Kia eke ki ngā Taumata, kia Pakari ngā Kaiako

He Tirohanga Akoranga: An Exploration of In-Service Support and Professional Development Provision for Māori-Medium Teachers

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Final Report to Te Puni Kōkiri
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Haemata Limited

REALISING MĀORI POTENTIAL

MĀTAURANGA *KNOWLEDGE* + WHAKAMANA *INFLUENCE* + RAWA *RESOURCES* = TE IRA TANGATA *LIFE QUALITY*

⧉ 1 ⧉ 2 ⧉ 3 ⧉ 4

The framework above identifies three key enablers that are fundamental to Māori achieving Te Ira Tangata (improved life quality) and realising their potential. All our written information has been organised within these three key enablers or Te Ira Tangata.

⧉ 1   *Mātauranga – Building of knowledge and skills.*
This area acknowledges the importance of knowledge to building confidence and identity, growing skills and talents and generating innovation and creativity. Knowledge and skills are considered as a key enabler of Māori potential as they underpin choice and the power to act to improve life quality.

⧉ 2   *Whakamana – Strengthening of leadership and decision-making.*

⧉ 3   *Rawa – Development and use of resources.*

⧉ 4   *Te Ira Tangata – The quality of life to realise potential.*

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EXECUTIVE SUMMARY

Haemata Ltd was contracted by Te Puni Kōkiri to carry out research into the in-service support and professional development provision available to teachers teaching in immersion levels 1 – 4 in order to better understand how teachers value or perceive incentives and professional support; and to identify any barriers to accessing incentives and support. The findings from this research identify a number of areas and opportunities to establish new or different types of support, or to enhance access to incentives and support.

Availability and effectiveness of in-service support and development opportunities for Māori-medium teachers

Ongoing professional development is essential for teachers, regardless of how long they have been teaching. Professional development enables teachers to update their teaching skills and knowledge in areas relevant to their own developmental needs and those of their students, and also to establish important networks of collegial support.

The teachers and principals whose views are referenced in this research suggested that to be effective, professional development needs to address the individual needs of a teacher within their school's context. Moreover, ideally professional support for Māori is provided by Māori, and is tailored appropriately, in terms of language of delivery and content, to the various Māori-medium settings.

Māori-medium teachers, like their English-medium counterparts, require access to professional development in all areas relevant to their positions. In particular, we found that many teachers require ongoing support to up-skill in their own personal Māori language development, and that this is one of the most popular types of professional development that Māori-medium teachers participate in. Literacy is the next most common area of professional development.

Informants also viewed networking as an important form of professional development, as it enables the sharing of knowledge and experience, and facilitates valuable professional discussions.

The majority of informants identified a preference for professional development that is delivered bilingually, in Māori and English, as appropriate to the abilities of the participants and the lecturer, the nature and context of the content, and the aims of the programme.

Most professional development programmes are not specifically targeted for Māori-medium. Consequently, teachers are often participating in mainstream professional development through the lack of a Māori-medium equivalent.

Awareness of incentives and in-service supports

Awareness of incentives to enter or stay in Māori-medium settings is variable. While the Māori Immersion Teacher Allowance (MITA) is well known and accessed, the Māori Medium Loan Support Scheme (MMLS) is not. Under-utilisation of incentives suggests

that further promotion may be needed, particularly of the MMLS, to ensure greater awareness and uptake by principals and teachers.

Resource Teachers of Māori (RTM) have an important role in providing in-service support to teachers. The service is well known, and often utilised by schools, though informants commonly remarked that it can be difficult to access RTM support because of demand for their time. Since the role of RTMs appears to be an essential one, it may be worthwhile investigating ways of extending the RTM service in schools.

The principals included in this study recognised and supported their teachers' need for ongoing professional development, and these principals have a key role in deciding which professional development programmes their teachers participate in. Proactive marketing about Māori-medium professional development, including strategies targeting principals, is essential for raising awareness of appropriate professional development opportunities.

Gaps in the provision of professional development and in-service support

The majority of current professional development programmes are not targeted for Māori-medium settings. Certain areas of professional development support are needed specifically by Māori-medium teachers, and many informants expressed a need for professional development support on the new curriculum, Te Marautanga o Aotearoa (Marautanga) (due to be gazetted in 2010).

The Ministry of Education is rolling out a professional development programme to support schools and teachers to implement the Marautanga. Concern from teachers about accessing professional development in this area may yet be resolved. Measuring the effectiveness of the support provision would help to identify any gaps and the full range of support required in order for schools to work with the curriculum effectively.

Barriers to access

Factors that typically limit Māori-medium teachers' access to professional development, or that are likely to discourage their involvement, need to be recognised and addressed early by schools and providers. Issues such as organising suitable relievers can often be effectively managed by schools if there is sufficient time. Scheduling professional development workshops for times such as after school, holidays, or toward the end of the year (for secondary schools) may be another way to overcome the issues of finding relievers.

Principals, particularly in mainstream schools, require a better understanding of the professional development needs of their Māori-medium teachers. This would facilitate more focused selection and enrolment in courses aligned to professional development needs.

In-service support and professional development plans need to be developed in consultation with the teacher the year prior to the professional development plan being implemented. This would allow teachers and principals, or professional development coordinators, time to explore more Māori-medium relevant professional development

opportunities. Ensuring access by all teachers to in-service support and professional development information would also be included in the planning phase.

There is a clear demand from teachers for targeted professional development, aimed specifically at teachers working in Māori medium settings. If the provision of professional learning support for Māori medium teachers is to be improved, future planning around that provision needs to be cognisant of these findings.

RECOMMENDATIONS

Based on the findings of this research project, it is recommended that:

Focus of professional development

1. The provision of professional development support for Māori-medium teachers be focused on the teachers' needs, as well as their student needs and the needs of their schools.

2. Professional development support in the areas of reo Māori, literacy, Māori medium assessment, and pedagogy be increased.

3. Consideration be given to ways that professional development support can better accommodate the different language demands and contexts evident across Levels 1-4 immersion settings (with a particular focus on Levels 1-3).

In-service support

4. Consideration be given to undertaking a review of in-service support for Māori medium teachers with the aim of clarifying roles, improving coordination and increasing accessibility.

Promotion

5. Information about the Māori-medium Loan Support Scheme be more accessible.

6. Support be given to promoting Māori-medium professional development opportunities to principals.

Improving access to professional development

7. The development of regional relief strategies to address issues of relief for Māori medium teachers to participate in professional development, be explored.

1. INTRODUCTION

In January 2009, Haemata Ltd was contracted by Te Puni Kōkiri to carry out research into the in-service support and professional development provision available to teachers teaching in immersion levels 1 – 4. The purpose of the research was to:

- Identify the support and professional development needs of teachers;
- Determine whether the type of support and professional development provision available is meeting teacher needs;
- Identify the gaps between support and professional development provision and teacher needs;
- Determine whether the incentives, support and professional development provision enhanced teacher retention; and,
- Identify the issues surrounding access to support and development opportunities.

The rationale for this study was to better understand how teachers value or perceive incentives and professional support; and whether they face barriers to accessing incentives and support. As a result, there may be an opportunity to enhance retention of Māori-medium teachers through the establishment of new, different, or enhanced access to incentives and support.

This report has been written for internal Ministry use by Haemata Ltd. We understand that it may also be made available, on request, to the cross-agency Māori-medium teacher supply officials group.

The findings of this research will be used by Te Puni Kōkiri to contribute to strengthening the evidence base for policy work relating to Māori-medium teacher supply and Māori-medium education more generally.

The study sought to address the following research questions:

1. What in-service support and development opportunities are available for Māori-medium teachers and how effective are they?
2. What are the support and development needs of teachers working in Māori-medium school settings?
3. Where are the gaps between what is needed and what is provided?
4. What effect do contextual issues have on Māori-medium teacher ability to maximise any support and development opportunities available?
5. What are the issues impacting on teacher choices in regard to in-service support and development opportunities?

In order to address these broad areas of inquiry, two data collection methods were employed: a review of relevant background documentation on in-service support and development provision specifically designed for Māori-medium teachers; and, interviews with teachers and principals teaching and working in immersion levels 1-4 including primary, secondary, Kura Kaupapa Māori, Wharekura, and mainstream settings. The data collected has been analysed to identify a number of key themes and issues in relation to the current provision of in-service support and professional development.

2. BACKGROUND

In 1999, there were approximately 730 teachers in Māori-medium schools. By 2008, this had increased to 1470. Fifty nine percent of these teachers are in primary or intermediate schools, 24% in composite schools and 7% in secondary schools. The majority of these teachers (89%) are in schools in deciles 1–3 (39% in decile 1, 29% in decile 2 and 20% in decile 3).[1]

There is a relatively small pool of approximately 29,000 proficient Māori speakers, from which the sector can recruit Māori-medium or Māori language education teachers. The most recent summary report on Māori Education, Ngā Haeata Mātauranga 2007/08, states that it is "important to note that teacher supply in the Māori language education sector is self-sustaining – the sole source of Māori language education teachers is the Māori language education network itself, located in and supported by iwi, whānau and Māori communities. Therefore, the inter-relationships between teacher supply, recruitment, retention and progression are crucial."[2]

Māori Language Programme Funding

School boards of trustees receive funding for students enrolled in Māori language programmes that meet all the criteria for one of four immersion levels. Only students enrolled in levels one – four (including 4b) generate Māori Language Programme funding.[3]

TABLE 1: MĀORI LANGUAGE PROGRAMME FUNDING

Level	Māori immersion – curriculum taught in Māori
1	100% of time i.e. complete immersion (25 hours per week); or 81–100% of total time for more than 20 and up to 24.75 hours per week
2	51–80% of total time i.e. for more than 12.5 and up to 20 hours per week.
3	31–50% of total time i.e. for more than 7.5 and up to 12.5 hours per week.
4a	4a 12%–30% of total time i.e. for more than 3 and up to 7.5 hours per week, (more than 70% of instruction is in English).
	Te Reo Māori – Māori language taught as a separate subject
4b	At least three hours per week.

Teacher Supply and Retention

Teacher supply and retention is an ongoing issue across the education sector but particularly concerning for Māori-medium education. Māori-medium schools and kura face challenges in attracting and retaining qualified and skilled teachers. The Māori language education stock take identifies teacher supply as an issue that arises due to the expertise required to teach in Māori-medium settings. Māori-medium teachers need to be fluent

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[1] Ministry of Education, (2009) Ngā Haeata Mātauranga - The Annual Report on Māori Education, 2007/08, p 86.

[2] Ministry of Education, (2009) Ngā Haeata Mātauranga - The Annual Report on Māori Education, 2007/08, p 86.

[3] Ministry of Education, FSA Handbook_Chapter 1, November 2008, p 14.

speakers of Māori, have second language pedagogical knowledge, and be effective teachers of the Māori and English curricula.[4]

The pool of proficient Māori language speakers from which to draw Māori-medium teachers is relatively small at 29,000. Between the years 2000 and 2004 the number of graduates from primary Māori immersion initial teacher education has also been small. The low number of graduates has contributed to the supply and retention issue.

TABLE 2: NUMBER OF GRADUATES FROM PRIMARY MĀORI IMMERSION INITIAL TEACHER EDUCATION

2000	2001	2002	2003	2004
19	52	33	58	22

Successive New Zealand Governments have supported initiatives to improve retention issues with schemes such as: Māori Immersion Teacher Allowance (MITA), the reduced teacher: student ratio of 1:20 in Māori immersion classes and the Loan Support Scheme.

However, the impact of these types of incentives on teacher retention is unclear, so one of the aims of the research was to find out from teachers whether Government incentives such as loans and allowances impacted on their decision to teach in Māori-medium settings. The findings are discussed in section 5 of this report.

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[4] Ministry of Education, (2009) Ngā Haeata Mātauranga - The Annual Report on Māori Education, 2007/08, p 108.

3. RESEARCH METHODOLOGY

Kaupapa Māori Research Approach

In carrying out any research, Haemata Ltd understands that we have a responsibility to both the client and the research participants to ensure that integrity, trust, and respect, evident in a kaupapa Māori-based approach, underpin the research methodology and guide the conduct of researchers throughout the project.

Core Māori concepts and tikanga (cultural practices) common across Māori-centred ethical frameworks were used to guide us in our research practices and ethical processes. Smith and Cram (2001) list seven key values to guide researchers operating from a kaupapa Māori basis:

1. Aroha ki te tangata (a respect for people);
2. Kanohi kitea (the seen face; that is, present yourself to people face to face);
3. Titiro, whakarongo … kōrero (look, listen … speak);
4. Manaaki ki te tangata (share and host people, be generous);
5. Kia tūpato (be cautious);
6. Kaua e takahia te mana o te tangata (do not trample over the mana or dignity of the people); and
7. Kaua e mahaki (do not flaunt your knowledge).[5]

Haemata is also guided by a set of principles that reflect our belief in empowering Māori to define their future and which are equally applicable to research and this study:

- Nā mātou, mō mātou – By Māori, for Māori;
- Te reo Māori – respect for and promotion of Māori language;
- Te hāpai i a tātou – improving outcomes for Māori; and
- Partnership, participation and protection (Treaty anchored relationships).

Informed Consent

Prior to any interviews being undertaken, informants were fully advised of the optional nature of their participation and also of:

- The rationale for undertaking the research project;
- The names of people responsible for the project;
- The right to withdraw from the process at any time before data collection process is completed;
- Consent and confidentiality procedures;
- The use of the information;
- Who will have access to the information;
- Confidentiality and anonymity processes; and
- Data management and storage procedures.

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[5] Smith, L.T., (1999) Decolonising Methodologies: Research and Indigenous Peoples, Zed Books, New York, and Otago University Press, Dunedin, p 120.

Confidentiality

To ensure that ethical standards were adhered to throughout the project, and that the integrity of the information collected was maintained, the data was treated in a confidential and secure manner. The following processes to handle the information were utilised:

- A code-based system of data management to ensure confidentiality of individuals and institutions throughout the analysis process;
- Data was entered into a spreadsheet housed on the Haemata server which is a secure facility only accessible by Haemata staff, and protected by firewalls and passwords;
- Any participant information and hardcopy interview schedules were held in a locked filing cabinet on Haemata office premises and destroyed on completion of the project; and
- All informants have signed consent forms which include an explanation of how information is managed.

The Sample

Securing participation

An initial telephone contact was made with all principals in February 2009. This was followed up with a letter inviting their participation and/or their teachers' participation in the research. Accompanying the letter was an information pack[6] containing:

1. Participant information;
2. Consent form; and
3. Ethics Information & Research Methodology.

Principals who agreed to participate or to let their teachers participate in the research were asked to provide the names and details of nominated teachers in their schools. On receiving these details the process to identify a selection of informants and secure participation involved:

1. Selecting participants teaching in immersion levels 1-4;
2. Making phone contact with potential informants to invite their participation;
3. Furnishing each informant with information packs;
4. Arranging interview times and venues for face to face (kanohi ki te kanohi) interviews in: Auckland, Christchurch, Wellington, Bay of Plenty;
5. Arranging times and contact numbers for phone interviews with informants not available on the dates researchers were in these regions; and
6. Sending a thank you letter to each informant upon completion of interviews.

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[6] See Appendices 1, 2 and 3 for a copy of these documents.

The following table shows the number and type of schools that were approached to take part in this research, and how many agreed to participate.

TABLE 3: RESPONSES OF SCHOOLS THAT WERE ASKED TO TAKE PART IN INTERVIEWS BY SCHOOL TYPE AND LEVEL OF IMMERSION

	Primary School		Secondary School	
	Kura Kaupapa Māori	Primary Mainstream	Wharekura	Secondary Mainstream
LEVEL 1				
Number contacted	7 kura	5 primary schools	6 wharekura	3 secondary schools
Number responded	5 kura	5 primary schools	6 wharekura	1 secondary school
LEVEL 2				
Number contacted	1 kura	9 schools	1 wharekura	4 secondary schools
Number responded	1 kura	4 schools	1 wharekura	0 secondary schools
LEVEL 3				
Number contacted	*0 kura	2 schools	*0 wharekura	5 secondary schools
Number responded	0 kura	2 schools	0 wharekura	0 secondary schools
LEVEL 4				
Number contacted	*0 kura	1 school	*0 wharekura	1 secondary school
Number responded	0 kura	1 school	0 wharekura	1 secondary school

*No kura or wharekura at the required Level were located within the areas the sample was drawn from.

Data gathering

Data gathering was undertaken by two methods. The first was a review of relevant background documentation on in-service support and development provision specifically designed for Māori-medium teachers. This information is presented in an environmental scan that provides a broad picture of the context in which in-service support and professional development programmes are developing; and also provides a more detailed picture of the in-service support and professional development programmes available to Māori-medium teachers.

The second method of data gathering was achieved through interviews – 'kanohi ki te kanohi' and telephone – with principals and teachers. Interviews were semi-structured – a questionnaire was developed to guide the interview process and was made available to

informants prior to interviews. Kanohi ki te kanohi interviews were conducted largely one-to-one. However, if preferred, group interviews were undertaken involving two or three informants. This option was used on six occasions and 14 teachers and 1 principal took part in group interviews.

In group interviews, each participant was given the opportunity to express their opinions, and any differences in opinions were recorded so that a range of views were included in interview notes.

Of the 45 informants, 41 were interviewed kanohi-ki-te-kanohi, and 4 were interviewed by telephone. All responses were recorded in writing.

Analysis

All informants were offered the opportunity to review a written summary of their interviews to confirm the accuracy of the information and to make any additions or amendments they felt necessary.

Following the interviews, data was collated in a spreadsheet to facilitate analysis. The size of the sample group was dictated by the budget and time available for interviews for this project. The resulting sample group (n=45) was too small to allow robust quantitative analysis, but has allowed qualitative analysis leading to the identification of common themes and issues.

An analytical matrix was constructed to guide the gathering and analysis of the data and to enable the identification of key themes and issues.

The analysis of the data is embedded in a strengths-based approach whereby the intention of the research is to identify things that are currently working well in terms teacher access and utilisation of professional development opportunities and support, as well as the issues associated with teacher retention in immersion levels 1-4. By identifying the aspects and factors of in-service support and professional development that work well and understanding the issues around support and professional development provision, the aim is to explore ways in which teacher supply and retention in Māori-medium education can be improved and strengthened (te hāpai i a tātou).

Further information about the Sample

A total of 35 teachers and 10 principals were interviewed for this research project.

By gender, more females than males participated in this project. Some 71% of teachers and 60% of principals interviewed were female, compared with 29% of teachers and 40% of principals interviewed being male. This is likely to be a good reflection of the current Māori-medium sector where female teachers and principals outnumber their male counterparts.

TABLE 4: GENDER

Gender	Teachers	Principals
Female	25	6
Male	10	4

The majority (63%) of teachers participating in this study were aged between 30 and 44 at the time of the interview. Approximately 28.5% are aged 45 plus, and a minority of 8.5% were under the age of 30.

TABLE 5: AGE OF TEACHER INFORMANTS

Age Groupings	Informants	Percentage of informants
20-29	3	8.5%
30-44	22	63%
45 plus	10	28.5%
Total	35	100%

The majority (86%) of the teachers interviewed teach in Levels 1 and 2 immersion. That is, 66% in Level 1, and 20% in Level 2. Only a small number of teachers in Levels 3 and 4 immersion were interviewed because the primary focus of this research was on Levels 1 and 2 immersion.

TABLE 6: LEVEL OF IMMERSION

Level of immersion	No. of teachers	% of teachers
Level 1: 81-100% immersion	23	66
Level 2: 51-80%	7	20
Level 3: 31-50%	4	11
Level 4: 0-30%	1	3
Total	35	100

Ten informants were principals and 35 informants were teachers.

TABLE 7: POSITIONS OF ALL INFORMANTS

Position	No. of informants
Principal	10
Teacher and Deputy Principal	2
Teacher and HoD	2
Teacher and Kaiwhakahaere bilingual unit	1
Senior teacher	2
Teacher	26
Kotahitanga facilitator	1
Kaihāpai[7]	1
Total	45

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[7] Kaihāpai at this kura is a lead teacher in curriculum and assessment.

Teachers and principals were selected from Auckland, Christchurch and Bay of Plenty region in order to include teachers from a range of schools and locations.

TABLE 8: LOCATION OF INFORMANTS

Location	No. of Teachers	% of Teachers	No. of Principals	% of Principals
City - North Island	9	26	2	20
Region	12	34	5	50
City - South Island	14	40	3	30
Total	35	100	10	100

Most of the teachers that agreed to be interviewed came from primary mainstream schools at 54%, and 31% from Kura Kaupapa Māori and Wharekura. Secondary mainstream schools provided the smallest number of teachers at 14%.

TABLE 9: TYPES OF SCHOOLS BY TEACHER PARTICIPANTS

Type of school	No. of teachers	% of teachers (approximate)
Kura Kaupapa Māori	5	14
Wharekura	4	11
Composite Yr 1-15 (kura teina-wharekura)	2	7
Primary mainstream	19	54
Secondary mainstream	5	14
Total	35	100

Note that percentages have been rounded to total 100%

Most teachers interviewed had been teaching for between 1 to 21 years, with the largest group having taught from 1-7 years.

TABLE 10: TEACHERS' NUMBER OF YEARS TEACHING EXPERIENCE

Years of Teaching	No. of teachers	% of teachers
1 - 7 years	13	37
8 - 14 years	10	29
15 - 21 years	9	26
22 plus	3	8
Total	35	100

Teacher Registration

Of the total 45 informants, 39 are fully registered teachers, including Principals, and six are provisionally registered teachers.

Curriculum

The majority of Māori-medium teachers use either Te Marautanga o Aotearoa or a mix of the Marautanga and the New Zealand Curriculum. A minority use iwi-based marautanga.

TABLE 11: CURRICULUM USED BY TEACHERS

Curriculum	% of informants
NZC	11
MoA	43
Both	43
Iwi based marau	3
Total	100

The majority of informants teach at primary – intermediate levels (Years 1-8). Some schools teach a mix of Year levels. For example a Kura Kaupapa Māori/Wharekura may teach Years 1 through to 15.

TABLE 12: YEAR LEVELS TAUGHT

Year level	No. of teachers	% of teachers
Primary/Intermediate (Yrs 1-8)	22	63%
Secondary (Yrs 9-13)	9	26%
Composite (across primary-secondary)	4	11%
	35	1%

4. ENVIRONMENTAL SCAN

Scope of Environmental Scan of In-Service Support and Professional Development Programmes

This section describes the current context for in-service support and professional development, considers key themes about teacher retention, outlines sources of key information, and examines the range of in-service support and professional development programmes available.   This environmental scan serves to provide a backdrop to the full research project, outlined in the next section of this report.

Haemata Ltd noted that there is a paucity of information about the provision and outcomes of professional development in New Zealand. This is a particular challenge for the environmental scan. A review of research and policy reports available through New Zealand Council for Educational Research, Education Counts (the Ministry of Education's online service providing research about the sector), Te Kete Ipurangi, edCentre, Education Review Office, NZ Association for Research in Education (NZARE), NZ Teachers' Council, all testify to this point.

Accordingly, this environmental scan will focus largely on policy and professional development programmes available over a period in which the research was undertaken.

It should also be noted that a distinction has been made to the manner in which professional development initiatives are categorised for the purposes of this report. Initiatives for all teachers, including those for Māori teachers operating in English-medium schools (such as Te Hiringa i te Mahara), are classified as 'nationwide' initiatives; those opportunities specifically targeting teachers working in Māori-medium appear under that heading. These appear in Section 3.

There are two aims to this section:

1. To provide a broad picture of the context in which in-service support and professional development programmes are developing
2. To provide a more detailed picture of the in-service support and professional development programmes available to Māori-medium teachers.

Overview

In-service Support and Professional Development in Context

Since 2003, the Ministry of Education (Ministry) has funded research projects to consolidate the international and New Zealand evidence about how to promote teacher learning in ways that impact on outcomes for the diversity of students in New Zealand classrooms. These projects jointly contribute to the "Best Evidence Synthesis Iteration" (BES) initiative. The *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration (BES)* was released in January 2008 and this, along with evaluations

of other professional programmes, is used to "inform the review and design of all Ministry professional development".[8]

This BES project was, in part, spurred by statistics which identified that although New Zealand students typically achieve well in OECD surveys, disparities in student achievement are amongst the greatest in the OECD.[9] Notwithstanding these disparities, New Zealand spends a higher proportion of its national wealth on education than most OECD countries, and its expenditure in real terms has grown at an above average rate in all but the tertiary sector.[10] A report in 2007[11] indicated that there has been a move towards funding from non-government sources, in both the school and tertiary sectors in the OECD, with private expenditure growing at more than twice the rate of public expenditure in each case. This suggests that there is increasing pressure on school budgets.

Research clearly shows that high-quality teaching is the most important school-based influence on successful outcomes for diverse students. Evidence also shows that effective teaching and learning depends on the relationship between teacher and learner and the active engagement and motivation of the students by the teacher.[12] In a document published by the Ministry, New Zealand Schools: Ngā Kura o Aotearoa (2007), it is noted that successful outcomes for students requires teachers and professional leaders to engage in effective ongoing professional development that enhances their professional knowledge, skills and attitudes, and links to positive impacts on valued student outcomes.

Over the next few years, the Ministry has stated its intention to seek to engage more teachers in professional development that enables them to establish effective teaching and learning relationships with Māori learners, leading to improved learner engagement and achievement – this includes working with the New Zealand Teachers Council to ensure that initial teacher education also factors in such findings. More specifically, the Ministry also notes other actions, which include:[13]

- Building the knowledge base within the secondary sector of what works to improve outcomes for and with Māori learners;
- Extending professional learning programmes that work into a greater number of schools with high numbers of Māori learners; and
- Enhancing the system conditions that will enable the goal of improving teaching and learning outcomes for and with Māori learners to be embedded and sustained across the system.

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[8] Timperley, Wilson, Barra & Fung, (2008) Teacher Professional Learning and Development: Best Evidence Synthesis Iteration (BES). Sourced June 2009: http://www.educationcounts.govt.nz/publications/series/2515/15341

[9] Ibid.

[10] Ministry of Education, (2007) State of Education in New Zealand. Sourced June 2009: http://www.educationcounts.govt.nz/publications/series/2551/17097

[11] Ibid.

[12] Ministry of Education, (2009) Ngā Haeata Mātauranga 2007/08. Sourced June 2009: http://www.educationcounts.govt.nz/publications/series/5851/35307/35312

[13] Ministry of Education, (2009) Statement of Intent; Ministry of Education (2009). Ngā Haeata Mātauranga 2007/08.

The Challenge and Direction

In 2007, it was reported in two research documents[14] that while New Zealand was a world leader in the provision of funding for the induction of provisionally registered teachers (PRTs) in schools, there was evidence that not all PRTs were receiving their entitlement to structured programmes of mentoring, professional development, targeted feedback on their teaching, and assessment based on the requirements for full registration as a teacher.

Investment in professional development in recent years has been weighted toward primary education. Within secondary education, available professional development has focused on supporting implementation of the new qualifications system. The Ministry stated in a report to Cabinet[15] of the need to strengthen the investment and shift the emphasis to improving educational outcomes for secondary students and supporting quality teaching.   In line with this intention to shift operational policy and high-level system change, it is important to have some understanding of the context in which professional development initiatives are currently operating. These are highlighted in the following segments.

Why teachers choose to stay or leave the teaching profession

What keeps teachers in their profession? What do they consider to be success and achievement in teaching? If we don't measure success as becoming a Principal or part of the management team, what other measures are there? What makes the job worth it?

Kane and Mallon's *Perceptions of Teachers & Teaching – Final Report* (2005) shows that motivations for entering into or staying in a teaching career include: "intrinsic motivations related to wanting to work with children, to contribute to society and to do a job of which they feel proud, and the degree to which they are encouraged by others."[16]

They also note that negative views of the profession have resulted in recruitment and retention issues. For example, many New Zealand senior secondary school students view teaching as "underpaid, stressful and too ordinary" and teachers themselves are reported as "talking down the profession".[17]

Hall and Langton (2006) undertook a study of the *Perceptions of the Status of Teachers and Teaching*, which included the views of Māori adults on the disadvantages of teaching. They found that "Māori adults were most likely to comment on the low salary of teachers, and were more likely (although not with statistical significance) than the general adult sample to do so (30% vs. 21%). Māori adults were less likely than the general adult sample to comment on the disadvantages of a lack of authority (0% vs. 6%), a lack of respect or status (3% vs.10%), dealing with social or behavioural problems (17% vs.

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[14] (Anthony, Haigh, Bell, & Kane, 2007; Cameron, 2007) cited in New Zealand Teachers Council, (2007). Learning to teach: A survey of provisionally registered teachers in Aotearoa New Zealand.

[15] Ministy of Education (2007). Report to Cabinet. Realising Youth Potential: Success through Education.
Sourced from: www.minedu.govt.nz/.../~/media/MinEdu/Files/TheMinistry/CabPapers/EducationReport6Nov2007.pdf

[16] R. Kane, Mallon, M., (2005) Perceptions of Teachers and Teaching, xiii

[17] Ibid.

25%), paperwork (7% vs. 14%), stress (13% vs. 20%) or working with children or teenagers (0% vs. 8%)."[18]

From the interviews conducted with teachers and principals, Kane and Mallon (2005) identified five factors relevant to teachers' choices to staying in the teaching profession:

1. Contribution to children/society;
2. Terms and conditions of the job;
3. School support;
4. Enjoyment of the job; and
5. Personal and professional development.

In terms of job satisfaction, they identified eight factors:

1. Leadership structure and values;
2. Contribution to students and school;
3. Time and effect on life;
4. Professional associations;
5. Professional development;
6. Resources;
7. Interactions with the school community; and
8. Change and advancement.

While nearly half of teachers that participated in the study had considered leaving at some point, the vast majority had no immediate plans to do so. Teachers identified issues related to work-life balance (workload), stress, increasing paperwork, and deteriorating student behaviour as triggers that had caused them to consider leaving teaching. When asked why they did not leave having considered it, three main categories of teachers emerged:

1. Those who loved the job and were passionate about teaching students.
2. Those who appeared to be somewhat grudgingly resigned to remain in teaching in spite of frustrations, perceiving they had few options and required the security teaching affords.
3. Those who had made a change in their working context or conditions to better meet their needs, and were subsequently happier in their work."[19]

Gardiner and Parata (2008) undertook a survey of Māori secondary school teachers as part of their 10-year review of Te Hiringa i te Mahara. They asked the question: 'Why would teachers leave their job?'

The report noted that 199 teachers (23.7%) plan to leave their present job in the next 12 months. A further 10% of teachers intended to leave within five years. The main reasons were:

- Dissatisfaction with their current position such as working conditions or school environment. Teachers mentioned lack of job satisfaction, heavy workload, burnout,

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[18] D. Hall, Langton, B., (2006) Perceptions of the Status of Teachers and Teaching. Ministry of Education: Wellington, p138.

[19] Kane, R., Mallon, M., (2006) Perceptions of Teachers & Teaching – Final Report 2005. Ministry of Education: Wellington, pp50-51.

too much responsibility, the school's lack of responsiveness to Māori students, abusive students, disagreement with education policies, and seeking a career with better pay (22.9%). The earlier surveys also found that dissatisfaction was the main reason for teachers wanting to leave their job.

- Family and personal reasons. These reasons included wanting to live closer to family, return to tūrangawaewae and returning to teach in one's home area (14.4%).
- Travel overseas, including teaching overseas (10.6%).

Teachers that were most likely to resign in the 12 months after the survey were those aged 65 years and over and in the 25-34 age group. There were no differences between men's and women's resignation intentions. Many teachers cited more than one factor prompting their decision to leave, including a mix of positive and negative factors. Comments indicated that dissatisfaction could either result in a shift to another school, or leaving the teaching profession altogether. Other reasons teachers gave for intending to leave their job are related to positive moves within their career, other reasons seem to reflect difficulties experienced in their school.[20]

In Kane and Mallon (2005), principals also noted positive reasons such as, "leave to try something new, have a break, get re-energised", to have a family, retire or travel.[21]

Why Teacher's Stay

In the Gardiner and Parata report (2008), 797 teachers (98.8 %) gave reasons for why they became teachers. The three main reasons why they stayed in teaching were:

1. Wanting to help students achieve and 'make a positive difference' (28.7 % of teachers responding to the question).
2. Wanting to work with children and young people (22.4 %)
3. A love of teaching and passing on knowledge (18.4 %).[22]

The key reason why all teachers stay is that they love their job. This also featured strongly throughout the interviews conducted in Kane and Mallon's study in which the main reasons teachers gave for remaining in teaching were:

- Enjoyment of teaching;
- Working with children; and
- Doing a job of which they feel proud.[23]

Based on the findings of the *Perceptions of Teachers & Teaching* study, Kane and Mallon recommend promoting the teaching profession in a positive and realistic way focusing on these key messages:

1. Promote teaching as a job at the cutting edge of society's achievements and challenges.
2. Promote teaching as a complex, challenging job that requires candidates to have multiple skills and capabilities – this is not a job for just anyone, it requires intelligent,

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[20] Gardiner and Parata Ltd, (2008) THM 1998 - 2008: 10 Years On, 2008, p 37.

[21] Kane, R., Mallon, M., (2006). pp 90-91.

[22] James, B and Fraser, R (2008). Te Hiringa i te Mahara 2008 National Survey of Maori Secondary Teachers. Report prepared for Gardiner Parata. pp 17.

[23] Kane, R., Mallon, M., (2006).

competent, confident, skilled, enthusiastic young people who enjoy the challenges of helping students learn.

3. Acknowledge the complexity and challenges teachers face daily in dealing with the many social issues of society – do not construe teaching as being just about fun.

4. Use current successful and motivated teachers to advertise teaching.

5. When considering holidays and contact hours, emphasise that there is flexibility, and regular planned breaks to engage in other interests, to spend time with family, to gather energy and plan for another term ahead.

Timperley et al (2007) noted that there was still a great deal not known about the connection "between acts of teaching and associated student outcomes". Timperley et al also noted that there was a second critical area where further work was needed: that is to understand how particular professional learning opportunities impact on teaching practice. The report asserts:

"Little is known about how teachers interpret the available understandings and utilise the particular skills offered during professional learning opportunities, or the consequent impact of these on teaching practice and student outcomes. What is known is that the relationship is far from simple." [24]

In-Service Support and Professional Development: What's on Offer?

There are two aspects to the provision of in-service support and professional development programmes for teachers. First, via the operational policy framework and high-level systems in which teachers work. Second, through the range of programmes, mentoring and advice offered.

Operational Policy Framework

The Ministry of Education launched *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008-2012 (Ka Hikitia)*. This is the second iteration of a Māori Education Strategy which aims to transform the education sector from early childhood to tertiary education. This strategy clearly articulates the importance of Māori language and culture in realising Māori potential. See www.educationcounts.govt.nz for further information. Ka Hikitia goes further to identify the need for organisational thinking to be transformed within the Ministry of Education, and in other education agencies, ensuring support for Māori language education and the early and sustained engagement in education.

In 2007, the New Zealand Curriculum was released for schools where English is the primary language of teaching and learning. Te Marautanga o Aotearoa (Te Marautanga) is for schools where Māori is the primary language of teaching and learning. Te Marautanga has been written in the Māori language, and from a Māori perspective, and was launched in September 2008 for full implementation in 2010.

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[24] Timperley, et al, (2007) Teacher Professional Learning and Development: Best Evidence Synthesis Iteration (BES). Sourced June 2009 http://www.educationcounts.govt.nz/publications/series/2515/15341

The roll-out of Te Marautanga is being supported by an implementation plan to help schools to develop their own school-based curriculum. The implementation plan involves regional coordinators working with schools, whānau, iwi, communities and existing in-service teacher education providers (such as school advisors, and Resource Teachers of Māori).

Some initial support materials are also being developed and distributed directly to schools to support the introduction of Te Marautanga.

Together, the curriculum documents represent the backbone of high-quality, effective teaching and learning for all learners within the school sector. Both documents are clear statements of official Government policy about what is deemed important in education, setting out the vision of young people as lifelong learners who are confident, creative, connected and actively involved.[25]

The curriculum guidelines, Te Aho Arataki Marau mō te ako i te Reo Māori, The Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium schools: in Years 1-13, were launched in March 2009. This curriculum statement is designed for teachers teaching Māori language in English-medium settings and may be used by teachers in levels 3 and 4 immersion classes.

In-Service Support and Professional Development Programmes Available to Māori-medium Teachers

There is a relatively small pool of approximately 29,000 proficient Māori speakers from which the sector can recruit Māori language education teachers. The Ngā Haeata Mātauranga 2007/08 report states that it is "important to note that teacher supply in the Māori language education sector is self-sustaining – the sole source of Māori language education teachers is the Māori language education network itself, located in and supported by iwi, whānau and Māori communities. Therefore, the inter-relationships between teacher supply, recruitment, retention and progression are crucial."[26]

As the Māori population continues to grow, there is a corresponding increase in the level of participation in Māori language programmes within all areas of the education system. A report by Te Puni Kōkiri[27] noted that although there are significantly less Māori medium early childhood services available now than in 2001, by 2006 similar proportions (15%) of the Māori population are enrolled in these services. Likewise, increases in participation rates were recorded in some form of Māori medium education and adults participating in Māori language education in the tertiary sector.

In addition, Cameron et al (2007) noted that teachers in their fourth or fifth year of teaching were largely dependent on Ministry of Education initiatives for their professional learning. "They were not active in their professional associations, and unless it was required as part of in-school professional development, not many teachers engaged in professional reading related to teaching. Few had attended conferences. Despite their

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[25] Ministry of Education, (2009) Ngā Haeata Mātauranga - The Annual Report on Māori Education, 2007/08.
[26] Ministry of Education, (2009).
[27] Te Puni Kōkiri, (2006) The Health of the Māori Language in the Education Sector.

valuing professional learning, they had found that "lack of time" had prevented them from seeking out further opportunities beyond their schools."[28]

Accordingly, identifying the role of in-service support and professional development opportunities in teacher retention, and the impact of those initiatives, is a critical factor to ensuring a supply of quality teachers remains available to existing and new learners in the education system.

Furthermore, effort must be made to ensure that the type of professional development opportunities offered to teachers are measured to assess how well they: a) support teachers and encourage them to stay teaching; and, b) help teachers to provide quality learning experiences for students.

Sources of In-Service Support and Professional Development Programmes

A range of scholarships, study awards, fellowships, study support grants and sabbaticals is available from the Ministry that, in part, aims to improve teaching practice through recruiting high-quality teachers and offering teachers the opportunity to gain further skills. These provisions are available for all teachers. However, there are also several programmes specifically targeting Māori-medium teachers, outlined in the section below. A full list of professional development courses available at the time of this research project is attached as Appendix 4.

Professional development programmes are advertised in a number of ways to teachers in New Zealand. Advertisements are usually placed in national education magazines such as the Education Gazette (the Ministry of Education's official magazine for notices concerning the education sector), education newspapers (such as Eduvac/The Education Weekly), posted to education websites, and/or promoted by the provider of the professional development programme through pamphlets and flyers in schools.

In order to know the range and breadth of professional development programmes and opportunities that are available to all teachers throughout New Zealand, the following publications and websites were searched:

- Education Gazette;
- Ministry of Education website for national initiatives;
- Education Counts; and,
- Te Kete Ipurangi website calendar and events.

The Ministry of Education's strategic framework for Māori education, *Ka Hikitia – Managing for Success,* was released in 2008. The strategic intent of *Ka Hikitia – Managing for Success*, is "Māori enjoying education success as Māori". The focus areas are based on research demonstrating the need for more effective teaching for Māori students, the need for effective professional development, responsive and accountable leadership and improved whānau–education partnerships focused on participation, engagement and achievement.

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[28] Cameron, M. et al, (2007) Early career teachers' opportunities for professional learning: Impacts on teaching practice, job satisfaction, motivation, and career decisions, p 15.

These are some of the initiatives supporting teachers and professional leaders to take responsibility for Māori learners' presence, engagement and achievement.

Professional Development

There are seven professional development initiatives that have been delivered specifically to teachers teaching in Levels 1-4.

Whakapiki i te Reo Māori

In the 2006-2008 funding round, six Whakapiki i te Reo Māori programmes were offered. The aims of the programme were to improve teacher capability through increased proficiency, confidence and application of te reo Māori in Māori-medium teaching contexts; increase teacher knowledge and skills in aspects specific to Māori-medium teaching; and, improve collaboration and sharing of experiences and learning within kaupapa mātauranga Māori.

All Whakapiki i te Reo Māori programmes targets teachers working in Levels 1 and 2 Māori-medium settings. One programme also specified Resource Teachers of Māori (RTMs) in their target group. They receive funding for between 10-14 teachers to attend each of the programmes. Programmes run for 10, 20 or 40 weeks, and involve an 'away from school' component as well as school based components where participants were based in their own or another school.

The programme providers included: The University of Auckland, Waikato University, Kia Ata Mai Educational Trust, Tihi Ltd, Victoria University of Wellington and University of Canterbury.

Ngā Taumatua

Ngā Taumatua is a full-time 40-week Māori-medium literacy professional development programme that is funded as one of the six Whakapiki i te Reo Māori programmes. Since 2002, Ngā Taumatua has provided places for up to 12 Māori-medium teachers including Resource Teachers: Māori each year. The total cost associated with the course includes paying for relief teachers to work in the participants' permanent positions for the entire 40 weeks of the course. There were 11 participants in 2007.

Ngā Taumatua focuses on providing professional knowledge to teachers and Resource Teachers: Māori to use Māori-medium early-literacy assessment tools, and to increase their specialist literacy and second-language acquisition pedagogy.

Te Hiringa i te Mahara (replaced by Ako Panuku in 2009)

Te Hiringa i te Mahara is a programme that began in 2008 to address Māori Secondary Teachers' workload issues by supporting teachers with a wide range of professional development. Te Hiringa i te Mahara provided courses to forge links between professional development and classroom learning, such as the second-language acquisition pedagogy programme, Te Ara Aromatawai (formative assessment programme), various programmes on the use of ICT in the classroom, Whakawhitiwhiti Whakaaro, and He Aratohu – Guidelines for Integrating Kaupapa Māori into Mainstream Secondary School Teaching and Learning Programmes.

Ako Panuku is the new programme developed to support Māori secondary teachers and is being delivered by a new provider, Haemata Ltd, from January 2009. Ako Panuku provides professional development opportunities for Māori teachers working in English-medium and Māori-medium settings and workshops include developing te reo Māori proficiency of teachers, second language pedagogy, career development, raising Māori student achievement, as well as curriculum knowledge and implementation.

Te Poutama Tau

Te Poutama Tau is a professional development programme for teachers working in Māori-medium settings. It is part of the Ministry of Education's Numeracy Strategy and aims to lift levels of student achievement in numeracy. Te Poutama Tau is based on the English-medium Numeracy Project, and began with a pilot programme in 2002. It is still offered to teachers.

Poutama Pounamu

The Poutama Pounamu Research and Development Centre provides programmes in relation to the school–whānau literacy context such as assisting whānau and tutors to effectively help children with their literacy and addressing learning difficulties. Given the success of these projects, the Ministry of Education is working collaboratively to pilot the Tatari, Tautoko, Tauawhi programme (an intervention with parents and tutors to effectively help children with their reading) in three Rotorua kura in term 4 2008 and in term 1 2009. Poutama Pounamu targets teachers working in Māori-medium settings.

Te Reo Itinerant Teacher of Māori (Te RITO)

Teachers and learners in 13 schools in the Far North are involved in Te RITO (Te Reo Itinerant Teacher of Māori), a project which aims to improve the Māori language speaking and writing skills of those involved. It provides teachers of te reo Māori as a subject new planning, teaching and assessment practices and at bringing schools and Māori communities closer together.

In-service Support to Teachers

The Ministry of Education funds a range of support services to provide professional support to teachers in the Māori-medium sector. The support services are provided in the way of Advisors and include Resource Teachers of Māori (RTMs), Advisors (Māori) and Resource Teachers of Learning and Behaviour (Māori).

Resource Teachers of Māori

At the time of this report, there were a total of 53 Resource Teachers: Māori (RTM) who are employed by a school (Board of Trustees) and funded by the Ministry of Education. They work with clusters of schools to up-skill teachers to provide teaching and learning programmes for students in years 1-8. They have a particular focus on Māori-medium teachers and generally work with levels 1 and 2 immersion schools, but will also work with mainstream schools to support teachers teaching te reo Māori. The level of engagement of Māori medium teachers with RTM's, and the perceived value of that engagement, is variable. In this study, some teachers reported they had received excellent support and professional learning opportunities from their RTMs in regard to

Māori literacy; other teachers reported they did not consider their regional RTM able to offer the support they needed (see the full report for more information). Twenty-five RTMs have completed Ngā Taumatua, a Māori-medium literacy professional development programme.

Teachers also commented that RTMs, particularly those who provide excellent support, seem to be in short supply. However, the Government is not seeking to increase the number of Advisors Māori or RTMs but rather, address the quality, management and professional development needs for the RTM service.[29]

Advisors

The advisory service is provided through Ministry of Education contracts and is the main vehicle used to provide professional learning programmes to primary and secondary school teachers. The advisory service is available through six School Support Services which are located in Universities and include:

- Team Solutions, University of Auckland;
- School Support Services, University of Waikato;
- Centre for Educational Development, Massey University;
- Primary and Secondary School Advisers, Victoria University of Wellington;
- UC Education Plus, University of Canterbury; and
- Education Support Services, University of Otago.

There are currently 36 advisors making up approximately 10 FTE (Full Time Equivalent) positions.[30]

Resource Teachers: Learning and Behaviour (Māori)

Resource Teachers: Learning and Behaviour Māori (RTLB Māori) provide itinerant specialist support to students and their teachers in order to improve the educational outcomes for year 0–10 students with moderate learning or behaviour difficulties. Their priority is to work in Māori-medium settings. Any remaining time is used in mainstream settings.[31]

In 2006, there were 762 RTLBs working in 195 school clusters. Forty-five RTLB (Māori) provide support to specifically meet the needs of Māori students. In 2007, a further five new positions were to be established.[32]

Some kura kaupapa Māori, or schools with Māori-medium classes, do not have access to an RTLB Māori. This is because they are located outside of school clusters where RTLB Māori are available, or they are not on the list of schools to be serviced by the available RTLB Māori (for example, Te Kura Kaupapa Māori o Wairarapa). These schools may receive the assistance from an RTLB Māori from another cluster or Resource Teacher of Māori.

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[29] (Hui Taumata Mātauranga, 2004). Answers to the questions raised at the Hui Taumata Mātauranga held in September 2004.
[30] Smith, R., (2006). Stocktake of Māori Language Education Programmes and Initiatives. Final Report. Prepared for Group Māori, Ministry of Education, p 43.
[31] Policy and Toolkit, 2001, p 16.
[32] Smith, 2006, p 43.

Resource Teachers: Literacy (Māori)

In 2000/01, a new advisory service was established to support literacy practice.[33] The Resource Teachers: Literacy was established to support teachers and schools to develop their capabilities for independently meeting the literacy needs of their students. The core role of Resource Teachers: Literacy (Māori) was to work to support teachers and schools where the development of literacy is in te reo Māori. Twelve of the 121 positions were dedicated to Resource Teachers of Literacy (Māori). However, these positions have not been filled. Some teachers in this study reported that instead, their RTLB: Māori or RTM supported them to develop their literacy programme in te reo Māori.

Advisors generally work with levels 1 and 2 immersion schools, but Māori-medium is not their sole focus. They also support English-medium teachers teaching Māori students and te reo Māori.

Other Support Services

Teacher Refreshers' Course Committee (TRCC)

TRCC is an organisation that runs professional development courses for teachers, by teachers. TRCC aims to develop nationwide education networks and leadership capacity within teaching communities. Courses tend to run between 3-5 days and are often held in the school holidays. From July 09 to April 2010, there are no professional development opportunities advertised on their website specifically for Māori-medium teachers (see http://www.trcc.org.nz/ for more details).

Te Marautanga o Aotearoa and Te Reo Māori in English-Medium Schools (Te Tere Auraki)

The Ministry of Education has developed guidelines and resources to support the implementation of Te Marautanga in Māori-medium schools. However, given that Te Marautanga is not required to be gazetted until 2010, the in-service support and professional development initiatives have not yet been designed.

There are three initiatives that were developed to support the implementation of te reo Māori in English-medium schools. The first, Te Kotahitanga, is an initiative developed to improve teaching strategies and the effectiveness of teachers to increase the engagement and academic achievement of Māori students within mainstream secondary schools. Since its inception in 2000, the programme has had a total of 33 schools participate.

Another initiative, Te Kauhua, was an exploratory professional development initiative of the Ministry of Education. It provided 10 clusters of schools with the opportunity, in partnership with their Māori community, to explore professional development approaches that would enable teachers to improve outcomes for Māori students and work more effectively with Māori whānau.

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[33] Ibid, p 44.

The third initiative, Te Mana Kōrero, is an information programme with resources to help teachers focus on quality teaching practices that can better realise Māori potential by engaging Māori students in learning.

FarNet

Farnet was one of four Digital Opportunities Pilot Projects, aimed at "bridging the digital divide" by introducing information and communications technology (ICT) to 10 schools in the Far North. The FarNet website seeks to overcome professional isolation through its virtual staffroom and resource room. Teachers and administrators share locally created resources and policy documents via a shared learning portal, the FarNet website. The site hosts resources and documents in both English and te reo Māori.

Kiwi Leadership for Principals

There are three foundation documents for New Zealand school leadership: Kiwi Leadership for Principals (published); Māori-medium Leadership (in development) and Kiwi Leadership for Middle and Senior Leaders (in development). These provide the vision for leadership in each area of the professional leadership plan. A review of the 34 events scheduled in 2009 to support the three overarching frameworks highlights that only one is specifically for teachers and principals working in a Māori-medium environment. Likewise in 2008, only one event was focused on a Māori-medium environment.

Incentives

MITA Allowance

This allowance is for teachers employed under the Collective Employment Contract who use te reo Māori as the language of communication and instruction. To qualify, teachers must be employed full time and teach using te reo Māori for more than 50% of the time.

As at April 2008, there were 1035 teachers receiving the allowance. This is nine more than in 2007, but 135 (11.5%) less than 2006 when the number of teachers receiving this allowance was at its highest level. In April 2006 there were 1170 teachers receiving this allowance.

Māori-medium Loan Support Scheme

This scheme is a government initiative to attract and retain teachers in Māori-medium settings. Teachers who teach in total immersion settings, in state or integrated schools, are eligible to apply for the loan for at least the first four years after qualifying as a Māori-medium teacher. Teachers who meet the criteria receive $2,500 on completion of their second, third and fourth years of teaching to help reduce their student loan.

Professional Development: Career-planning and development tools and services

The information in the following section provides a sample of available professional development opportunities/resources/tools advertised in commonly used sources of promotion for teachers. The data was obtained from the Education Gazette, and on

websites such as Te Kete Ipurangi (TKI), the New Zealand Council for Educational Research and University websites in the months of January through April 2009. Note that the list is not exhaustive.

The list is organised under the competencies required for school teachers (primary through to secondary[34]), and provides a snapshot of the types of professional development support currently available for teachers.

Table 13 summarises the number of opportunities/resources available in each area of competency, and also identifies those that are specifically targeted at Māori-medium teachers. Those that are suitable for teachers also teaching in Levels 3 & 4 have not been specifically highlighted. Note, too, that some entries could have been included under more than one competency, but for the purpose of this exercise, each entry is referenced only once.

TABLE 13: DISTRIBUTION OF PROFESSIONAL DEVELOPMENT/SUPPORT JAN-APRIL 2009

Competencies	Number of opportunities/ resources	Number of opportunities/resources targeted to Māori medium
Professional Knowledge	17	1 (5.8%)
Professional Development	37	2 (5.4%)
Teaching Techniques	20	0
Student Management	13	0
Motivation of Students	4	0
Te Reo Māori me ōna Tikanga	23	3 (13%)
Effective Communications	10	0
Support for and co-operation with colleagues	16	0
Contribution to wider school activities	2	0

The professional development competency contained the most number of entries and encompassed a wide range of subjects: from workshops with survival tips for beginning teachers, through to lifting standards of professionalism and NCEA technology.

'Te reo Māori me ōna tikanga', and 'teaching techniques', are the two specific competencies that offer the most support for teachers. This reflects an ongoing demand for support in these areas from the education sector.

'Professional knowledge' and 'support for and co-operation with colleagues' were the next two areas with the most available opportunities on offer. There is less support available

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[34] Note that there are only minor differences in competency assessment areas for primary and secondary school teachers, where secondary teachers have one more (professional development). Accordingly, competency descriptions are those listed for secondary school teachers.

for 'effective communications', 'student management', 'motivation of students' and 'contribution to wider school activities'.

There are very few professional development opportunities or support targeted specifically at Māori-medium teachers, or for teachers delivering Māori as a subject in English-medium schools. Only three categories included such targeted support: professional development (5.8%); professional knowledge (5.4%); and, te reo Māori me ōna tikanga (13%).

This snapshot shows that most professional development or support is targeted at a general audience, and that there are only a few opportunities tailored to meet the needs of teachers teaching in Māori-medium schools and/or teachers of Māori as a subject (i.e. Levels 1-4 in general).

See Appendix 1 for the table detailing the distribution of professional development/ support during Jan-April 2009.

Commentary

There is a clear body of evidence that suggests professional development is important in developing the capabilities and competencies of teachers.   Teachers in turn are critical to learners succeeding to their maximum potential. While the Ministry of Education provides initiatives to support Māori-medium teachers, the information presented in this environmental scan suggests that there are significant gaps in the provision provided.

Moreover, of particular concern is the lack of planned professional development opportunities to support Māori-medium teachers in the introduction of the Marautanga o Aotearoa in 2010. Major changes in curriculum can cause added pressure on schools and teachers; progressive development opportunities offered well in advance of the new curriculum could alleviate any potential problems and help teachers to overcome new challenges.

It was also identified that some of the professional development opportunities and in-service support provided for Māori-medium teachers is not being utilised to best effect. For example, it is evident that there needs to be clarity around the advisory roles for RTMs, Advisers (Māori) and RTLBs (Māori) to minimise the risk of overlap between the support services. Teachers and their principals would also benefit from a centralised database of support services with key information that would assist in the effective and efficient engagement of that service. A similar database would be of benefit for the promotion of professional development opportunities to teachers.

To ensure that investment in Māori-medium professional development is maximised, it is suggested that a regular stock take and qualitative studies are run concurrently. Effort must be made to ensure that the type of professional development opportunities offered to teachers are measured to assess how well they: a) support teachers and encourage them to stay teaching; and, b) help teachers to provide quality learning experiences for students. This research report provides a starting point for such studies.

It was also noted that there is growing pressure on the education budget, with some schools becoming increasingly reliant on non-Government funding. It would be

worthwhile securing and leveraging off strategic relationships with Te Taura Whiri i te Reo Māori and Te Puni Kōkiri, along with other organisations and departments with a shared interest in Government priorities. For example, seeking options to deliver curriculum based work about sustainability with the Department of Conservation, Ministry for the Environment and Ministry of Fisheries. This notion is shared by Te Puni Kōkiri which states:

"With such a large sector and associated expenditure, it is important that Māori language education is coordinated within the Ministry of Education and across the wider education sector. The Ministry of Education has worked with education stakeholders and communities in recent years to develop strategies and policies that will support a more effective system for the revitalisation of te reo Māori and the realisation of Māori potential."[35]

Finally, there appears to be high-level commitment within the Ministry of Education to ensure that teachers in Māori-medium schools are well supported. In 2010, when Te Marautanga o Aotearoa is gazetted, it would be timely to take another look at the provision of professional development opportunities and in-service support to determine how well those intentions have been translated into action.

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[35] Te Puni Kōkiri. (2006). The Health of the Māori Language in the Education Sector 2006

5. RESEARCH FINDINGS

Sections 5.1, 5.2 and 5.3 of this report present the findings from the collated interviews with teachers and principals in level 1 - 4 immersion settings. An analysis of the findings is included at the end of each section.

5.1. WHAT IN-SERVICE SUPPORT OR PROFESSIONAL DEVELOPMENT DO MĀORI-MEDIUM TEACHERS USE?

This section of the report looks at the types of in-service support and professional development opportunities teachers are accessing, why they choose those options, and their awareness of the incentives that are targeted at teachers in level 1-4 immersion settings.

So, what is available for level 1-4 Māori-medium teachers? What influences principals' or teachers' decisions to participate in those initiatives? As noted in the Environmental Scan (section 4 of this report), we found limited professional development programmes specifically targeted at Māori-medium teachers. Accordingly, we expected that teachers would have limited opportunities to participate in such programmes. With this in mind, we wanted to know what types of professional development support teachers choose when targeted programmes are not available.

> Q1 In the last 3 years have you received any in-service support or undertaken any professional development?

All but one of the informants had received some type of in-service support or professional development in the past three years. The only informant who had not received any support was in their first year of teaching.

> Q3 What in-service support have you received and professional development opportunities have you undertaken?

Informants used a wide range of in-service supports and professional development opportunities in the past three years.

Thirty two percent (32%) had participated in or utilised one or two professional development opportunities or in-service supports. Forty seven percent (47%) had used three to five, 12% have used six to eight, and 9% nine or more.

It is worthwhile to note that informants may have participated in more than one type of professional development opportunity that addresses the same particular need. That is, the participation rates are not an indication that individual's are developing more than one competency. For example, one person may have participated in a kura reo, a Whakapiki i te Reo course and a tertiary course to increase their knowledge of te reo Māori.

The professional development opportunities that informants have most commonly participated in are those that focus on increasing Māori language skills. Other topics for professional development have included networking, literacy, and marautanga related subjects.

Resource teachers of Māori are by far the most commonly used form of in-service support accessed by informants.

TABLE 14: TYPES OF IN-SERVICE SUPPORT/PROFESSIONAL DEVELOPMENT INFORMANTS HAVE USED/PARTICIPATED IN

In-service supports	Rate of access (preceding three years) %
Resource Teachers of Māori	10
Resource Teacher: Learning and Behaviour	3
Advisors	1
Professional development opportunities	
Literacy (including reading)	16
Reo Māori	12
Networking	10
Taiao/Enviro Ed/sport/health/mahi toi	8
Numeracy	8
Marautanga	8
Whakapiki, pedagogy (2nd language acquisition)	7
Assessment	5
Special needs/behaviour management	3
Te Kotahitanga	3
NCEA	3
Management	2
ICT	1
Total	**100**

Q4 Why did you select that in-service support or professional development opportunity?

We were interested why teachers choose to participate in professional development. Accordingly, this question looked at the motivation/rationale behind informants' decisions to undertake professional development or use in-service supports.

Informants identified a wide range of reasons, and often multiple reasons for why they choose to participate in professional developments or use in-service supports.

The two most common reasons for undertaking professional development/using in-service supports identified by almost 43% of informants are; the desire to build capacity and skills for use in the classroom; and to improve reo Māori skills. The next two most common reasons are to address specific areas of need (31.4%) and because it is compulsory (25.7%).

TABLE 15: REASONS TEACHERS CHOOSE TO PARTICIPATE IN PROFESSIONAL DEVELOPMENT OR USE IN-SERVICE SUPPORTS

Reasons	% informants
Building capacity/skills to use in the classroom	42.8
Improve reo Māori	42.8
Address specific areas of need	31.4
Compulsory	25.7
Stay current	11.4
Cost (free trials)	11.4
Personal development	8.5
Course/programme was recommended by someone	5.7
Raise student achievement	5.7
Took what was available (hadn't heard of anything else)	2.8
Networking with other teachers	2.8
Support the kura	2.8
Kaupapa Māori	2.8

Note: informants were able to select multiple reasons

Principals

We asked principals how they select or approve the in-service support or professional development of teachers and the two main factors they identified are that they must: 1) meet a teacher's needs; and, 2) meet the school's needs. Those needs are often determined by both the teacher and the Principal at the beginning of the year through the performance management/appraisal process.

Some of the other factors that impacted on their decisions to select or approve professional development choices were:

• That professional development should improve teacher knowledge in classroom practice/all the curriculum areas.
• That professional development is often initiated by Resource Teachers of Māori.
• That professional development should increase the engagement of Māori students and all students in the classroom.
• That professional development has some relationship to the Kotahitanga Effective Teacher Profile.
• That professional development must create better outcomes for students.
• Availability of courses.
• Cost.

> Q9 Of the following incentives and in-service support opportunities available which:
> - have you heard about? - have you received/do you receive?

The Māori Immersion Teacher Allowance (MITA) is a salary allowance (equivalent to one salary unit per annum) for teachers who use te reo Māori as the language of communication and instruction. Teachers must teach immersion programmes at Levels 1 (81%-100%), 2 (51% - 80%), or 3 (31% - 50%); be employed in a permanent full-time position or full-time relieving position; and use te reo Māori in approved teaching programmes to deliver the national curriculum for at least 31% of their total teaching time to be eligible for MITA. Full-time unqualified teachers who meet these criteria are entitled to an annual allowance of $1500.[36]

The majority of informants teaching in Levels 1 to 3 immersion had heard of the MITA and most received it.

TABLE 16: AWARENESS AND USE OF MITA

Immersion level	Have heard of MITA	Have received MITA
Level 1	96%	78% have received it, 4% will receive it
Level 2	100%	86%
Level 3	75%	75%

The Māori-medium Loan Support Scheme (available since 2005) is for qualified Māori-medium teachers who teach in a total immersion setting: kura kaupapa Māori; Wharekura; or total immersion classes in a mainstream school. These teachers are eligible to receive payment of $2,500 in each of their second, third and fourth years of teaching.[37] TeachNZ promotes this as a scheme for Māori-medium teachers in total immersion settings which means teachers in Level 1 immersion.[38]

Approximately 29% of the informants who have been teaching for 7 years or less were also L1 immersion teachers and therefore have at some time been eligible for the MMLS. Of those eligible for the MMLS, 40% had heard of it, 10% had received it and 10% were applying for it.

TABLE 17: AWARENESS AND USE OF MMLS

Immersion level	Have heard of MMLS	Have received MMLS
Level 1	40%	10% have received it, 10% will apply for it

Resource Teachers of Māori are attached to certain schools in a region and provide assistance to principals and teachers to provide teaching and learning programmes for students in Year 0 to Year 8 who are in Māori immersion programmes, particularly at Levels 1 and 2.

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[36] TeachNZ Employment, http://www.teachnz.govt.nz/thinking-of-becoming-a-teacher/Māori/employment
[37] TeachNZ Teacher Recruitment Scholarships, http://www.teachnz.govt.nz/scholarships.

Ninety one percent (91%) of L1 immersion teachers had heard of Resource Teachers of Māori (RTMs) and all teachers in levels 2-4 had heard of them, so RTMs were widely known by the majority of informants. Sixty-one percent of L1 immersion teachers, 71% of L2 and 50% of L3 teachers had received support from a Resource Teacher of Māori.

TABLE 18: AWARENESS AND USE OF RTM SUPPORT

Immersion level	Have heard of RTMs	Have used RTMs
Level 1	91%	61%
Level 2	100%	71%
Level 3	100%	50%
Level 4	100%	100%

Advisors provide assistance to teachers in specific areas, for example, reo Māori, behaviour management, special needs and impaired hearing. Seventy four percent of L1 immersion teachers, 86% of L2 teachers and all the L3 teachers had heard of advisors. 57% of the L1 teachers utilised the services of advisors, as did 43% of L2 teachers, and 50% of L3 teachers.

TABLE 19: AWARENESS AND USE OF ADVISOR SUPPORT

Immersion level	Have heard of advisors	Have used advisors
Level 1	74%	57%
Level 2	86%	43%
Level 3	100%	50%
Level 4	100%	0

Principals

All informants stated that they had heard of MITA and 90% of their teachers have or would receive it. Only 10% of informants had heard of the MMLS, but as a result of being questioned about it, some planned to find out more.

Ninety percent (90%) of principals had heard of Resource Teachers of Māori (RTMs), but only 50% use them in their schools.

Ninety percent (90%) of principals had heard of Advisors and use them in their schools.

TABLE 20: PRINCIPALS' AWARENESS AND USE OF INCENTIVES AND IN-SERVICE SUPPORT

Have heard of MITA	Teachers have received MITA	Have heard of MMLS	Teachers have received MMLS	Have heard of RTMs	Teachers have used RTMs	Have heard of advisors	Teachers have used advisors
100%	90%	10%	0%	90%	50%	90%	90%

Commentary

Nearly all teachers involved in this project have accessed some type of in-service and/or professional development support in the last three years.

Teachers have limited choices in terms of Māori-medium targeted professional development, which raises the question of how effective professional development is if it is not delivered in a way that is appropriate for teachers in these settings. This issue is explored further in 5.3 of this report.

Over two thirds (68%) of informants accessed three or more professional development support initiatives during the past three years. These high rates of teacher participation in professional development suggest that schools (and principals) see the value of ongoing professional development for teachers, regardless of how long they have been teaching or how experienced they are.

From the types of professional development needs identified by informants, it appears that when something new is introduced for schools/or identified as a priority for schools (i.e. the draft/new marautanga or literacy and numeracy), there is a high demand from teachers for professional development to help them understand and deliver the new learnings.

The most common reasons for undertaking professional development/using in-service supports identified by informants were the desire to build capacity and skills for use in the classroom, to improve reo Māori skills, to address specific areas of need and because the Principal had made it compulsory. This suggests that professional development should be focused on individual teacher's needs as well as school priorities, and that many teachers will require ongoing support for up-skilling in te reo Māori. It also suggests that promotion of professional development should be targeted to Principals as well as teachers since Principals, in association with their boards, make the decisions about school priorities.

Most informants had heard of and received MITA. However, just over a third of those eligible to receive the MMLS had heard of it, and even less had received it. The uptake of MITA suggests that the allowance is well publicised and considered to be of importance to teachers. The comparatively low awareness and uptake of the MMLS suggests that new teachers in Levels 1-3 immersion and their principals are not receiving information about the scheme.

Resource Teachers of Māori are commonly known by the majority of teachers, but the rates of use are comparatively low. One of the most common reasons for this, cited by informants, was that Resource Teachers of Māori have commitments to multiple schools and are often too busy to spend much time with one school. Resource Teachers of Māori appear to be one of the important conduits for professional development. They often participate in teacher professional development programmes in order to pass the information on to teachers in their schools.

We found that the roles of advisors, Resource Teachers of Māori, and professional development providers often overlap. In particular, there seemed to be some confusion among some informants about the roles of advisors.

5.2. WHAT ARE MĀORI-MEDIUM TEACHERS' EXPERIENCES OF PROFESSIONAL DEVELOPMENT?

When talking to informants about their experiences of professional development, we asked them to make a distinction between professional development and in-service support. Though it was sometimes difficult to make that distinction because of the various modes of delivery used, in general we asked them to think about in-service support as assistance delivered on site at school, and professional development as assistance delivered off site.

The aim was to find out what types of professional development support work best for teachers, and what the elements are that make that support effective. We also investigated the impact of Government funded incentives on teachers' decisions to teach in Māori-medium settings.

Q5 Which of those in-service supports met your needs or did you find most worthwhile?

Q6 Why?

The findings of the survey suggest that the in-service support that best meets teachers' needs is that provided by Resource Teachers of Māori. The next most effective professional development support identified was that provided by school colleagues or through cluster groups, advisors, and in-school professional development or professional learning communities. Resource Teacher: Learning and Behaviour were mentioned to a lesser extent, and one teacher mentioned a lecturer as the support they found most worthwhile.

The following table shows the in-service supports teachers and principals found most worthwhile, with Resource Teachers of Māori at the top of the list.

TABLE 21: IN-SERVICE SUPPORTS TEACHERS AND PRINCIPALS FOUND MOST WORTHWHILE

In-service supports	Informants
Resource Teacher: Māori	17
School colleagues or cluster group support	9
Advisors	8
In school professional development or school-based professional learning communities	8
Resource Teacher: Learning and Behaviour	5
University Lecturer	1
Core Education	1
TOTAL	**49**

Resource Teachers of Māori and Advisors

Literacy was the type of support that Resource Teachers of Māori provided teachers. Literacy has been a government priority in New Zealand schools for 5-10 years and a

number of Resource Teachers of Māori have become experts in the literacy area through attending programmes such as Ngā Taumatua in the past 5 years.

Advisors were cited for their support in Pāngarau and, in particular, the delivery of Poutama Tau with level 1 immersion teachers.

Teacher and Principal Perspectives

The reasons informants found Resource Teachers of Māori and Advisor support most worthwhile included:

- Knowing and understanding the teachers' needs and therefore able to provide a relevant programme.
- Knowledge and expertise in the curriculum area that they are providing the teacher with support such as literacy.
- Recent and relevant classroom experience.
- Relevant support combined with practical ideas and resources saving teacher preparation time of materials.
- Being based at the teachers' school and on-site delivery.
- Assisting with planning and implementation of the literacy or Pāngarau programme.
- Providing ready-to-use resources and demonstrating strategies in the classroom for teachers to use with their students.
- On-going support over a sustained period of time using an inquiry learning approach to changing teacher practise.
- Carrying out observations with practical feedback and feed forward.
- A strong assessment focus with assessment tools for teachers to use.
- Working with school to collate and show student progress and outcomes.
- Providing networking opportunities with other teachers.
- Flexibility to move at the pace of the teacher.
- Building trust with the teachers.

School Colleagues and Cluster Group Support

School colleagues and cluster group support also provided several benefits for teachers.

Teacher and Principal Perspectives

The reasons included:

- Teachers' needs identified and cluster support programmes designed to meet those needs.
- Utilising staff strengths.
- Providing time to meet and to better organise classroom programmes.
- Providing teachers with greater direction in their classroom practice.
- Accessibility to the knowledge and expertise of deliverers or facilitators.
- Opportunity to work with teachers of similar need and to share ideas, best practice, and solutions.
- Improving communication between teachers and schools in the region.
- Opportunity for collegial support and networking.
- Mentoring from the Resource Teachers of Māori and from other teachers.

- Being with other people passionate about Māori-medium literacy.
- Focusing on student need.
- On-site provision of service or professional development.
- Teaching modelled in classroom.

In-school Professional Development and School-Based Professional Learning Communities

Eight informants mentioned in-school support and school-based professional learning communities.

Teacher and Principal Perspective

Comments included:

- Utilising strengths and knowledge amongst colleagues delivering the professional development.
- Collegial and on-going support.
- Providing new strategies to work with the students that suited the learner.
- Internal professional development for te reo Māori and ready access to the expertise.
- Ready access and availability, they do things that are relevant for my class.
- Knowing the facilitator was returning on a particular date and therefore teachers felt they had to get tasks and set work completed before the next school visit date.
- Modelling teaching strategies and providing good feedback, feed forward and next steps.

Resource Teacher: Learning and Behaviour

Four teachers and principals valued the support received from a Resource Teacher: Learning and Behaviour.

Teacher and Principal Perspective

Comments about the support of RTLBs included:

- Having the expertise and providing what the teacher or school needed.
- Introducing peer mediators and other support which had a positive impact on the students and school.
- Providing on-site support.

Q7 Which of those professional development opportunities met your needs or did you find most worthwhile?

Q8 Why?

Literacy-related programmes and cluster groups or professional learning communities were the professional development opportunities teachers found most worthwhile. Numeracy/Poutama Tau was also frequently mentioned by informants.

Māori-medium teachers found professional development programmes designed for English-medium settings worthwhile, but indicated that these programmes required them to do further work to make it applicable to Māori-medium classrooms, students and teachers. For teachers, this meant spending extra time making their own resources or

translating activities and tools from the professional development programme to be able to implement in a Māori-medium context. Teachers requested professional development designed for Māori-medium settings and that provided associated resources ready to be used in a Māori-medium context.

As one teacher commented:

The Literacy programme introduced new literacy teaching skills, and it has been adapted for immersion classes. The course was wonderful but we then had to come back and translate it and make our own resources, it would be good if it was dual platform.
(Teacher, Level 1 immersion)

TABLE 22: PROFESSIONAL DEVELOPMENT OPPORTUNITIES THAT BEST MET TEACHERS' NEEDS OR TEACHERS FOUND MOST WORTHWHILE

Professional Development Opportunities	Informants
Literacy related programmes	14
Cluster groups or Professional Learning Communities	14
Numeracy/ Poutama Tau	8
Kura reo for te reo Māori/ Iwi authority education hui	8
Whakapiki i te Reo	6
Resource Teachers of Māori lead programmes	4
Assessment, Assess to Learn (AtoL)	3
Draft marautanga and new marautanga	3
Te Kotahitanga	2
Second language acquisition and pedagogy	3
Resource Teacher: Learning and Behaviour/special needs/behaviour problems	3
Taiao / Environmental Education / Science	2
Tertiary study	1
NCEA	1
In-school colleague support	1

The following table on the characteristics of effective professional development shows what effective professional development might look like based on the factors identified by informants.

TABLE 23: CHARACTERISTICS OF EFFECTIVE PROFESSIONAL DEVELOPMENT

Factors Teachers Identified that make professional development worthwhile	
Time and space	Time out from the classroom and physical and mental space to fully focus on the new learning. Removing the pressure a teacher has when in the classroom and school.
Timeliness	A need the teacher has at the time. Designed to meet the teachers' needs. Teacher identified need and control of professional development.
Content	New learning and skills for the classroom and teaching and also for school-wide benefit e.g. to work with other teachers in the school. Relevance and applicability to the teacher and students. Set school-wide and/or teacher goals. Māori perspective. Māori-medium focus. Ready to use activities and resources.
Delivery	Continuity of deliverers that is same facilitators. Māori speaking facilitators. Facilitators with expertise and recent experience in the content area.
Networking	With teachers that have similar needs to share ideas and solutions.
In-school support	School observations, feedback and feed forward, setting goals with teachers, cluster hui and workshops on site.

> **Q10** Does the MITA Māori Immersion Teacher Allowance (L1-3) and/or Māori-medium loan scheme (L1) incentives make it more attractive for you to teach in levels 1-3 immersion settings? What about support services provided by Resource Teachers of Māori and Advisors?

Both teachers and principals were asked if the MITA Māori Immersion Teacher Allowance (L1-3) and/or Māori-medium loan scheme (L1) incentives made it more attractive for teachers to teach in levels 1-3 immersion settings. They were also asked if the support services provided by Resource Teachers of Māori and Advisors made it more attractive to teach in levels 1-3 immersion settings.

The table below shows the responses from teachers and principals.

TABLE 24: DO CURRENT INCENTIVES MAKE IT ATTRACTIVE TO TEACH IN LEVELS 1-3?

Incentive	No	Yes
MITA	31	4
MMLS	31	4
RTMs	32	3
Advisors	32	3

For the majority of informants interviewed, the Māori Immersion Teacher Allowance (MITA) and/or Māori-medium loan scheme (MMLS) incentives, and support services of Resource Teachers of Māori and Advisors, did not make it more attractive for them to teach in levels 1-3 immersion settings. They did mention, however, that the incentive was a way of acknowledging the additional work required of teachers working in Māori-medium settings.

Many informants explained their responses with comments such as:

- I didn't know about them when I first started teaching in immersion.
- I would teach anyway.
- No but it's a good benefit, more of a recognition of the mahi that we do which is important because it brings it on par with the units we get for other mahi.
- I would not leave teaching if the incentives were removed.
- I would do it anyway because it's what I've always wanted to do.

Teachers agreed it was the passion and desire to teach that kept them teaching in Māori-medium settings and not the financial incentives, nor the support services available such as Resource Teachers of Māori and Advisors. This also reflects the findings of other research which we have reported on in section 4, the Environmental Scan.

Principal's agreed with teachers in that they did not believe the MITA Māori Immersion Teacher Allowance (L1-3) and/or Māori-medium loan scheme (L1) incentives made it more attractive for teachers to teach in levels 1-3 immersion settings. Likewise, the support provided by Resource Teachers of Māori, Advisors or Resource Teacher: Learning and Behaviour. MITA was referred to as an 'acknowledgement' of, and a 'reward' or 'bonus' for, the extra work and hours teachers are required to do as teachers working in Māori-medium settings. Many principals mentioned that teachers teach in Māori-medium because they are passionate about the Māori language and the kaupapa.

One principal of a mainstream primary school with level 2 and 3 immersion teachers suggested a reason teachers remain in teaching:

Teachers want to teach in immersion because it's their passion. We worry that staff will lose that passion because many hours are spent at school. Support, in-school support is what keeps them (teachers) here, and the safe environment they work in to ask for help and share ideas, and not due to the support from the outside agencies. (Principal, Mainstream Primary, level 2 and 3 immersion settings).

> **Q12** Are current professional development programmes meeting your needs as a level (1/2/3/4) teacher?

Approximately 66% of teachers and 50% of principals agreed that teachers' professional development needs were not being met with the current professional development provision available to teachers.

The following table shows whether teachers believe their needs are being met, and whether principals believe the current professional development needs of their level 1, 2, 3, 4 teachers are being met. Thirteen of the 23 level 1 teachers, 6 of the 7 level 2 teachers, and all 5 level 3 and 4 teachers did not believe their professional development needs were being met.

TABLE 25: ARE TEACHERS' PROFESSIONAL DEVELOPMENT NEEDS BEING MET?

Answer	Teachers	Principals
No	24	5
Yes	11	5

> **Q16** Are there any issues for you in terms of accessing the in-service support and development opportunities you need?

Generally, teachers and principals perceive the issues to be the same in accessing in-service support and professional development. The lack of suitable relievers was a key issue for both teachers and principals, as was funding and the lack of professional development opportunities that meets teachers' needs. The issue of increasing pressure on school budgets, and the need for non-Government funding to operate schools, was also a recognised concern that was identified in the Environmental Scan. For teachers, the lack of professional development information from staff responsible for professional development coordination in the school, or principal, is also significant. This would be the key point of difference between teachers and principals.

TABLE 26: ISSUES TEACHERS IDENTIFIED IN TERMS OF ACCESSING IN-SERVICE SUPPORT AND DEVELOPMENT

Issue	Teachers	Principals
Relievers	12	4
Lack of professional development information from staff responsible for professional development coordination in the school or Principal	12	0
Funding	5	4
Lack of professional development that meets teachers' needs	5	3
Reluctance to leave students unless good reliever	3	0
Timing of professional development in holidays	3	0
Isolation	2	3

Child care and family commitments	2	1
Time and workload restraints	2	1
Lack of professional development in Māori	2	0
Lack of support services e.g. Resource Teachers of Māori	1	0
Location of professional development	1	4

- Time restraints and workload restraints for wharekura teachers in specialist subjects. Small kura tend to have a limited amount of resources in which to manoeuvre in taking advantage of professional development opportunities.
- Timing of professional development programmes. Teachers in Māori-medium settings have workload restraints and pressures that can make for very busy and stressful terms. They feel that they need the holidays to balance the work-life pressures and to relax and re-energise for the next term.
- Targeted programmes. Not being able to access professional development programmes in Māori or professional development designed to meet the needs of Māori-medium teachers and students.
- Location is an issue. Both teachers and principals prefer on–site delivery of professional development programmes.
- Professional development to help cross credit to degrees. All teachers have a minimum qualification of a diploma, but would like to do professional development that will contribute to a Bachelor of Education or post graduate degree.
- The shortage of suitable relievers is an issue. Non Māori speaking teachers are sometimes employed to relieve in Māori-medium classrooms. School management do not object to teachers splitting the class and putting extra students in other teachers' classrooms for a day. In mainstream schools, the classrooms are often English-medium classrooms. Teachers sometimes thought management did it as a money saving measure as well. In one school, management did not tell the teachers until that morning they had not been able to get a Māori speaking reliever and therefore approached their regional multi-serve company to supply them with an English speaking reliever for the day.

> **Q17** Is availability and type of support and development available for you as a teacher a factor that you consider when thinking about your career?
>
> **Q18** If yes, in what way? Would it affect whether or not you stay teaching? If no, why not?

Teachers were asked whether availability and type of support was a factor that determined whether they would stay in the teaching profession. Nineteen of the 35 teachers said that the availability and type of support and professional development is a factor.

TABLE 27: TABLE SHOWING IF SUPPORT AND DEVELOPMENT ARE A FACTOR IN TEACHER CAREER DEVELOPMENT

Answer	Level 1	Level 2	Level 3/4	Total
Yes	12	6	1	19
No	11	1	4	16

Reasons given as to why teachers would leave the classroom included:

- Promotion opportunities such as management or becoming a resource teacher.
- Other opportunities that were more appealing such as contract work.
- Taking study leave on full pay.
- Teaching in secondary school where it is perceived that a teacher is better paid, has less stress, and more holidays.

Teachers know they need to keep abreast with new developments in teaching and they often feel there is something they need to learn in Māori-medium teaching. When a teacher does not feel like they are doing their students and whānau justice, they begin to question their ability to contribute to Māori-medium education, students and whānau.

On the other hand, teachers mentioned they would stay in teaching because they had a passion to teach and enjoyed teaching children. Some teachers also mentioned they wanted to be the best classroom teacher they could possibly be. Support and professional development, or lack of them, was not the main reason they would change professions or move into a management position that did not require them to be in the classroom on a daily basis.

> **Q21** What types of things do you think about personally when deciding whether or not to do some professional development?

This question was asked to understand the extent to which external issues (other than school or class-based issues) impact on teachers' decisions to take part in professional development.

TABLE 28: CONSIDERATIONS IN ACCESSING IN-SERVICE SUPPORT AND DEVELOPMENT

Considerations	Teachers	Principals
Relevant to teacher, school and students	21	5
Workload or time constraints	10	0
Student Outcome	9	0
Content applicability and usefulness	7	0
Child care and family commitments	7	0
Location of professional development	5	0
Cost	5	0
School Time or Family Time	5	0
Reliever Teacher ability to cope	5	0
When asked and not directed	3	0
Resources offered	3	0
Career	2	0
Quality of Facilitator	1	0

Impact of professional development on the rest of the school	0	1
Relationship of professional development to staff appraisal	0	1
Related to school goals, curriculum needs, school long term plan	0	1
Credibility of professional development programme and facilitator/s	0	1

Commentary

Relevant professional development

The relevance of the in-service support or professional development programmes to the student, teacher, or school needs, was the main factor both teachers and principals considered in terms of accessing in-service support and professional development. Other considerations identified by principals were school management-related issues.

Teachers on the other hand provided a mix of issues - some personal or family-related and others classroom-based or student-based issues. There were teachers who did not like leaving their students with relievers, or who thought that their challenging students might get into difficulty with a reliever. Teachers care a great deal about their students and seriously consider the pastoral care of students when leaving them with a reliever.

Understanding professional development needs

When new learnings or priorities were introduced to a school, it was the principal's role to organise professional development for their teachers around that new learning. If principals were unaware of the difference in needs between teachers in Māori-medium and English-medium, then they were likely to provide the same professional development programme for both their English-medium and Māori-medium staff. Issues such as suitability and/or relevance to the needs of Māori-medium teachers were not explored.

Appropriate relievers

Māori-medium teachers were reluctant to leave their students with relievers who did not know their students or their particular needs. Knowing that their students will have appropriate relievers in their classroom would help relieve any anxiety teachers or their students might have when attending professional development.

Māori-medium specific professional development

While teachers found some aspects of English-medium designed professional development useful, it did not meet their needs as Māori-medium teachers. It often involved translating or adapting the strategies and tools in order to be used in their Māori-medium settings. Māori-medium specific professional development is preferred, and needed, to better meet their needs.

Expert facilitators

Resource Teachers of Māori who had received training in literacy in Māori-medium settings provided in-service support that was considered most relevant to the Māori-medium teachers needs. Advisers who were trained in Poutama Tau also provided relevant in-service support.

MITA – not a factor but an acknowledgement

While both teachers and principals agreed that the MITA Māori Immersion Teacher Allowance (L1-3) and/or Māori-medium loan scheme (L1) incentives were not factors in the decision to teach or remain teaching in levels 1-3 immersion settings, it did make it more attractive. Informants considered the incentives as an 'acknowledgement' of, a 'reward' or 'bonus' for, the extra work and hours teachers are required to do as teachers working in Māori-medium settings.

Professional development information and accessibility

Teachers did not feel they were well informed of in-service support and professional development opportunities by their principal or professional development. As a result, they were not able to access all professional development opportunities.

Effective professional development

In-service support and professional development that teachers found most worthwhile was: delivered by expert facilitators with recent classroom experience, provided new learning that met the teachers' needs, was relevant to the Māori-medium context, and provided in school support and practical ideas and strategies.

5.3. WHAT ARE THE GAPS?

Studies such as the *Evaluation of the Te Kauhua Māori Mainstream Pilot Project and the Diagnostic Assessment Tools in Māori Medium Education: A Stocktake and Preliminary Evaluation* identify some common principles that are features of successful professional development programmes.[39] These principles are that:

* The focus is kept on student achievement;
* There are opportunities to learn through demonstration and practice;
* Learning also occurs through reflection and feedback in the classroom;
* Learning is integrated into teachers' everyday working responsibilities; and,
* There is ongoing support for teachers.

The findings in the previous section showed that a high percentage of informants, 69% of teachers and 50% of principals, did not think that current professional development programmes were meeting their needs. In view of that, this section looks at the 'gaps' that teachers and principals have identified in the provision of professional development support and asks them to describe what they think effective professional development or in-service support ideally should look like.

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[39] Tuuta, M., Bradnam, L., Hynds, A., Higgins, J. with Broughton, R. (2004). Evaluation of the Te Kauhua Māori Mainstream Pilot Project. Wellington: Ministry of Education, p vii cited at http://www.educationcounts.govt.nz/__data/assets/word_doc/0003/12648/te-kauhua.doc. Bishop. R., Berryman, M., Glynn, T., & Richardson, C. (2001). Diagnostic Assessment Tools in Māori Medium Education: A Stocktake and Preliminary Evaluation. Wellington, Ministry of Education. cited at http://www.educationcounts.govt.nz/publications/maori_education/20206 pp 3-4.

Informants were also asked about their preferences in terms of the language used to deliver professional development, and what they saw as their professional development needs for the next three years.

> **Q13** If there is a gap, can you describe it?

Targeting

When talking about the gaps in the provision of professional development or in-service support, one of the strongest themes to come through was that informants felt that there were not enough professional development programmes specifically targeted for Māori-medium teachers, particularly in terms of approach, and for L1 teachers.

Literacy and numeracy, in particular, were identified as key areas where more Māori-medium targeted professional development programmes are needed, and to a lesser extent, the following areas also need to be improved:

- Networking opportunities.
- Experienced Facilitators.
- Relievers.
- Resource centres.
- Quality programmes.
- Professional development for the marautanga, management, planning in mainstream, effective kura models, subject specific Whakapiki.
- Ongoing support after professional development programmes are finished.
- Access to local resources.

Principals

Principals from kura kaupapa Māori and Wharekura also talked about the gap in professional development support for Māori-medium schools. They noted that most professional development is aimed at mainstream and does not meet the needs of their kura or teachers.

Principals from all the types of schools identified gaps in the provision of support relevant to their own situations. Areas where they felt provision was lacking, whether through access, availability or some other reason, included professional development for: reo Māori development, 2nd language acquisition pedagogy, Wharekura secondary subjects, and the new Marautanga. They also mentioned needing professional development programmes that provide teachers with opportunities to see other teachers in practice, and that provide on-going support.

Q14 In an ideal world what would professional development for you look like?
Teachers prefer professional development that is relevant to their own school situations. Therefore, it is important that the content, language and delivery of professional development programmes are appropriate for different types of needs.

Teachers and principals share many ideals for professional development, for example, that support should:

- Be by Māori, for Māori.

- Be located in schools for some of the time.
- Not be one-offs.
- Be interactive.
- Focus on teacher and student needs.
- Be ongoing, with follow up.
- Include appropriate resourcing.
- Facilitate networking.

The key elements identified are consistent with feedback from teachers in other recent studies[40] which suggest that professional development should be by Māori for Māori, that appropriate language for different levels of speakers be used, professional development programmes should not be "one–offs", and should include ongoing support. They are also consistent with five principles for successful professional development mentioned at the start of this section.

For the most part, the teachers' and principals' perspectives were aligned, although the principals were also interested in funding, evaluation of effectiveness for teachers and their students, formal recognition of achievement, regular opportunities for teachers to take time out of school to up skill and refresh, and the facilitation of professional discussions.

TABLE 29: IDEAL PROFESSIONAL DEVELOPMENT

Key element	Teachers' perspectives	Principals' perspectives
Delivery	Interactive with a lot of hands on activity, modelling strategies	Engage teachers in learning challenge, enhance their teaching practice Include modelling and demonstration Delivered face to face TRD once a week or 2 half days with opportunities for reflection and discussion
Address teacher needs	Content must be relevant to a teacher's/student's needs, and able to be directly implemented into the classroom	Focus on every individual teacher's needs. Create a individual learning plan for the teacher
Ongoing support and follow up	Ongoing monitoring and support in the classroom	Ongoing support inside and outside of the classroom
Location	Mix of onsite at school and offsite, located in home regions	School based
Kaupapa Māori	Māori perspective and Māori-medium specific	Appropriate strategies for teaching Māori students learning in Māori

[40] Murphy, H., Bright, N, and McKinley, S of Haemata Ltd, (2009) Report prepared for the New Zealand Teachers Council, Whakapiki i te Reo Professional Development Programme Evaluation 2008, and J. Hill, K. Hawk, K. Taylor (2001) Professional Development: What makes it work? , Prepared for: NZARE Conference, Christchurch: December, 2001.

	Provided in Māori - at appropriate levels for Māori speakers and non-Māori speakers	Be based on good research for appropriate learning in a quality Māori learning environment
Timing	Regular - not one offs, with at least part of it delivered during school time	Delivered over a period of a year New learning would be delivered in the holidays, but practice and review would take place in the school. Teachers bonded and realistically scheduled in for at least 3 years.
Resources	Appropriate for Māori-medium - especially Wharekura	Teachers can access any kind of resource, info, activity and create what ever they need to there and then
Networking	Provide opportunities to network with other teachers and observe and share practice	Involve teachers nationwide. Kura and immersion units in a region would share priorities and develop training to address those priorities
Providers	Facilitators should be qualified experienced professionals, who understand the situation they are working in - have local knowledge	
Funding		Fully funded
Evaluate effectiveness		Evaluate the effectiveness for the student as well as teacher.
Recognition of achievement		Formal recognition of achievement through a qualification.
Regular opportunities to take time out of school for professional development		At 5 years to have an opportunity to get out of kura and onto a fully funded professional development programme to re-inspire, re-energise.
Facilitate professional discussions		Being able to send more than one teacher to a professional development programme so that they can have professional discussions together

Q20 What language would you prefer professional development programmes to be delivered in? Why?

To some extent, teachers' own language proficiency is a determinant of their preferred language for professional development delivery. Seventeen percent of teachers at Levels 1 and 2 immersion identified that they prefer professional development to be delivered through the medium of Māori. Of those teachers, two thirds are in kura kaupapa Māori and one third teach in total immersion mainstream classes.

However, the majority of informants, who represent a wide range of Māori language proficiency levels, identified a preference for professional development that is delivered bilingually, in both Māori and English.

TABLE 30: PREFERRED LANGUAGE FOR PROFESSIONAL DEVELOPMENT DELIVERY

Preferred language/s	% of Teachers	% of Principals
Both Māori and English	80	70
Māori only	17	20
English only	3	10

Both principals and teachers agreed on the reasons why a particular language or combination of languages might be the preferred mode of delivery for professional development. The following table describes some of those reasons.

TABLE 31: REASONS FOR PREFERRING A PARTICULAR LANGUAGE FOR PROFESSIONAL DEVELOPMENT DELIVERY

Factors that affect language choice	Māori language is preferred when:	English language is preferred when:
Content of professional development	the core content is reo and tikanga or when demonstrating activities to use in the classroom.	- the core content is cognitively demanding such as theory, second language acquisition, or teaching principles.
Strongest language of teacher	- the teacher's Māori language is better than their English. Māori is the curriculum subject they teach.	- a clear understanding of the professional development content is important to teachers, and English is their strongest language.
Strongest language of the professional development facilitator	- the facilitator is a very good speaker of te reo Māori and can competently and effectively deliver the message in Māori. - the teacher wants to improve their Māori language and understands that immersion (with a highly proficient tutor) is a way of improving their own language proficiency.	- the facilitator is not a particularly good speaker of Māori. - a clear message is considered to be more important than the language it is delivered in.

Q15 Is there any type of support or professional development that you would like to have but haven't been able to get/or access?

Informants teaching in Level 1 or 2 immersion identified the marautanga and assessment for Māori-medium as areas that many had not been able to access support in because they were not aware of any programmes being offered or had not able to get into a programme.

For the most part though, informants identified a wide range of needs specific to their own situations, for example: literacy, Māori ICT, iwi-specific professional development, dyslexia courses in te reo and networking opportunities with local iwi.

As mentioned earlier in this report, informants across all levels of immersion saw a lack of professional development opportunities targeted for their language level and immersion settings.

Informants teaching at Levels 3 and 4 immersion also noted that promotions of Māori professional development opportunities often don't reach them.

Q19 What skills would you most like to improve on in the next 3 years?

In terms of skills informants would most like to improve in the next three years, reo Māori was by far the most commonly identified skill with 37% of informants citing a desire to undertake some type of Māori language development.

Fourteen percent (14%) of informants identified management skills, 11% leadership, and 11% pāngarau as preferred areas for development. Other skills identified by informants varied from marautanga, literacy, conflict resolution, planning, multilevel teaching, pedagogy, communications, resource making, research, report writing, NCEA moderation, ICT, to establishing professional communities, programme development and mentoring.

Commentary

Education priorities

Literacy has been a government priority in New Zealand schools for a number of years and although teachers are participating in literacy focused professional development, availability has been limited and not widespread enough to meet demand.

The new Marautanga o Aotearoa, launched in September 2008 and due to be gazetted in 2010, has created a demand for professional development on its implementation. While some informants were aware that professional development on the Marautanga will be available, there was an overall feeling of urgency for professional development to begin immediately to enable teachers to effectively implement the Marautanga.

Lack of Māori-medium professional development

When informants have talked about gaps in the provision of professional development /in-service support, a key issue was that although there are often good professional development programmes targeted for mainstream, there are very few targeted for the needs of Māori-medium in the different levels. Informants talked positively about the

mainstream professional development programmes they had participated in, but noted that they were delivered in English, and to make them appropriate for Māori-medium classes, teachers themselves often have to translate information and resources.

The message from informants was there should be more professional development programmes that are targeted for Māori-medium, and that they should use levels of Māori language appropriate for the different levels of immersion, and for the different settings i.e. kura kaupapa and mainstream.

Reo Māori

Reo Māori continues to be an area where teachers at all levels of immersion need professional development support, including the pedagogy for teaching through the medium of Māori.

Effective professional development

Teachers continue to say that to be effective, professional development must be by Māori, for Māori, and delivered with appropriate language and content for the various Māori-medium settings.

Networking

Networking remains an important form of professional development, that may or may not be attached to a particular professional development programme, but that provides essential opportunities for teachers to work together and share ideas.

Up skilling

Informants would most like to improve their skills and knowledge of te reo Māori (37%) so this should provide some direction for providers and funders of professional development opportunities. Other areas of interest to participants are management skills (14%), leadership (11%), and pāngarau (11%).

Language of delivery

The majority of informants identified a preference for professional development that is delivered bilingually, in both Māori and English. Above all, the language of instruction used should be appropriate for the participants so that they clearly understand what is being taught, and can then implement those learnings in their own classrooms.

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APPENDIX 1: INFORMATION SHEET

Participant Information Sheet

In-Service Support and Professional Development Provision for Māori-Medium Teachers Research

Tēnā koe,

Sheridan McKinley (Ngāti Kahungunu, Ngāi Tahu), Nicola Bright (Tūhoe, Ngāti Awa) and Paula Collins (Ngā Rauru, Ngāti Ruanui) are part of the Haemata Ltd research team. Haemata Ltd has been contracted by Te Puni Kōkiri to conduct research on the in-service support and professional development opportunities available to Māori-medium teachers, what support and development is needed by Māori-medium teachers, and the issues that impact on teachers' and Principals' choices in regard to in-service support and professional development.

This research will seek to answer the following research questions:

Research Questions

1. What in-service support and development opportunities are available for Māori-medium teachers and how effective are they?
2. What are the support and development needs of teachers working in Māori-medium school settings?
3. Where are the gaps between what is needed and what is provided?
4. What effect do contextual issues have on Māori-medium teacher ability to maximise any support and development opportunities available?
5. What are the issues impacting on teacher choices in regard to in-service support and development opportunities?

The research will involve conducting interviews with the teachers and Principals working and teaching in Levels 1-4 immersion primary and secondary schools and classrooms.

The information will be used by Te Puni Kōkiri to help inform decisions around Māori-medium education, and to improve understanding of the needs of Māori-medium teachers to be able to better support them and subsequently resulting in better outcomes for Māori-medium students.

You have been identified as a prospective interview candidate and we would welcome your participation in this research.

Jasmine Arthur will arrange for either Sheridan, Nicola or Paula to interview you kanohi-ki-te-kanohi (face-to-face) or by telephone. If you choose to take part, you will be asked some questions which will take no more than 40 minutes to answer.

You have the right to choose to answer or to pass on any question and you may choose to withdraw from the interview at any time. You may also withdraw your information from the research project at any time up until the completion date.

With your written consent, your interview notes will be stored securely at our office in Wellington. Only the researchers will have access to your interview. The reporting of the results of the research will not include any data that could identify you personally.

We thank you for your time and look forward to hearing your views. If you have any further questions regarding this research project or any concerns, please feel free to contact Sheridan McKinley (04) 232 4616 or Nicola Bright (021) 569928 or (04) 474 2340 during working hours.

For any queries regarding the role of Te Puni Kōkiri please contact:

Nerissa Aramakutu

Analyst, Māori Language and Broadcasting Team

Te Puni Kōkiri

143 Lambton Quay, Wellington

Tel: 04 8196084

Email: aramn@tpk.govt.nz

For any queries regarding the researchers assigned to this project, please contact:

The Director of Haemata Ltd:

Hineihaea Murphy

Haemata Limited

Tel/Fax: 04 233 2055

Email: hineihaea@haemata.co.nz

APPENDIX 2: CONSENT FORM

Participant Consent Form

In-Service Support and Professional Development Provision for Māori-Medium Teachers Research

1. I have read the Information Sheet for this study and understand the purpose and rationale for the study.
2. My questions about the study have been answered to my satisfaction, and I understand that I may ask further questions at any time.
3. I also understand that I am free to withdraw from the study at any time, or to decline to answer any particular questions in the study.
4. I agree to provide information to the researchers under the conditions of confidentiality set out on the information sheet.
5. I wish to participate in this study under the conditions set out in the Information Sheet.
6. I agree/do not agree that the interview will be audio taped.
7. I do not consent to the information collected for the purposes of this research study being used for any other research purposes.

Participant's Name: _____

Participant's Signature: _____

Date: /   /

Contact details: _____

Email: _____

Researcher's Name: _____

Researcher's Signature: _____

APPENDIX 3: ETHICS AND RESEARCH

Ethics Information & Research Methodology

In-Service Support and Professional Development Provision for Māori-Medium Teachers Research

Haemata Ltd has been contracted by Te Puni Kōkiri to conduct research on the in-service support and professional development opportunities available to Māori-medium teachers, and at what support and development is needed by Māori-medium teachers. The research will also look at the issues that impact on teachers' choices in regard to in-service support and professional development, and whether this affects their choice to teach in Māori-medium education settings.

We expect the analysis of the data to identify:

- the support and development opportunities currently available for Māori-medium teachers;
- the support and development that is needed by Māori-medium teachers; and
- the issues teachers have accessing support and development opportunities.

The information will be used by Te Puni Kōkiri to improve understanding of the support and development needs of Māori-medium teachers and to help inform decisions around teacher retention in Māori-medium education.

This document sets out the ethical processes that will be followed in the development and undertaking of the project.

This document sets out the ethical processes that will be followed in the development and undertaking of the project.

Ethical Standards

Haemata will follow the processes set out in this document to ensure that ethical standards are upheld throughout the duration of this research project.

Research Approach

Haemata Ltd has used a kaupapa Māori-based approach to develop the methodology for this project and to guide the conduct of its researchers throughout its implementation.

Part One: Kaupapa Māori Research Approach

A small number of Māori ethical frameworks have been developed as a guide to research. All share some common cultural underpinnings, and these will guide us in our research practices and ethical processes. These key concepts are important when entering into a respectful research process.

Linda Smith (1999) *Decolonising Methodologies: Research and Indigenous Peoples*. Zed Books, New York, and Otago University Press, Dunedin, p 120 lists seven Kaupapa Māori practices that guide Māori researchers:

- aroha ki te tangata (a respect for people);
- kanohi kitea (the seen face; that is, present yourself to people face to face);
- titiro, whakarongo … kōrero (look, listen … speak);
- manaaki ki te tangata (share and host people, be generous);
- kia tūpato (be cautious);
- kaua e takahia te mana o te tangata (do not trample over the mana or dignity of the people);
- kaua e mahaki (do not flaunt your knowledge).

The kaupapa Māori approach employed by Haemata is guided by these practices that reflect a Māori "code of conduct". This means ensuring that:

- Aroha - the researcher will treat people with respect and allow them to define their own space and meet on their own terms.
- Kanohi kitea – as many interviews as possible will be conducted kanohi-ki-te-kanohi.
- Titiro, whakarongo, kōrero – we look, listen and observe in order to develop understandings.
- Manaakitanga – we share, host and be generous. Knowledge can flow both ways between the researcher and the participant. It acknowledges the researcher as a learner. It facilitates the process of 'giving back', and sharing results.
- Kia tūpato - researchers need to be politically astute, culturally safe, and reflective about their insider/outsider status.
- 'Kaua e takahia te mana o te tangata' – a researcher does not trample the mana or dignity of the person. Ensure the participant is fully informed and guard them against harmful exposure.
- Mahaki – we behave with humility. A researcher must find ways to share knowledge and be generous with it without being arrogant.
- Everyone will benefit from participating from the research leading to something positive.
- Matters of tikanga and process are acknowledged / addressed correctly e.g., such as if any of the feedback is done through meetings.
- We will find ways that will encourage participation e.g. sending out surveys "cold" to Māori is unlikely to generate feedback, so telephone call first; acknowledging any issues that may be affecting the organisation, iwi, hapū at that time etc.

A further six principles underpin our approach in our work and are equally applicable to research:

The three Treaty of Waitangi principles:

- Partnership with the client/contractor and with the participants.
- Participation with the client/contractor and with the participants.
- Protection of the client/contractor and of the participants.

The three principles at the basis of all Haemata work that reflect our belief in empowering Māori to define their future.

- Nā mātou, mō mātou – By Māori, for Māori.
- Te reo Māori – Māori language.

- Te hāpai i a tātou – Improving outcomes for Māori.

Haemata has a responsibility to both the clients and the research participants to ensure integrity, trust, and respect.

The following sections provide a discussion around the development of the criteria for participation and the research methodology.

Part Two: Research Methodology

Sample

Approximately thirty teachers and eight principals from Level 1 to Level 4 immersion schools within targeted locations will be selected as the informants for this research project.

To ensure we access a range of views from the various immersion level schools, we will identify informants by the following criteria:

1. position: must be a teacher or principal working or teaching in a Level 1-4 immersion school
2. language level: informants views must represent the four types of immersion levels in schools; Levels 1, 2, 3, 4
   - Level 1 is 81-100% immersion – typically a Kura Kaupapa Māori or Wharekura
   - Level 2 is 51-80% - typically a mainstream school with a bilingual class or classes
   - Level 3 is 31-50% - typically a mainstream school
   - Level 4 is less than 30% - typically a mainstream school
3. location – informants must be located in target areas to ensure we capture a range of views from teachers and principals working in a city, a region and the South Island. The target areas also allow ease of travel.
   Target areas:
   - Wellington – Lower Hutt -Porirua
   - Auckland
   - South Island
   - Bay of Plenty: Whakatane, Rotorua, Murupara, Kawerau
4. informants must agree to be interviewed
5. informants must be available to be interviewed on the day researchers will be in their region
6. the alternative option is to interview people by phone if:
   - it is not possible to find enough informants who are available to do face-to-face interviews
   - someone who has agreed to a face-to-face interview has to cancel for some reason but is still willing to be interviewed by phone at another time.

Interviews

Structured interviews will be conducted with teachers and principals either face-to-face or by phone during work hours, or where appropriate and/or convenient. All participants will

initially be contacted by phone to confirm participation, answer any questions and to arrange a time for a face-to-face or phone interview. All participants will be sent information packs from Haemata Ltd which include information about the research, the interview questionnaire and consent forms.

Interviews will take approximately 30-40 minutes. The researchers will record a summary of the participants' answers during the interview.

Participants will be offered the opportunity to be interviewed in Māori or English. Interview notes will be returned to participants to be checked and confirmed before analysis.

Principal interviews

The administrator will contact principals by phone and ask if they would like to participate in the research project. Upon agreeing to participate, Principals will then be sent information packs. This will be followed up with another phone call to set an interview time.

Teacher interviews

The administrator will contact principals by phone to get their permission to contact teachers from their schools and invite them to participate in the research project. Once principals give permission, the administrator will phone the teachers. Upon agreeing to participate, teachers will then be sent information packs. This will be followed up with another phone call to set an interview time.

Information Pack

Haemata Ltd will send teachers and principals an information pack to outline the purpose of and rationale for the research project which will include:

- An introductory letter
- Participant Information Sheet
- Participant Consent Form
- Ethics and Research Methodology

Cultural safety

We expect that a number of the participants will be Māori and/or Māori speakers and similar rates of male and female. The Haemata researchers are Māori, female, speakers of Māori, and comfortable with Māori practices and protocol. With experience in Māori education, as classroom teachers, lecturers in colleges of education and universities, in-service teacher education facilitators and as students of the Māori language, our researchers bring both cultural and educational understanding to the research. This will ensure understanding and respect for the participants and enable a non-harmful and non-offensive experience.

Informed consent

Participants will be fully informed of the following prior to the interview taking place:

- the rationale for undertaking the research project

- the names of the people responsible for the project
- that participation is optional
- that they have the option to withdraw from the process without penalty before data collection process is completed
- the consent and confidentiality procedures they will be asked to agree to as participants
- the questions they will be asked
- what the information will be used for
- who will have access to the information
- how confidentiality and anonymity will be protected
- what will happen to the data on completion of the process.

To reiterate the main points here, participation will be optional. Participants will be provided with full information about the above points, the questionnaire, and a consent form which they will be asked to sign prior to the interview taking place.

Confidentiality

1. Haemata has a process of confidential data management that uses a code based system that ensures that individuals and institutions cannot be identified except by the holder of the code key.
2. All information collected will be entered into a database housed on the Haemata server which is a secure facility only accessible by Haemata staff, and protected by firewalls and passwords.
3. Completed interview questionnaires will be destroyed on completion of the project.
4. Any audio recordings of interviews will be held in a locked filing cabinet on Haemata office premises and will be deleted or wiped on completion of the project.
5. All interviewees will be asked to sign consent forms that will include an explanation of how information will be handled in a confidential manner.
6. All Haemata staff handling the data will sign a confidentiality agreement.

Interview Questionnaire

The interview questions will be based on eliciting information relating to the five research questions concerning:

- the support and professional development that is currently being provided
- the support and development that is needed by Māori medium teachers
- the issues that impact on teacher and principals' choices in regard to in-service support and professional development

Questions will be targeted in order to ensure that each group of informants, teachers and Principals of Level 1 – 4 immersion schools, are asked questions relevant to their knowledge base.

Literature Review

Haemata Ltd will review national literature on the provision of in-service professional development for Māori-medium teachers, and international literature on the provision of

in-service professional development for other minority-medium teachers, teacher professional development models and delivery services that strengthen teacher and student outcomes.

A review of available professional development services and provision for teachers of Māori-medium settings will also be carried out.

All data will be reviewed and analysed and cross referenced with the data gathered from the interview material. The cross referencing of information gathered from two sources (interviews and documents) will ensure greater assurance of accuracy.

Data management

The management of qualitative data can be particularly challenging. The information often includes comments or transcripts, data that reveals personal impressions and concerns. The raw information can be extensive and as a consequence difficult to sort and classify.

Because we are working with a relatively small sample, we will enter the data into Microsoft Excel spread sheets. Following each interview, comments will be transcribed into the database. This database will allow researchers to compile, examine and analyse the comments. Coding will allow anonymity of the participants to be maintained.

Haemata will implement quality systems and processes throughout the course of the project to ensure that ethical standards are adhered to in the gathering of information and that the integrity of the collected information is maintained. Consent forms for interviewees will ensure we have their permission to use their information for clearly specified purposes. We will maintain the confidentiality of any information collected and communicate this fact to all people interviewed.

Analysis

The sample will be too small to undertake a quantitative analysis; however it does allow qualitative analysis that will enable us to draw out common themes and issues.

The analysis of the data is embedded in a strengths-based approach whereby the intention of the research is to identify the strengths of in-service support and development for Māori medium teachers. By identifying the strengths and understanding the issues the aim is to help improve the educational outcomes for students (te hāpai i a tātou) as well as to strengthen future provision.

Concealment of information

The research does not involve any concealment of information or deception.

BIBLIOGRAPHY

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Kaupapa Māori Frameworks, http://www.rangahau.co.nz/ethics/166/.

Smith, L.T., Decolonising Methodologies: Research and Indigenous Peoples, Zed Books, New York, and Otago University Press, Dunedin, 1999.

Waikato University, Research ethics application, 2007.

APPENDIX 4

The information presented here is organised under the competencies required for school teachers. As noted above, there are only minor differences in competency assessment areas for primary and secondary school teachers, where secondary teachers have one more (professional development). Accordingly, and given that the Ministry of Education's main focus now is on secondary school Māori-medium professional development (through Ako Panuku), we have opted here to use the competency descriptions for secondary school teachers. The competencies are:

- Professional Knowledge;
- Professional Development;
- Teaching Techniques;
- Student Management;
- Motivation of Students;
- Te Reo Māori me ōna Tikanga;
- Effective Communications;
- Support for and Co-operation with Colleagues; and,
- Contribution to Wider School Activities.

Professional Development - Demonstrate a commitment to their own ongoing learning;

Participate individually and collaboratively in professional development activities; and Continue to develop understandings of the Treaty of Waitangi.

Ako Panuku - Workshop

Career Development for Māori teachers in secondary schools and wharekura

A two-day professional development opportunity for Māori secondary teachers to identify the skills they have and want to develop, and to plan their career paths.

Target group: Registrations of interest welcome from 3rd, 4th and 5th year Māori secondary teachers of any subject.

Regions: Auckland, Hamilton, Palmerston North

Number: 40 teachers

Dates: 16 June + 3 August (Auckland); 17 June + 4 August (Auckland); 22 June + 10 August (Hamilton); 24 June + 12 August (Palmerston North). TRDs.

For further information/registration form email akopanuku@haemata.co.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612523

Kohia Education centre - Programme

Secondary Year One Beginning Teacher Programme

Target Group: Secondary year one beginning teachers

Description: This 4 day- programme has been developed, based on resource towards full registration (Ministry of Education, 2004). It is to support provisionally registered teachers in their first year of teaching in secondary schools.

Facilitated by: Cheryl Harvey

Dates: Wednesday 25 Feb, Fri 29 May, Mon 10 Aug, Tues 17 Nov, 9am-4pm

Cost: Members $430, non members $460

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612221

UC College of Education - Course

Postgraduate/Professional Development Info Evening

UC College of Education is holding an information evening on Tuesday, 10 February from 4.30–7pm (Dovedale Ave Campus, Christchurch).

For more information, contact nick.maitland@canterbury.ac.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612199

Mockingbird Education Management Consultants - Workshops

Beginning Teacher/Provisionally Registered Teacher Workshops/Workshop One: Setting up your classroom for success; Classroom survival tips; Planning for success/Workshop Two: Feedback and reflection; Engaging Māori and Pacific Island students; Report evening/Workshop Three: Feedback and reflection; Effective student engagement; Integrating key competencies into your teaching

Venues and dates:

Option 1 (Auckland): James Cook High School, Manurewa

23 March, 4 May, 8 June

Time: 9am–12.30pm

Option 2 (Auckland): St Dominic's College, Henderson

24 March, 5 May, 9 June

Time: 9am–12.30pm

Option 3 (Whangarei): Motel Sierra, 26 Western Hills Dr, Whau Valley

31 March, 6 May, 5 June

Time: 9am–12.30pm

Terms and conditions:

Minimum sign-up for 2 workshops.

Discounts available when registering for all 3 workshops.

Cost for 2 workshops: Per teacher = $115

Cost for all 3 workshops: 1 teacher = $170; 2 teachers = $155 each; 3 or more = $125 each

Contacts: ph (09) 537 6773, (027) 433 8330, or registration by email info@mockingbird.co.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612432

Learning Network NZ - Workshop

Leading Learning with the Key Competencies

Presented by: Graham Watts

Audience: Educators and curriculum leaders of all levels

Date: 20 March

Time: 9.30am–3.30pm

Venue: Lincoln Green Hotel, 159 Lincoln Rd, Henderson, Auckland

Cost: $250 members or multiple booking discount; $295 non-members

Explore how the key competencies allow students to shape their own learning and progression. Includes creating a vision for 21st century learning and a focus on thinking skills. Can also be undertaken as part of a flexible package of learning - "Enriching Teaching and Learning in the NZ Curriculum" - visit our website for more information.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612209

Secondary Advisors - Programme

Year 2 secondary beginning teachers' Courses- Ka Hikitia Curriculum Area Support

The opportunity to meet with advisors, key note speaker on well managed classrooms

Facilitated by: Secondary Advisors

Target group: Year 2 Secondary Teachers

Date:19th March

Time: 8:45-3:30pm

Cost: Package $460+GST or session 1 $150+GST

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612242

Waikato University - Programme

Year One Beginning Teachers Programme

The first of five professional development sessions for first year teachers focusing on classroom management and mathematics.

Facilitated by: Taina Leach and Deb Reeves, advisers with School Support Services, School of Education, The University of Waikato

Target group: First year beginning teachers both general stream and Māori medium

Date: Wednesday 25 February

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612242

Learning Network NZ - Workshop

Designing the Thinking Curriculum at your School

Presented by: Michael Pohl

Audience: Curriculum leaders and school leaders of all levels

Date: 30 March

Time: 9.30am–3.30pm

Venue: Lincoln Green Hotel, 159 Lincoln Rd, Henderson, Auckland

Cost: $250 members or multiple booking discount; $295 non-members

Outlines a 5 step process that will assist school and curriculum leaders at all levels in implementing a whole-school approach to infusing thinking into the curriculum

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612209

Bright Star - Two Day Summit

Tertiary Education Summit

Dates: 28–29 April

Venue: Wellington Town Hall, Wellington

Contributing to the Nation's Future

This important two-day Summit will set out the strategic challenges that senior education professionals are facing in tertiary education. Discuss pressures facing the sector and hear leading national and international commentators present on the most pertinent current issues.

For more information or to register contact Bright*Star, ph (09) 379 5892; email info@brightstar.co.nz; website www.brightstar.co.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612325

The University of Auckland Centre for Educational Leadership - - Workshop

Andy Hargreaves; The Fourth Way: the inspiring future of educational change

Book now for Andy's thought provoking presentation, focusing on how educational leaders successfully bring about lasting improvements and sustainable growth through a better 'fourth way' for change in education.

Date: 27 February

Venue: Centra Auckland Airport

Time: 8.30am–3.30pm

Cost: $250

Bookings: www.nzeals.org.nz/fourth-way.htm

Presented in partnership with NZEALS, for all other UACEL seminar bookings visit www.education.auckland.ac.nz/uacel

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612238

InterLEAD Consultants - Workshop

InterLEAD Consultants, Term One Programmes, Courses and Workshops

Building your Professionalism

For teachers who are committed to lifting the standard of professionalism in their centre or school, newly graduated teachers, as well as those undergoing teacher registration.

Location: Wellington

Date: Thursday 19 March

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612169
www.interlead.co.nz

Te Akatea - Conference

Te Akatea Māori Principals' National Conference

Dates: 20–22 May, Waitangi, Bay of Islands.

We encourage all Māori educational leaders, and those with an interest in supporting Māori education - to attend. The conference theme is - 'Resigning the Treaty - Our New Demands For Māori Education'.

Registration forms can be found on the website - www.teakatea.co.nz

Any inquiries can be directed to Keri Milne-Ihimaera, Moerewa School, Northland; email principal@moerewa.school.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612497

NZCER - Conference

NZCER Curriculum conference series

Date: 4–8 May

The New Zealand Council for Educational Research is holding four, one-day conferences in Auckland, Hamilton, Wellington and Christchurch on curriculum implementation. Local school leaders will tell their stories and NZCER's Rose Hipkins, and Bronwen Cowie of Waikato University will lead the discussion. A must for school leaders, teachers, advisors and anyone interested in the cutting edge of curriculum implementation.

Go to www.nzcer.org.nz/75th for more detail and for a registration form, or email Joanne.edgecombe@nzcer.org.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612525

Living Values - Workshop

Values-based Educator Workshop

This two-hour interactive workshop by renowned presenter, inspirational speaker, educator and education consultant, Dr Neil Hawkes, explores the idea that a values-based school community is the key to building a climate for learning which promotes quality teaching and learning.

For: Primary to secondary principals, senior management and teachers

Date: 3 April

Venue: 40 Vermont St, Ponsonby, Auckland

Cost: $39

Registration: ph Carol (021) 414 293; email enquiries@livingvalues.org.nz or www.livingvalues.org.nz

For more information on Dr Neil Hawkes see http://www.values-education.com/

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612456

NZ Learning Network - Workshop

25 May: The Key Competencies and E-Portfolios

http://www.waec.ac.nz/shared/plp/viewTheme.aspx?id=17

Kohia Education Centre - Course

Introduction to NCEA Technology Levels 1, 2 and 3

Target group: Secondary Technology Teachers who are new to teaching in New Zealand, Secondary Beginning Teachers, Teachers returning to teaching and Primary Teachers teaching for the first time in secondary schools

Description: Please check with Kohia Education Centre for details.

Facilitated by: Lesley Pearce

Date: Friday 13 March

Time: 9am–3pm

Cost: Members $170, non-members $195

Unless otherwise stated, courses are at Kohia Education Centre, Gate 1, 78 Epsom Ave, (Gate 2 for parking),

Mt Eden, Auckland

Ph (09) 6238977, fax (09) 6238979, email: kohia@auckland.ac.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612314

Unitec - Programme

Appraisal of Teachers and Leaders Course

Targeted at: teachers and leaders. A highly practical programme covering performance expectations, planning, observation and interviewing.

Venue: Unitec, Mt Albert Campus

Dates: 26–27 March

Cost: $425 total

Facilitators: Eileen Piggot-Irvine and Carol Cardno

Contact: Lecta Chanthawong, ph (09) 815 4321 extn 8387; email lchanthawong@unitec.ac.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612100

BIST Bay of Plenty In-Service Training - Seminar

Education and the Law Seminar - Rotorua

A seminar taken by Patrick Walsh, Principal of John Paul College Rotorua, Barrister and Solicitor and former member of the New Zealand Teachers' Council.

Facilitated by: Patrick Walsh

Target group: Principals, DP, Senior Management Team, Deans

Date: 4 May   Rotorua

Time: 9am–3pm

Cost: $95+GST for BIST schools; $120+GST for Non-BIST schools

For an enrolment form please contact Karina Campbell, Box 935, Rotorua. 3040, ph (07) 348 9075, fax (07) 349 2214; email karinac@clear.net.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612561

Waikato University - Workshop

Using Running Records – How Can They Change How I Teach?

This course will take a detailed look at running records, their use, efficacy, and validity as a tool for learning support for beginning or struggling readers.

Facilitated by: Janet Craigie, Reading Recovery tutor/adviser

Target group: All classroom teachers, including provisionally registered teachers, APs, SENCOs, RTLBs, RTLits and teachers involved in special needs work with older struggling readers.

Date: Thursday 7 May

Cost: $80 + GST

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612467

The University of Waikato - Course

Engaging the learner through effective literacy learning activities

This course will present a range of purposeful activities, that will engage readers when they have finished instructional reading, that are designed to deepen and extend students comprehension

Facilitated by: Kath Jones, literacy advisor, school support, school of education, the University of Waikato.

Target group: Y3-Y8

Date: Tuesday 10 March

Time: 9am-12:30pm

Cost: $45+GST

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612242

Kohia Education Centre - Course

NCEA for beginners (a Ministry of Education funded course)

Target group: Secondary HODs English

Description: This workshop is designed to introduce teachers to the National Certificate of Educational Achievement, New Zealand's national qualifications system.

Facilitated by: Cheryl Harvey

Date: Friday 20 February, 9am–3pm

Cost: Nil. MOE funded

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612221

Massey University - Courses

Bachelor of Education Upgrade

Massey University offers study options to a Bachelor of Education qualification for teachers who currently hold a Diploma of Teaching. Individual study pathways can be arranged to suit your learning requirements. The Bachelor of Education can be endorsed in Special Education or TESOL.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612163
contact@massey.ac.nz

Massey University - Programme

Doctor of Education (EdD)

The specialised Doctor of Education (EdD) for teachers, senior managers and

education specialists is the highest university qualification available to the education profession. This is a challenging and carefully structured doctoral programme taught by staff with national and international reputations. The EdD taught as a cohort and involves a mix of face-to-face and online interaction, blended with conventional distance materials.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612163
contact@massey.ac.nz

Massey University - Tertiary Study

Facing Big Questions in Education

180.702 Facing Big Questions in Education paper is an ideal paper for teachers new to postgraduate study. It provides a consideration of some of the big picture challenges teachers face, and may identify areas that teachers may wish to study in greater depth. The paper will be available extramurally as a double semester paper during 2009.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612163
contact@massey.ac.nz

InterLEAD - Consultants - Programme

InterLEAD Consultants, Term One Programmes, Courses and Workshops

Advanced Principals Programme

A 4-day programme spread across 4 terms. Also includes personal mentoring sessions plus ongoing email and telephone consultations. Designed for experienced principals looking to refresh themselves, update skills, share ideas within a small group setting and develop personal philosophy and practice

Next programme commences: Wellington

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612169
www.interlead.co.nz

InterLEAD - Consultants - Seminar

InterLEAD Consultants, Term One Programmes, Courses and Workshops

4 Minute Walk Throughs

In this 1-day introduction seminar, learn the philosophy of '4 Minute Walk Through', and whether this will assist you to achieve the vision you have for your school community. Learn why Walk Throughs are a powerful approach to growing reflective practice and developing teachers.

Dates and places: New Plymouth, Tuesday 17 February; Christchurch, Tuesday 24 February; Havelock North, Tuesday 3 March; Nelson, Tuesday 10 March; Wellington, Tuesday 17 March

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612169
www.interlead.co.nz

Education Answers - Seminar

Become the Best Teacher You Can Be

This seminar summarises the findings of latest international research about the specific qualities and practices of outstanding classroom teachers, and combines this with an extensive range of real life examples and practical tips.

Dates: Invercargill 3 June; Christchurch 9 June

Cost: $175 +GST

My Attitude - Workshop

Powerfully Positive and Resilient Teachers

How to Create powerfully positive and resilient teachers

This practical, interactive and entertaining workshop will provide participants with successful ways of eliminating the negatives. This workshop will empower, energise and inspire you to make simple, but positive changes in your personal and teaching life. Learn ways to protect your health so you can become happier and more resilient. Discover ways to take humour more seriously for your mental and physical health and put the fun, creativity and satisfaction back into your life.

Target audience: Teachers and non-teachers

Presenter: Howard Small. Teacher and author of more than 20 books and resources including "Bullyproof your Kids" and "The Worst School In The World."

Dates: Sunday 19 April, 10 May

Venue: 7b, 19 Edwin Street, Mt Eden, Auckland

Time: 9.30am–3.30pm

Cost: $155 + gst (includes Fun Kit)

Contact: Ph (09) 817 2152, (027) 541 5072; email myattitudeiseverything@hotmail.com;

website www.myattitude.co.nz

Onsite workshops available on request

Kohia Education Centre - Workshop

Get Enthused about Grammar

Target group: Primary, intermediate and secondary teachers

Description: A practical workshop aimed at improving teacher knowledge of basic grammar and punctuation.

Facilitated by: Sally Simpson

Date: Tuesday, 19 May

Time: 9am–3pm

Cost: Members $170, non-members $195

Unless otherwise stated, courses are at Kohia Education Centre, Gate 1, 78 Epsom Ave, (Gate 2 for parking), Mt Eden, Auckland, ph (09) 623 8977, fax (09) 623 8979; email kohia@auckland.ac.nz

Learning Network NZ - - Workshop

2 Jul: Values & attitudes in the NZ Curriculum (July)

Massey University - Tertiary study

Gifted and Talented

Do you have an interest in the education of gifted and talented students? Get ahead and sharpen your professional theory and practice by enrolling in a postgraduate diploma (PGDipEd) qualification endorsed in Gifted and Talented Education. The two

compulsory papers will be offered extramurally as double semester papers in 2009: 186.749 Perspectives and Issues in the Education of Gifted and Talented Students; and 186.750 Principles and Practices in the Education of Gifted and Talented Students.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612163
contact@massey.ac.nz

Massey University - Tertiary study

Special Education

The Bachelor of Education and Postgraduate Diploma of Education programmes offer an endorsement in Special Education, for teachers and educators working with students with diverse learning needs who wish to advance their knowledge and professional competence in the area of special education.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612163
contact@massey.ac.nz

InterLEAD Consultants - Workshop

Accelerated AP/DP Leadership Programme

Redesigned programme with new content. Establishing the foundation for extraordinary leadership! This series of four 1-day workshops runs over 4 terms, is designed to help you grow your capability and to maximise the skills you already have. The programme covers a wide range of subject matter and is designed to provide a launching pad for leadership roles. Also included is the opportunity to complete a 360º leadership survey, plus personal coaching and mentoring.

For more information: email enquiries@interlead.co.nz, ask for the AP/DP brochure.

Next programme commences: Wellington, Friday 8 May; Hawke's Bay, Wednesday 13 May; Nelson, Friday 29 May; New Plymouth, Thursday 18 June.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612608

Waikato University - Programme

Leadership for Learning: Learning the Leadership

Module one of a year-long programme focused on the skills, knowledge, disposition and practice for leading 21st century learning. (see choices 2009 page86)

Facilitated by: Eileen Robinson, advisor with school support services, School of Education, The Waikato University

Target group: Leaders- currently in a position who wish to develop their practices as leaders, primary and secondary DPs, APs, HODs, HOFs, Team leaders and curriculum leaders

Date: Wednesday 11 March

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612242

Mana Education centre - Course

MEC09.44- Leading Edge Secondary

Target group: Secondary leaders and aspiring leaders

Develop your leadership potential with this comprehensive tailored series. Four one-day workshops plus one to one coaching.

Facilitator: Mark Sweeney/Chris Rowan

Date: Thursday 19 February (session 1)

Time: 9am-3.30pm

Cost: $980 +GST (incl lunches and comprehensive notes)

Unless otherwise stated, courses are held at Mana Education Centre, 5 Heriot Dr, Todd Park, Porirua (free parking). For further information and for all inquiries please ph (04) 237 7318, fax (04) 237 7301; email courses@manaeducationcentre.org.nz; website www.manaeducationcentre.org.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612192

Ministry of Education - Online articles

Educational Leaders: Building Leadership Capacity

A series of articles looking at how to develop professional leaders, the obstacles that you may face, and suggestions to overcome challenges.

http://www.educationalleaders.govt.nz/Culture/Developing-leaders/Building-leadership-capacity

NZCER - Online articles

Teachers of promise: Aspirations and realities (2004-2008)

Project Team: Marie Cameron, Susan Lovett, Jennifer Garvey Berger, and Robyn Baker

This study is following a sample of 57 promising new primary and secondary teachers from their third to seventh years of teaching in order to illuminate their experiences as they progress from newly fully registered to experienced teacher status

http://www.nzcer.org.nz/default.php?cPath=76&products_id=1178

Teaching Techniques

Plan and use appropriate teaching programmes, strategies, learning activities and assessments;
Demonstrate flexibility in a range of effective teaching techniques;
Make use of appropriate technologies and resources;
Impart subject content effectively; and,
Evaluate and reflect on teaching techniques and strategies with a view to improvement.

eTime Professional Development – Tailored Workshops

Curriculum Development

We support schools throughout New Zealand to review/develop their school-based curriculum, in line with the revised NZ Curriculum. A school wide approach is taken, involving staff, board and students where appropriate to ensure that a shared vision is developed, supported by sustainable practices. The process is tailored to each school's requirements.

For more information: contact Faye Le Cren; ph (03) 366 9876; email faye@etime.co.nz; website www.etime.co.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612587

Alfriston College – Workshop

Leading Learning Through Curriculum Innovation

We invite you to venture into our unique journey of creating a learning environment for 21st century learners. Workshops include: innovative curriculum focus for the independent learner, building layout/spaces to enhance learning, course blending, 3 day episodes and modules.

Presenters: Staff from Alfriston College

Venue: Alfriston College

Dates: 18 and 19 June

Time: 9am–3pm

Cost: $130 per day or $200 for 2 days (includes catering)

Contact: c.gunn@alfristoncollege.school.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612555

AVAILLL – Programme

AVAILLL Reading Programme

AVAILLL, created by Dr. Alice Killackey, uses popular DVDs in a series of fun, interactive literacy lessons to promote joy and motivation while developing skills in comprehension, vocabulary and fluency in reading. The stunning research results have recently been replicated by a research team from the University of Canterbury and are available online at www.availll.com

Target group: Suitable for RT:Lit. RTLB, literacy leaders and classroom teachers.

Dates: Greymouth February 20, Christchurch February 27, Gisborne March 6, Whangarei March 13, Hamilton March 20, Auckland March 27, Palmerston North April 3

Costs: $125+ GST, includes 1-day workshop, morning tea and a light lunch. Including manuals $300+GST

For registrations please email availl@xtra.co.nz

For further information please email www.availl.com

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612237

Kidz Psychology Education and Learning – Workshop

Reciprocal Teaching Workshop

How can we make long-lasting, positive changes for our students who decode but don't always understand what they are reading without expensive, extra resources and in the classroom setting?" EASY! Join Marie in an information-packed and practical half-day morning workshop as she guides you through Reciprocal Teaching;- a well-researched cooperative group instructional format that can be used across all types of classes subjects and texts. You will leave the workshop with the "Yes I can do this" feeling! The explicit comprehension strategies are fostered in a cooperative group setting and aim to develop the student's awareness and self-monitoring of the text they read – and most importantly it works!

Presenter: Marie Kelly: Teacher, RTLB, Ed Psychologist and author of 'Reciprocal Teaching – A Practical Approach to Improving Reading Comprehension Skills'. (Revised July 2008)

Dates and locations: Auckland, Tuesday 24 March, 2009, @ Conference Room, 65 Morningside Drive, St Lukes Auckland

Target audience: Teachers, Teacher Aides, Sencos, RTLBs, RLits

Suitable for: Y3–10 teachers

Cost: $75 for half day, includes catered morning tea

Time: 9.15am–12.15pm. Morningside Drive, St Lukes Auckland

For a registration form: email mariekelly@kidzpsychology.co.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612127

University of Otago – Workshop

2009-22 (Inv) Creating the Thinking Classroom (Thinking Tools for Classrooms)

Date: Thursday 19 March

Time: 9am–3.30pm

Venue: Southland Campus, 100 Nelson St, Invercargill

Topic: Creating the thinking classroom will focus on effective learning and engagement in the classroom. It offers a range of co-operative thinking strategies and aims at promoting 'higher order thinking' and offers tools to make this possible from the learner's point of view.

Target group: Primary and secondary teachers

Facilitator: Eric Frangenheim

Cost: $175

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612183

Learning Network NZ – Workshop

Active Engagement and Cooperative Learning

Presented by: Laurie Kagan (USA)

Audience: educators of all levels, RTLBs

Date: 25 May

Time: 9.30am–3.30pm

Venue: Learning Network NZ, Cnr Soljan Dr and Universal Dr, Henderson, Auckland

Cost: $250 members or 3+ bookings from one school; $295 non-members.

Cutting edge teaching strategies and Kagan structures to raise achievement, engage students and create classroom success. NB Enrolment deadline April 9th.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612511

Learning Network NZ – Workshop

The Key Competency of Thinking

Presented by: Graham Watts

Audience: Educators and curriculum leaders of all levels

Date: 21 March

Time: 9.30am–3.30pm

Venue: Lincoln Green Hotel, 159 Lincoln Rd, Henderson, Auckland

Cost: $250 members or multiple booking discount; $295 non-members

Explore how thinking skills can be taught and infused through learning. The focus will be on a student-led approach to developing skilful, independent thinkers. Can also be undertaken as part of a flexible package of learning - "Enriching Teaching and Learning in the NZ Curriculum" - visit our website for more information.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612209

NZATE – Workshop

New Zealand Association for the Teaching of English Annual Conference - NZATE

Call for Workshop Presenters

Theme: Inspiration Inc. From Inspiration to Creation

Venue: St Peter's School, Cambridge

Dates: 8–10 July

The Waikato English Language Teachers' Association is pleased to call for workshop presenters for this conference which aims to professionally develop and inspire classroom teachers to meet the needs of the 21st century learner. Topics of interest to conference participants might include: inspiring reluctant readers and writers, turning theory into creative classroom practice, responding to student voice, Māori and Pasifika achievement, e-learning, media, NZ Curriculum, assessment, differentiation etc.

To register interest, contact Margaret Black; email blackm@paradise.net.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612212

Learning Network NZ – Workshop

Brain-friendly Instruction

Presented by: Laurie Kagan (USA)

Audience: educators of all levels, RTLBs

Date: 26 May

Time: 9.30am–3.30pm

Venue: Learning Network NZ, Cnr Soljan Dr and Universal Dr, Henderson, Auckland

Cost: $250 members or 3+ bookings from one school; $295 non-members.

Learn which instructional strategies are (and aren't!) brain-friendly and explore how teaching can be easier and far more effective by employing these strategies.

http://www.waec.ac.nz/shared/plp/tailored.aspx

TKI: Esol Online – – – Online tools and information
    Principled Planning for Content and Language Learning

http://www.tki.org.nz/r/esol/esolonline/primary_mainstream/classroom/planning/include_e.php

Learning Network – NZ – Workshop
    Thinking Tools for the Thinking Classroom

    Presented by: Graham Watts

    Audience: Educators and curriculum leaders of all levels

    Date: 23 March

    Time: 9.30am–3.30pm

    Venue: Lincoln Green Hotel, 159 Lincoln Rd, Henderson, Auckland

    Cost: $250 members or multiple booking discount; $295 non-members

    Intensive learning in specific thinking skills and tools to develop teacher confidence and competence. Includes tools such as Habits of Mind, Thinking Maps and creative thinking tools.

    Can also be undertaken as part of a flexible package of learning - "Enriching Teaching and Learning in the NZ Curriculum" - visit our website for more information

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612209

Learning Network NZ – Workshops
    14 May: Teaching for Effective Learning - a six-day series

    25 May: Active Engagement & Cooperative Learning

    6 Aug: Creating a Whole School Culture of Thinking

    7 Aug: My Thinking, My Learning

    8 Aug: Thinking Tools for the Thinking Classroom (2)

    11 Sep: Impact Teaching (2)

    21 Sep: Inquiry Pathways

    20 Nov: Green Light Classrooms

http://www.waec.ac.nz/shared/plp/viewTheme.aspx?id=17

Learning Network NZ – Workshops
    22 May: Supporting a Thinking Culture through ICTs

    23 May: 99 ICT Tools to Transform Learning

    5 Nov: Personalising Learning through ICTs

    6 Nov: Using an Intranet to Support a Thinking Culture in Schools

    7 Nov: Inquiry-led Learning through ICTs

http://www.waec.ac.nz/shared/plp/viewTheme.aspx?id=17

Massey University – Tertiary study
    ICT and eLearning

    Start your postgraduate study in ICT and eLearning with a specialised qualification in either Educational Technologies or Distance and Online Learning. The PGDipEd

offers hi-tech professional development for hi-tech educators that sets you on the path to completing a Masters of Education. All courses are taught online.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612163

contact@massey.ac.nz

TKI: ICT Professional Development Cluster programme – Networks

ICT Professional Development Clusters

http://www.tki.org.nz/r/ict/pedagogy/schools_new/index_e.php

SPELD NZ 2009 Conference – Conference

Dyslexic, Twice Exceptional, Visual-Spatial Learners

Going for Gold- Celebrating Creativity

Date: New Plymouth 19–21 June

Keynote speakers: Dr Linda Silverman (USA), Jan Polkinghorne (South Aust), Dr Tom Nicholson (NZ).

These experts will help us understand how and why some of our students learn differently, as well as providing ideas to support equitable learning experiences to enable them to reach their potential.
Registration brochure available from: info@auaha.co.nz or www.speld.org.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612612

Auckland Down Syndrome Association (ADSA)   – Course

Successfully teaching students with Down Syndrome

This full-day course is be presented to SENCOS, teachers and teacher aides working with students from Y4–12 in Auckland. Topics covered will include: How do students with Down syndrome learn best, behaviour and inclusion, numeracy, literacy and you as the teacher.

Date: 4 March

For more information, and to register: ph Christel (09) 636 0351;
website www.adsa.org.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612283

Creating Success – Workshop

Teaching Strategies for Autism and Aspergers Syndrome

Presenter: Sue Larkey - international expert on autism, teacher and author.

Dates and Locations: Auckland: Tuesday 24 March; Hamilton: Wednesday 25 March; Napier: Thursday 26 March; Palmerston North: Friday 27 March

Who should attend: Professionals working with children with autism spectrum disorders including teacher aides, RTLBs, SLSTs, teachers, principals, GSE staff, ESWs, kindergarten teachers and families.

Cost: $160 (early bird only $135).

For a registration form email jo@creatingsuccess.co.nz or register online at www.creatingsuccess.co.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612186

Learning Network NZ – Workshop

99 ICT tools to transform learning

Presented by: Mark Osborne (NZ)

Audience: educators and curriculum leaders of all levels

Date: 23 May

Time: 9.30am–3.30pm

Venue: Learning Network NZ, Cnr Soljan Dr and Universal Dr, Henderson, Auckland

Cost: $160 members; $190 non-members.

Looks at software, websites and web 2.0 technologies which any teacher can use to support thinking across your school, increase student engagement, deepen understanding and improve learning outcomes.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612238

Kohia Education Centre – Course

Differentiation in Social Science

Target group: Primary and secondary social science teachers and leaders of Y7–10 students

Description: In this course we will plan a social studies programme incorporating differentiation, to meet the needs of diverse students with a focus on Mäori and Pasifika.

Facilitated by: Shirley Beazley and Raewyn Sills

Date: Thursday, 21 May

Time: 9am–3pm

Cost: Members $170, non-members $195

Unless otherwise stated, courses are at Kohia Education Centre, Gate 1, 78 Epsom Ave, (Gate 2 for parking), Mt Eden, Auckland, ph (09) 623 8977, fax (09) 623 8979; email kohia@auckland.ac.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612530

Multimedia Educational Resource for Learning and Online Teaching – Online workshops and forums

ELATE wiki (the Electronic Learning and Teaching Exchange) is a space for those who work in e-learning to share their insights on issues of pedagogy, instructional strategies, student support, and technologies.

http://www.merlot.org/merlot/viewMaterial.htm?id=374653

Student Management

Manage student behaviour effectively;
Establish constructive relationships with students;
Be responsive to individual student needs;
Develop and maintain a positive and safe physical and emotional environment;
Create an environment which encourages respect and understanding; and,
Maintain a purposeful working environment.

Education Answers – Seminar

Improving Your Student Behaviour Management

This seminar takes a comprehensive look at the principles and practices of student behaviour management.

Topics covered include: Understanding student behaviour; key skills for teachers; how to reduce classroom disruptions; skills for middle and senior managers and more.

Dates: Wellington 18 May, Palmerston North 20 May; Napier, 21 May; Auckland 25 May; Hamilton 26 May; Invercargill 3 June; Christchurch 9 June

Cost: $175 + GST

To register or receive further information: Contact Lois; ph (06) 353 8454, fax (06) 353 1860; email eaoffice@xtra.co.nz; website

www.educationanswers.com

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612612

Massey University – Tertiary Study

Counselling and Guidance Studies

Massey University offers postgraduate programmes in counselling and guidance studies for those who wish to pursue advanced theoretical and professional studies in these areas. Suitable for teachers/people working in the education field, community, pastoral or health services. The foundation-level Certificate in Counselling Theory is also available for those engaged in counselling or counselling-related work

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612163

Ministry of Education: Educational Leaders – Workshop

Social and Ethical Issues in Sexuality Education

Date: Monday November 23, Tuesday November 24 and Wednesday November 25

Time: 9am–3.30pm

Presented by: Mary-Ann McAllum

Target audience: Teachers of Y12–13 sexuality education

This workshop is based on a resource for students who will be taking health education as a full subject. The teaching and learning focus is on critical thinking, critical action and the socio-ecological dimensions of the curriculum.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612468

University of Otago – Workshop

2009-2 (Inv) Teacher Aides: Facilitating Positive Student Behaviour

Date: Monday 9 March

Time: 9am–3.30pm

Venue: Southland Campus, 100 Nelson St, Invercargill

Topic: This course is concerned with helping teacher aides to understand the skills necessary for the development of positive student behaviour.

Target groups: Teacher aides (primary and secondary) who have learners with challenging behaviours.

Facilitator: Dr Lex McDonald.

Cost: $175

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612183

University of Otago – Course

2009-34 (A)   Thinking Smarter not Working Harder

Dates: Wednesday 13 May – 9am–3.30pm

Venue: Barry Court Motor Inn and Conference Centre, 10-20 Gladstone Rd, Parnell, Auckland

Topic: This course provides a highly practical way for analysing what is happening in a classroom and shows how to go about improving behaviour to maximise learning.

Target group: Primary, intermediate and secondary teachers or school managers with a need to see classroom management improved.

Facilitator: Dr Kevin Knight

Cost: $175

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612182

Learning Network NZ – Workshop

Being an Effective Dean

Presented by: Jan Hill and Kay Hawk

Audience: Secondary Deans who are new to the role and more experienced Deans who are looking for a refresher opportunity.

Date: 17 February

Time: 9.30am–3.30pm

Venue: Lincoln Green Hotel, 159 Lincoln Rd, Henderson, Auckland

Cost: $160 members or multiple booking discount; $190 non-members

Learn more about the demands of this complex role, including: understanding the role; effective communication skills; strategies for managing student behaviour and appropriate parent/caregiver liaison. Places strictly limited - book early to secure your place.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=63679

New Zealand Health Education Association – Workshop

Exploring Spirituality

Date: Friday July 31

Time: 9am–3:30pm

Presented by: Mary-Ann McAllum

Target audience: Teachers of Y9–13

This interactive workshop will involve participants in practical activities designed to develop secondary students understanding of their personal spirituality. It is also intended that these activities will assist participants in gaining a deeper understanding

of their own spiritual well-being in the hope that this will further enhance their teaching of this often challenging and broad topic.

http://www.healtheducation.org.nz/news-and-events.php?newsletter_id=51#main 8

Kohia Education Centre – Course

Differentiation in Social Science

Target group: Primary and secondary social science teachers and leaders of Y7–10 students

Description: In this course we will plan a social studies programme incorporating differentiation, to meet the needs of diverse students with a focus on Māori and Pasifika.

Facilitated by: Shirley Beazley and Raewyn Sills

Date: Thursday, 21 May

Time: 9am–3pm

Cost: Members $170, non-members $195

Unless otherwise stated, courses are at Kohia Education Centre, Gate 1, 78 Epsom Ave, (Gate 2 for parking), Mt Eden, Auckland, ph (09) 623 8977, fax (09) 623 8979; email kohia@auckland.ac.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612530

BehaviorAdvisor.com – Online tools (podcasts) and information

This website offers hundreds of positive, respectful strategies & interventions for promoting appropriate classroom behaviour (in kids AND teachers).

http://www.behavioradvisor.com/11583.html

BehaviorAdvisor.com – Workshop

Keys to Learning Power for Boys

This workshop by leading presenter and educator, Jon Winder, is based on 45 years research, teaching, and the highly successful B-Cool Programme for Boys.

Learn to shift boys' learning from disengagement to focus; from negative behaviour to respect, with success tools for motivation, leadership,

emotional intelligence and collaboration.

For: Primary to secondary teachers

Date: 19 March in Auckland

Cost: $175 plus GST

Registration: ph (09) 427 5823; email jon@mindscapes.co.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612324

SPEC – Course

SPEC National Training for Mainstream

SPEC is an NZQA approved course owner and has an approved certificate in Mainstream at Level 2 for the recognition of development of the key competencies. In addition to the qualification, the mainstream courses also provide opportunities for unit standard accreditation from Level 1–4 in a selection of core generic units.

SPEC is a proven course to re-engage de-motivated students and get them excited about learning again. Currently 129 schools around the country offer SPEC courses.

Training is presented by Carolyn Baines.

Delivery and content, plus hands-on with SPEC materials and examples of students' work is covered in the morning session.

Cost includes training pack and refreshments: $80 + GST.

Auckland – 9 March, 9am–12pm; Dunedin – 10 March, 1–4pm.

Booking forms available from ph (06) 877 7410; email vanessa@spec.org.nz; website www.spec.org.nz

Please note that an afternoon session is also offered at each venue for the SPEC courses available to students with more profound and multiple learning needs.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612187

NZCER – Book

Bullied and Teased or Just Another Kid? offers insights for teachers and others which will help them understand disabled children's social involvement at school, including their experiences of bullying and the context in which it happens. These insights will assist in the development of welcoming and safe school environments for these children.

The voices of students with disabilities from both primary and secondary schools are heard as they, their parents, and siblings talk freely about the impact of bullying and the strategies which have helped counter it. Cost about $18 ex GST.

http://www.nzcer.org.nz/default.php?cpath=139_133&products_id=160

NZCER – Research Report (Free Download)

Growing Independence: Competent Learners @ 14

Reports from research done in late 2002 to late 2003, in which the participants in the longitudinal research study were now aged 14. Reports on the continuing effects of pre-school education; the impact of transition to secondary school and the qualities of the home and leisure experiences. Considers the importance of the students engagement in school and learning and the relationships to patterns of performance and achievement.

http://www.nzcer.org.nz/default.php?cpath=139_133&products_id=1672

Motivation of Students, 6 opps – Competency – Competency Description

Motivation of Students – Engage students positively in learning; and,

Establish expectations which value and promote learning.

TKI: Effective pedagogy – Article

Teacher actions promoting student learning - general discussion.

http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Effective-pedagogy

Massey University – Workshops

Ka Hikitia – Implications and Implementation

Target group: School leaders, principals, senior managers, curriculum and pastoral leaders

Description: To explore the key ideas of Ka Hikitia and ways of addressing these in schools. Participants will understand the imperative of Ka Hikitia. They will discuss the key research findings around Māori achievement, and support participants to identify the changes needed in their school/department/year level and lead a change process

to address an issue related to Māori student achievement.

Format: Three afternoons with in-school follow up. Participants will be required to implement in their school, an aspect of change which is informed by Ka Hikitia.

Dates: Napier, 19 March, 24 June, 8 September; Palmerston North 17 March, 17 June, 14 September

Time: 1–4pm

Fee: $40 per person per session

Contact details: To enrol, email M.P.Morris@massey.ac.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612350

University of Otago – Course- (Auckland based course)

2009-29 (A) Developing Capacities for School Leaders

Dates: Thursday 30 April and Friday 1 May – 9am–3.30pm

Venue: Barry Court Motor Inn and Conference Centre, 10-20 Gladstone Rd, Parnell, Auckland

Refer 2009-29(Inv) for further course details

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612182

Nigel Latta – Seminar

Nigel Latta Seminar

Nigel Latta is presenting a seminar: 'Getting Past F*** You - Engaging Resistant Young People'.

Location: Hawke's Bay Opera House

Date: 16 June

Time: 4–6pm.

Cost: $10. (Language may offend some people).

For more information or tickets: Contact the Hastings West RTLB team, email robync@heretaunga.co.nz, or Heretaunga Intermediate Office, ph (06) 878 8358.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612608

 – Competency – Competency Description

Te Reo Māori me ōna Tikanga – Continue to develop understandings and skills in the appropriate usage and accurate pronunciation of Te Reo Māori; and,

Demonstrate an understanding of basic Māori protocols when opportunities arise.

University of Canterbury – Tertiary

Whakapiki Reo

Hōaka Pounamu: Graduate Diploma in Te Reo Māori Bilingual and Immersion Teaching

GradDipHP

http://www.canterbury.ac.nz/courseinfo/GetCourseDetails.aspx?course=WHAK001&year=2009

http://www.canterbury.ac.nz/postgrad/qualifications/education/graddiphp.shtml

UC Education Plus – Workshops

Te Reo Māori National Workshops

Date: Tuesday 31 March

Tiime: 8:30am–3:30pm

Te Aho Arataki Marau mo te Ako i Te Reo Māori – Kura Auraki, the Curriculum Guidelines for Teaching and Learning Te Reo Māori in English Medium Settings: Y1 – 13 is to be launched by the Ministry of Education in March this year.

Note: Workshops also offered in Nelson, Timaru and Greymouth.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612310

Northland Polytechnic – Tertiary

Māori language courses with a focus on Ngā Puhi dialect

http://www.northland.ac.nz/courses.asp

Te Whare Wānanga o Awanuiārangi – Tertiary

Level 2 and Level 4 Māori Language

http://www.wananga.ac.nz/indigenousmaori.html

Manukau Institute of Technology – Tertiary

Certificate in Total Language Immersion Te Pokaitahi Te Reo Rumakanga

http://www.manukau.ac.nz/study/search/courseinfo.asp?pSCNumber=237

Ako Panuku – Workshop

Te reo Māori for Māori Teachers in Secondary Schools and Wharekura

Wānanga reo - Increase your own Māori language proficiency and learn about second language teaching pedagogy.

Target group: Māori teachers (across the curriculum) in secondary and wharekura

Number: 50 teachers

Locations: Auckland, Wellington, Christchurch

Dates: 3 two-day workshops, 4–5 June; 6–7 August; 19–20 November. 2 follow-up support visits

Ed Gazette
http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612601
akopanuku@haemata.co.nz

University of Auckland – Workshops

Te Reo Māori Curriculum Guidelines for English Medium Schools

1,000 spaces available nationwide

One-day workshops, March-April 2009

Curriculum Guidelines for Teaching and Learning Te Reo Māori in Y1–13 in English-medium settings

Te Aho Arataki Marau mō Ako i te Reo Māori Kura Auraki

2009 sees the launch of the Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium settings. These guidelines have been developed for primary and secondary schools where te reo Māori is taught as a second language. They have been designed to support teachers with a range of language teaching expertise and proficiency in te reo Māori

The curriculum guidelines will be launched in early 2009 and 20 one-day workshops will be held nationally during March and early April 2009 to assist schools to use these

guidelines. There is no charge to attend but schools will need to cover any associated teacher release costs.

Schools are invited to send at least three representatives to your local workshop; preferably the teacher in charge of te reo Māori, a member of senior management and a whānau representative. Support staff members, the resource teachers of Māori and/or BOT members are also invited.

Details about your local workshop and the contact person follows below.

North Island

Location: Northland – Whangarei, Kaitaia

Dates: 12 and 13 March

Contact person: Rei Tipene, University of Auckland, Team Solutions, Tai Tokerau Campus, PB 9002, Whangarei; ph (09) 404 1141, (027) 555 4681; email r.tipene@auckland.ac.nz

Location: Auckland, North Shore

Dates: 9 and 10 March

Contact person: Esther Allen, University of Auckland, Team Solutions, Epsom Campus, PB 92-601, Auckland 1150; ph (09) 623 8880 extn 48228, (027) 555 4639; email esther.allen@auckland.ac.nz

Location: Waikato and surrounding districts – Tauranga, Rotorua, Hamilton, Gisborne

Dates: 10, 11, 12 and 27 March

Contact person: Dee Reid, University of Waikato, Tauranga School Support Services, PB 12-027, Tauranga; ph (07) 577 5314, (027) 252 7191; email dreid@waikato.ac.nz

Location: Manawatu/New Plymouth – Napier, Palmerston Nth, New Plymouth

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612126

TKI: Te Reo Maori in English-medium schools – Resources, guidelines, professional development support

Te Reo Māori curriculum guidelines, teacher resources, professional development and support

http://tereomaori.tki.org.nz/

Education Counts – Report

Second Language Acquisition for English-Medium Secondary Te Reo Māori Teachers - Evaluation of the PD Pilot Programme (Readings)

http://www.educationcounts.govt.nz/publications/maori_education/16837

University of Auckland – Tertiary

100, 200, 300 level Māori language papers

http://www.calendar.auckland.ac.nz/courses/prescriptions/arts/maori.html

Unitec – Te Whare Wānanga o Wairaka   – Tertiary

Short courses (Free te reo)

http://www.unitec.ac.nz/?AE01AFF2-1801-4D59-8069-41EEB61FC794

Auckland University of Technology–(AUT) – Tertiary

Māori language courses available at AUT

http://intouch.aut.ac.nz/intouch/CourseInfo/knowledge_base/kb_sub.php?articleid=45&se

ctionid=28

Manukau Institute of Technology – Tertiary
    Māori Language Part Time Courses Te Reo Māori Ngā Rarangi Akoranga Tuao

http://www.manukau.ac.nz/study/search/CourseInfo.asp?pSCNumber=608

AUT University – Workshops/short courses
    Tikanga Māori - Māori Culture

    Te Tiriti o Waitangi - The Treaty of Waitangi

http://www.aut.ac.nz/schools/te_ara_poutama/programmes/professional_development_programmes_for_organisations.htm

University of Auckland – Tertiary
    Māori 130G Te Ao Māori / The Māori World

http://www.auckland.ac.nz/uoa/cs-maori-130g

Te Wānanga o Aotearoa – Tertiary
    Level 3 Certificate in Tikanga Māori

    Te Tara Iti o te Whare - Certificate in Tikanga Marae

http://www.twoa.ac.nz/index.php?id=193
http://www.twoa.ac.nz/index.php?id=192

WERA Consultants Ltd – Workshops
    Tikanga Programmes

http://www.weraconsultants.co.nz

Waitangi Associates – Workshops
    Treaty workshops (Public)

http://www.waitangi.co.nz/workshop.htm

Victoria University Wellington – Tertiary
    100 Te iwi Māori me ana Tikanga/ Māori Society and Culture

    200 Te Kawa o te Marae/ Marae Etiquette and Protocols

    200 Te Tiriti o Waitangi/ The Treaty of Waitangi

    300 Ngā Tikanga Tuku Iho/ Māori Customary Concepts

    300 Te Reo Karanga, Te Reo Whaikōrero/The Language of Karanga and Whaikōrero

http://www.victoria.ac.nz/maori/index.aspx

University of Canterbury – Tertiary – 400 Te Reo me Te Tikanga o Te Marae
http://www.canterbury.ac.nz/courseinfo/getcoursedetails.aspx?course=maor407&year=2009

Tauiwi Solutions – Workshops
    Treaty workshops

http://www.tauiwisolutions.org.nz/workshops.html

Otago Polytechnic – Tertiary
    Introduction to Te Tiriti o Waitangi

http://www.otagopolytechnic.ac.nz/images/information%20sheets/EDC%20TW.pdf

University of Otago – Tertiary
200 Te Tiriti o Waitangi

http://www.otago.ac.nz/tetumu/papers/tetumupapers.php?papercode=maor204

Effective Communications – Communicate clearly and effectively in either or both of the official languages of New Zealand;

Provide appropriate feedback to student;
Communicate effectively with families, whānau and caregivers; and,

Share information with colleagues.

InterLEAD – Consultants – Workshop

Building Relationships for Personal Effectiveness

Specifically designed for RTLB. Effectiveness is crucial in the work of RTLBs. This engaging series of 3 workshops will run through to term 4 and provides a powerful way to transform your team into a community of practice. This programme incorporates leading edge concepts in the areas of leadership and dialogue, and through these you will learn practical skills that will make a real difference to the outcomes you achieve. Hamilton group already seeing positive results from attendance.

For more information: email enquiries@interlead.co.nz, ask for the RTLB brochure.

Places still available at: Auckland, Monday 4 May; Rotorua, Tuesday 5 May; Christchurch, Thursday 4 June; Wellington, Monday 22 June

Contact details

Registration and inquiries: Sharon Hurst; ph (04) 293 1650, fax (04) 293 1662; email enquiries@interlead.co.nz

Upper North Island: Tony Burkin; ph (021) 729 008; fax (09) 815 7651; email t.burkin@interlead.co.nz or Deb Jolly; ph (021) 270 9001; email d.jolly@interlead.co.nz

Lower North and South Island: John McLellan; ph (021) 729 009; email j.mclellan@interlead.co.nz or Judith Price; ph (021) 805 715; email j.price@interlead.co.nz or Phil Ramsey; ph (021) 0273 7099; email

InterLEAD Consultants – Workshops

RTLBs Building Relationships For Personal Effectiveness

Effectiveness is crucial in the work of RTLBs. This engaging series of three workshops will run throughout 2009 and provides a powerful way to transform your team into a community of practice. The Building Relationships programme will be run in your area and enable you and your team to build skills for establishing and sustaining productive relationships with your key stakeholders.

Cost: $660 + GST.

Course commences: Northland (Whangarei) – Monday 6 April; Auckland – Monday 23 February; Hamilton – Tuesday 24 February; Rotorua – Wednesday 25 February; Palmerston North – Tuesday 31 March; Wellington – Monday 30 March; Christchurch – Thursday 26 March; Dunedin – Friday 27 March.

Contact: Judith Price, ph (04) 477 1585, (021) 805 715; email j.price@interlead.co.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612235

Learning Network NZ – Workshop

Being an Effective HOD

Presented by: Jan Hill and Kay Hawk

Audience: Those who are new to a HOD position in a secondary school.

Date: 23 February

Time: 9.30am–3.30pm

Venue: Lincoln Green Hotel, 159 Lincoln Rd, Henderson, Auckland

Cost: $160 members or multiple booking discount; $190 non-members

The course will include: the role and responsibility of an HOD; organising a department; running meetings; planning and assessment responsibilities; managing staff and building positive and professional culture in a department

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=63679

Waikato University – Workshop

Tutor Teachers and Principals (Beginning Teacher Programme)

The first of four workshops to assist tutor teachers, aspiring tutor teachers and principals to meet their responsibilities in providing a quality advice, guidance and induction programme for their beginning teachers.

Facilitated by: Team of School Support Services advisers and invited presenters

Target group: Tutor teachers, aspiring tutor teachers and principals

Date: Tuesday 24 February

Time: 9am–12pm

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612242

InterLEAD Consultants – Workshop

InterLEAD Consultants, Term One Programmes, Courses and Workshops

Courageous Conversations

Communicating effectively. Be sure not to miss out on this popular course.

Location: Wellington

Date: Tuesday 24 March

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612169

www.interlead.co.nz

InterLEAD Consultants – Workshop

Appraisal Conversations

Preparing for that all important conversation! Plus learn generic skills to increase the effectiveness of everyday conversations to improve interactions.

Location: Auckland

Date: Tuesday 31 March

Dates: Hamilton, Monday 22 June; Tauranga, Tuesday 23 June

TKI: Assessment Community – Online tools and information

Evidence-driven decision making for secondary schools

This resource is designed to assist schools to make best use of evidence in making decisions aimed at improving student achievement.

The aim is to equip school leaders with a way to engage teachers and others in thinking through some ideas, principles and processes that will enhance the school's approach to collecting and using data and other evidence.

http://www.tki.org.nz/r/governance/consider/index_e.php

Ministry of Education: Educational Leaders – Online tools and information

A website, with case-studies set in New Zealand, looking at how schools provide positive and supportive environments for effective teachers to work alongside their colleagues to raise the quality of teaching in every classroom for all students.

http://www.educationalleaders.govt.nz/Culture/Developing-leaders/Building-leadership-capacity/Overcoming-obstacles

TKI: Governance – Online tools and information

This page has a link to information about Effective Behaviour Support (EBS), also known as Positive Behaviour Support (PBS), a structure within schools for developing a successful school wide culture involving students, staff, parents, and community. It involves the development of consistent expectations across all settings and teaches behaviours, instead of "expecting" that students just know what to do.

http://www.tki.org.nz/r/governance/positive_behaviours/information/pro_development_e.php#1

Competency – Competency Description

Support for and co-operation with colleagues – Maintain effective working relationships with colleagues;

Support and provide assistance to colleagues in improving teaching and learning.

Massey University – Tertiary Study

Educational Administration and Leadership

Are you interested in forging a career in leadership in education and want to gain leadership qualifications? Massey offers a Postgraduate Diploma in Educational Administration and Leadership and Master of Educational Administration and Leadership qualification that will develop your skills in professional leadership. A special topic paper – 187.777 Leadership and Learning in Diverse Contexts is available in semester 2.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612163

Learning Network NZ – Programme

Leading a Professional Learning Community: a series for Middle Leaders

Presented by: Kerry Taylor

Audience: Team leaders, APs, DPs, Curriculum Leaders

Dates: Wednesday afternoons: 25 February/8 April/17 June/29 July/26 August

Time: 1–4pm each day

Venue: Learning Network NZ, 289 Lincoln Rd, Henderson

 Cost: $460 members/$490 non-members

This programme will assist school middle leaders to: develop and lead a professional learning community; make evidence-based decisions for PD; analyse and interpret student achievement data, and develop many other skills central to middle leadership roles.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=63679

UC Education Plus Courses – Workshops

First Time Principals Support Programme

Dates: Thursday 5 March; Friday 6 March

Time: 9am–4pm

Presented by: Various Leadership and Management Advisors

Target audience: Primary, Secondary and Area Principals

These workshops are for all new first time principals of Primary, Secondary and Area Schools, those who are relieving or acting, or returning to the Principal ship after a career change. In your first term as Principal, the programme consists of a visit from your Leadership and Management Advisor, 2 Day workshop and one-to-one support

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612239

The University of Auckland Centre for Educational Leadership – Programme

The Aspiring Leaders Institute: preparing for 21st century educational leadership

The University of Auckland Centre for Educational Leadership presents a special two-day institute for aspiring senior school leaders in all types of schools, and especially those aspiring to lead our schools as principals in the near future. Programme includes Viviane Robinson and Stuart Middleton, keynotes, workshops and networking. Content focus is on effective educational leadership and includes: leadership and student outcomes, leading change, curriculum leadership, tackling difficult issues, culturally diverse contexts, community relationships, preparing to apply and interview for leadership positions.

Date: Monday 4 May and Tuesday 5 May

Venue: Ellerslie Event Centre, Auckland

Bookings and further information: www.education.auckland.ac.nz/uacel

Contact us: uacel@auckland.ac.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612576

Mana Education Centre – Workshop

MEC09.144- Creating Professional Learning Communities

Target Group: Primary and Secondary Leaders

This workshop focuses on how to develop the culture, climate and skills needed to achieve the learning community you envisage.

Facilitator: Chris Rowan

Date: Tuesday 12 May

Time: 9am-3pm

Cost: $180+GST (inc lunch)

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612584

Kohia Education Centre – Course

Leading a Team: Effective Communication Skills

Target group: Primary, intermediate and secondary teachers, team leaders working within teams

Description: This course will concentrate on developing relaxed, confident and effective personal and professional leadership skills to create an effective team environment.

Facilitated by: David Henton

Date: Thursday, 28 May

Time: 9am-3pm

Cost: Members $240, non members $265

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612521

Massey University – Conference

Sole-charge Principals' Conference 2009

In May, Massey University College of Education and the New Zealand Principals' Federation are hosting a three-day conference for sole-charge principals.

The conference theme is "Successful Multi-level Teaching" The conference's first day will focus on multi-level teaching, the second will look at curriculum leadership, while the final day will explore E-learning.

The conference runs from Wednesday 20 May – Friday 22 May and will be held at Massey University, College of Education, Palmerston North.

For more information, including information about how to register, contact the conference organiser Margaret Morris, ph (06) 351 3346; email M.P.Morris@massey.ac.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612503

InterLEAD Consultants – Workshop

Accelerated AP/DP Leadership Programme

Redesigned programme with new content. Establishing the foundation for extraordinary leadership! This series of four 1-day workshops runs over 4 terms, is designed to help you grow your capability and to maximise the skills you already have. The programme covers a wide range of subject matter and is designed to provide a launching pad for leadership roles. Also included is the opportunity to complete a 360º leadership survey, plus personal coaching and mentoring.

For more information: email enquiries@interlead.co.nz, ask for the AP/DP brochure.

Next programme commences: Wellington, Friday 8 May; Hawke's Bay, Wednesday 13 May; Nelson, Friday 29 May; New Plymouth, Thursday 18 June.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612608

Educational Leadership Project (Ltd) Professional Development – Workshop

Educational Leadership Project (Ltd) Professional Development

 BIG DAY OUT

Dates: Hamilton, Waikato University, 9 May; Christchurch, Canterbury University, 1 August; Palmerston North, Massey University, 7 November

Educational Leadership Project invites you to a day of maximum challenge with a series of workshops providing a feast of inspiration. The same programme and speakers will be delivered in Hamilton, Christchurch and Palmerston North.

Cost: $100 incl. GST for participants of Educational Leadership Project; $120 incl. GST. Fee payable on registration. Limited places are available.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612595

Ministry of Education – Conference/workshops

DP/AP Conference 2009

Outside the Square

Who: All DPs, APs and management unit holders

Dates: Thursday 10 and Friday 11 September

Venue: Caroline Bay Hall, Timaru

Cost: $350; Early bird registration $300 (before 8 April)

Website/registration: www.dpapconference.co.nz

Contact: Brent Rees, Waimataitai School, Timaru; ph (03) 684 5566; email blr@waimataitai.school.nz

There will be workshops on a variety of relevant and significant topics. Top keynote speakers have been engaged to address our very important school leaders.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612478

St Cuthbert's College, AUT – Programme

A Middle Management Leadership Programme

St Cuthbert's College in conjunction with AUT offers a middle management leadership programme

Dates: Tuesdays 17 February, 17 March, 12 May and 9 June

Time: 3.30–8.00pm

With David Harris BA (Hons) University of Hertford from AUT.

Leadership

Processes for managing people

Effective communication

Leading teams through change

 A mix of practical exercises, discussions and the opportunity to integrate frameworks into individual situations.

For more information and registration www.stcuthberts.school.nz, Collegiate Centre, Professional Development

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=63681

InterLEAD – Consultants – Workshops

InterLEAD Consultants, Term One Programmes, Courses and Workshops

Developing Outstanding Middle Managers

Outstanding middle managers make connections with those they lead and develop relationships of influence, deliver quality teaching and learning opportunities for colleagues and students, successfully handle progressive conversations, are able to motivate.

Dates and places: Christchurch, day 1: Friday 27 February, day 2: Thursday 30 April; Nelson, day 1: Thursday 12 March, day 2: Thursday 28 May; Wellington, day 1: Monday 23 March, day 2: Thursday 7 May; Auckland, 1-day workshop only, Monday 30 March

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612169

www.interlead.co.nz

New Zealand Leadership Institute (The University of Auckland Business) – Programme

Excelerators' next Future Leaders Programme

Excelerator: New Zealand Leadership Institute, based at The University of Auckland Business School, is facilitating their third Future Leaders Programme for the development of New Zealand's young leaders.

The Woolf Fisher Trust has generously provided support for 3 places on the next programme. These places are available for emerging leaders within the education sector, aged between 21 and 28 years of age. Applicants must be from the primary or

secondary school sector, and can be based anywhere in NZ. They will need to demonstrate a commitment to developing their own and others' leadership ability, and possess a willingness to make a difference.

The Woolf Fisher Trust Scholarship applications close on the 23 February, and the 18-month programme will begin in June.

Application forms and more information can be found at www.excelerator.co.nz or contact Anita Fleming, ph (09) 923 9614; email a.fleming@auckland.ac.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612215

Leading – Conference

"Leading Learning" - a School Leaders' Symposium

Dates: 28–29 September

Venue: James Cook Hotel Grand Chancellor, Wellington

Costs: $195 per participant (for two days and includes m/tea and lunch)

Organised by: Royal Society of NZ and Hamilton Boys' High School

This is the sixth annual 2 day symposium, aimed at current and aspiring middle and senior school leaders.

Ten outstanding presenters will present on this year's theme: "Leading Learning".

Presentations:

Opening Address by Minister of Education, Hon. Anne Tolley.

Phil O'Reilly, CEO of Business NZ, will provide a Business Perspective on Leading Learning.

North and South New Zealander of the Year and Principal of Elim Christian College, Murray Burton, will present on Leading with Values.

Covering Whiti ki runga - New Horizons in Maori Education will be presented by leading researcher, author and advocate Dr Angus Macfarlane.

Hamilton Boys' High School Headmaster, Susan Hassall, will unpack: Leading the Learning.

Leading Gifted and Talented educator and 'guru' Tracy Riley examines the Current Trends in Education of Gifted and Talented Students.

Jon Winder, will explain how to craft boy friendly learning with his B-Cool Programme for Boys presentation.

Principal of Murray's Bay Intermediate, Colin Dale, will present a real case study on Exploring Deep Learning: from theory to practice.

With the revised NZ Curriculum focus on values, Paul Keown will present on Approaches and strategies for implementing the Values of the Curriculum in schools.

Anne-Maree Olley will present an exciting approach on teaching learning – the increasingly popular Philosophy for Children (P4C) programme.

For registration forms and details please contact: Jessie McKenzie (Royal Society of NZ), ph (04) 470 5772, fax (04) 473 1841; email leading.learning@royalsociety.org.nz

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612411

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http://www.interlead.co.nz/prim_sec_programmes.html

InterLEAD Consultants – Workshop

Appraisal Conversations

Preparing for that all important conversation! Plus learn generic skills to increase the effectiveness of everyday conversations to improve interactions.

Dates: Hamilton, Monday 22 June; Tauranga, Tuesday 23 June

http://www.interlead.co.nz/prim_sec_programmes.html

Contribution to wider school activities

Contribute positively to the life of the school and its community.

Malachi Pancoast – Seminar

Malachi Pancoast – New Zealand Seminars. How to work less, play more and still get a job done in a normal school week

AUCKLAND

Date: Monday, 20 and Tuesday, 21 July. Time: 8am–4pm

Venue: The Conference Centre (R Block), University of Auckland, Epsom Campus, Auckland

Cost: $650+gst per team (a team is a Principal and Secretary - Secretary attends day 2)

Registration: Christine Fromont, APPA Secretary; email office@appa.org.nz

Hosted by: Auckland Primary Principals' Association

WELLINGTON

Date: Friday, 24 and Monday, 27 July

Time: 9am–5pm

Venue: Mana Education Centre, 5 Heriot Drive, Todd Park, Porirua

Cost: $680+gst per team (a team is a Principal and Secretary - Secretary attends day 2)

Registration: Angela Ryan, Mana Education Centre, ph (04) 237 7318; email angela.ryan@manaeducationcentre.org.nz

Hosted by: Wellington Regional Primary Principals' Association

CHRISTCHURCH

Date: Tuesday, 28 and Wednesday, 29 July. Time: 8am–4pm

Venue: Russley Golf Club, Memorial Avenue, Christchurch

Cost: $650+gst per team (a team is a Principal and Secretary - Secretary attends day 2)

Registration: Jeanette Shearer, Isleworth School; ph (03) 359 8553; email jms@isleworth.school.nz

Hosted by: Canterbury Primary Principals' Association Supported by the New Zealand Principal's federation.

http://www.edgazette.govt.nz/Notices/Notice.aspx?NoticeId=612510

Rangitane - Massey University – Hui

Te Hīnātore

National hui for Māori working with young Māori children and their families, a celebration of our diversity as Māori across the sector.

Dates: 18–20 June

Venue: Te Kupenga o te Mātauranga Marae Complex, Massey University College of Education, Palmerston North

Registration: $200 (incl GST) before Friday 27 March or $300 (incl GST) after Friday 27 March

Contact: Brenda Soutar, ph (027) 256 8366; email tautawhi@xtra.co.nz

http://www.tehinatore.maori.nz/home.html