to both Māori (65%) and non-Māori students (61%) and themselves (65%).**
- **The percentage of Māori students who wanted to be able to speak te reo increased from 47% to 81%.**
- **Seventy-eight percent of teachers with Māori students noted that the programme had lifted their student's self-esteem and pride in being Māori.**
- **Almost half the teachers (47%) reported that their use of te reo in daily teaching practice had increased at least a 'moderate' amount since beginning Te Reo Tuatahi.**

Summary of student survey findings

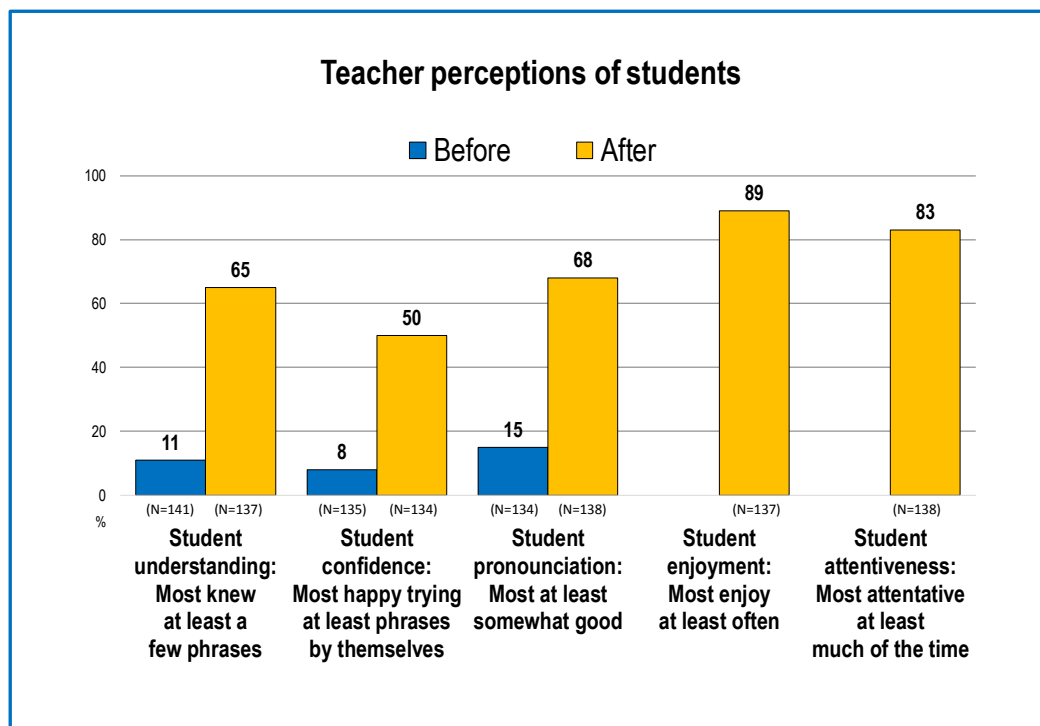
- The graph which follows illustrates some of the marked increases comparing students' perceptions of how they were at the beginning of 2015 and at the time of the survey.



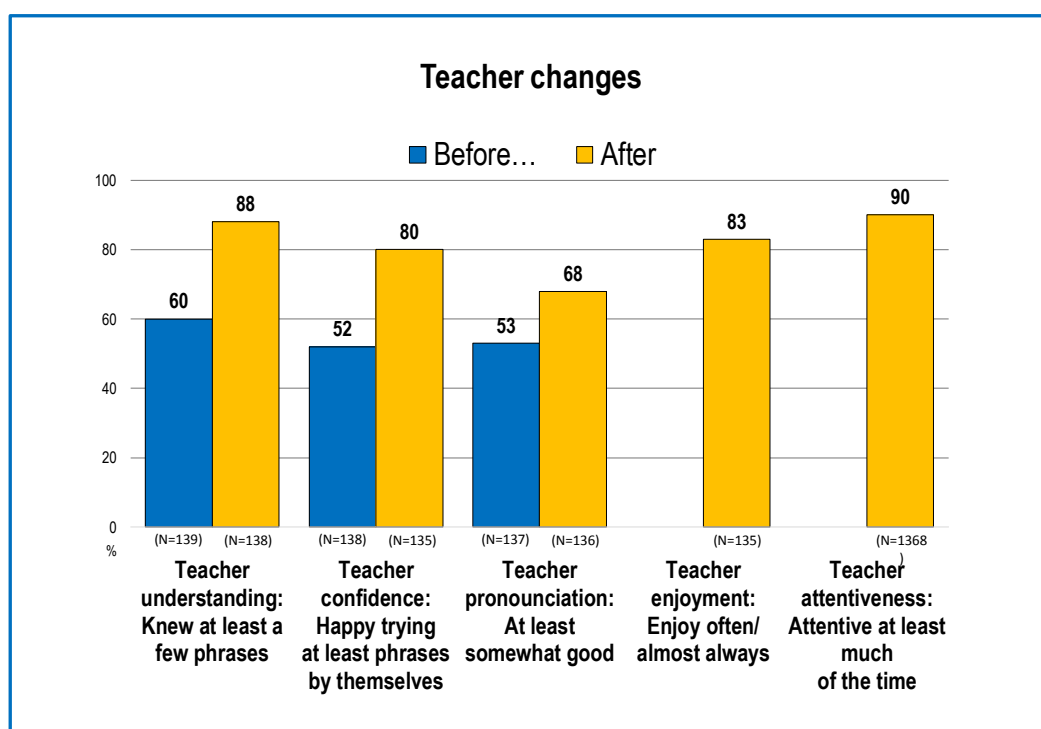
- For Māori students the proportion who knew at least a few phrases increased from 38 to 76 percent (a 38 percent increase) and the proportion who were happy to try and say some phrases by themselves increased from 40 to 67 percent (a 27 percent increase).
- Māori students also reported high levels of enjoyment: 80 percent often or almost always enjoyed their Te Reo Tuatahi sessions.

Summary of teacher survey findings

As shown in the graph below, teachers also reported large increases for their students.



- Teachers also reported changes for themselves during 2015, as shown in the graph below.



- The proportion of teachers who knew at least 'a few phrases' increased from 60 percent to 88 percent (an 18 percent increase) during 2015.

- Among those teachers who began Te Reo Tuatahi in 2014 (n=69), the proportion who knew at least 'a few phrases' increased from 55 percent at the beginning of 2014 to 65 percent at the beginning of 2015, to 94 percent (a 29 percent increase during 2015 and a 39 percent increase since the beginning).
- In 2015 the proportion of teachers who were happy to at least try and say some phrases by themselves increased from 52 percent to 80 percent (a 28 percent increase). For those who had been involved since 2014, they increased from 42 percent to 59 percent, to 84 percent. This was a 25 percent increase for 2015 and a 42 percent increase since the beginning.
- Over 2015 the proportion of teachers who rated their pronunciation as at least 'somewhat good' increased from 53 percent to 68 percent, a 15 percent increase. For those who had been involved since 2014, their levels increased from 47 percent to 65 percent to 78 percent. This was a 13 percent increase for 2015 and a 31 percent increase since the beginning of 2014.
- Most rated their students and themselves as either enjoying the sessions 'often' or 'almost always' (89% students and 83% teachers).
- The proportion rating students as attentive 'much of the time' or 'almost always' was 83 percent, while the comparable level for teachers themselves was 90 percent.
- Other positive impacts noted by teachers (for all students) included: students enjoying the lessons (19%), increased confidence - unspecified (16%) and increased confidence using te reo (10%).
- There were 15 percent of the teachers who felt they could currently deliver the programme or something similar themselves, 58 percent felt they could deliver it following one or two years further delivery by the kaiāwhina reo, 21 percent needed longer, while six percent felt they could never deliver it themselves.
- When asked what was working well, 39 percent mentioned the quality of the tutors, 13 percent liked the repetition and a similar percentage the content that allows students to actively engage, while 12 percent specifically mentioned the songs/waiata
- The main suggested ways in which the programme could be improved were:
 - Provide plans/information/activities so teachers know how to follow-up between sessions (25%)
 - More resources (22%)
 - More things to engage the children – games, singing (21%)
 - Build on previous lesson/ slower pace/ more repetition (18%)
 - Punctuality/attendance of tutors (11%)
 - More focus on teaching language/pronunciation (10%)
- Just over one in five of the teachers reported participating in a te reo programme in 2015.
- Twenty-nine percent said they had done the te reo programme run by Te Reo Tuatahi in 2014.

2 DISCUSSION

Value of the programme

That the majority of teachers gave the highest possible rating for the value of the programme to Māori students, other students and themselves is strong evidence of the value of the programme. This is supported by the evidence of marked increases in understanding, confidence and pronunciation, that teachers perceived for both students and themselves and the increased teacher use of te reo in the classroom.

The importance of the programme to Māori students was noted by the majority of teachers who reported that it lifted the students' self-esteem and pride in being Māori. So the programme is impacting Māori students at this level, but also in terms of increasing their confidence in learning te reo and their desire to be able to speak the language. The increase from 47 percent to 81 percent who one day wanted to be able to speak Māori was an impressive result.

This finding dovetails with research that shows that knowing some te reo and cultural knowledge provides a buffer against severe depression for Māori¹²³. Research by Milne has shown that not knowing te reo Māori can lead to feelings of emptiness, evidenced in lack of confidence and embarrassment leading to loss of mana (prestige) or whakamā (shame/embarrassment)⁴. According to Dr Mason Durie this can be expressed as 'unhappiness, sadness, despondency, powerlessness, and loss of respect for oneself and others'⁵.

The programme also appears to be having large benefits for non-Māori students, as perceived by the teachers and reported by the students. Teachers reported that all students showed a high level of attentiveness and enjoyment of the programme. Although not directly measured, these results may be indicative of an increase in the status of te reo among non-Māori students. It may also have impacted their perceptions of the status of Māori students.

Although the data from student self-completion surveys was based on a limited number of students and schools, the very positive findings were consistent with the teacher perceptions. The teacher sample did provide a good representation of the participating schools, so the overall findings can be interpreted with confidence.

That this level of success is being delivered with just 30 minutes once a week is particularly impressive. This is no doubt in part due to the quality of most of the kaiāwhina reo and the level of student engagement and enjoyment that they facilitate.

Developing the teaching workforce

The programme was designed to address the lack of 'qualified' teachers who are able to teach te reo in mainstream schools, which is where the vast majority of Māori students are educated. The kaiāwhina reo deliver this programme with the teacher present, so that the teacher can develop their te reo skills and increase their confidence and ability to teach it. The success of this strategy is evidenced by the increases reported in teacher confidence and skills, the increased use of te reo in

¹ Coup, N. (2013) *Cultural Assessment for Suicide Prevention with Māori*, University of Auckland.

² Todd, R. (2010) Cultural connection can 'protect' Māori, stuff.co.nz 18/8/2010

³ 'Reid P., Robson B. (2007) Understanding Health Inequities, in Robson B & Harris R. (eds). *Hauora: Māori Standards of Health IV. A study of the years 2000-2005*. Wellington: Te Rōpū Rangahau Hauora a Eru Pōmare

⁴ Milne, M. (2005). *Māori Perspectives on Kaupapa Māori and Psychology*. New Zealand Psychologist Board,

⁵ Durie, M. (2001). *Mauri Ora. The dynamics of Māori health*. Auckland: Oxford University Press.

the classroom, and the high proportion who felt they could do it themselves after another two years or less of the programme.

Areas for improvement

The success of the programme is in large part due to the quality of the kaiāwhina reo (tutors), but there have been some exceptions. Some of the areas identified for improvement were also areas where other teachers were reporting the programme as doing well (eg repetition, engaging the students in active learning methods), so obviously some kaiāwhina reo are not delivering the quality that many of the others are providing.

Given there is no funding for the recruitment, training and support/mentoring of the kaiāwhina reo, it is not surprising that there have been some difficulties. What is more surprising is that the programme has been able to deliver such value to so many schools (28 schools in its first two years of operation), given the lack of funding support. The kaiāwhina reo are funded for their time in the schools and since the beginning of 2015 schools have paid \$2 per student to assist with project administrative costs. This level of funding for administration amounts has increased to approximately \$200 per week for 2016 across all the schools, which is clearly insufficient. Most of the programme development, training and administration is being provided through goodwill, in the hope and expectation that funding will be made available to allow this programme to continue. Clearly having someone with the expertise of Raewyn Harrison continuing to be almost non-funded to take the lead role in running this programme is not only unjust, it is also unsustainable.

Funding would allow some of the improvements noted to be addressed, such as providing more resources. However, it is unrealistic for schools and educators to expect improvements, unless the current funding problems are adequately addressed in a timely manner.

3 INTRODUCTION

Vision for Te Reo Tuatahi

Te Reo Tuatahi will be instrumental in the revitalisation of te Reo Māori - creating a platform for the language to be strong and vibrant and used in Aotearoa New Zealand by both Māori and non-Māori in their everyday life.

Background

The Te Mauri Ora Report (Sharples, 2011) identified that a critical mass needs to be learning to speak te reo if there is to be any chance of the language surviving the next 100 years.

Te Reo Tuatahi aims to contribute to two of the four result areas for the Māori Language Strategy:

- a) Te Ako I te Reo: increasing the number of whanau Māori (and other New Zealanders) who can speak Māori
- b) Te Mana o te reo: Increasing the status of the MāoriMāori language among whanau Māori and other New Zealanders globally.

As most Māori are educated in mainstream schools, a programme based in these schools can play a key role. A key barrier to teaching te reo in mainstream schools has been insufficient teachers with skills and confidence. Te Reo Tuatahi has been designed to address this. Te reo language assistants, kaiāwhina reo, deliver the sessions in te reo, with the classroom teacher in attendance. The programme aims to upskill the teachers and build their confidence, so that they can eventually deliver a te reo programme themselves.

The kaiāwhina reo deliver one 30 minute session to each participating class per week for most of the year. Te Reo Tuatahi currently works with primary and intermediate schools, because that was where the demand from schools was. However, it would eventually like to be delivering in pre-schools, as language development is greater at younger ages.

The kaiāwhina reo are funded by schools for their time delivering the lessons, but there is almost no funding for programme development, staff training, mentoring and administration. To date this has been largely undertaken by small numbers of people working in an unpaid capacity because of their commitment to the kaupapa. They are needing to obtain funding for this work, to allow the programme to be maintained and expanded in response to the requests from schools.

Te Reo Tuatahi is modelled on the Mandarin language teaching programme which is being used in New Zealand schools.

Te Reo Tutatahi began in 2014 in 20 schools and in 2015 this had extended to 28 schools. Most of these are on the Auckland North Shore as that is the region where it began, but it has expanded to other parts of Auckland and there is interest from other parts of New Zealand as well.

The programme is overseen by a trust board.

Evaluation objectives

The objectives of this evaluation were:

- To identify impacts of the Te Reo Tuatahi programme
- To identify ways in which the programme can be enhanced

This report is based on the perceptions and experiences of teachers whose classes are participating in the Te Reo Tuatahi programme, plus impacts reported by students.

About Wyllie & Associates

This evaluation has been undertaken pro bono by Dr Allan Wyllie from Wyllie & Associates, who also wishes to acknowledge the input from Glenys Sirienn who has provided graph and report formatting services at no cost.

Dr Allan Wyllie has over 30 years' experience as a researcher and evaluator. He established Wyllie & Associates in 2013, and prior to this Allan was Director of Social Research at Phoenix Research for 14 years. In this time he was the lead researcher on many projects, including research on the Mahi Ora and Mauri Ora programmes for the Open Wananga (then MO1 Limited), the very successful 'Like Minds, Like Mine' programme and National Depression Initiative (featuring Sir John Kirwan). He has also worked for 10 years in a senior research position at the University of Auckland, during which time he completed his doctorate and had over 20 papers published in refereed journals. More details are available on www.wylliea.co.nz.

4 EVALUATION METHODS

TEACHER SURVEY

All 28 schools participating in 2015 were sent an email asking them to forward it to all their participating teachers. This was an invitation to complete an online survey (Survey Monkey) and it contained a hyper-link to the survey. One hundred and forty-five responses were received, although not all answered all the questions. Most questions were answered by between 135 and 140 participants (the numbers answering are reported on the graphs and tables). The question identifying their school was answered by 133, with 23 schools represented. This was a response rate of 82 percent for schools. It is not known how many teachers are involved with the programme, so no response rate could be calculated for the teachers.

The invitations were sent out in the second half of term three, 2015. The questionnaire included some open-ended questions and responses to these have been grouped into categories for reporting. A copy of the questionnaire is included as Appendix A.

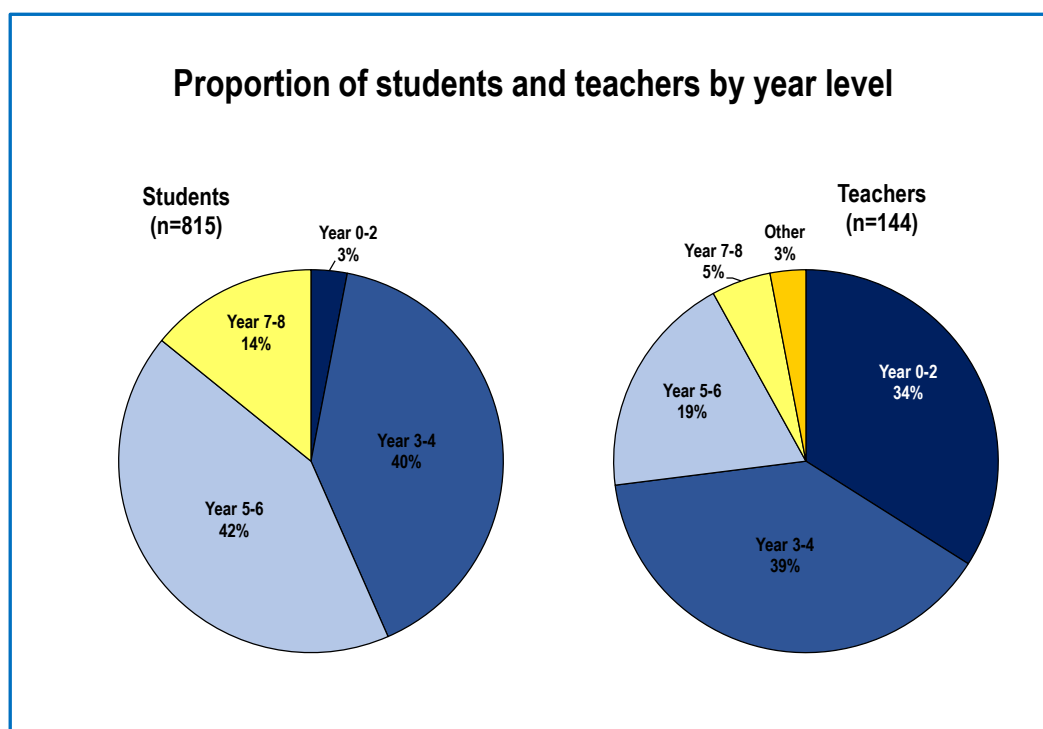
STUDENT SURVEY

A hard copy one page self-completion questionnaire was developed for use with students. The programme co-ordinator sent an invitation to all schools, seeking their support to get students in Years 3 and above to complete the survey. It was felt that it would be too difficult for most Year 0 to 2 students to complete the survey. This invitation was issued towards the end of term three, 2015. The hard copy questionnaires were entered into a Survey Monkey survey for analysis. A copy of the survey is included as Appendix B.

There were 816 completed surveys received from eight schools. One school accounted for 40 percent (324) and another 20 percent (161). Numbers from the other schools ranged from 19 to 107. The response rate from schools was disappointing and ideally more effort should have been made to get more schools participating. However the unpaid co-ordinator was not able to give this more attention due to all the other demands on her time. Some schools may not have responded if they had not completed their programme for the year. Five schools provided data from 505 students in 2014 for an earlier attempt by the project team to evaluate the project and three of these did not participate in the 2015 survey. This was before Wyllie & Associates became involved. That data has not been included in this report due to limitations in the questionnaire design.

5 DESCRIPTION OF PARTICIPATING TEACHERS AND STUDENTS

The participating teachers were more likely to be from Years 1 to 4 (72%, which excludes two new entrant teachers), whereas the students were more likely to be from years 3 to 6 (82%) - see pie charts below⁶. This difference in part reflects the decision to focus the survey on Year 3 students and above. This difference does mean that the teachers were able to report on impacts of the programme for the years that were not included in the student survey.



TEACHERS

More than two thirds of the classes had been receiving the programme for seven or more months at the time of the survey, which was mainly in September and October. Sixteen percent had been receiving it for five to six months, the same percentage for three to four months and seven percent for one to two months.

Twenty-seven percent had completed the programme for the year, 45 percent had done about three quarters, 19 percent about two thirds and nine percent less than two thirds.

Just over half of the teachers (51%) had begun Te Reo Tuatahi when it began in 2014 and the rest began in 2015.

Seven percent of the teachers were the Head Māori Teacher at their school.

Most of the teachers were Pakeha/New Zealand European (86%), with six percent Māori, two percent Pasifika, 3 percent Asian and eight percent 'Other' (persons could be in more than one ethnic group).

⁶ Some figures in the pie charts do not total 100% due to rounding. The 'other' category for teachers included principals and others not allocated to specific year levels that fitted the other categories.

STUDENTS

Of the students responding, 8 percent (64) were Māori, 5 percent Pasifika (41) and 15 percent Asian, which included Indians (121). Fifty-three percent were males.

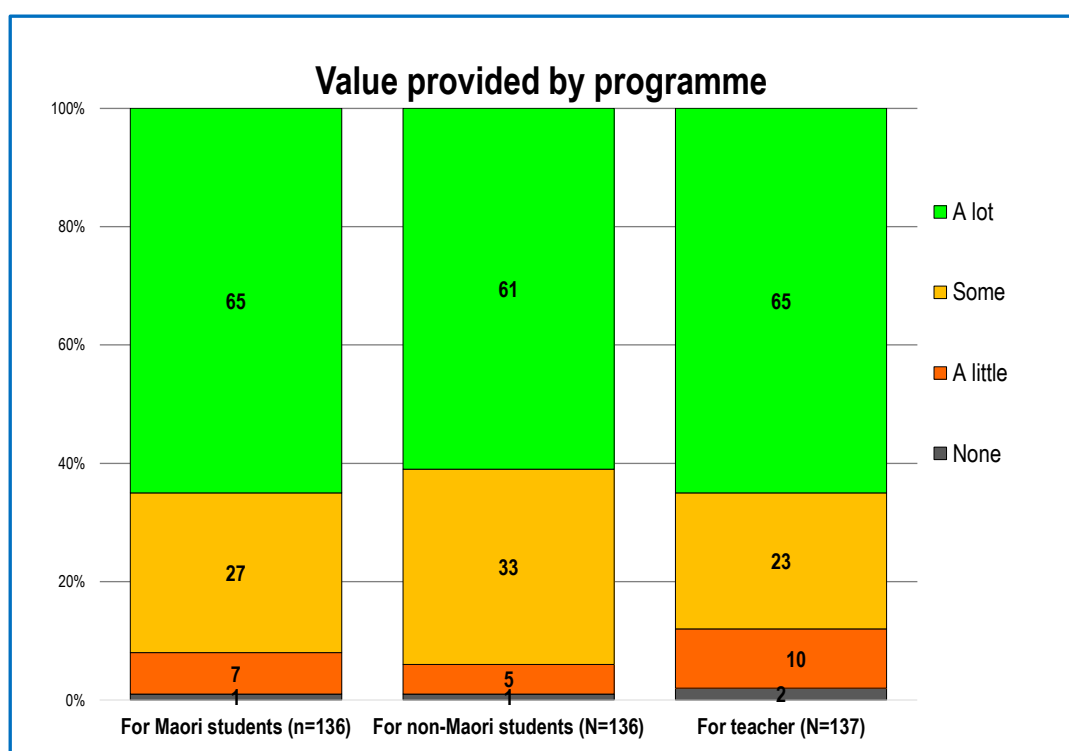
6 MAIN FINDINGS

6.1 TEACHER PERCEPTIONS OF PROGRAMME VALUE

Value

Teachers were asked to separately rate the value the programme provides for Māori and non-Māori students, plus the value for themselves. As shown in the graph below, the majority of teachers perceived Te Reo Tuatahi to be delivering 'a lot' of value (the highest rating) to both Māori (65%) and non-Māori students (61%) and themselves (65%).

Ratings of value to themselves was similar for those who began in 2014 and those who began in 2015.



Impact on Māori self-esteem

This question asked: "What changes, if any, have you noted among the Māori students in terms of any impact on self-esteem or pride in being Māori?" The responses have been grouped into categories and the most mentioned responses are shown in the table below. These categories do not do justice to the quality of the information supplied, so following the table are some examples of the responses to this question.

There were 109 teachers who responded to this question, of whom 95 had Māori students, while another 36 skipped this question. It might be assumed that some of those who skipped this question did so because they did not have any Māori students. The percentages shown in the table are based on those who had Māori students.

Seventy-eight percent of teachers with Māori students identified at least one way in which the programme had impacted on their self-esteem or pride in being Māori.

IMPACTS ON MĀORI SELF-ESTEEM	(N=95) %
More confidence	15
Heightened self-esteem	13
Proud to be Māori	12
This was an area in which they were able to shine/ be the experts	11
Willingness and confidence to share their knowledge/ help other students	8
Felt pride in being able to display their skills	8
Greater leadership	6
Happy to participate in te reo lessons	6
Pride in their culture	5
Pride (unspecified)	5
Joined kapa haka group	3
Enjoyed it	3

Verbatim comments:

- Students are happy to hear their language being used at school. A definite sense of pride is evident and engagement is very high when matua walks into the class. The tuatahi program gives my Māori students the opportunity to use, teach others, ask questions and add to their own kete of knowledge. It's a valuable learning experience that I cannot yet provide for my students.
- Not many Māori students at [school] but for the few it is good for their self-esteem. Fantastic programme. It is important anyone living in NZ has some knowledge of Māori words and pronunciation. Mel was a very motivating facilitator...held children's attention.
- Improved confidence and self-esteem in other areas. An opportunity for Māori students to shine. The programme is excellent and we have loved having it in our school. It has also been hugely beneficial for me as a teacher. Thank you.
- We have few Māori students but one, a boy, wanted nothing to do with it until he had Hone as a role model. His attitude has become more positive and he is listening carefully to the phrases given and as a year 4 is asking to go to the toilet in Māori, can tell what his fruit snack is, answers the roll in Māori and is much more interested. He is now becoming a role model in his own right for younger students.
- The students loved being taught by a Māori speaking person. They respected his knowledge and looked forward to learning new things every week. The program was presented in a fun and interesting way.
- Students who had the correct pronunciation were celebrated and you could see the pride that they felt.
- Māori students seriously engaged in lessons, all have joined kapa haka group and any celebrations and Powhiri we have as a school. Parents also proud of their children, this is evident when you see them watching their children perform.
- The one student in my class seems to be walking taller! He is keen to participate and his confidence is growing!
- I have seen an impact on self-esteem and pride - they are proud to be acknowledged as Māori and to be considered an expert in the language amongst peers.

- There is more of a willingness to participate and to give things a go. The positive attitude to take a lead role where necessary and not worry too much about what others think.
- They enjoy being the 'experts' bringing knowledge (and pronunciation) from outside school.
- I've noticed these students are more confident to speak and help each other and others in the class. There has been an increase of Māori students joining the Kapa Haka and our whanau class.

Other positive impacts for students

When asked "What if any other positive impacts have you noted from the programme (for any of the students)?" enjoyment of the lessons and increased confidence were the most mentioned.

Increased confidence was sometimes specified in relation to use of te reo and other times it was not, but may have been what was being referred to. Greater interest in and understanding of Māori culture were also mentioned with some frequency.

OTHER POSITIVE IMPACTS	(N=105) %
Students enjoy the lessons	19
Increased confidence	16
Increased confidence using te reo	10
Greater interest in Māori culture/ things Māori	6
Greater understanding of the Māori world/culture	6
ESOL and Pacific students love it – all on equal footing learning new language	5
Better pronunciation of te reo	4
Using te reo in class outside of TRT lessons	4
Willingness to learn te reo	4
Builds tolerance and acceptance of others	3
Greater awareness of Māori language	3
Increased cultural sensitivity	3
Keen to practice their te reo skills	3
Greater appreciation of key role of Māori in New Zealand	3
Students are engaged/ actively participating in TRT lessons	3

Verbatim comments:

- Think for the many expat students we have here, it was a great learning experience. It was made clear to them, that now they live in New Zealand they also have an affiliation with Te Ao Māori and Aotearoa, and that it's up to them how far they would like to continue with this. I think the Marae visit was valuable because students who are not familiar with Marae Protocol got an introductory session on what it was like to stay on Marae. It was a great place to recite the students' mihi and all complete this to varying degrees, but all knew of the significance of introducing yourself on Marae and stating where you are from. They now have a good understanding of the importance Past, Present and Future have in the Māori world and this was emphasised through them reciting their mihi.
- Acceptance of each other's strengths and other cultures. Curiosity about meanings of words (not just Māori).
- Respect for other cultures. Developing an understanding of NZ history. Learning about Kaitiaki was great - it helped the students take responsibility and care for our gardens.

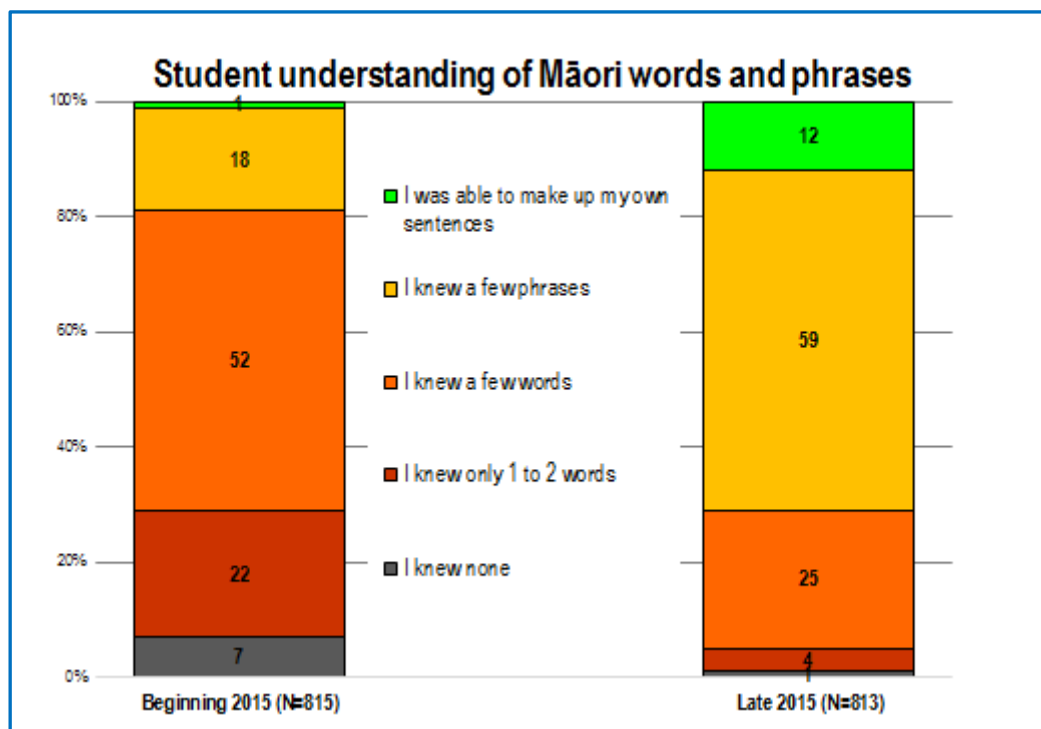
- The students are more confident using the language that they have been taught, we integrate parts of the lessons from Meriana into our morning greeting times which the children love. The children are always excited to see her and she has helped to unite us as a school through the use of our school karakia and waiata - particularly the correct pronunciation and actions.
- The programme is fun and the students enjoy the fact that I am learning with them. They help me with pronunciation and we all give it a go based on our new found understanding of the Māori language. I feel we have a long way to go still, but I feel a lot more confident when reading anything that has Māori words in it and I am beginning to use a few phrases in the classroom now. Everyone, including myself, is willing to give it a go and we all get a lot of enjoyment out of our sessions. ESOL students love learning Te Reo, it seems like they feel more confident to share and participate because they are all learning at the same level.
- Love that my kids are more confident and are taking risks in trying. They are starting to see the value and importance of Tikanga and building the numbers of those using Reo.
- Involvement of unexpected students- leadership of one boy has been outstanding.
- Children are more willing to attempt to speak Māori and are not afraid of speaking in front of others.
- Two of the three leaders of our junior Kapa Haka are Pakeha [as a consequence of this programme] and are extremely proud to be leaders. They see it as a role for them to succeed in and are not worried that they have no Māori Heritage themselves.
- Gives other students more awareness of the special aspects of Māoridom and the fact that we learn it in school shows how important it is to our country.
- Many Pacific Island students show great enthusiasm during the program too. They pick up on many similarities between their own language and te reo and it sparks good discussions about different cultures, concepts, languages and diversity. All students enjoy the program and have shown improved pronunciation and confidence!
- Very confident in answering in Māori to simple questions. Also very positive Māori culture - often my class will spontaneously sing waiata.
- Māori is cool. Te Reo Tuatahi is worthwhile. It has become not only accessible but a real, full-bodied experience, through language, waiata, tikanga. Māori is something real for the participants. Something they have been invited to share in; they have accepted the invitation and jumped in, regardless of their own background. This is a credit to Keri, her warmth, humour and inclusiveness impacts the students too.
- The children in my class as a whole took pride in identifying with their NZ culture.
- Māori has become fun for them.

6.2 FINDINGS FROM STUDENT SURVEY

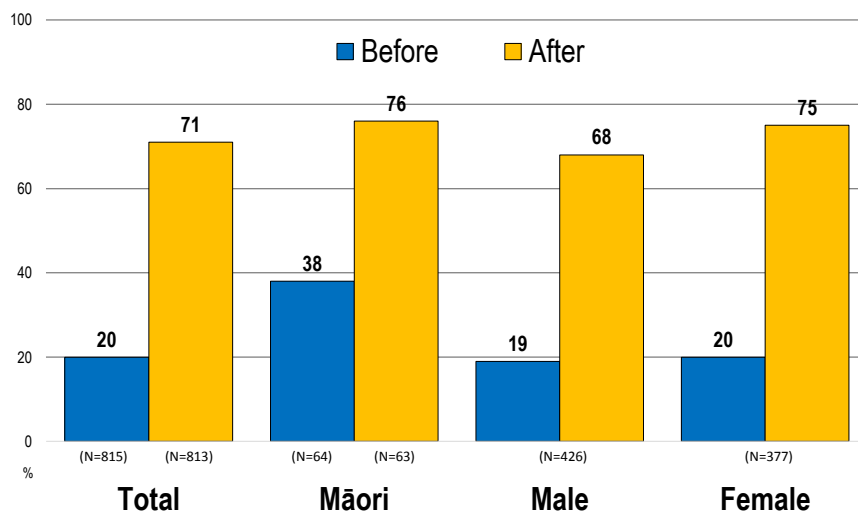
The students reported marked changes in their understanding, confidence and interest in learning Māori. They were asked to rate each of these for 'Before I started learning Māori with our Language Assistant in 2015' and again 'Now that we have had some lessons in 2015'. They were given five point scales with descriptions of each point on the scale and variations in smiley faces along the continuum.

Student understanding

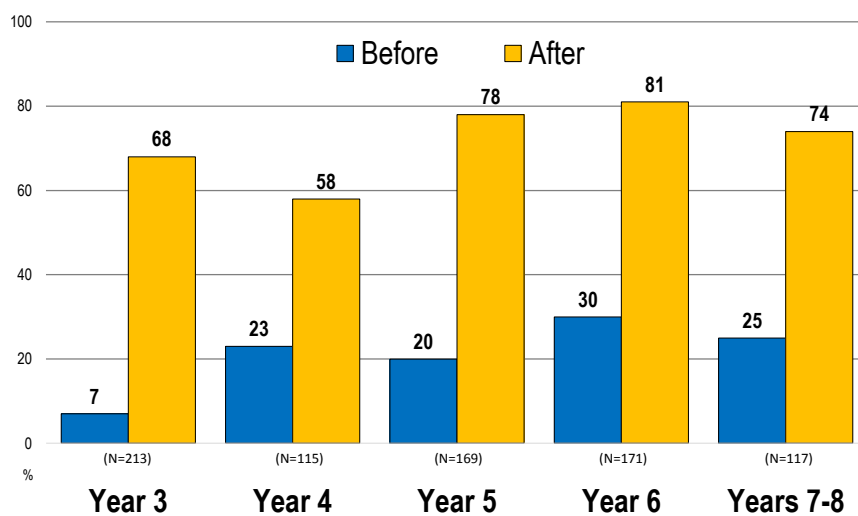
The first graph below shows that the proportion of students who gave each answer option for before and after. The second and third graphs show differences across demographic groups for the proportion reported knowing at least a few phrases (which included any who reported being able to make up their own sentences). This increased by 51 percent (from 20% to 71%) for all the students. The Māori students began at a higher level (38%) but still reported a 38 percent increase, to total 76 percent at the time of the survey. Females (55% increase) and males (49%) both showed marked increases. For most year levels the change ranged between 49 percent and 61 percent, the exception being a lower level of 35 percent for Year 4 students.



Student understanding: Knew at least a few phrases

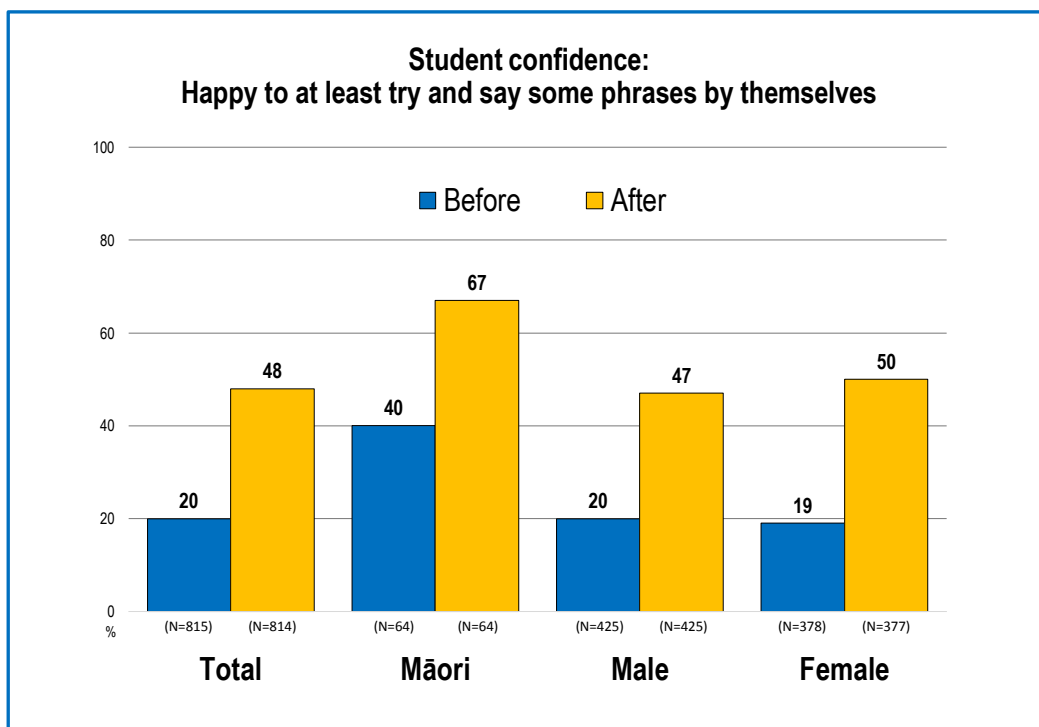
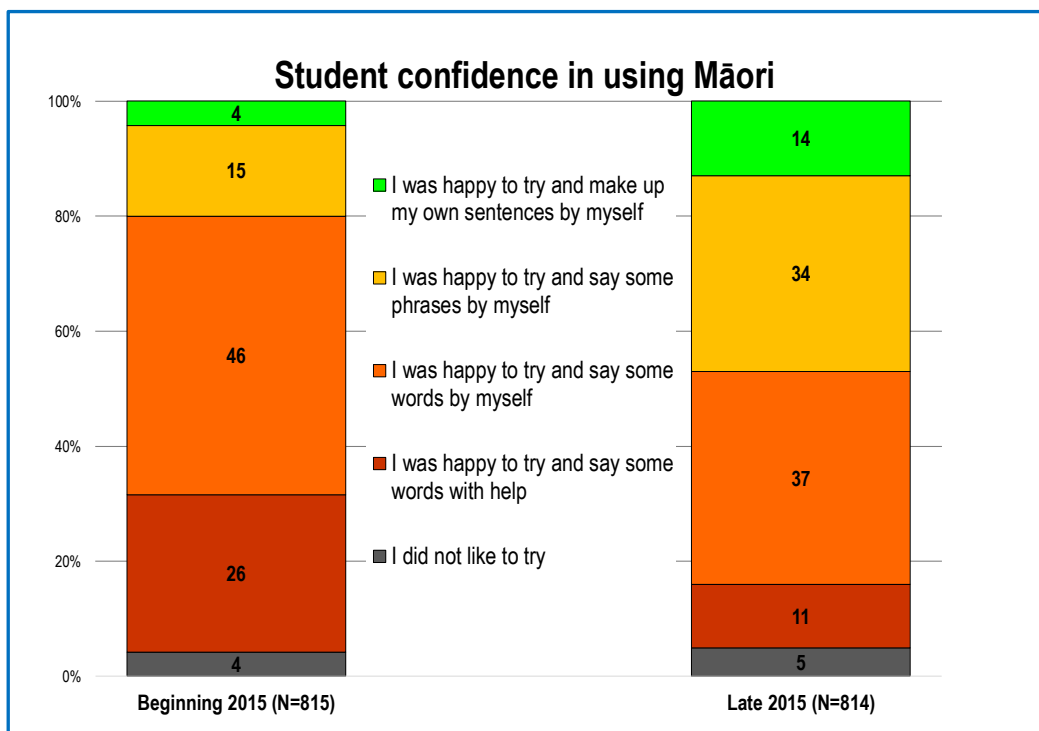


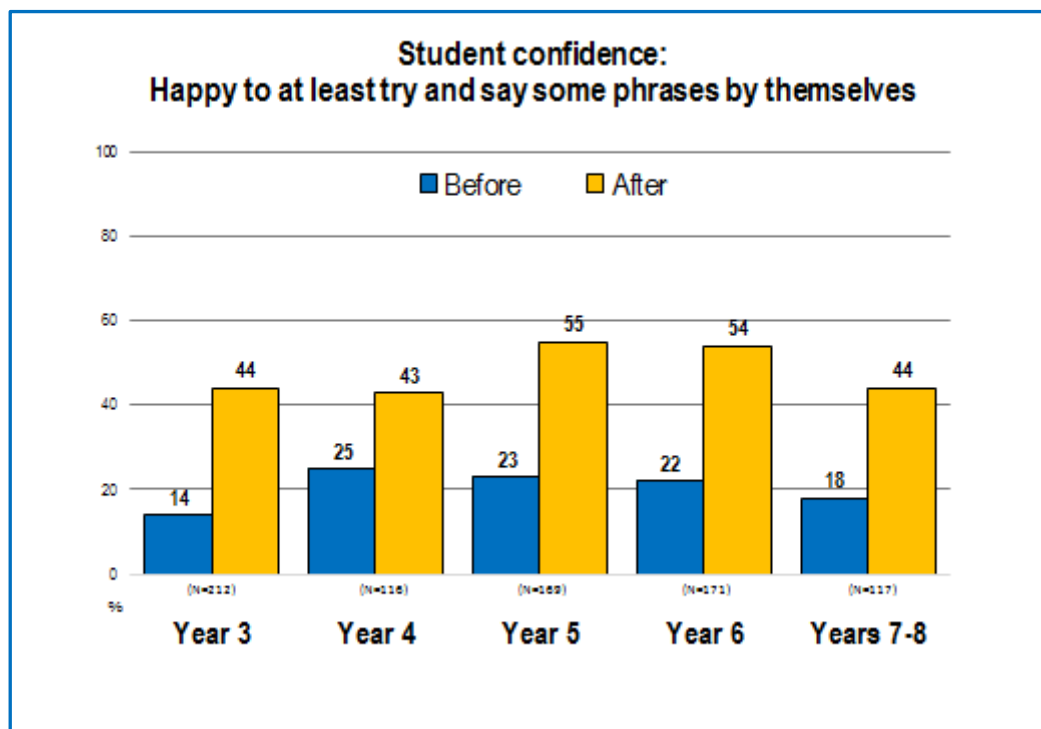
Student understanding: Knew at least a few phrases



Student confidence

There was a 28% increase in the proportion who were at least 'happy to try and say some phrases by myself' (which included any who were 'happy to try and make up my own sentences by myself'). Māori students started at a higher level (40%) and increased another 27 percent to be at 67 percent. Males (27%) and females (31%) both showed good levels of increase. Increases by year level were all at similar levels (between 26% and 32%) except for a lower level again for Year 4 students (18%).

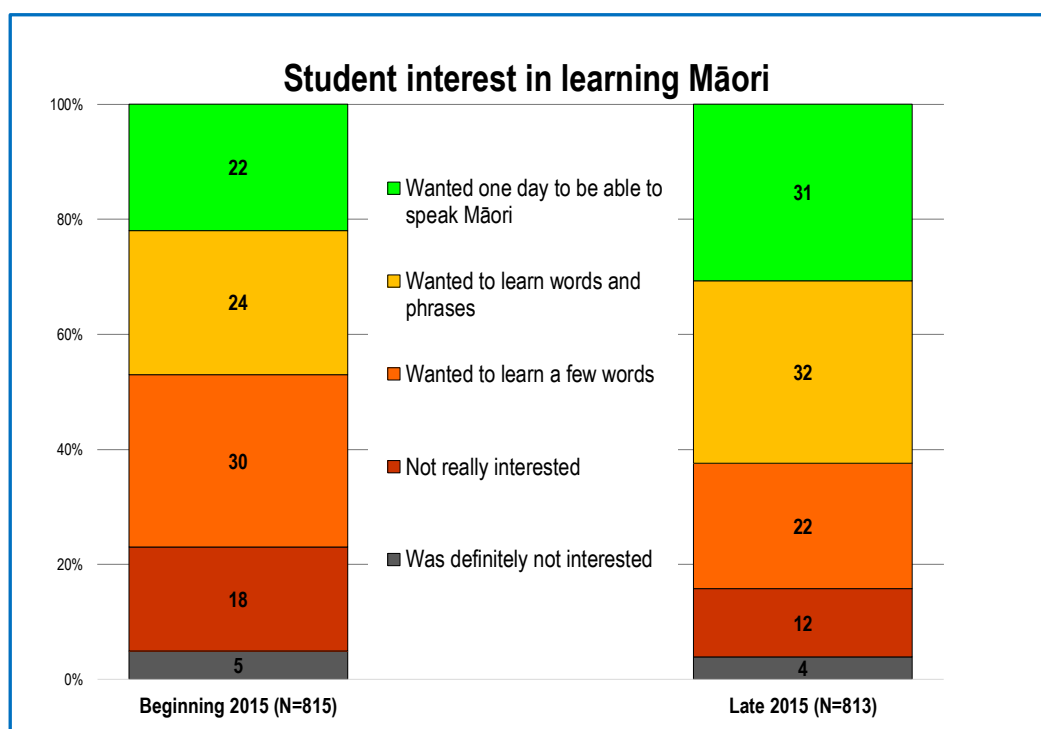


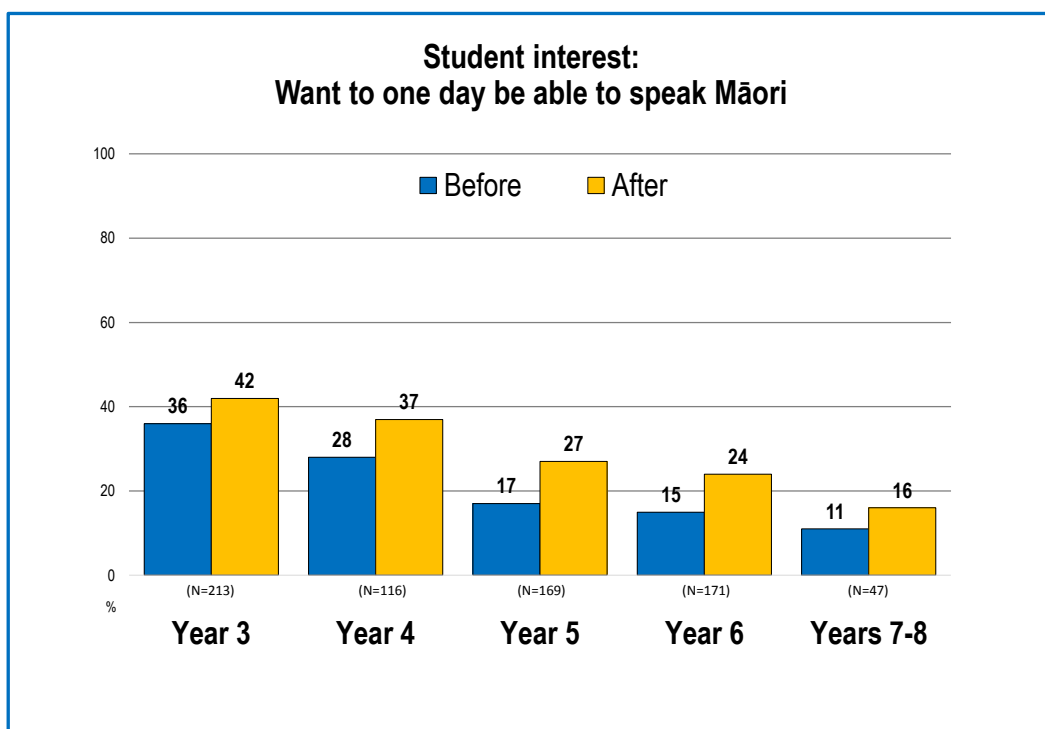
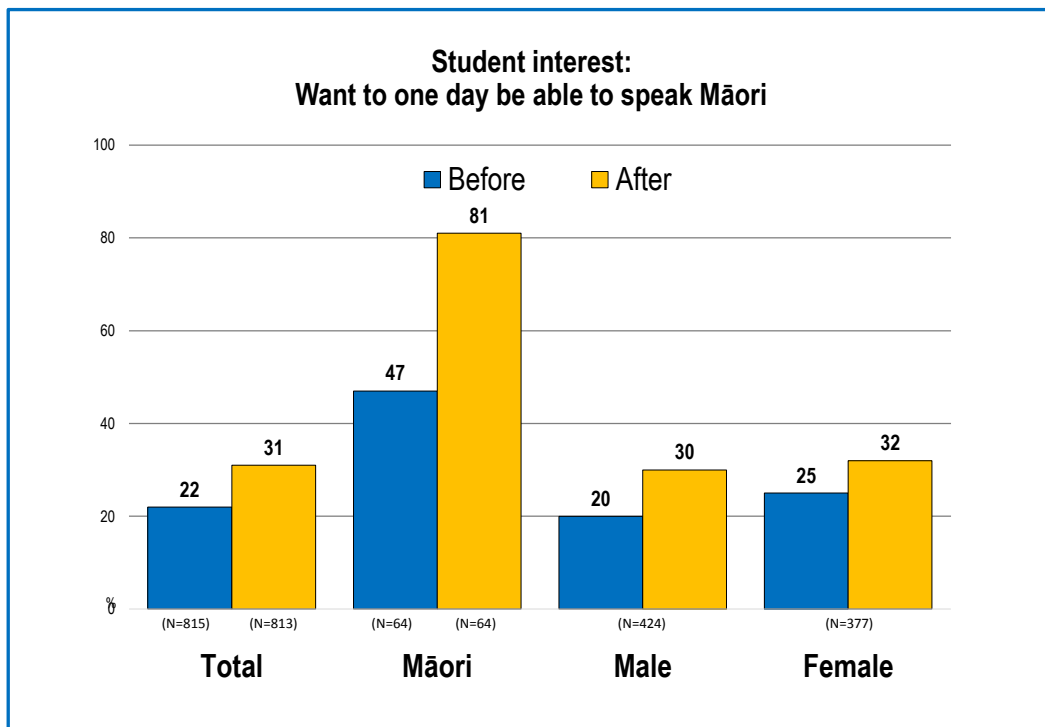


Student interest

The proportion of students who reported wanting to one day be able to speak Māori increased by eight percent to 30 percent. There was another eight percent increase in the proportion who wanted to learn Māori words and phrases.

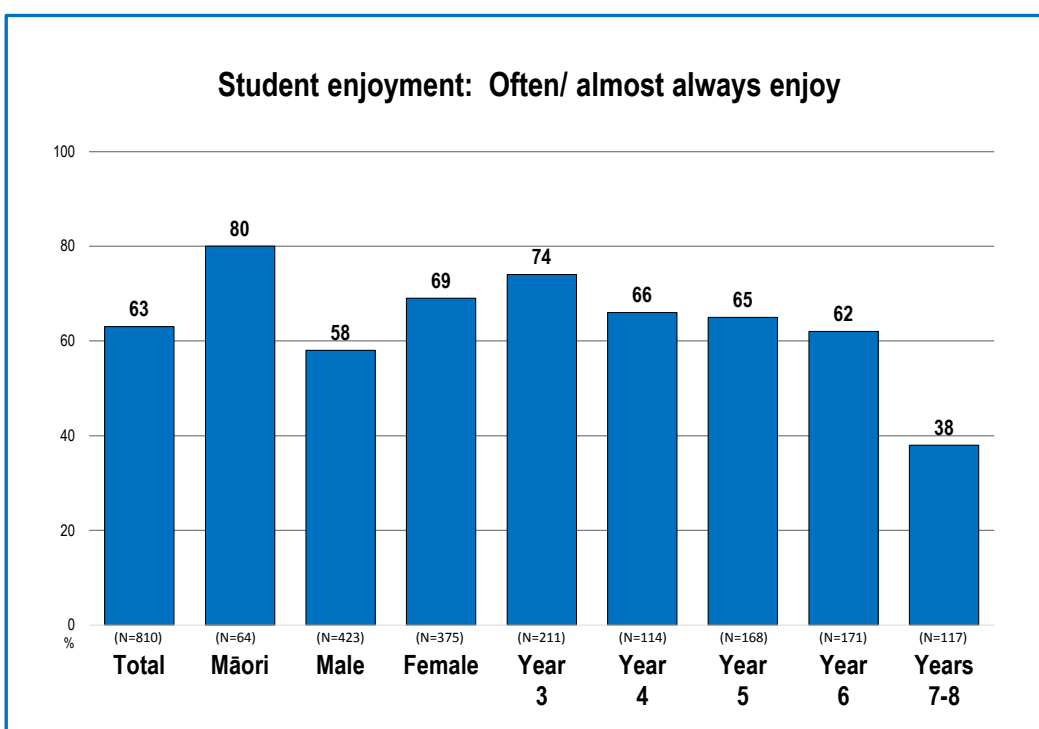
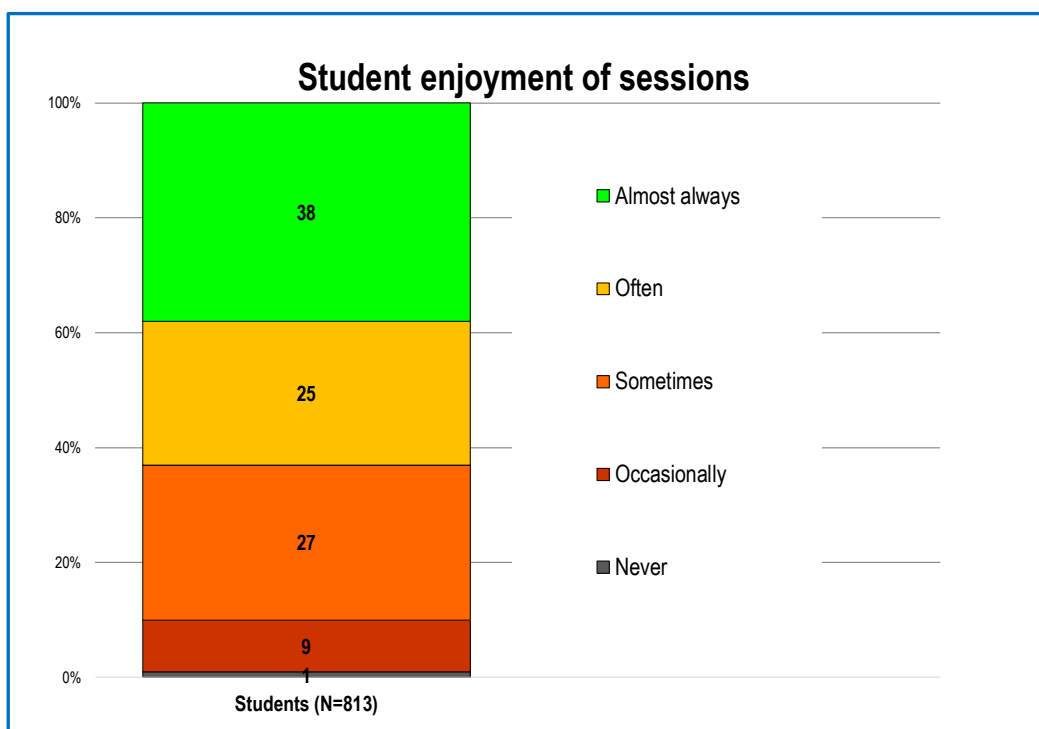
Māori students showed a marked increase in wanting to one day be able to speak Māori; up 34 percent from a starting point of 47 percent, to reach 81 percent. Among all students the increases in those wanting to one day be able to speak Māori varied between five and 10 percent for the different year levels and males and females.





Student enjoyment

Students were also asked to rate their enjoyment of the 2015 sessions. Almost two thirds (63%) reported 'often' or 'almost always' enjoying the sessions. The level rose to 88 percent for Māori students. The oldest students (Years 7-8) reported the lowest level (38%).



6.2 TEACHER FEEDBACK ON TE REO TUATAHI

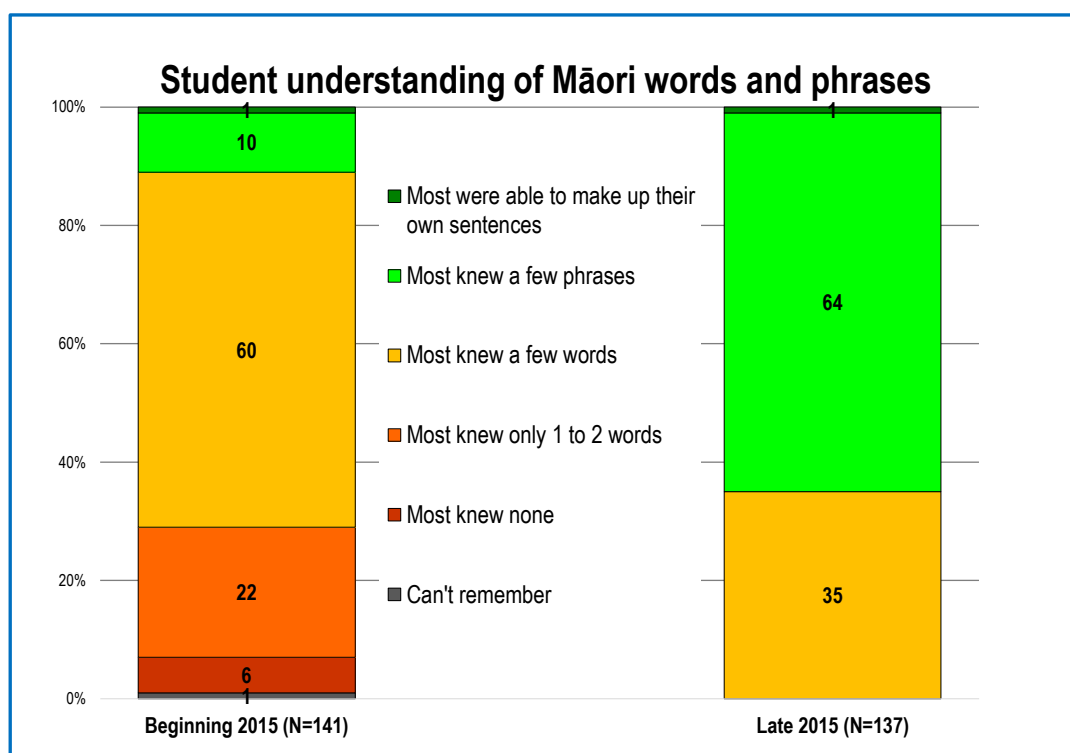
Overview

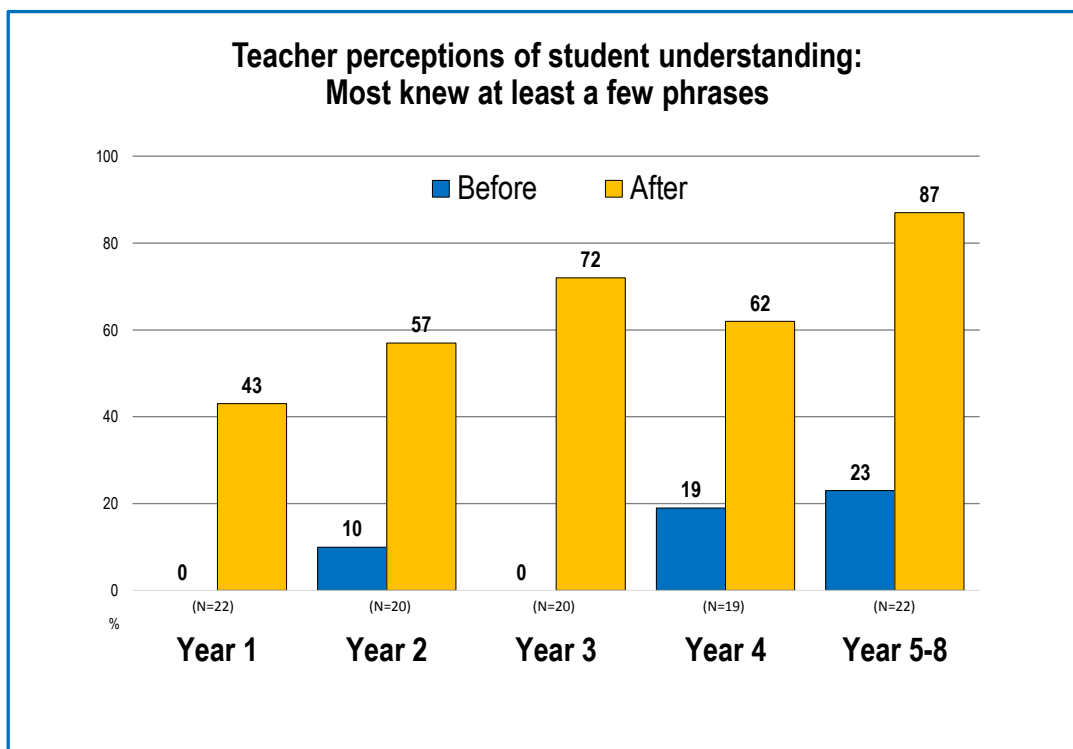
Teachers were also asked to rate the level of their students at the beginning of 2015 and then at the time of the survey. The teacher and student responses cannot be compared as the teachers were reporting the situation that they felt existed for 'most' of their students.

Perceived impact on student understanding

As shown in the graph below, in most classes the majority of students had moved from a level of knowing a few words to knowing a few phrases. The proportion who at the time of the survey knew at least a few phrases (the top two categories) had increased from 11 percent to 65 percent since the 2015 programme began (a 54 percent increase).

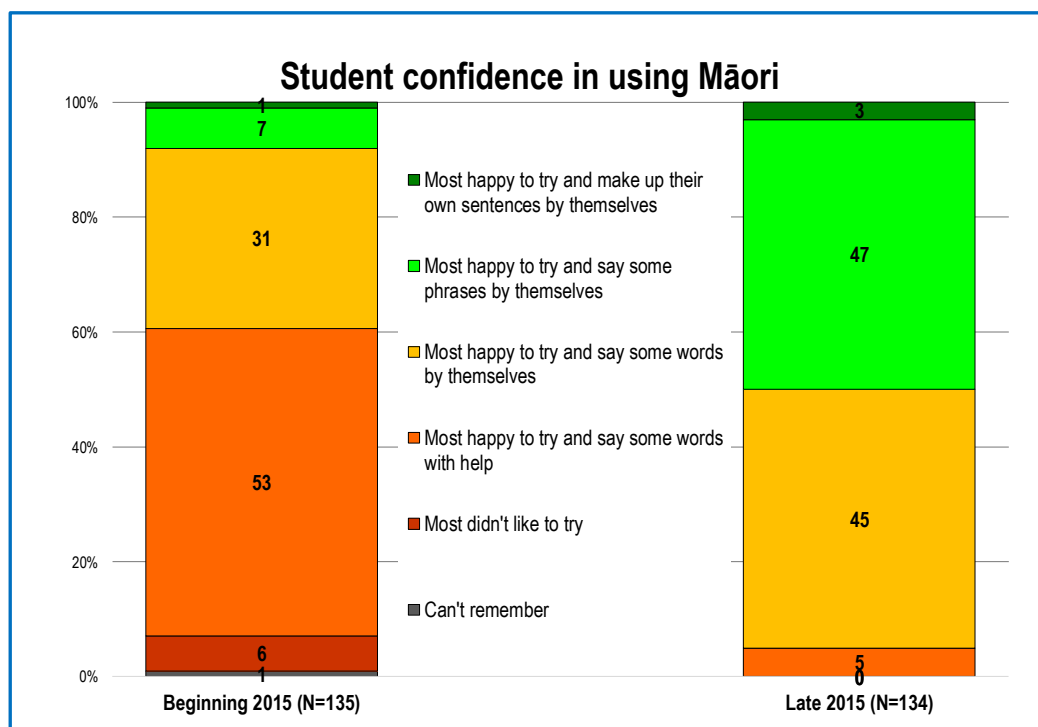
The second graph shows trends by the year that teachers taught. Those who taught for combined year groups were not included in this analysis. The numbers of teachers in each year group was not large, so the results need to be interpreted with some caution and are most appropriately examined for any overall trends. The proportion who felt most of their students knew at least a few phrases tended to show an upward trend by year level. As with students Year 4 was the exception.

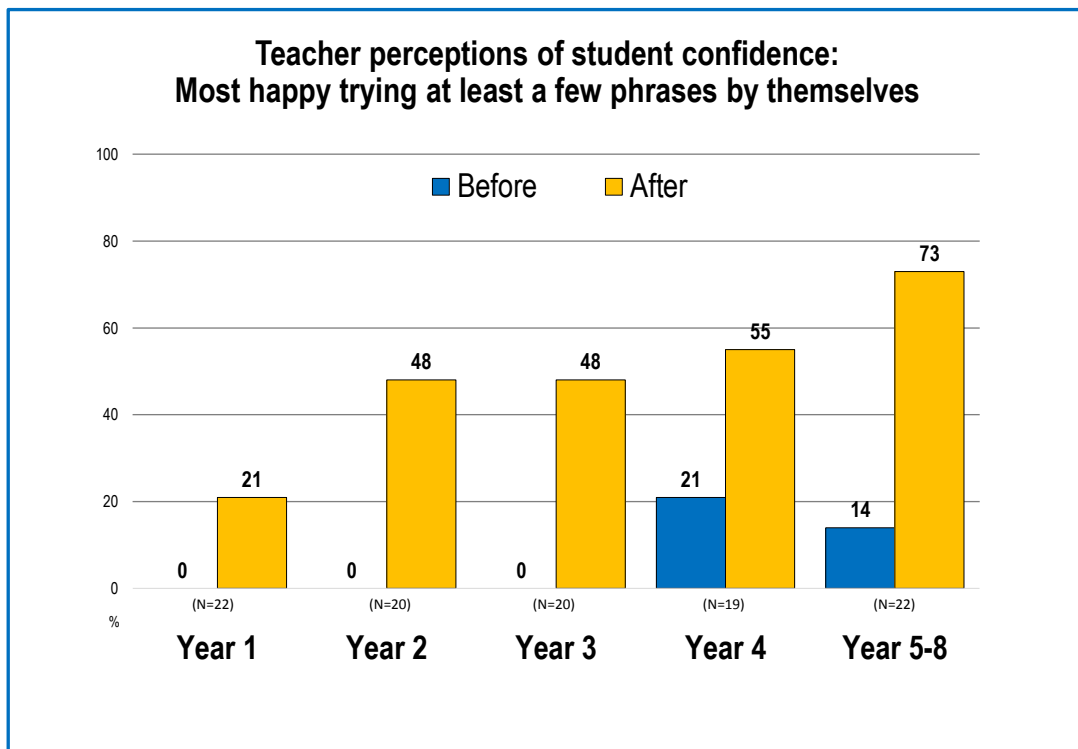




Perceived impact on student confidence

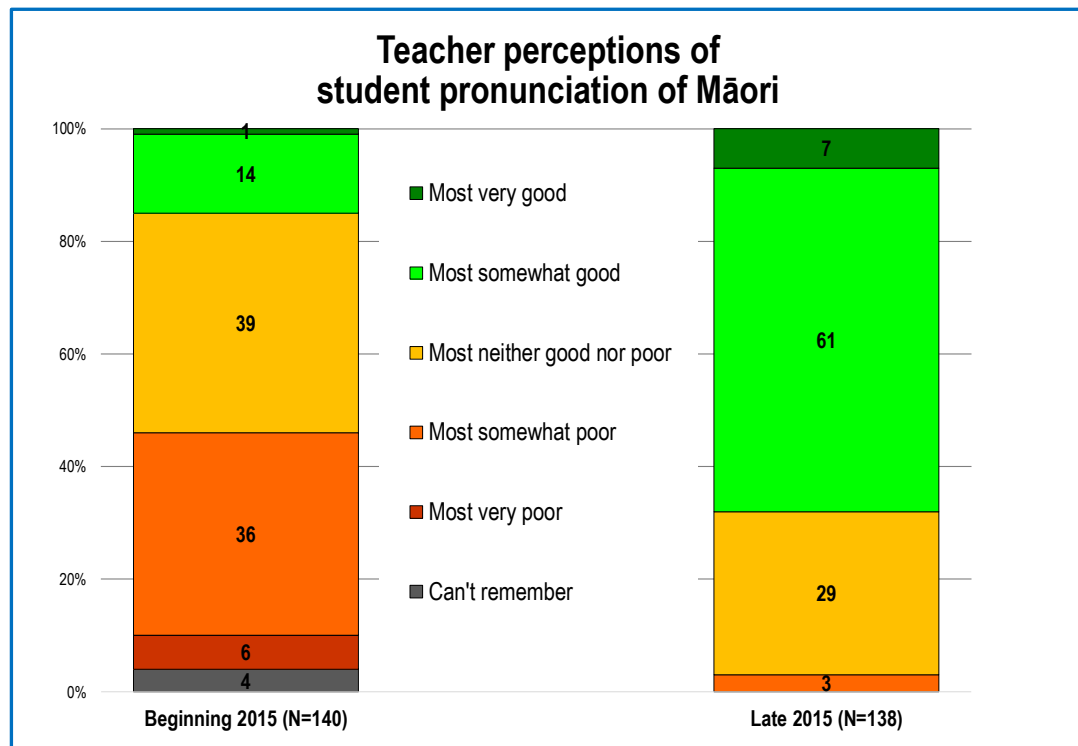
There were also big increases in confidence. The proportion who were happy to at least try and say some phrases by themselves (top two categories) increased from eight percent to 50 percent (a 42 percent increase). Teacher perceptions of student confidence showed a generally increasing trend by year level. The level of increase between before and after measures also showed a similar trend, with the exception of Year 4.



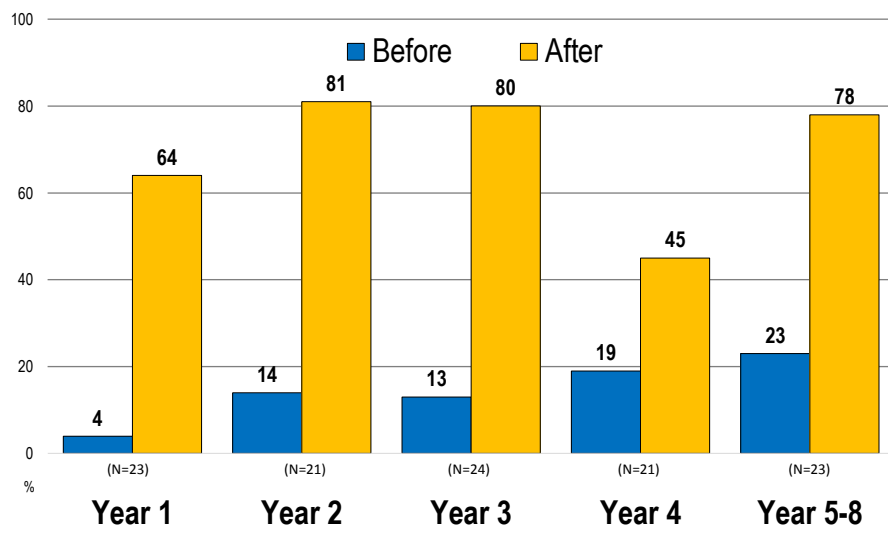


Perceived impact on student pronunciation

As shown in the graph below, the proportion of classes where teachers reported most of the students' pronunciation of Māori was at least 'somewhat good' (top two categories) increased from 15 percent to 68 percent (a 53 percent increase). The increase varied between 55 and 67 percent for most year levels, except for a 26 percent increase for Year 4.

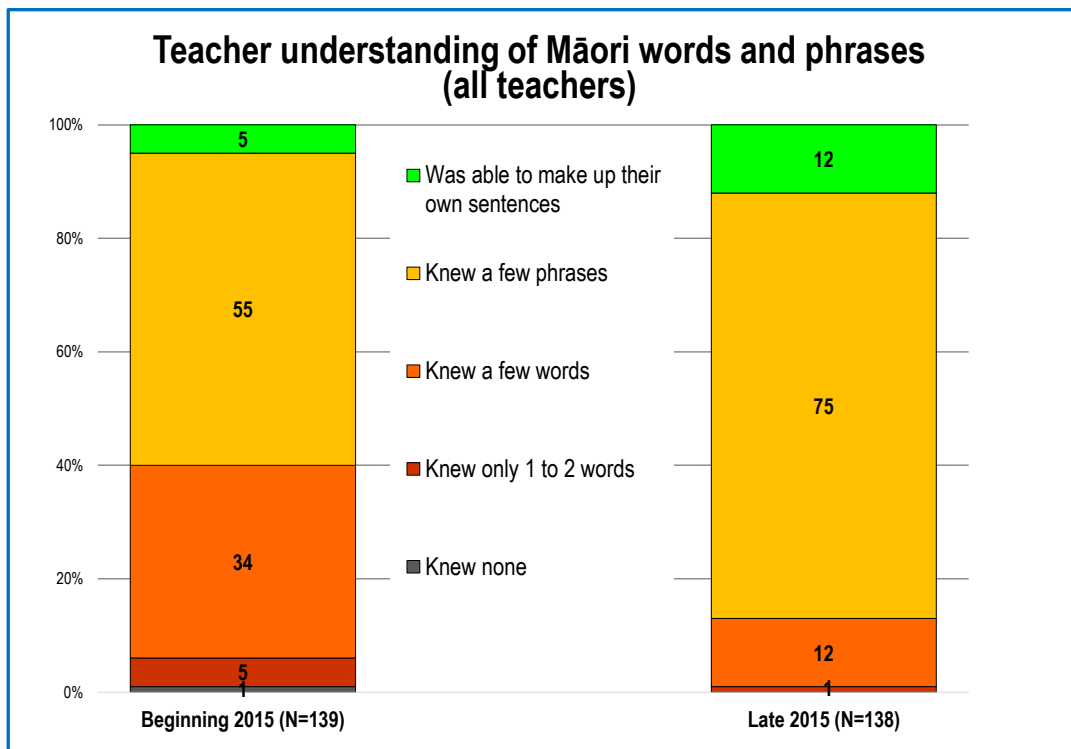


**Teacher perceptions of student pronunciation:
Most at least somewhat good**

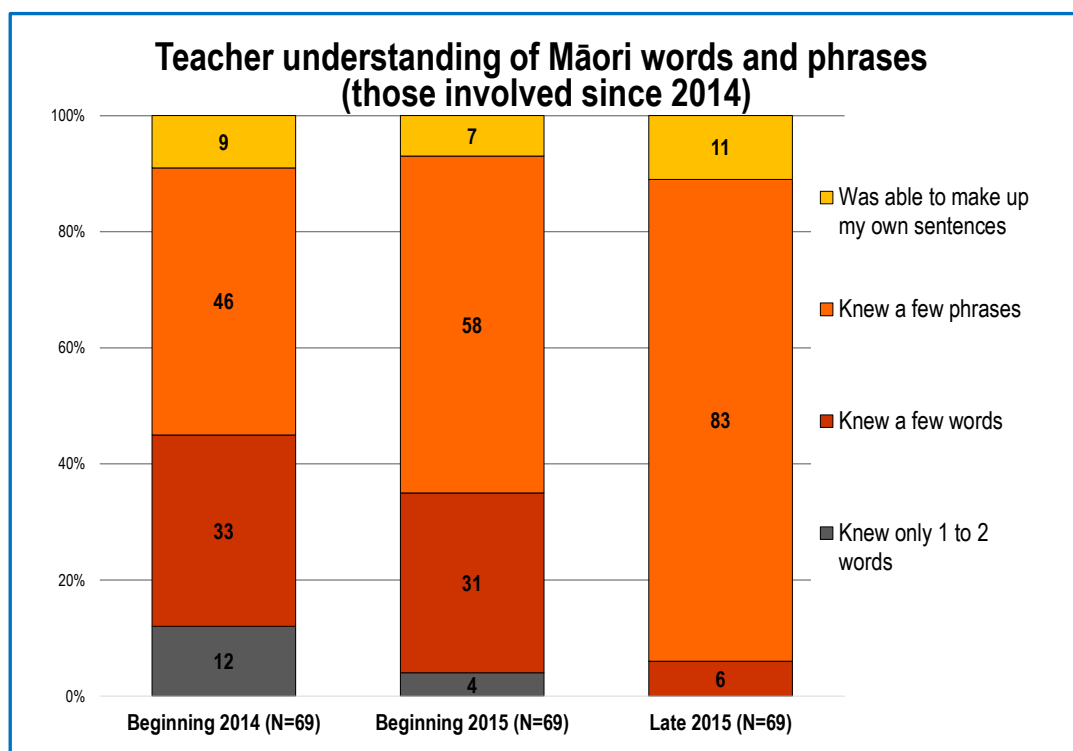


Impact on teacher understanding, confidence and pronunciation

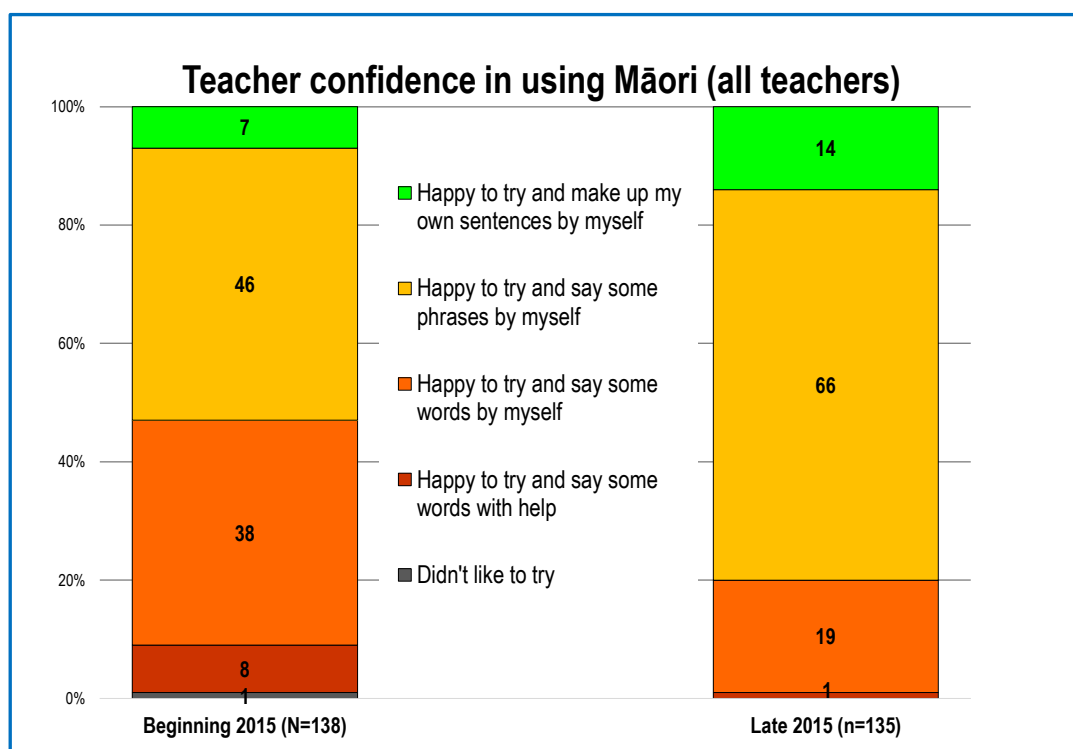
Teachers were asked to rate themselves on the same scales as the students. The first graph below compares all the teachers for 2015 for understanding. The proportion who knew at least a few phrases (top two categories) increased from 60 percent to 88 percent (an 18 percent increase)⁷. The second graph is based on those who began Te Reo Tuatahi in 2014. The proportion who knew at least a few phrases (top two categories) increased from 55 percent at the beginning of 2014 to 65 percent at the beginning of 2015, to 94 percent (a 29 percent increase during 2015 and a 39 percent increase since the beginning).

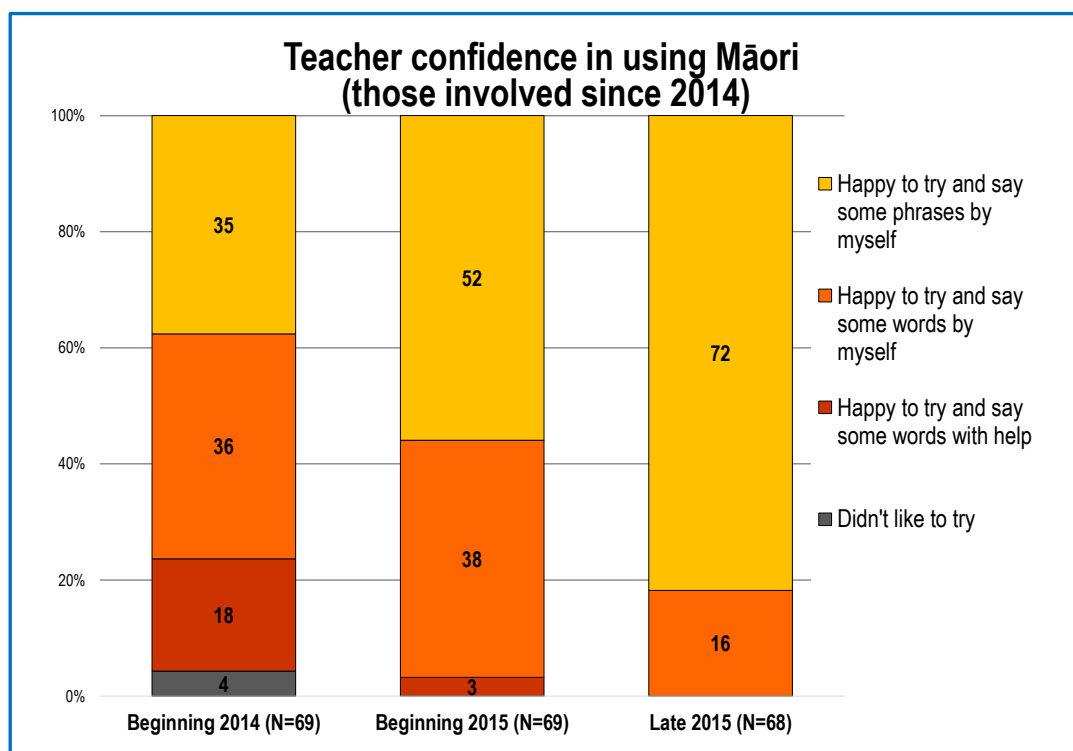


⁷ As with other results, the percentage of the combined categories is one percent different due to rounding to the nearest whole number.

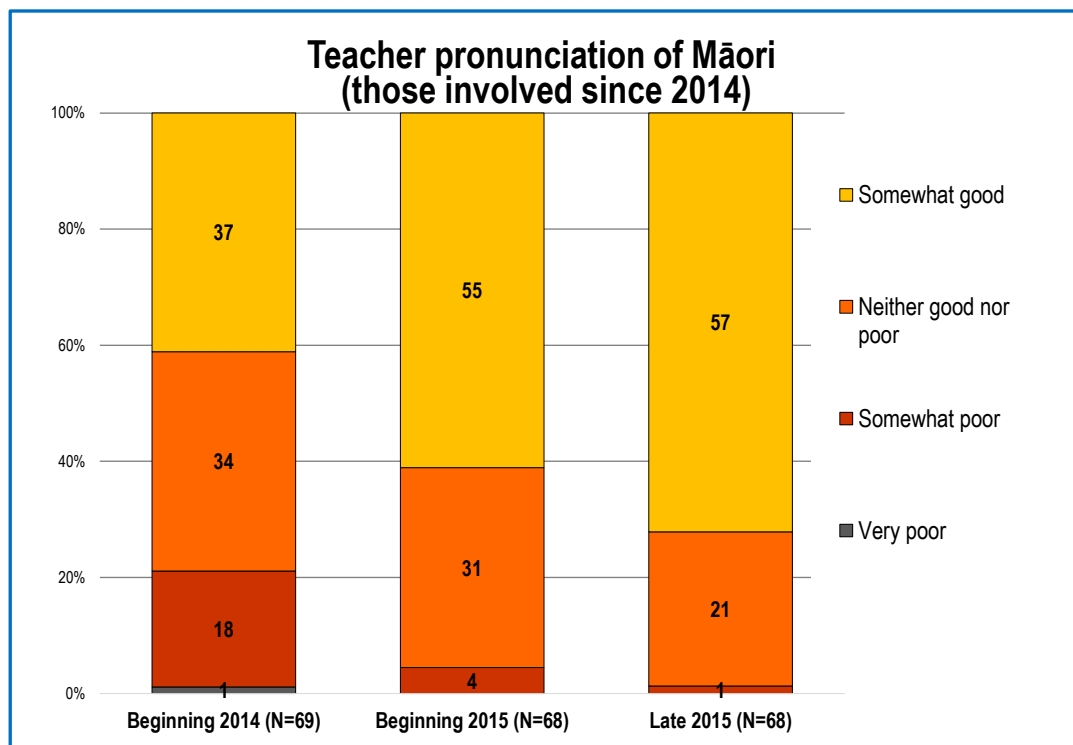
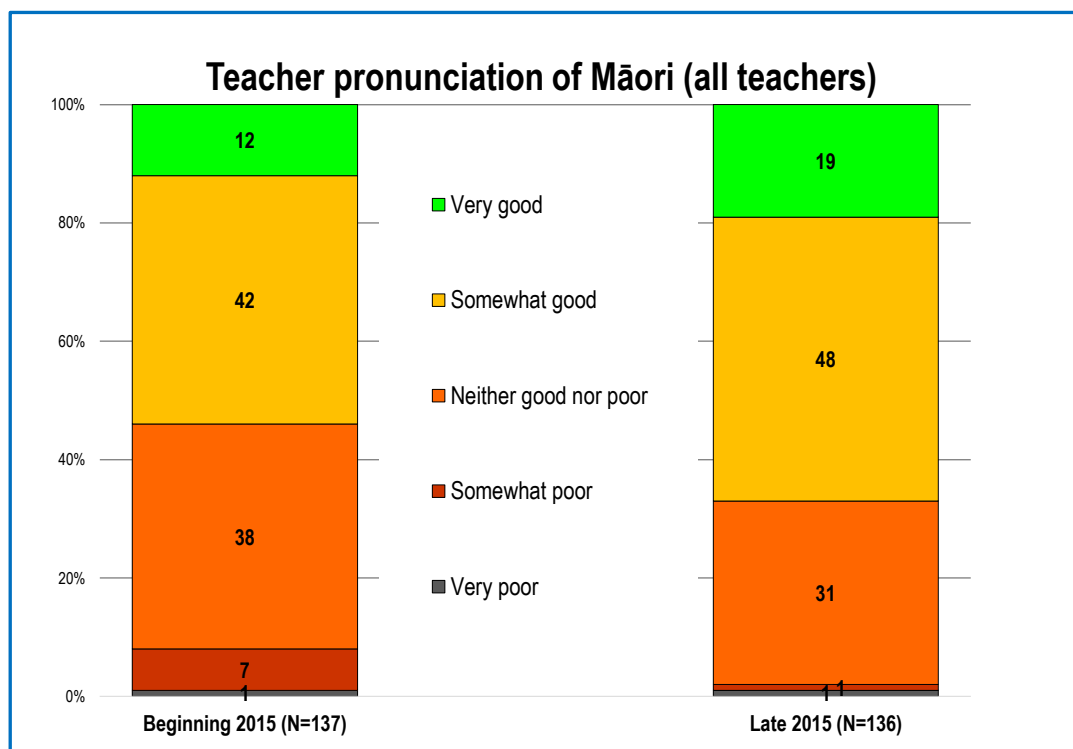


The following two graphs are for teacher confidence. In 2015 the proportion of teachers who were happy to at least try and say some phrases by themselves (top two categories) increased from 52 percent to 80 percent (a 28 percent increase). For those who had been involved since 2014, they increased from 42 percent to 59 percent, to 84 percent. This was a 25 percent increase for 2015 and a 42 percent increase since the beginning.



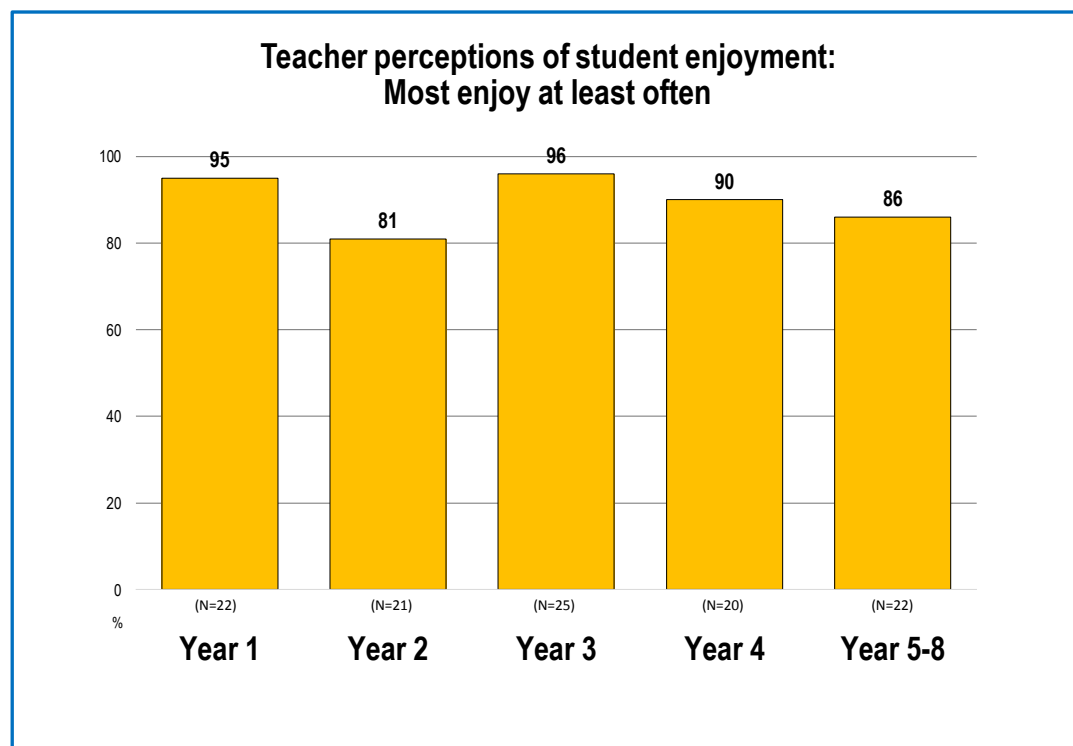
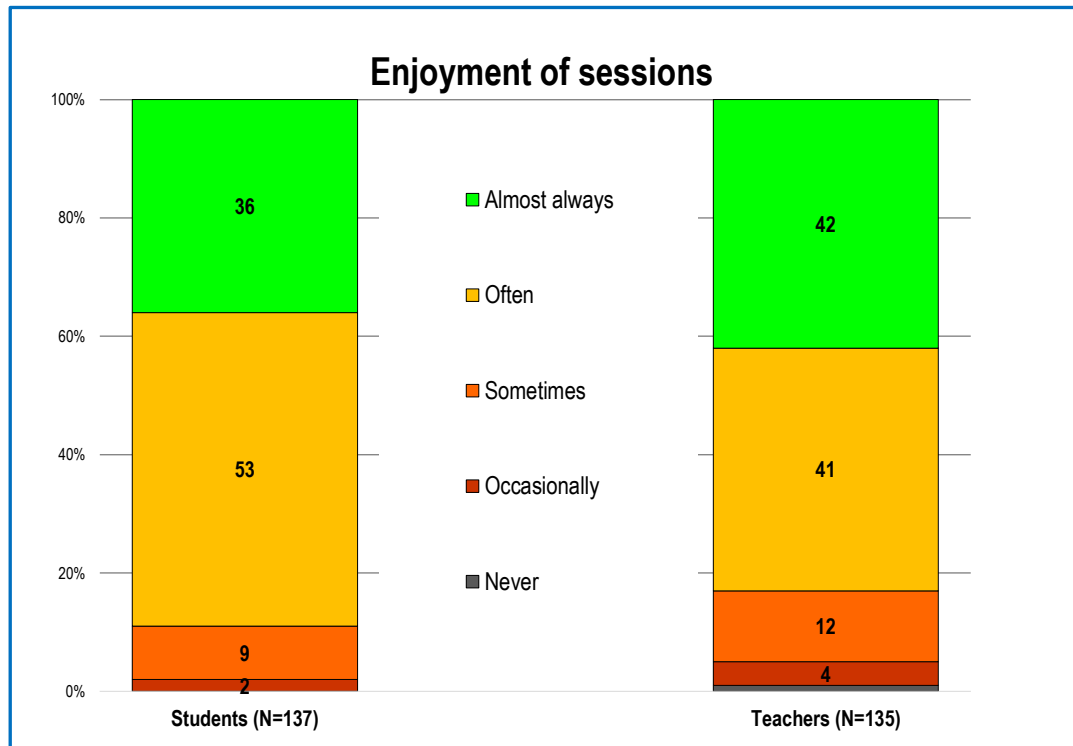


Over 2015 the proportion of teachers who rated their pronunciation as at least 'somewhat good' increased from 53 percent to 68 percent, a 15 percent increase. For those who had been involved since 2014, their levels increased from 47 percent to 65 percent to 78 percent. This was a 13 percent increase for 2015 and a 31 percent increase since the beginning of 2014.



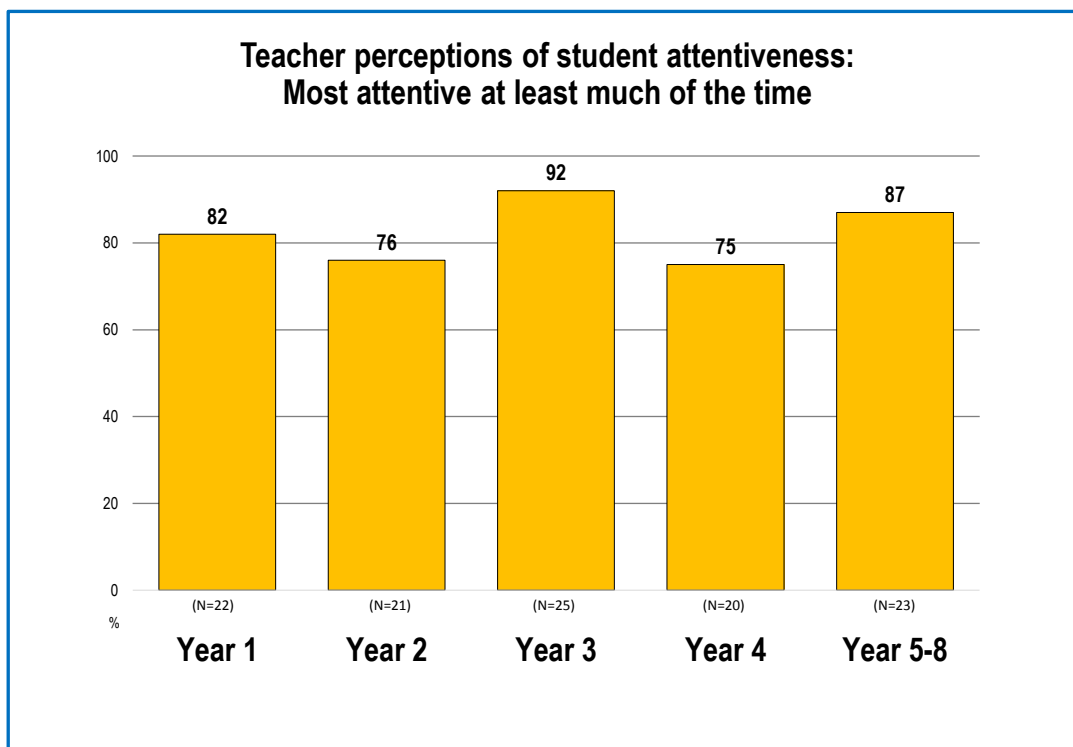
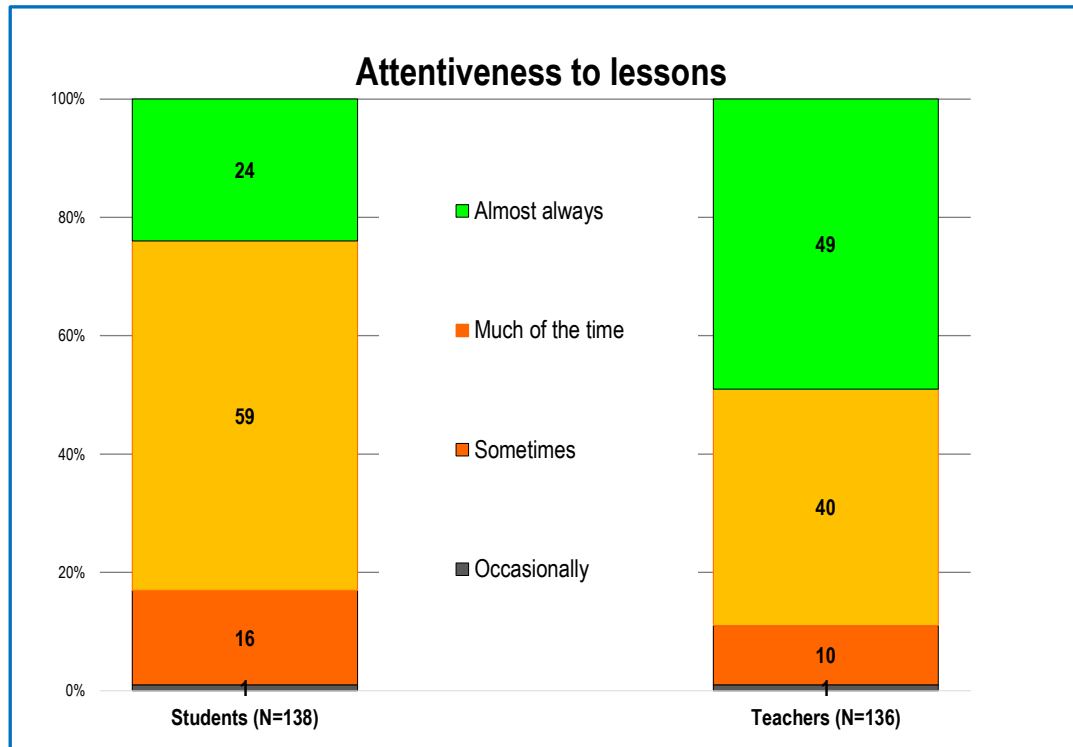
Enjoyment of sessions

Teachers rated enjoyment for the students and themselves and these are shown on the graph below. Most rated their students and themselves as either enjoying the sessions 'often' or 'almost always'. The combined proportion they gave for students was 89 percent and for themselves 83 percent.



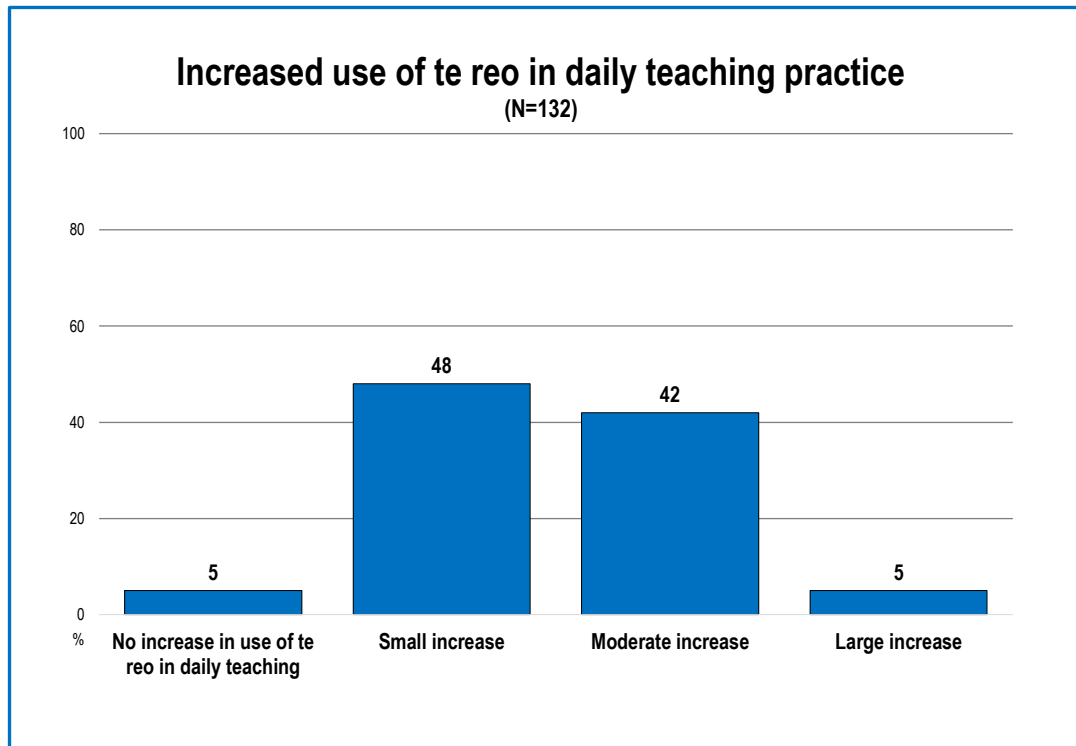
Attentiveness

Teachers rated themselves as being more attentive than the students, with 49 percent rating themselves as 'almost always' attentive versus 24 percent for the students. However, most teachers did rate the students as attentive at least 'much of the time'. The proportion rating students as attentive 'much of the time' or 'almost always' was 83 percent, while the comparable level for teachers themselves was 90 percent.



Increased use of te reo in daily teaching practice

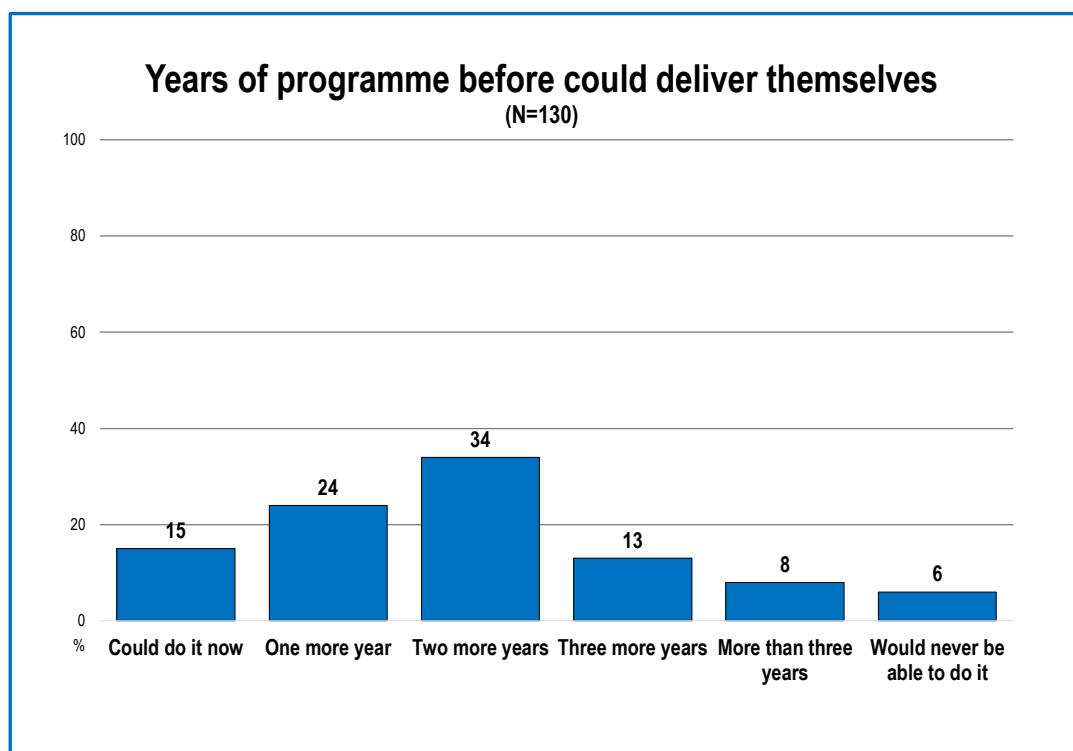
Almost half the teachers (47%) reported that their use of te reo in daily teaching practice had increased at least a 'moderate' amount since beginning Te Reo Tuatahi. Results were similar for those who began in 2014 and those who began in 2015. Some of the others may already have been using it at good levels prior to the programme, so did not report at least 'moderate' increases.



Years before could deliver it themselves

There were 15 percent who felt they could currently deliver the programme or something similar themselves. Another 58 percent felt they could deliver it following one or two years further delivery by the kaiāwhina reo. There were six percent who felt they could never deliver it themselves.

There were no statistically significant differences between those who began in 2014 and those who began in 2015, although the 2014 group showed indications of being more ready now or in one year (42% compared with 34% for the 2015 group).



What is working well

This question asked: "What about the programme, such as content and delivery, do you think is working well?" Almost all participants listed something that they felt was working well; less than three percent specifically said they did not think anything was working well and another three percent did not provide a response that answered the question.

Thirty-nine percent mentioned something about the quality of the tutors (this term is being used for reporting, but participants used a range of terms including tutor, teacher and presenter). As can be seen from the verbatim comments which follow the table, much of the comment relating to the tutors was very positive.

The use of repetition was often identified as something that was contributing to the success of the programme. This included linking the content from one session with the next plus in-class activities between sessions. Having active things that the students could engage in (songs, games, art, crafts) was also identified as a success factor, as it helped to keep the students engaged and provided other ways of learning.

(N=119)	
WHAT WORKING WELL	%
Quality of tutors:	39
Very good tutor	11
Confidence	5
Charisma	3
Empathy with students	3
Enthusiasm	3
Knowledgeable	3
Encouraging	3
Friendly	3
Role model	3
Delivery great	3
Other responses:	
Repetition	13
Active content/ activities students can engage in	13
Songs/ waiata	12
Working well – no details given	8
Games	7
Engaging programme/keeps students engaged	5
Well organised	5
Programme/tutors are fun	4
Content great	4
Regular lessons/ over the year	4
Relevance/ relating it to students	3
Content at right level	3
Balance of the programme/ good mix	3
Art	3
Story telling	3
Working very well – no details given	3

Verbatim comments:

- The content is great, we have a very good teacher at the moment who is experienced in class management, so the lessons are organised and interesting for the students.
- Our current facilitator, Maria is a wonderful teacher. She delivers her programme with confidence, she has empathy with the students and she knows her teaching. A very effective teacher.
- Consistency of tutor is improving children's development. Balance of waiata, phrase, opportunities to practise with peers is good. Having 20 minutes for juniors is better than 30 minutes.
- Varying perspectives are covered well about how things vary in the tribal system in Māori. I think the student get a healthy balanced perspective of Māori opinion and views on things in the Māori world. The inclusion of waiata, karakia, whakatauki, haka, are great educational tools to help the student retain this knowledge.
- Content was excellent. It was relevant and pitched at exactly the right level for our students. Delivery was outstanding.

- Having Matua Hone has been so beneficial to our boys especially.
- Love the songs and games and approach that gets children involved.
- Relating it to the students themselves eg food, moods, well being. Had Hone as a teacher who totally engaged the students was encouraging and a great role model.
- Whaia Keri is superb with the children - knowledgeable and the pitch for age level is perfect. We are lucky to have her.
- Mel is a fun teacher, kids respond well to her. Lots of visuals used. Not too much boring writing for kids, but more fun/conversational stuff which helps their learning.
- Going to the same class for a whole year has enabled development of depth. The tutors are strong and positive.
- Meriana is always organised and is confident in her delivery of lessons - the content is relevant to my year 1 children and the lessons are always upbeat, fast and she gets the children moving and interacting with her, each other and the language.
- The ladies delivering it are awesome. They know the content, they are active and funny and the students enjoy them.
- The content was suited to this year group and the delivery was well organised and motivating.
- Lots of repetitive phrases to help the children, topics interested to the children. The teachers are fantastic.
- The programme works well as the lesson is given one week, which the class teacher takes part in. There is always a phrase, or some words to be practiced over the next week which teacher and students work together on, getting ready for the next lesson. Everyone is learning together. At least once a term the junior and senior Kapa Haka groups meet together and the little ones are really stepping up to match the ability of the older ones. This is great for both groups.
- All the tutors have been excellent and really approachable. You don't feel uncomfortable when you have a go at an activity or saying a phrase. They are all super patient and encouraging.
- Hone is passionate about the program, has developed good relationships within the school, is well respected by the students, uses hands on activities, and has an effective progressive teaching style which challenges students and keeps them engaged.

Ways programme could be improved

Separate questions asked in what ways the content and delivery could be improved. As there was a lot of overlap in responses to the two questions, they have been combined in the reporting below, so it is possible that a person could be double counted if they mentioned the same thing for both content and delivery. The question on improvements to content was answered by 107 participants and the one on delivery by 98, so the table has been based on 107 participants. Some of those that did not answer may well have considered that there were no ways the programme could be improved, so the percentages in the table will be somewhat overstated. (As it is not known how many felt no improvements were required, it is not possible to re-percentage the responses on a higher number of participants.)

Almost half (46%) of those responding wanted some sort of change in the content, with the most mentioned change being having more things to engage the children, such as games and singing (21%). Some also wanted more focus on teaching the language/pronunciation (10%). Twenty-nine percent wanted more information or plans for teachers, particularly so that they knew how to

follow-up between sessions. Almost a quarter (23%) mentioned changes related to delivery, although it was sometimes difficult to decide what should be included under delivery versus content. A little over one in five (22%) wanted more resources and slightly fewer (18%) wanted the programme to build more on the previous lesson, to move at a slower pace and/or include more repetition. Just over one in ten (11%) had concerns regarding the punctuality and attendance of the tutors.

WAYS PROGRAMME COULD BE IMPROVED	(107) %
Changes sought in content	46
More things to engage the children – games, singing	21
More focus on teaching language/pronunciation	10
Content designed for each age level/ appropriate learning progressions	7
Learn phrases that are more relevant to daily activities	3
Other changes to content	7
Provide teachers with more information/ plans	29
Provide plans/information/activities so they know how to follow-up between sessions	25
More collaboration and consultation with teachers	4
Changes sought in delivery	23
More time student practicing in pairs/small groups	6
Longer sessions	5
Ensure tutors know where students are up to in their language acquisition and what they have been taught	3
Teacher being well organised/ following a plan	3
Other changes in delivery	8
More resources	22
More visual learning resources	7
Material that can be used in classroom displays	4
Hand-outs to help them remember	3
Other resources	8
Build on previous lesson/ slower pace/ more repetition	18
Build on previous lessons/ follow up from previous lessons	11
Slower pace/ less new content	7
More repetition	5
Punctuality/attendance of tutors	11
Punctuality	8
Attendance	6
Other	3
Provide translations into English	3

Verbatim comments

A large number of verbatim comments have been included as examples, so that the programme can benefit from the detailed feedback provided by participants. Where comments were repetitive of others these have often not been included.

Provide teachers with more information/ plans

- The programme has great potential if implemented with more effort, commitment and structure. There should be more collaboration and communication with the teacher classroom teacher.

- A more structured approach. Information for me as the teacher about where the lessons are going so I can prepare follow up activities to support memory of the new words and phrases.
- Teacher provided with written record of lesson content to practise between lessons.
- Maybe more structure and have a timeline of activities teachers can support with, ie. a planned needs to be shared. This would assist with teachers teaching programme in the future.
- An age specific unit plan of content and resources shared with teachers so we can reinforce the lesson the following week.
- Need to meet beforehand to see where school is at, as some of the sessions were a bit easy and had been covered already.
- Follow up tasks for teachers- I have release on that day so I find it difficult to find out what was taught and how I can reinforce this the next day.
- It could be more planned. Or written down. The class teacher could be given a copy of the key words/game instructions/lyrics to help with follow up during the rest of the week - this would also make participation easier (if the teacher doesn't have to write everything down during the lesson) it would be good to know what we are going to cover in advance so teachers can incorporate the learning into their planning and ultimately give students more time in the week to practise. My class had the tuatahi program for half an hour once a week for one term this year. So it would be good to get some follow up material for the other terms.
- If the teachers could be informed at the beginning of the term about the content due to be covered we could integrate it further into our everyday teaching.
- The content I believed needs to be outlined a little so that there is a sense of progression, a foundation leading to a building, as a metaphor. We get side tracked with marae visits and language day performance, thereby losing the continuity from time to time. Where were we going before this came along.
- Spending some time with the teacher to get a 'heads up' about particular learning or behaviour needs would help ensure the tutors behaviour management was appropriate. ie. no point hassling an ADHD kid for not sitting still.

Build on previous lesson/ slower pace/ more repetition

- Slower pace and more repetition over a longer period of time
- Going slower over the content. A lot of repetition over the same content would have been more helpful than exposing them to a lot of different concepts. It seemed that they were exposed to a lot but not a lot stuck due to moving on quickly. A lot of new information too quick, students not having time to consolidate.
- I feel some of the lessons are repeated without changing the way it is done. It could be valuable to build on the previous lesson. Sometimes there is too much content thus making it difficult to build on last weeks' lesson. Often little is more.
- That there is a clear and definite follow up, as some weeks we practised and practised what was taught, and this didn't get covered the following week - almost like it was forgotten what was covered the previous week.
- It goes too fast. The students need time to consolidate. Not all of the previous teachers were consistent, so not all students received the same level of input. You need to go slower and build knowledge and confidence. It takes longer to do this when it's only half an hour once per week. Some teachers seemed 'unprepared' - seemed to just 'wing' it with little reference to what had been covered in the previous lesson.

- Content was appropriate, however ensuring continuity from week to week, building and revisiting previous weeks' work so that there is maintenance built in to the programme as well as what I was doing in class.
- There needs to be a lot more consistency. There is no flow of what the children learnt last week in regards to what they are doing this week. It would be really good to have a series of lessons that the Language Teacher is expected to follow (such as the units in He Reo Tupu, He Reo Ora). If us teachers are aware of what is being taught then we can provide follow up activities related to the unit. It is hard to do this when the lessons are all over the show. It seems that the children are taught something once and are expected to remember it. The children (and teachers) need a lot of repetition of words and phrases in order to learn and retain them.

Changes in content

- A steady progression with relevance to the age group would be more motivating.
- More sentence construction. Connections between Māori and other languages.
- More singing, stories.
- Keeping the lesson language content short and reinforcing with games/activities.
- Having more structure, actually learning to speak more Māori in everyday ways.
- More conversation and emphasis on correct pronunciation. Protocol should be included.
- It needs to follow a set plan with learning progressions that are levelled appropriately. I would like the focus to be on language as this is the area I am less confident to teach.
- Children need more opportunity to build on their conversation skills and practise them each week with the Māori teacher.
- There needs to be differentiation among the year levels. At the moment, the same lesson is being taught to the year 1 classes right through to the year 6 classes - this is meaning that the Year 5/6 classes are doing really easy lessons and are not building on prior learning. There needs to be a range of teaching strategies used to engage the children - at the moment, it is the whole class sitting on the mat and 4-5 children putting their hands up. Need to be playing games, singing songs, practising phrases with a buddy...
- Focus on culture and knowledge, and not simply language.
- Content could connect more with the students' lives and experiences. Less memorisation of phrases more emphasis on pronunciation.
- Be more relevant to our actual class topics.
- More games and role play - they love it.
- More relevant to day to day running of a classroom or even home life. The phrases to relate to things they say/do every day.
- More classroom related instructions / praises for the kids to learn.
- Not to make it too daunting - started off with short phrases & game.
- More games and more opportunities to use the language with their peers e.g. ask and respond.
- Occasionally linked to our school wide concept. Moving on at a quicker pace. Repetition is good until it gets boring. Maybe same phrases presented in different ways.
- Relate to NZ curriculum on language learning progression.

- As a classroom teacher I try to make sure that I write up what is to be learnt and also give the children an activity to use the words or phrases they are learning. But the content is just enough to keep those who are able to catch on quickly engrossed whilst not becoming too difficult for slower children.
- More words and phrases, less singing.
- Bit repetitive. Appeal to a variety of learning styles continually...not just pen and paper on board. Get 5 year olds up and down more or they find it hard to stay focused. Young children love action songs. Maybe have one every 5 to 10 mins.
- More language - interaction between children speaking and playing games.
- More exciting lessons that engage the children - games, opportunities to practise speaking in pairs...
- More Māori phrases and pepeha practices.
- Use of ICT Songs to reinforce vocab.
- It is putting Te Reo on the map in our school and raising student's awareness. My Y4's are particularly good, both boys and girls. I would rather have it, than not. Having said that the programme needs to be thought through from a - culturally, knowledge and language focus. Not just language.
- The current programme is not set at an appropriate level for my students. There is very limited vocabulary being taught.
- I was disappointed with the delivery and some what the content too. The lesson consists of; listening and repeating sounds and words, singing the body parts song and learning Toro Mai. The same every lesson, sitting on the mat. My class are 6 and 7. They find very it difficult to sit on the mat for half an hour and stay engaged and interested. I think that learning through songs, interactive activities, games, stories and even a few follow up worksheets would have been more effective. The lesson also does not cover what is outlined in a plan given to us.
- The programme seems to be exactly the same across the school from Y1-6.

Changes in delivery

- Timing of each session be the same each week.
- Using correct English (the teachers all say yous).
- Possibly use more practical or concrete apparatus. Have individuals speak instead of the same students volunteering.
- That each tutor knows and understands where each group of students is up to and what they have completed so we can get through more content.
- Keeping a consistent tutor during the year.
- Better organisation, consistency with turning up to the programme, communication of what and where the students are up to in their language acquisition.
- Have written language up for me to copy (can't pick up so easily just by hearing).
- There isn't much opportunity for the children to talk and share the phrases with each other. They simply repeat the phrase from the teacher and then move on to the next word.
- Half an hour is a relatively short time and can feel a little rushed. Extending the time to 45 minutes would allow for review and practise of the previous weeks learning then starting a new learning activity.

- The teacher needs to be well organised and follow a plan. I would prefer the children didn't spend time doing drawing and colouring during the lesson as these could be done later, without the specialist.
- Better time management so we get more content delivered.
- Having WALT's and more written work to reflect on.
- 30-40 minutes would be ideal using a variety of Intelligences, music, play, written word, etc.
- More time for partner-talk. Sometimes students get fidgety when we go around the circle one at a time.
- A wider range of behaviour management strategies would be beneficial.
- New concept introduced, time to practice and then put into a game. Fun context.
- To speak to the children in terms they understand.
- Using smaller groups rather than whole class as not all get time to try out words sometimes.
- The teachers have to get more children speaking to each other, using the reo more, wrestling with it to make the phrases and sentences. The pedagogy and building this capacity through our assistants is vital.
- Tutors liaise with each other and know what has been taught so they're not just making up a lesson on the spot. The students lose interest when this happens.
- Experience at teaching younger children and their attention span and how to space activities to keep their attention.
- Really good last year - we learned lots of language and the students picked up a lot of phrases and were becoming confident. We had a rubbish teacher this year and they have mostly learned cultural things we could have taught them.
- The facilitator has a great rapport with the kids but I feel compared to last year they have not spoken much Māori.

More resources

- Some visual resources for the presenter to use to support the programme.
- Would be great if there was books to work through so it's easier to track progress.
- Maybe more things to stick in their book to refer back to and show parents what they are learning.
- The tutors often use cards when working with the children and if a copy of these could be left in the school then individual teachers could make them up and use them more readily in the classroom.
- Providing the class with key phrases to display in the classroom would be helpful.
- Adding props and a variety of activities such as colouring/worksheets etc.
- Maybe simple text books, videos and role play sessions.
- Hand-outs and visuals to help them remember.
- It would be great to be given resources (even electronically) based on the lessons that they are teaching for display around the class, rather than expecting us to make them up or find them (time factor).
- Plenty of use of video clips to help non Te Reo Māori speaker's pronunciation and confidence.
- Visuals like posters to be left behind. A worksheet that students can keep in their language books.
- Copies of the songs/ words so that children can learn them throughout the week or take them home.
- It would be good to have the resources that are needed on hand - we don't always have what is needed. For example, to set up my computer while the children wait is not good use of the short time we have. Also on various occasions have been asked to lend my computer and/or speakers to another class because they have not had the resources needed. This is not very good, as it wastes time and I need them myself. A little forward planning would help here.
- A Māori Language booklet so they can practise phrases in class time, words to songs left.

Punctuality/attendance

- Teachers have been varied from excellent to not showing up or being very late.
- We often miss the first 10 minutes of our lesson because we are first in the day and it's challenging for our teacher to arrive by 9 a.m. We then feel rushed to finish activities in the time frame.
- Arriving on time - factoring travel between classes into time-tabling.
- We haven't had a very good run with the programme. We have been through many tutors and have had some that have not shown up or turned up late.
- Programme has been irregular due to Māori teacher being absent.
- More consistent attendance from the teacher to allow continuity with the delivery.

Translations

- Translations for non-Māori speakers, as that is a barrier to a teacher's confidence in taking this programme.
- Provide translations in small print on resources and lesson material.

- I think we would find it useful to see things written down and in English more as that is the way we learn English. As a teacher I would like to be able to repeat things with the class between lessons but I need an English reference to prompt me when our tutor is not there and if I try to do that in a lesson I miss too much.

PROFESSIONAL DEVELOPMENT

Just over one in five of the teachers reported participating in a te reo programme in 2015 and 18 percent noted other ways in which they were developing their te reo skills (some of these could have been persons also doing te reo programmes). The most mentioned 'other way' was staff professional development within their school which had a focus on te reo or things Māori (6% of the 134 answering this question). No other response was mentioned by more than two teachers.

Twenty-nine percent said they had done the te reo programme run by Te Reo Tuatahi in 2014.

Prior to 2014, 11 percent had done a university paper or course on a Māori topic and another five percent had some exposure to things Māori as part of their tertiary education. These were the main contributors to the 31 percent 'Other' shown in the table below for Pre-2014.

	2015 (N=134)	2014 (N=129)	Pre 2014 (N=132)
TYPE OF PROFESSIONAL DEVELOPMENT UNDERTAKEN IN...	%	%	%
Te reo programme run by Te Reo Tuatahi (in 2014)	NA	29	NA
Other te reo programme	22	15	13
Other	18	12	31

NA= Not applicable

When asked what, if any other forms of relevant professional development they would attend, if available, 118 responded and of these 78 percent specified something they would attend. The main responses are shown in the table below. As well as te reo courses, there was some desire for courses that addressed how to use te reo more effectively in the classroom. There were quite a lot of responses mentioned by less than three teachers, which are not shown on the table.

Professional development would attend if available	(N=118) %
Basic te reo/ beginners/ elementary	8
Te reo language course (level unspecified)	8
How to make te reo learning fun and interesting in class	6
Language and pronunciation classes	5
After school/ evening class/ holiday programme	5
Any programme	4
Ideas/ lessons for incorporating into class/ into curriculum	4
Knowledge on marae protocol/ customs/ cultural practices	3
At staff meetings/ school staff sessions	3
If in school time	3
Depends on what offered/ who delivering	3
Not sure what is available	3
Something local	3

When asked what the barriers were to participating in professional development relating to te reo Māori, time was the dominant barrier.

Barriers to participating in professional development relating to te reo Māori	(N=118) %
Lack of time	55
Finance/cost	8
Don't know where to go/ not seen any available/ not been offered any	8
Lack of confidence in my own ability	6
Pronunciation	5
School won't fund/ costs to school	4
Other PD want to do	4
Availability (unspecified)	3

Verbatim comments

- Have come from a background where I was not encouraged to use the language and ridiculed if I said anything incorrectly. I still lack confidence to use the language in front of those who know it but I am trying in the confines of my own room. Our school is very supportive and assists you to get the right pronunciation, but I am still not very confident in front of others.
- My age and pronunciation - I was not bought up with it nor was it taught to me in school - because when I give it a go my pronunciation is terrible and often I am laughed at ...I let the expert children in my class lead te reo every day in my class. I am comfortable saying phrases and words throughout the day and giving it a go.
- What's available? High stakes assessment of Literacy and Numeracy makes other areas time poor.
- As mentioned earlier. I don't have time to do it on top of current workload. I also don't know where to go, or who I would practise with.
- Balancing this with the various professional demands and areas for development, including ICT, literacy, numeracy, flipped learning models, modern-learning-environments and more.
- Find it hard to learn orally. Have learnt French and German but found grammar easier than pronunciation. Need to actually hear words slowly and break them up into syllables and think about English word each syllable is like.
- My own lack of confidence, remembering the words and phrases.

APPENDIX A: TEACHER QUESTIONNAIRE

TEACHER FEEDBACK ON TE REO TUATAHI

Wyllie & Associates are working with Te Reo Tuatahi to undertake an evaluation of the programme, which will include responses to both student and teacher surveys.

It would therefore be much appreciated if you would be willing to complete this survey. Giving your name is optional, but we would appreciate it if you could specify your school (at the end of the survey).

Once completed, you can either hand it in to the kaiāwhina reo, or mail it in a freepost envelope, which they can supply.

Q1a)	What year was the class that you had in 2015, who participated in Te Reo Tuatahi? <i>Write in Class Year:</i>
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Q1b)	For how many months of 2015 have your students received this programme? <i>Write in:</i>
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Q1c)	How much of the year's programme has been completed at the time of this survey?	Less than 65%	About 65%	About 75%	All/ almost all of it
		1	2	3	4

Q2.	For each question below, please circle the number for the answer which you feel <u>best</u> describes the majority of your students. If you cannot remember back to the beginning of the programme in 2014, you can skip the first part and answer just for 2015. If you were unaware of their understanding or confidence before they began Te Reo Tuatahi, you can base your answers on how they were during lessons 1 and 2. Any items you don't feel you can answer, leave blank.
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Before my 2014 students started learning Māori with the kaiāwhina reo:

Their understanding of Māori words and phrases	Most knew none 1	Most knew only 1 or 2 words 2	Most knew a few words 3	Most knew a few phrases 4	Most were able to make up their own sentences 5
Their confidence in using Māori	Most didn't like to try 1	Most happy to try and say some words with help 2	Most happy to try and say some words by themselves 3	Most happy to try and say some phrases by themselves 4	Most happy to try and make up their own sentences by themselves 5
Their pronunciation of Māori	Most very poor 1	Most somewhat poor 2	Most neither poor nor good 3	Most somewhat good 4	Most very good 5

My students at the beginning of 2015:

Their understanding of Māori words and phrases	Most knew none 1	Most knew only 1 or 2 words 2	Most knew a few words 3	Most knew a few phrases 4	Most were able to make up their own sentences 5
Their confidence in using Māori	Most didn't like to try 1	Most happy to try and say some words with help 2	Most happy to try and say some words by themselves 3	Most happy to try and say some phrases by themselves 4	Most happy to try and make up their own sentences by themselves 5
Their pronunciation of Māori	Most very poor 1	Most somewhat poor 2	Most neither poor nor good 3	Most somewhat good 4	Most very good 5

My students currently:					
Their understanding of Māori words and phrases	Most know none 1	Most know only 1 or 2 words 2	Most know a few words 3	Most know a few phrases 4	Most are able to make up their own sentences 5
Their confidence in using Māori	Most don't like to try 1	Most happy to try and say some words with help 2	Most happy to try and say some words by themselves 3	Most happy to try and say some phrases by themselves 4	Most happy to try and make up their own sentences by themselves 5
Their pronunciation of Māori	Most very poor 1	Most somewhat poor 2	Most neither poor nor good 3	Most somewhat good 4	Most very good 5
Their enjoyment of the sessions	Most never enjoyed 1	Most occasionally enjoyed 2	Most sometimes enjoyed 3	Most often enjoyed 4	Most enjoyed almost always 5
How attentive at the sessions	Most never attentive 1	Most occasionally attentive 2	Most sometimes attentive 3	Most attentive much of the time 4	Most attentive almost always 5

Q3.	I would now like you to complete the same set of items for <u>yourself</u>				
Before the <u>2014</u> lessons with the kaiāwhina reo:					
My understanding of Māori words and phrases	Knew none 1	Knew only 1 or 2 words 2	Knew a few words 3	Knew a few phrases 4	Was able to make up my own sentences 5
My confidence in using Māori	Didn't like to try 1	Happy to try and say some words with help 2	Happy to try and say some words by myself 3	Happy to try and say some phrases by myself 4	Happy to try and make up my own sentences by myself 5
My pronunciation of Māori	Very poor 1	Somewhat poor 2	Neither poor nor good 3	Somewhat good 4	Very good 5
At the beginning of 2015:					
My understanding of Māori words and phrases	Knew none 1	Knew only 1 or 2 words 2	Knew a few words 3	Knew a few phrases 4	Was able to make up my own sentences 5
My confidence in using Māori	Didn't like to try 1	Happy to try and say some words with help 2	Happy to try and say some words by myself 3	Happy to try and say some phrases by myself 4	Happy to try and make up my own sentences by myself 5
My pronunciation of Māori	Very poor 1	Somewhat poor 2	Neither poor nor good 3	Somewhat good 4	Very good 5

Currently:					
My understanding of Māori words and phrases	Know none 1	Know only 1 or 2 words 2	Know a few words 3	Know a few phrases 4	Able to make up my own sentences 5
My confidence in using Māori	Don't like to try 1	Happy to try and say some words with help 2	Happy to try and say some words by myself 3	Happy to try and say some phrases by myself 4	Happy to try and make up my own sentences by myself 5
My pronunciation of Māori	Very poor 1	Somewhat poor 2	Neither poor nor good 3	Somewhat good 4	Very good 5
My enjoyment of the sessions	Never 1	Occasionally 2	Sometimes 3	Often 4	Almost always 5
My attentiveness to the lessons	Never attentive 1	Occasionally attentive 2	Sometimes attentive 3	Attentive much of the time 4	Attentive almost always 5

Q4a)	How much value do you think this programme provides for Māori students?	None 1	A little 2	Some 3	A lot 4
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Q4b)	How much value do you think this programme provides for non-Māori students?	None 1	A little 2	Some 3	A lot 4
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Q4b)	How much value do you think this programme provides for you as a teacher?	None 1	A little 2	Some 3	A lot 4
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Q5a)	What changes, if any, have you noted among the Māori students in terms of any impact on self-esteem or pride in being Māori ? Please write in:

Q5b)	<p>What, if any, other positive impacts have you noted from the programme (for any of the students)?</p> <p><i>Please write in:</i></p>
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Q6.	<p>What about the programme, such as content and delivery, do you think is <u>working well</u>?</p> <p><i>Please write in:</i></p>
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Q12.	Which ethnic group(s) do you belong to? <i>Circle all that apply:</i>	Māori	Pasifika	Asian (including Indian)	Pakeha/ NZ European	Other
		1	2	3	4	5

Q13.	Are you Head Māori Teacher at this school?	Yes	No
		1	2

Q14.	Name of school. <i>Please write in::</i>
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Q15.	It may be helpful if a researcher can re-contact some of you via phone to gain a more in-depth understanding of some of your responses. In most cases you won't be re-contacted, but if you would be willing to be re-contacted please provide your name and contact details below.	
	Name (first name is sufficient, unless there is more than one person with that name at the phone number you provide):	
	Best phone number to be contacted on:	Best time to call:

Q16.	As this is a new survey, could you please give any feedback on how you think any of the questions could be improved. Were any of them difficult to understand or answer? <i>Please write in:</i>
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APPENDIX B: STUDENT QUESTIONNAIRE



STUDENT SURVEY FOR TE REO TUATAHI

Q1.	Name of school. <i>Please write in:</i>
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Q2.	Year level. <i>Please write in:</i>
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Q3.	Are you.... <i>Tick one box:</i> <input type="checkbox"/> Male <input type="checkbox"/> Female
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Q4.	Which ethnic group(s) do you belong to? <i>Tick all that apply:</i>	<input type="checkbox"/> Māori	<input type="checkbox"/> Pacific	<input type="checkbox"/> Asian (including Indian)	<input type="checkbox"/> Pakeha/ NZ European	<input type="checkbox"/> Other
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Q2.	For each line below, please circle the face that <u>best</u> describes you.
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Before I started learning Māori with our Language Assistant at the <u>beginning</u> of this year:						
My understanding of Māori words and phrases	I knew none 	I knew only 1 or 2 words 	I knew a few words 	I knew a few phrases 	I was able to make up my own sentences 	
My confidence in using Māori	I didn't like to try 	I was happy to try and say some words with help 	I was happy to try and say some words by myself 	I was happy to try and say some phrases by myself 	I was happy to try and make up my own sentences by myself 	
My interest in learning Māori	Was definitely not interested 	Not really interested 	Wanted to learn a few words 	Wanted to learn words and phrases 	Wanted to one day be able to speak Māori 	
Now that we have had some lessons this year:						
My understanding of Māori words and phrases now	I know none 	I know only 1 or 2 words 	I know a few words 	I know a few phrases 	I am able to make up my own sentences 	
My confidence in using Māori now	I don't like to try 	I am happy to try and say some words with help 	I am happy to try and say some words by myself 	I am happy to try and say some phrases by myself 	I am happy to try and make up my own sentences by myself 	
My interest in learning Māori now	Definitely not interested 	Not really interested 	Want to learn a few words 	Want to learn words and phrases 	Want to one day be able to speak Māori 	
My enjoyment of the sessions now	Never enjoy 	Only occasionally 	Sometimes 	Often 	Almost always 	