RANGAHAU MĀTAURANGA MĀORI

Māori Education Research
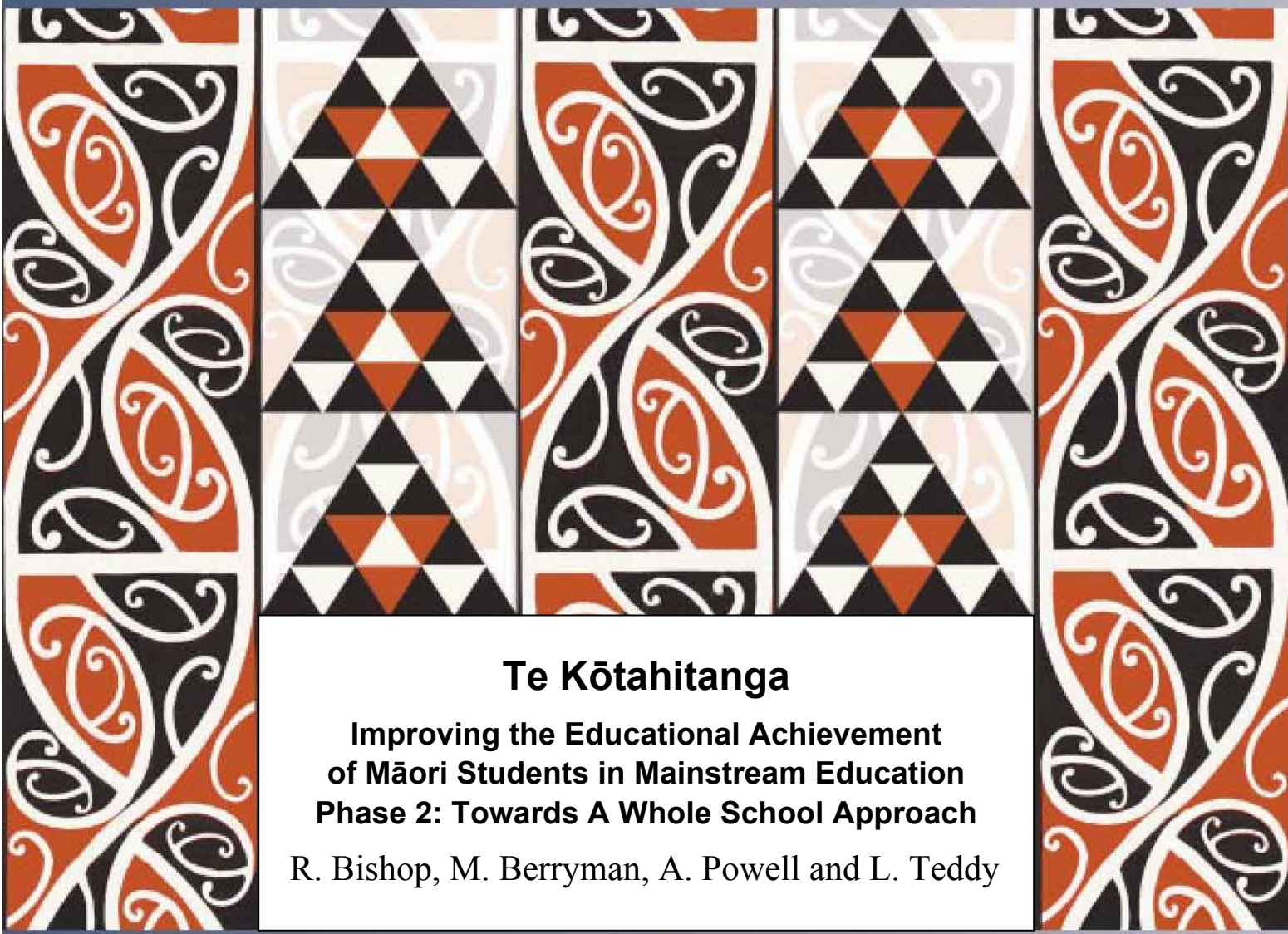
Te Kōtahitanga

Improving the Educational Achievement of Māori Students in Mainstream Education Phase 2: Towards A Whole School Approach

R. Bishop, M. Berryman, A. Powell and L. Teddy

MĀTAURANGA MĀORI

Te Tere Auraki (to navigate the mainstream river) is a research and professional development strategy focused on improving teaching and learning for Māori students in mainstream schools. Te Kōtahitanga is a project that sits within this strategy.

Research reports are also available on the Ministry's website: www.minedu.govt.nz/goto/2107 and on Education Counts: www.educationcounts.edcentre.govt.nz/research/index.html

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MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

Te Kōtahitanga:
Improving the Educational Achievement
of Māori Students in Mainstream Education –
Phase 2: Towards a Whole School Approach

Final Report

R. Bishop, M. Berryman, A. Powell and L. Teddy

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Acknowledgements

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Executive Summary

This report focuses on the 2nd phase of the Te Kōtahitanga research and professional development project. It is important to note that at the time of publication of this report, the 3rd phase of Te Kōtahitanga has been completed in 12 schools. The 3rd phase of the project was built upon the findings and recommendations of this and the previous report on Te Kōtahitanga (Bishop et al. 2003).

Te Kōtahitanga: Phase 1

In 2001 and 2002, the first phase of the Te Kōtahitanga research project was undertaken by the Māori Education Research Institute at the School of Education, University of Waikato and the Poutama Pounamu Research and Development Centre in Tauranga (funded by the Ministry of Education's Research Division). This research project sought to investigate, by talking with Māori students (and other participants in their education) how a better understanding of Māori students' experiences in the classroom and analyses of these experiences might lead to improved policy and teaching and learning that would ultimately result in greater Māori student achievement. It also sought to identify those underlying teacher and school behaviours and attitudes that make a difference to Māori achievement. Overall, the research was concerned with finding out how education in its many forms could make the greatest difference in raising the educational achievement of Māori students.

The project commenced with the gathering of a number of narratives of students' classroom experience by the process of collaborative storying from a range of engaged and non-engaged Māori students in five non-structurally modified mainstream schools. It was from these amazing stories that the rest of this project developed. In their narratives the students clearly identified the main influences on their educational achievement and told how teachers, in changing the ways they related and interacted with Māori students in their classrooms, could create a context for learning wherein these students' educational achievement could improve.

On the basis of these suggestions from Year 9 and 10 Māori students, the research team developed an Effective Teaching Profile (see Appendix 1). Together with other information from the literature and narratives of experiences from those parenting the students, their principals and their teachers, this Effective Teaching Profile formed the basis of a professional development intervention, that when implemented with a group of 11 teachers in four schools was associated with improved learning, behaviour and attendance outcomes for Māori students in the classrooms of those teachers who had been able to participate fully in the professional development intervention.

A full account of this first phase of the project is presented in a report: R. Bishop et al. (2003) *Te Kōtahitanga: The Experiences of Year 9 and 10 Māori Students in Mainstream Classrooms.*

Te Kōtahitanga: Phase 2

In 2002, this second phase of the Te Kōtahitanga research/professional development project commenced at three different schools; 2 secondary and 1 intermediate. This phase was funded by the Ministry of Education's Curriculum Teaching and Learning Group as a sub-contract to work with three of the schools who were participants in the Te Kauhua: Māori in the Mainstream Project. The aim of this phase was to identify what happened when Te Kōtahitanga project was taken to scale in a whole school.

This report covers the period in-schools from April 2002 until July 2003.

Moving to a Whole School Setting

In Te Kōtahitanga Phase 1, only a very small number of teachers were involved in the project in each school. As a result, these teachers tended to become somewhat isolated enclaves within their respective schools. It had also been identified that students had changed their behaviours, reduced their absenteeism and in most cases had improved their educational achievement in the target teacher's classrooms. However, in their other classes taken by non-target teachers, it was reported anecdotally, that their behaviour had in some cases worsened, selective absenteeism (wagging selected periods) had increased and the general level of frustration of all concerned had risen.

Consequently, we had identified that the focus of the professional development intervention in future should be the whole staff. This would see changes taking place in the teachers' classrooms throughout the whole school and create a 'cultural change' in the school so that all teachers were supportive of and knowledgeable of the new approaches. In addition, it would allow their students to experience consistency across as many of their subject classrooms as possible.

Further, in one of the four schools in Phase I, we had been able to arrange for one target class to be taught by three target teachers. Of all the classes that we observed in the four schools, the students in this class appeared to make the greatest progress from their starting baseline on a range of variables. This indicated that the whole school approach (and our working with as many teachers of one class as possible) was a better way to proceed than working with teachers in isolation.

In-School Support

As there was a greater number of teachers involved in the second phase of the project than the first, it was necessary to involve more people in the school to provide support. Hence the adoption of the in-school facilitator model in this phase of the project. These facilitators were staff, released from their usual teaching duties, to undertake training and to implement the project in their schools. RTLBs and school advisory staff were also included as part of the implementation teams in schools and were trained to use the observation instrument and to conduct the follow-up sessions in their respective schools.

The Professional Development Model

The professional development approach used was very similar to that developed in the first phase of the project. That is, initially, teachers and professional developers first had planned opportunities to develop relationships, set mutually agreeable goals, outcomes, protocols and parameters for success, then all involved took part in instruction and demonstration that was followed by opportunities for teachers to perform or practice the new procedures in an authentic classroom context with in-class support. The teachers in the schools in this phase of the project were brought into the project in cohorts in the first and subsequent years. However, while this report examines the outcomes of implementing the project in 3 schools, the prime focus for analysis is School 2 because by 2003, nearly 80% of the staff of this school were involved in the project. Such a level of participation enabled us to formulate a theory and method of professional development for a "whole-school" approach. In contrast, in School 3, eleven teachers (10% of the teaching staff) took part in the project in 2002 and 2003 working with two target classes. This latter approach confirmed for us the benefits of teachers working in cross-curricular groups, examining and planning for the learning needs of specific classes.[1] These two approaches, the whole school combined with the class specific, combined into a comprehensive model, informed the development of Phase 3 of the project.[2]

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[1] This school proceeded to Phase III of Te Kōtahitanga with the inclusion of additional teachers (2003/2004).

Results: Observation Data

The observation data gathered in 2002 and 2003 indicate that over the period of the professional development intervention, there has been a shift from the dominant traditional pattern of classroom interaction (focusing on instruction (I) for product learning, monitoring (M) and the provision of behavioural feedback (FBB) within the observed classrooms of the targeted teachers, to a more balanced approach including more discursive teacher-student interactions that involves building upon students' prior learning (P), responding to student initiated interactions through giving academic feedback (FBA) and feed-forward (FFA) to, in some instances, co-constructing (C) the content and process of learning with students.

The observation data also indicate that as teachers move towards a more discursive classroom, they change the way they relate to the students at the level of academic interactions, spending less time interacting with the whole class and being more available to interact with individuals and groups by changing their proximity to the students. The target teachers achieve this by extending their teaching and learning strategies

Results: Interviews with Teachers

The key points to emerge from the interviews with the teachers, facilitators and RTLBs were:

- Participants were motivated by a desire for change in classroom dynamics, for more inclusive learning environments and to improve educational outcomes of Māori students.

- There was evidence that teachers had been challenged to interrogate deficit thinking and their positioning within this discourse and to change their theorizing and practice. The narratives of experience of engaged and non-engaged students' generated at the commencement of the Te Kōtahitanga project, were identified by teachers as being significant in challenging their attitudes and perceptions of Māori students.

- The 2002 observation tool, combined with feedback, co-construction sessions was a very positive feature of the programme. Although some teachers were initially hesitant about the observations, they became more comfortable as the programme continued. Teachers were motivated to review their classroom performance and practice. Despite the positive attitudes towards the observations, there were few clear accounts from participants about the kind of interchange that could be described as effective feedback or co-construction sessions. This is obviously an area that needs remediation.

- There was a tendency for teachers to consider a culture as tikanga, as customs, rather than as part of an individual's sense making processes. There was much uncertainty as to what constituted a culturally responsive context for learning. This is an area that needs much clarification.

- Most teacher participants saw the linkage between improved teaching and learning strategies leading to improved interactions and relationships with Māori students. Participants demonstrated greater awareness of the student, as a person and as a learner. This was seen as a key step in creating more effective teacher/student relationships.

- The teachers felt that positive changes were being made and given sufficient time, student achievement gains would be seen more clearly. However, they were not sure how their teaching could change to be more responsive to the students' learning problems. This mismatch identifies an area that the professional development programme needs to address in a systematic manner in the future. It seems that the professional development programme needs to include a systematic, institutional means of assisting teachers to change their practices so as to address identifiable learning needs of students as part of the move towards more discursive, problem solving classrooms.

Results: Student Outcomes

Due to funding and timing limitations, this phase of the project was not able to be implemented in these schools in optimal conditions. Nevertheless, Schools 1 and 2 received Education Review Office reports during the time of the implementation of the project. Both of these reports considered that the *Te Kōtahitanga* project had been "instrumental" in effecting positive environmental change at both schools.

In addition, the data on student participation and achievement does indicate that a number of changes have occurred in association with the professional development. These include: an increase in on-task engagement and work completion of target Māori students in target classes in both years; improvements in school attendance by Māori students (including Māori boys) overall during this period; a reduction in school stand-downs (especially among Māori girls); a shift in incidents resulting in suspensions from the classroom to external to classroom interactions; a reduction in Māori student referrals out of the classroom (indicating that behavioural problems are declining in classrooms) and improvements by target students in school generated in end-of-year examinations for 2 out of 3 subject areas compared to non-target students.

Results: Student Interviews

On the whole, the students interviewed reported some very encouraging experiences in association with the implementation of the professional development. They saw many of their teachers engaging in new classroom interactions and relationships with them and they generally felt that these changes and developments were having a positive impact on their behaviour and learning.

- While the students knew that being Māori automatically engendered an array of negative experiences from both within the school (from teachers and other students) and society at large, junior students reported more positively about their experiences of being Māori.

- While the students indicated that they were not informed formally about the professional development, they were very aware of its occurrence and were appreciative of the changes that it had brought about and of the extra efforts to which their teachers had gone to enhance their learning. These are indications that bringing students into the loop of information in a more formal way could be beneficial.

- While most students reported that their culture was taken care of in arenas outside the classroom and outside the school, one student liked the way teachers used Māori examples to capture the attention of the class. Nevertheless, for a number of other students 'culture' was taken care of when teachers treated them well, challenged their learning and listened to them. Overt representations of things Māori were not as essential to these students as their being in an environment that took care of their learning in a way that allowed them to be comfortable as Māori students in the classroom. Students felt the most important aspects of their education centred around being challenged in the classroom and being assisted in achieving beyond basic curriculum and teacher expectations. The majority of students interviewed had high expectations of what they could achieve and this was often fuelled by the high expectations of target teachers. Feedback and feed forward were essential elements of the learning process as these reinforced students' expectations of themselves when they felt they had not achieved to their full potential and enabled teachers to give assistance to those students who felt they could not ask for help.

- For the students, the most obvious manifestations of the professional development in the classroom were the 'group work' sessions described by students who felt this style of learning was beneficial; their participation was unavoidable yet enjoyable, it was easier and more memorable to learn off their peers, workload was shared amongst the group and asking for explanations of skills and concepts not understood was easier in a small group. Students also felt that group work sessions gave them more control and input with regard to their learning.

- For students who had a lot of contacts with target teachers, relationships with these teachers were particularly positive, such that the students felt inspired to learn and achieve.

Conclusions

The process of creating, trialling and evaluating a professional development programme that can assist and support teachers to develop what Gay (2000) terms *a culturally responsive context for learning* is time consuming. Nevertheless, there are indications that there are associated benefits of this development in terms of changes in teachers' behaviours, levels of satisfaction with teaching and student behaviours and learning outcomes. However, it is important to remember that the development of a specific context for learning will not necessarily bring about changes in the academic achievement of Māori students.

We are mindful in the next phase of Te Kōtahitanga of the need to avoid the emergence of what Timperley, et al. (2003) refer to as professional communities of teachers who solely focus upon themselves and their teaching, rather than developing professional learning communities that focus on improving student learning and achievement. In many ways, the results of Phase II indicate that our preoccupation with sequence and working with teachers and the context for learning they created has resulted in the development of the former rather than the latter.

It would appear that the co-construction meeting as the place where staff, who are focussing on the learning needs of the same class, can critically reflect upon data gathered concurrently for formative purposes pertaining to student participation and achievement and then identifying what changes in practice are necessary to ensure progress is a further step in creating a professional learning community. The development of the process of observation, feedback and individual goal-setting that then feeds into the collegial co-construction meeting where collegial reflection based on a range of evidence, and goal-setting is located around a class of students, rather than curriculum areas, followed by supportive in-class shadow-coaching, has much to offer teachers who are seeking to approve student learning.

Such a process is capable of being added to so that other formative activities can take place within the very process. Indeed, in phase 3, we intend to trial the inclusion of data on student achievement (individual, class and nationally related) and participation (absenteeism, engagement, stand-down, suspensions) to focus the reflective practice of a group of teachers with regard to a target class.

The sustainability of the process will involve the institutionalisation of such a pattern where annual school run professional development hui progressively brings new staff into a continuous programme of observation, feedback, evidence-fed co-construction meetings and shadow-coaching which is conducted by trained and proficient in-school facilitators. These in turn are supported by professional development support staff whose job it is to maintain the integrity of the programme in the schools.

Once again the value of teachers challenging their own and others deficit theorising has been underscored. One of the major findings of the first phase of the Te Kōtahitanga project was that the major influence on Māori students' educational achievement lies in the minds and actions (positioning within discourse) of their teachers. The narratives of experience on which this project was based clearly identified that teachers who explain Māori students' educational achievement by positioning themselves within a deficit discourse that explains achievement in terms of the students' deficiencies (or deficiencies of the structure of the school) are unable to offer appropriate solutions to these problems and also abrogate their responsibilities for improving the achievement levels of Māori students. Such deficit theorising blames others and results in low teacher expectations of Māori students, creates self-fulfilling prophesies of failure, and leaves teachers further bewildered as to how to make a difference for Māori students. Changing this theorising by teachers re-positioning themselves within alternative discourses, including different practices as well as theorizing, is therefore a necessary condition for improving Māori student educational engagement and achievement. The development of an institutionalized means of teachers collaboratively reflecting upon and

changing their practice in light of a range of evidence of student participation and achievement, from a range of measures, provides the sufficient condition.

Chapter 1: The Research Project

Introduction

Te Kōtahitanga: Phase I

In 2001 and 2002, the first phase of the Te Kōtahitanga research project was undertaken by the Māori Education Research Institute at the School of Education, University of Waikato and the Poutama Pounamu Research and Development Centre in Tauranga (funded by the Ministry of Education's Research Division). This research project sought to investigate, by talking with Māori students (and other participants in their education) how a better understanding of Māori students' experiences in the classroom and analyses of these experiences might lead to improved policy and teaching and learning that would ultimately result in greater Māori student achievement. It also sought to identify those underlying teacher and school behaviours and attitudes that make a difference to Māori achievement. Overall, the research was concerned with finding out how education in its many forms could make the greatest difference in raising the educational achievement of Māori students.

The project commenced with a short scoping exercise that guided the subsequent longer-term project. The longer term project commenced with the gathering of a number of narratives of students' classroom experience by the process of collaborative storying from a range of engaged and non-engaged Māori students in five non-structurally modified mainstream schools. It was from these amazing stories that the rest of this project developed. In their narratives the students clearly identified the main influences on their educational achievement and told how teachers, in changing the ways they related and interacted with Māori students in their classrooms, could create a context for learning wherein these students' educational achievement could improve.

On the basis of these suggestions from Year 9 and 10 Māori students, the research team developed an Effective Teaching Profile. Together with other information from the literature and narratives of experiences from those parenting the students, their principals and their teachers, this Effective Teaching Profile formed the basis of a professional development intervention, that when implemented with a group of 11 teachers in four schools was associated with improved learning, behaviour and attendance outcomes for Māori students in the classrooms of those teachers who had been able to participate fully in the professional development intervention.

A full account of this first phase of the project and the development of the Effective Teaching Profile is presented in a report, R. Bishop et al. (2003) *Te Kōtahitanga: The Experiences of Year 9 and 10 Māori Students in Mainstream Classrooms.*

Te Kōtahitanga: Phase II – Te Kauhua (sub-contract)

In 2002, the second phase of the Te Kōtahitanga research project commenced at three different schools; 2 secondary and 1 intermediate. This phase was also undertaken by the Māori Education Research Institute (School of Education, University of Waikato) and the Poutama Pounamu Research and Development Centre (Tauranga). This phase was funded by the Ministry of Education's Curriculum Teaching and Learning Group as a sub-contract to work with three schools who were part of the Te Kauhua: Māori in the Mainstream Pilot Project.

This research report describes and analyses the professional development intervention at these schools. Chapter 1 provides some background information on the way in which the professional development programme was undertaken in the three schools. Since this research is a continuation of an earlier project, this chapter also highlights the small variations in the professional development process, compared to the previous phase. Particular reference is made to developing a whole school approach, changes to the provisions of in-school support, the observation instrument, the collation of qualitative

data, as well as the timescale of the programme. The recruitment of a further cohort of teachers in 2003 is described together with an outline of the professional development hui and the outcomes of the project conducted in the schools in 2003.

Chapter 2 details the different components of the professional development programme. This chapter describes the participation of two groups of teachers within the professional development programme in 2002 and 2003. This chapter also focuses on the observation instrument used in 2002, describes the revisions made to it in 2003 and outlines the development of additional observation tools to be used within the project.

Chapter 3 presents the data collated from the in-class observations of those teachers participating in the programme in 2002 and 2003. The analysis demonstrates changes in teacher-student learning interactions, along with changes in other indicators gathered during the observation sessions such as the cognitive level of the class and the proximity of the teacher to the students.

Chapter 4 is an analysis of the impact of the professional development interventions and the changing context for Māori students' learning on a sample of the teachers who participated in 2002. This analysis was undertaken by means of a qualitative research exercise with teachers and in-school support staff. Chapter 5 identifies some outcome data that occurred in association with the implementation of this project. Chapter 6 focuses on the analysis of a sample of students' experiences with the project, gathered as part of the qualitative research exercise. It was not feasible to undertake this type of qualitative research in Phase I of the Te Kōtahitanga project and it has proven to be very valuable and informative for future developments.

Finally, Chapter 7 presents the key conclusions of the research project, outlines developments and makes the recommendations as to the continued development of the Te Kōtahitanga research project that have been the basis for the development of phase III of the project.

Background to the professional development process with the three schools

Initial work with the three schools

The Te Kōtahitanga research/professional development team was contracted to work with the three schools one year after the schools had commenced their involvement with the larger Te Kauhua: Māori in the Mainstream Pilot project. Therefore, considerable work had already been done in these three schools with regard to initiating the project. This included the employment of a member of staff as a facilitator in School 3 at .6 of a full-time load and in School 2, a full-time facilitator since here, this facilitator had to work with the secondary school and its contributing intermediate (School 1.) This was a major departure from Phase I of the project where the in-school and in-class intervention had been undertaken by members of the research/professional development team. One immediate implication was the need to train the in-school professional development facilitator in the intervention strategies fundamental to the Te Kōtahitanga project.

Other preparations had already taken place within the schools including, talking with the local community, team-building among the staff and working with the whole school to identify the need to specifically address the educational achievement of Māori students.

Once the Te Kōtahitanga project was contracted to the schools, the facilitators began to work with us on our approach as described in Chapter 2 of this report. In addition, there was a number of ancillary staff (such as RTLBs and/or school advisors) already working in these schools keen to participate in the Te Kōtahitanga project. These staff members were then brought into the Te Kōtahitanga professional development process and indeed have become an integral part of the model.

Approaches were made to the teaching staff of these schools in April of 2002 by the project director, initially to explain the project to the staff and to elicit their participation. An encouraging number of

teachers volunteered to participate. The first professional development hui for staff participating in the programme in 2002 was held at the University of Waikato Endowed College at Hopuhopu in June 2002 during the school holidays immediately at the end of Term 2. Working with keen volunteers was beneficial, however one disadvantage of having to rely upon volunteers was that we were not able to create an ideal design and to work with all of the teachers of particular classes. Nevertheless, where possible we did work with as many of those teachers as feasible who were teaching selected classes.

Working towards a whole school approach

Te Kōtahitanga Phase I noted the difficulties for teachers of working in isolation. In this first phase, we had worked with only a selected number of teachers in a range of schools (single-sex to co-educational, high to low decile, urban to rural, large to small, high to low proportions of Māori students) to ascertain if the programme would work with individual teachers in a variety of classrooms. In the main, the programme did work well for most of the teachers, in particular those who were able to be supported in the project to an optimal level. This optimal level however, was only achievable when there was consistent and reliable in-class support available to teachers.

Furthermore, as the first phase involved only a very small number of teachers in each school, these teachers tended to become somewhat isolated enclaves within their respective schools. It had also been identified anecdotally that students had changed their behaviours, reduced their absenteeism and in most cases had improved their educational achievement in the target teacher's classrooms. However, in their other classes taken by non-target teachers, their behaviour had in some cases worsened, selective absenteeism (wagging selected periods) had increased and the general level of frustration of all concerned had risen.

Consequently, we had identified that the focus of the professional development intervention in future should be the whole staff. This would infuse the changes taking place in the teachers' classrooms throughout the whole school and create a 'cultural change' in the school so that all teachers were supportive of and knowledgeable of the new approaches. In addition, it would allow their students to experience consistency across as many of their subject classrooms as possible.

Further, in one of the four schools in Phase I, we had been able to arrange for one target class to be taught by three target teachers. Of all the classes that we observed in the four schools, the students in this class appeared to make the greatest progress from their starting baseline on a range of variables. As a result we were convinced that the whole school approach (and our working with as many teachers of one class as possible) was a better way to proceed than working with teachers in isolation. The results of the interviews with participating teachers presented in Chapters 4 of this report further indicate that this is an appropriate way to proceed in the third phase of the project.

In-school support

As there was a greater number of teachers involved in the second phase of the project compared to the first, it was necessary to involve more people in the school to provide support. Hence the adoption of the in-school facilitator model in this phase of the project. These facilitators were staff, released from their usual teaching duties, to undertake training and to implement the project in their schools. RTLBs and school advisory staff were also included as part of the implementation teams in schools and were trained to use the observation instrument and to conduct the follow-up sessions in their respective schools. This proved to be a very valuable lesson for the ongoing development of the overall project as we worked to maintain treatment integrity.

One major consideration was the need to ensure that this group of support staff could interpret and code the classroom observations consistently and reliably and in accordance with the criteria established in the first phase of the project. Another consideration was the need for this group of support staff to provide reliable and responsive feedback, conduct co-construction meetings and follow-up in-class support and shadow coaching for the teachers, in a consistent manner at both intra-

school and inter-school levels. Much time was spent on this activity and has proven to be very useful in developing a means of training in-school facilitation teams for the third phase of the project.

Revisions to the observation instrument

The observation instrument used in Phase II in 2002 was the same as that developed for the first phase of the Te Kōtahitanga project (Bishop et al. 2003). Since then however, it has been developed further to include more information for the teachers on their performance in relation to the Effective Teaching Profile. This revision was initiated but was not fully completed during the reporting period of this report. This revised observation tool will be used in the 3rd phase of the project.

Changing context for Māori students' learning

In order to measure and describe the changes taking place in the classroom of those target teachers and students, following the professional development interventions, two sets of data have been collected and analysed and are presented in this report. The first relates to data generated through the observation instrument. The second concerns data collated from a series of face to face interviews with the target teachers, in-school support staff and students. This set of data includes some student participation and achievement data.

The research project has previously made use of qualitative data, most obviously through the narratives of students' experiences, via the process of collaborative storying and through teachers' evaluation of specific events such as the professional development hui. This, however, is the first time that the research team has been able to undertake in-depth interviews with participating teachers and support staff within the schools regarding their experience of the professional development process, to explore more fully the changes in teacher capability and attitudes towards Māori student learning and to begin to observe participants theorising about changes in their interactions and relationships with Māori students. In addition, just as the original narratives of experience had allowed Māori students to articulate how they perceived their education and how their experiences within the school were a reflection of the type of teaching that was happening, the interviews with the Māori students in the Phase II schools were again intended to let the students give voice to improvements they had observed and to reflect on how their learning had progressed as a result of their teachers participation in the professional development intervention.

In addition, the interviews with teachers, students and in-school support staff provided an important opportunity for the research/professional development team to reflect upon its own practice, make an assessment of the achievements of Phase II of the project and to inform the continued development of the longer-term project.

The programme during 2002

Phase II of the project commenced in April of 2002 with an initial meeting with staff from the school and a 3½ day hui wananga at the University of Waikato Endowed College at Hopuhopu. This professional development workshop was followed by in-class observations and feedback sessions, Co-Construction meetings and in-class shadow-coaching earlier identified R. Bishop et al. (2003) as the formal professional development episode. Rather than provide formal professional development episodes at the rate of one a term, we had to truncate the episodes into two terms in 2002 (in Terms 3 and 4). There proved to be a number of problems with this truncation. First, time between episodes for staff to take on and implement the new learning was restricted. Facilitators and other support staff were necessarily focused on implementing the formal support in the classrooms and consequently, were not able to provide an ideal level of informal support. In many cases, patterns of classroom behaviour were difficult to disrupt as they were already established and had to be unmade and then remade. By contrast, starting at the beginning of the school year, as had been the case in Phase I of the project provided teachers with an opportunity 'to start as they mean to continue'. As a result of these

difficulties in Phase II, a decision was made to bring the rest of the staff at two of the schools into the project early in 2003 and to undertake one professional development episode with them per term.

However, funding for this phase of the project ceased at the end of Term II 2003. Although a further observation was undertaken in Term III confusion between the research team and the in-school facilitation team, meant that no further observations were conducted. Consequently we do not have a complete year of the project, rather we have 2 somewhat truncated episodes. Nevertheless, as will be explained, these episodes have been very useful in showing us the way that the project should develop.

The programme during 2003

One major question that was raised in the first phase report was how to bring more staff on board the project. The answer to this question was provided by the schools' staff themselves. It was their enthusiastic and committed participation in the professional development provided for them in 2002 that convinced their colleagues to participate in the project in 2003. As a result, a second hui was held in April 2003, at the Te Papaiouru Marae, Rotorua. It was anticipated that this would signal to the local iwi/hapu that the schools were serious in their attempts to address Māori educational issues and that they wanted to indicate their accountability to the local families.

Furthermore, as had been identified in the Phase I exercise, the staff who had participated in the professional development in 2002 indicated that they were not yet 'finished' but were keen to return to the Marae setting and move onto a second level. Thus, the hui brought together those teachers who had previously participated in the Hopuhopu hui wananga and those staff members who were new to the project. Both groups of teachers were given three and a half days of intensive training based on implementing the Effective Teaching Profile in their classrooms at a level appropriate to their extent of participation in the project. For example, the 2003 staff underwent the professional development programme in which their colleagues had participated the previous year. The 2002 staff members were introduced to a wider range of interactive strategies and reflective practices that were designed to build on their new learning from the previous year.

In addition, the 2002 cohort of staff indicated that they had wanted to participate in the observations in the classrooms and felt that they would benefit from undertaking these observations themselves in pairs or small groups. They had shifted from being initially hesitant about being observed in their classrooms to being great advocates of this approach. However, the research/professional development team felt that the original observation tool required too much training to ensure proficient and consistent use. Therefore we undertook to develop a new interactive observation tool that could be used by staff with their colleagues on an ongoing basis. This instrument was trialled with the aim of providing the teachers with ongoing in-class observation and feedback (this time by their colleagues) and developing their skills in reflective practice. A third level of activities in the form of an in-school self-review tool that promotes and facilitates critical reflective practice in study-groups was also developed for use in these schools in 2004. Unfortunately, these new instruments proved to be unsatisfactory and a decision was made to return to the original plan. Our reflections on the experiences in Phase II of the project has developed a whole new, more interactive and potentially sustainable approach for Phase III.

Chapter 2: The Professional Development Process

Introduction

This chapter initially backgrounds the professional development approach used in this project and then outlines the school profiles and two groups of teacher's that have participated in this professional development. The chapter concludes with some overall themes that have emerged from the project as a result of the professional development intervention.

Te Kōtahitanga: Phase II –
The Professional Development Process Background

The major purpose of this project was to improve Māori students' educational achievement. In accordance with Kaupapa Māori principles, we sought to develop a means whereby we as researchers and professional developers could work alongside teachers in order to assist them to create culturally appropriate and responsive contexts for Māori students' learning in their classrooms. We then sought to monitor teachers' interactions with Māori students and the strategies they employed alongside the impact that the creation of these learning contexts was having on Māori students' educational engagement with learning, participation in schooling and educational achievement.

We had begun with ideas from a professional development model that we had identified in the stock take of diagnostic tools used in Māori language learning settings (Bishop et al. 2001) and the evaluation of Aromatawai Urunga-A-Kura (AKA) (Bishop et al. 2001a). In both of these studies, teachers had identified from their own experiences, the type of professional development that was most effective for them. To them, professional development should create power-sharing contexts wherein self-determining individuals and groups/communities worked together to set goals and outcomes as part of their ongoing professional activities. The successful design and implementation of professional development, according to these teachers, was not a matter of one-off sessions provided by outside experts transmitting knowledge. They understood that this latter type of professional development resulted in minimal teacher uptake of skills and knowledge and with very little flow-on implementation, whereas the former would engage them in meaningful developments in their classrooms.

These teachers also identified that procedures were learned and implemented with greater reliability when they went from professional development (instruction, demonstration and practice) to immediate implementation and practice in their own classroom setting with in-class support and ongoing reflection and feedback.

For them, this model was far more beneficial than if professional development was distributed to the school using the outside-expert model only. These teachers identified that an interactive approach to professional development that treated teachers as capable, reflective professionals led to greater opportunities for "ako" (reciprocal teaching and learning) to occur. They identified that teachers and trainers themselves stood to learn much from the ongoing interactions and patterns of practice that occurred between teachers and students subsequent to their participation in the professional development.

The period between professional development and usage of the procedure in an authentic classroom context was also crucial to the successful uptake of the skills and knowledge required to use the newly acquired procedures reliably in the future. Indeed, as identified by Hall and Ramsay (1994), these two studies (Bishop et al. 2000 and Bishop et al. 2001a) also found that the most effective professional development was on-site, ongoing and collaboratively reflective. The teachers in the two studies suggested that effective professional development required a model of dynamic interactions that were

the result of power-sharing relationships being established between the professional developers and the professional development participants. This dynamic model of professional development suggests a spiralling approach that initially involves collaborative reflection on the experiences and the ongoing development of relationships among the participants.

Developments in Phase I of Te Kōtahitanga

These findings were both confirmed and enhanced in the first phase of the Te Kōtahitanga study (Bishop et al. 2003). This study showed that just as the relationships between teachers and students are important to student learning, so too are the relationships between and amongst professional developers and the participant teachers for changes in teachers' thinking and actions to occur. Further, such relationships could be understood through the use of Māori cultural metaphors of pōwhiri and whanaungatanga. By working within relationships established through participation within the discourse signalled and understood by the use of such language, processes fundamental to Māori ways of knowing, established goals, expectations and shared understandings about Māori student learning. On the basis of these newly developed relationships researchers/professional developers and teachers found they were able to facilitate the setting of common goals and shared understandings about making a positive difference for Māori students' learning and behaviour and set about planning how these goals could be reached.

One of the major findings of the first phase of the Te Kōtahitanga project was that the major influence on Māori students' educational achievement lies in the minds and actions (positioning within discourse) of their teachers. The narratives of experience on which this project was based clearly identified that teachers who explain Māori students' educational achievement by positioning themselves within a deficit discourse that explains achievement in terms of the students' deficiencies (or deficiencies of the structure of the school) are unable to offer appropriate solutions to these problems and also abrogate their responsibilities for improving the achievement levels of Māori students. Such deficit theorising blames others and results in low teacher expectations of Māori students, creates self-fulfilling prophesies of failure, and leaves teachers further bewildered as to how to make a difference for Māori students. Changing this theorising by teachers re-positioning themselves within alternative discourses is therefore a necessary condition for improving Māori student educational engagement and achievement.

Changing teachers' explanations and practices (positioning within discourse) about what impacts on Māori students' learning involves providing teachers with the opportunity to challenge their own deficit theorising about Māori students and their communities through real and vicarious means in non-confrontational ways. It is clear that unless teachers engage in considerations of how for example, dominance manifests itself in the lives of Māori students (and their whānau) how the dominant culture maintains control over the various aspects of education, and the part they themselves might play in perpetuating this pattern of domination, albeit unwittingly, teachers will not understand how they and the way they relate to and interact with Māori students may well affect learning. Therefore, the professional development devised by the researchers includes a means whereby teachers can understand, internalise and work towards changing the power imbalances of which they are a part. In particular, those power imbalances that are manifested as cultural deficit theorising and that support the retention of traditional classroom practices.

In this approach to professional development, teachers are able to critically evaluate how they relate to Māori students and how they themselves actually play a part in Māori student's achievement. It is the intention of this project that repositioning by teachers into discourses of relationships, that contain agentic spaces within which they can create culturally appropriate and responsive contexts for learning, will create conditions wherein Māori student's educational achievement can improve.

Once this repositioning has been initiated, goals of improving Māori student's performance are addressed with the teachers, through the use of our in-class formative observation tool (Figure 2.1 see p. 25), following their return to their classrooms. The purpose of the observation instrument is to

provide teachers with objective and ongoing feedback on classroom interactions in order to promote the shift from the dominance of traditional transmission (teacher active/student passive interactions) to more open interactive, discursive contexts through a critical evaluation of the interactions and the introduction of new interactive strategies. Focused feedback, co-construction meetings and follow-up shadow coaching sessions further concentrated the teachers' attention to Māori students' learning rather than on their earlier concerns about the transmission of the curriculum.

Dialogue following initial activities of encounter sought to further identify the teachers' and groups' needs and expectations before mutually agreeable goals were set. Subsequent dialogue provided feedback, identified outcomes and protocols and outlined parameters for success such as setting time lines for practice and reflection. Instruction and demonstration, using real and/or vicarious means, was followed by opportunities to perform or practice the procedure in authentic contexts. In this model, simultaneous to authentic practice, opportunities for in-class supporters to provide ongoing and informed reflection and feedback (coaching) to teachers within the classroom context were provided on an ongoing basis. Overall, it was identified that it was essential that the images that guided this process were those of spiral rather than of sequential discourse. The spiral discourse model allows for collaborative and critical reflection in an on-going and cumulative fashion thus allowing for further adaptation and building upon of understandings developed earlier.

From the experiences with the current and the earlier (Phase I) professional development programme, the research team understood that the professional developers needed to be informed (knowledgeable about the setting and context of the professional development as well as the related theories) and competent (able to competently practice and demonstrate the procedures). These competencies include cultural competencies such as te reo (Māori language) and ngā tikanga (cultural practices). While the amount of time needed for this essential component of the professional development (practice with in-class support, reflection and feedback, i.e. coaching) may be considerable and ongoing, professional development without this component may be ineffective and a waste of resources.

Therefore, we as researchers/professional developers understood, prior to our participation in the second phase of the Te Kōtahitanga project that professional development needed to focus on an inclusive and on-going education model where professional development continued on into the classroom and hence became part of the teachers' everyday professional responsibilities and practices. This required moving away from an expert-novice model to a more reciprocal and holistic understanding of professional development. Such professional development is informed and constituted by Māori cultural metaphors, such as pōwhiri, whakawhanaungatanga, ako, maanakitanga among others. In addition, such an approach to professional development develops relationships between professional development participants that models the relationships and interactions that ideally should develop between the teachers and their students in the classrooms.

The opportunity to work in more schools meant that we would be able to re-implement the approach as developed so far in different sites and to take the project further so as to identify what was involved in creating a culturally responsive context for learning in classrooms. In short, this phase of the project sought to:

a) identify how all the teachers in a school could participate in the professional development

b) identify if all the teachers in a school could move away from deficit theorising and implement the Effective Teaching Profile

c) identify if the professional development hui and the in-school professional development were adequate

d) to identify what other developments were necessary in order for Māori students' educational achievement to increase

School Profiles and Teacher Participants

The three participating schools involved in this project are all urban mainstream co-educational schools. One school is an intermediate (School 1) and other two are secondary. School decile ranking ranges from 4J through 5 and 6. Student numbers range from just under 400 (the Intermediate) to more than 1500 students in the largest school (School 3). The Intermediate School has the largest percentage of Māori students (48%), while its neighbouring Secondary School (School 2) has only 35% Māori students. The largest school (School 3) has 19% Māori students.

Table 2.1:   Participating Schools – Te Kōtahitanga: Phase II, 2002

	Rural/ Urban	% Māori	Decile	Staff	Total Roll	School Type	Actual No.	% of staff participating 2002/03	In-school support teams
School One	Urban	48%	5	<20	393	Intermediate Co-ed	12	55%	Facilitators RTLBs
School Two	Urban	35%	6	<50	700+	Secondary Co-ed	40	80%	Facilitators RTLBs
School Three	Urban	19%	4J	<100	1500+	Secondary Co-ed	11	10%	Advisor

Te Kōtahitanga: Phase II –
The Professional Development Process in Terms 3 and 4, 2002
As a result of our experiences in the earlier phase (Bishop et al. 2003) the professional development approach that we used in this project was one where researchers and teachers first had planned opportunities to develop relationships. On the basis of these relationships both groups collaborated to set mutually agreeable goals, outcomes, protocols and parameters for success. It was also understood that the spiral discourse model being used needed to allow for collaborative and critical reflection in an on-going and cumulative fashion, thus allowing for further adaptation and building upon of understandings developed earlier.

The Professional Development Overview: 2002
In 2002, the professional development consisted of three discrete steps.

Step 1:   The project director and the research team introduced the three participating schools to the parameters of the project in April 2002. These interactions were in school and face-to-face and also through written or electronic means. Groups of staff and principals engaged with researchers in formal and informal discussions. Formal observations of participating teachers, to gather pre-intervention baseline data were conducted using the observation instrument, in June 2002.

Step 2:   A four day professional development hui for the volunteer teachers from each of the three schools. The emphasis of the four days was for the teachers to be able to leave with a firm plan detailing how they intended to improve conditions for Māori students on their return to their schools. Accordingly, the hui provided opportunities for teachers to present to the Māori community how they planned to make a difference for Māori students. It was essential, therefore, that the professional development hui took place within appropriate Māori cultural contexts. Kaumātua support throughout the entire hui ensured that appropriate reo and tikanga were used. The professional development hui took place in June, 2002 at the University of Waikato Endowed College at Hopuhopu. Further details of this event are presented in the section below.

Step 3:   Post-hui in-class observations co-construction meetings and shadow-coaching. The observation instrument was used in-class and enabled researchers and facilitators to

work formally with teachers during three distinct episodes of professional development. These episodes consisted of the provision of ongoing objective data analysis and reflections based on the use of the observation instrument in the teacher's classrooms, meetings where participants could co-construct ways to develop their own teaching with a small group of colleagues, and feedback (via shadow-coaching) between teachers and researchers (as supporters) in the classroom context. Further details of the observation instrument and follow-up are presented in a later section of this chapter.

Professional development hui wananga
University of Waikato Endowed College, June 2002

Table 2.2:   Participating Teachers – Te Kōtahitanga: Phase II, 2002

	Principals and Deputy Principals	English medium	Māori medium	Totals
School 1	1	2	2	5
School 2	3	17	0	20
School 3	1	8	2	11

A total of 36 teachers attended the first professional development hui wananga session, which was held at University of Waikato Endowed College at Hopuhopu in June 2002 (Table 2.2). Many of the participants came from within the schools' senior management teams and included principals, deputy principals, and heads of departments, deans and heads of schoolhouse groups (specific student groupings within the school). For example, the principal and two deputy principals from School 2 attended, together with the heads of departments of commerce, mathematics, social science and physical education.

The teachers participating in this professional development session covered all seven essential learning areas. Participants also included specialist teachers such as Māori medium teachers, homeroom teachers and special needs unit teachers. The participation patterns however, differed between the schools. Teachers from Schools 1 and 2 were randomly selected from among the staff who volunteered to participate. As such, they could be teachers from across a range of subjects and at a range of levels. At School 3, the original Te Kauhua project had focussed on a structural arrangement made by the HOD Māori, creating two classes, one at Year 9 and the other at Year 10 for Māori students. The teachers who took part in our professional development project were teachers of these selected classes.

In addition, four RTLBs, one of the in-school facilitators and a support person from Team Solutions (School's Advisory Service) attended this training.

Day One: Restating the Goal and Building Relationships with Māori

Although Hopuhopu College is not a marae, it is a Māori setting being built by Tainui peoples for educational purposes. There are many features of this complex that clearly constitute it as a Māori culturally appropriate context for learning.

The first activity involved everyone participating in the formal rituals of encounter. Directly after the pōwhiri, teachers, researchers and Kaumātua entered the working area where they were led by the kuia through rituals of mihi mihi (personal greetings) and whakawhanaungatanga (establishing connections). The kuia also shared with participants the significance of professional development within a Māori setting. The goals of the professional development hui were then explicitly detailed and contemplated within a shared Māori cultural context.

The next activity involved the participants being presented with one of the sets of student's narratives that had been developed as the basis of the first phase of the Te Kōtahitanga project. The teacher participants then worked through the following problem-solving exercise, using a co-operative learning strategy where all participants were put in to groups of four, numbered off 1 to 4 and assigned tasks. These arrangements were to ensure that the activity was conducted with full participant engagement, critical reflection was undertaken and clear arguments were put forward to back up ideas. A co-operative activity was also used to model alternative means of engaging students in learning activities. Only evidence from the documents was allowed to be utilised and participants' ideas were recorded in such a way they could be aggregated at the end of the activity in order to compare the group's analysis to that undertaken earlier by the research/professional development team.

This problem solving exercise (a copy is in Bishop et al. 2003) aimed to help teachers critically reflect upon their own assumptions about their relationships with Māori students and to allow them to interrogate, privately and in a non-confrontational manner, their own roles in the perpetuation of low academic achievement, high suspension rates and high absenteeism among Māori students. By this vicarious means, teachers were able to experience what it is like to be a Māori student in classes and schools. They can then relate the experiences detailed in the narratives to what it might be like in their own communities, schools and classrooms.

This activity is expected to be non-confrontational in that teachers are not called to account for the negative experiences reported on by the Māori students in the narratives or required to publicly consider their own experiences. Teachers, however, are encouraged by the activity to critically evaluate their own images, principles and practices within their own school and classroom settings. Teachers are also challenged to consider how cultural dominance manifests itself in the lives of Māori students and the part educators themselves may well play in this dominance and marginalisation of Māori cultural realities. In turn, teachers are encouraged to consider how they and the way they relate to and interact with Māori students may affect Māori students' learning.

Day Two: Effective Teaching Profile

The next day involved examining the suggestions made by Māori students for improving their classroom learning conditions. Following a close examination of all student collaborative stories from Phase I of the project, a range of effective teaching interactions (from traditional to discursive) were identified. These interactions, made explicit in the Effective Teaching Profile (see Appendix 1) were defined and explored in detail. This day involved a combination of lecture type presentation s and co-operative learning activities. Both activities concentrated on what constitutes effective teaching interactions and aimed to clarify what the interactions look like and providing theoretical underpinnings for their practice.

Relating the effective teaching profile to the in-class observation instrument then followed. This involved demystifying what the observation tool is designed to do and detailing the in-class observation process for teachers. Teachers were given opportunities to interact with the Profile of Effective Teaching and also to analyse mock-ups of completed classroom observations. The process of observation, followed by feedback/feed forward, co-construction meetings and in-class shadow coaching was also explored. Understanding the implications of the effective teaching profile for creating a culturally responsive classroom that invites Māori students to bring their lived experiences into our classrooms as a basis for all of our learning was an important aim for the day.

Day Three: Strategies to Implement the Effective Teaching Profile

The third day aimed to provide teachers with a range of strategies that would promote more discursive interactions within their classrooms (using Māori student prior knowledge, academic feedback and feed forward and co-construction) from the Effective Teaching Profile and in this way create more positive learning relationships with Māori students. These strategies included looking at Māori cultural preferences and aspirations, inclusive teaching strategies such as cooperative and collaborative

learning and consultative collaborative strategies. They also included formative assessment and teaching strategies, behaviour management strategies, home and school relationship strategies and narrative pedagogies. Teachers who had participated in the previous Phase I professional development hui each took a sample lesson. Together, these lessons demonstrated a range of strategies that teachers could implement in their own classrooms.

Towards the end of the third day teachers worked in their school groups to begin considering how they were going to implement their new learning from the professional development in order to make a more positive difference for Māori students in their schools and in their classrooms. Members of the local Māori community who had hosted the professional development hui shared the final evening meal (hakari) with the teachers, researchers and professional developers. At this meal the teachers collaborated in school groups to present to the mana whenua people the beginnings of their implementation plans. The Māori community gave feedback in the spirit of a Māori constituted evening of pō whakangahau; a fun evening, nonetheless, with serious messages for all.

Day Four: Planning for Implementation

The final morning was given over to planning, reflection and feedback. Planning sessions were facilitated by the teachers themselves in school and curriculum groups and were aimed at developing their own implementation plans. An evaluation form and poroporoakī concluded this aspect of the professional development.

Activities Aimed at Promoting Teacher Reflection

During the hui a number of activities were developed to promote further teacher participation and reflection.

Post Its

Each evening the participants were asked to consider the most important message/messages they have taken from the day. They recorded anonymously these brief individual messages on coloured "post-it" papers and placed them onto a display board. Researchers/professional developers grouped the responses according to common themes and provided feedback to the participants the following morning. These messages were invaluable to the researchers/professional developers as they quickly provided an overview of the thinking of the participant group and accordingly, where necessary, the researchers/professional developers were able to adapt the programme. They were also useful to the teacher participants as they gave them an opportunity to contribute and to interact with the thinking of others.

Whakataukī

Morning feedback sessions were accompanied by one of the kuia relating whakataukī (wise sayings) to the group. The whakataukī were shared first in Māori and then in English. The kuia explained how from her perspective the whakataukī related to what had happened on the previous day or in the training in general.

Teacher Reflection Diaries

Teachers were encouraged to begin recording their participation in the professional development as an individual diary. Some individuals found the process of putting their thoughts down in this format to be extremely satisfying and useful. Others found it to be a much lower priority. In order to promote both participation and reflection, future consideration will be given to providing a more interactive reflection diary where teachers can be provided with responsive feedback.

The In-School Component
– In-class observations followed by feedback, co-construction meetings and in-class follow-up sessions

The observation instrument was used (Figure 2.1) to observe individual teacher-student interactions to provide both formative information for the teacher and as a means of providing feedback to the teachers on how well they were creating positive relationships and dialogic interactions with Māori students in their classes. This instrument also provided summative data for the research project. Directly following observations, the observers asked teachers about any points that required completion and/or clarification before giving brief specific feedback. A copy of the completed observation sheet was also provided to the teacher who had been observed so that they could follow their own progress.

Following this, the facilitator and a member of the team of trained observers conducted an interactive co-construction meeting with a group of teachers, to assist with collaborative reflection on the evidence provided by their individual observations, and offer an opportunity for the collaborative co-construction of future teaching interactions and strategies. These sessions between the teachers and the observers involved the feed-forward of new ideas, and co-construction of new approaches and strategies undertaken or to be undertaken. This was then followed up by further in-class observations in the form of shadow-coaching which involved in-class support and feedback on the lessons, the strategies or the approaches that had been developed in the co-construction meetings.

This cycle of in-class observations followed by feedback co-construction and shadow coaching was planned to take place once a term until teachers had been through the process at least three times or more often if needed. However, due to the late commencement of the project in 2002, the programme within the schools had to be truncated. Consequently, two of these complete episodes were undertaken in Term 3 of 2002.

– In-school facilitator and Observer Programme

Critical to the effectiveness of the in-class professional development was the ability of participating facilitators, RTLBs and school advisors to use the observation instrument. Considerable time was spent by the researchers / professional developers in training the in-school support teams. This involved visiting the classroom to complete an observation and then discussing how each member had been coding the observed teacher-student interactions and Māori student engagement. This quality assurance process was continued until it was seen that observers were in agreement most of the time as to how to code particular interactions.

Further training to bring other observers on board was carried out using both real (in-class observations alongside a trained observer with feedback sessions on completed observations) and vicarious means (exploring the observation instrument in workshops as well as analysing and discussing example observations).

– Completion of the Observation Instrument

The observation instrument was based on those developed for the Māngere Guidance Units in 1976 (Thomas and Glynn, 1976) and further developed in Hei Āwhina Mātua (Glynn et al. 1997). This section sets out the procedure for completing the observation instrument.

Classroom observations in the three schools took place at times that had been pre-negotiated with the in-school facilitators, the principal and staff. Two observers were used in each classroom observation. This enabled a reliability check to be made between observers' records. Data was gathered under the following bulleted headings and according to the following procedures.

Figure 2.1: Classroom Time Sample:

Classroom Time Sample: School: Date: Subject Area: Banding of Class:

Observe for 10 seconds then record for 5 seconds

Teacher Codes

S   Social Interaction
M   Monitoring and Checking
P   Prior Learning/Knowledges
FB/FFB Feedback Behaviour/Feed Forward Behaviour
FA/FFA Feedback Academic/Feed Forward Academic
C   Co-construction
I   Instruction
O   Other

Relationship Codes

W   Whole Class
I   Individual
G   Group

Work Completed as required by the teacher

1   2   3   4   5
None   Some   All

Teacher and Student Positioning

Target (√ engaged, x not engaged)	1	2	3	4	5	6	7	8	9	10	% E	Work completed
Student 1												
Teacher												
Student 2												
Teacher												
Student 3												
Teacher												
Student 4												
Teacher												
Student 5												
Teacher												

Figure 2.1 (continued)

Lesson Description	Strategies being implemented
1 2 3 4 5 Not Medium Challenging Challenging <u>Cognitive Level for Class</u>	SRI [2] **needed when Co-construction seen. Yes/No**

Reminders for Observers

Teacher Codes:

The narratives of experience show us that an effective teacher engages in the following behaviours:

S — establishes a sound, social, caring, respectful relationship with the Māori student and by association with their family.

M — monitors and /or checks that Māori students understand what is expected of them.

P — acknowledges their prior learning or knowledges (including specifically Māori cultural knowledge).

FB/FFB — provides feedback behaviour or feed forward behaviour (+ / -).

FA/FFA — provides feedback academic or feed forward academic (+ / -).

C — co-constructs the learning process, style, content with students. i.e. Co-construction is where the Māori student engages in "conversation" with the teacher, either as a whole-class, group or individual in the decision-making about the learning task/s curriculum content or learning styles that could be used. In effect, such an activity would include all or most of the previous categories. When this occurs a follow-up SRI should be done. E.g. "I noted during the class you … Can you please tell us about this?" etc.

Conventions: a. An external class interruption-stop and begin again when settled.
              b. Teacher selects 3 students(#1,2,3), researchers 2 (#4,5). c. Start after 10 minute

Side One: Classroom Observation Sheet

Demographic Data

Information such as the date, name of the school, the teacher, the class and level, the banding of the class, the period in the day and the name of the observer.

Target Māori students' location

Target students were identified by the researchers and the teacher prior to the pre-hui observation. The purpose was to identify a range and variety of Māori students in different locations in the classroom.

Information on where the target students are seated is recorded in a grid by the observers. This not only identifies the target students but also provides information on where Māori students position themselves in relation to the teacher's movement.

Student engagement

The measurement of engagement was based on the observations of what the student was doing, and whether the student appeared appropriately engaged, or on-task with the lesson. Target students are identified with a tick (engaged) or a cross (non-engaged). The percentage of engaged time per student is calculated after the student/teacher observations were complete.

Teacher-student interactions

The observation of teacher and student interactions was undertaken using a sequential pattern that moves down each column on the observation sheet and begins with deciding whether student No. 1 is on-task or off-task. Each observation involves observing for ten seconds and then making a judgement and recording that judgement in five seconds within the appropriate square on the grid. From student 1 the observer moves directly on to the teacher and again following the observation convention observes for ten seconds, makes a judgement about the main interactions taking place in that period of time and records the coding in five seconds within the next appropriate square on the grid. Subsequent observations of student engagement and teacher interactions then continue down the columns in this sequential manner.

The columns are worked through until all ten columns have been completed. Each target student should be observed 10 times within a lesson and each teacher should be observed some 50 times.

The following codes were used to record the pedagogic interactions observed at each observation episode.

Table 2.3:   Teacher-Student Interaction Codes

C	Co-construction
S	Social interaction
FFA +	Feed-forward academic positive
FFA -	Feed-forward academic negative
FBA +	Feedback academic positive
FBA -	Feedback academic negative
P	Prior learning/knowledge
FFB +	Feed-forward behaviour positive
FFB -	Feed-forward behaviour negative
FBB +	Feedback behaviour positive
FBB -	Feedback behaviour negative
M	Monitoring and checking
I	Instruction
O	Other[3]

In addition, each time the teacher is observed, the observer records with whom the teacher is interacting: the whole class (W) an individual student (I) or a group of students (G). These criteria are recorded each time the teacher is observed.

Teacher location during the observation

When the first column of observations is completed the observer records the teacher's position in the teacher-positioning grid, before quickly moving onto the next observation column. At the end of the observation, there are ten teacher positions marked on the grid. This gives a good indication of whom the teacher is able to interact, as well as means to identify their zone of interaction.

Work completed by students

This measurement refers to how much work (set by the teacher or negotiated between the teachers and the students) was completed by the students during the lesson. The observers examined students' exercise books, papers or such like once the formal observation period was complete.

Side Two: Classroom Observation Sheet 4

The second side of the observation instrument was used to record information to support feedback sessions and follow-up observations.

Description of the lesson

A description of the lesson was noted by the observer, in order to better understand the context in which lesson was being taught. This description provided additional information to support the feedback given to the teachers.

Strategies being used

This section of the observation schedule allowed space for observers to write more specific notes about the teaching strategies used by the teachers during the lesson. These notes were subsequently used to support the feedback given to the teachers.

Stimulated recall interviews

Stimulated recall interviews are requested when co-construction was observed in a lesson. Co-construction was understood to be instances when Māori students, supported by their teacher, engaged in collaborative decision-making processes about their own learning. These are interviews held following the observations in order to facilitate the teachers theorising about their observed actions.

Stimulated recall interviews would often follow this type of pattern of questions from the observer: "During the lesson, I noticed that you did such and such. Can you explain why you did that?" Such interviews were almost always carried out regarding positive interactions between teachers and students.

Cognitive level of lesson

This measurement was designed to understand better the connections between the cognitive challenge presented to students, the engagement data and the work-completed data. The cognitive level of a lesson was recorded on a scale of 1 – 5 (low to high).

At the conclusion of an observation, collaborative discussions between the observers were conducted to establish bench marks for each category and the cut-off points between categories. New observers were trained by working with an already trained observer who had a consistently high degree of competence in coding the classroom observations.

Data collated during the observations of target teachers were used to form a picture of what was happening in the classroom and as a basis for individual and group feedback, co-construction and reflection sessions.

Between June and December 2002, teachers in the professional development programme from the three participating schools were observed four times (1 pre-hui, 3 post-hui) using the instrument described above. The results of these observations are presented in Chapter 5.

As a consequence of using this instrument and of trailing a number of different versions during Phase II of the project, a modified observation instrument has been developed for use in Phase III.

Development of the Professional Development Programme, 2002-2003

One of the major findings of the first phase of the project was that the teachers who had participated in the professional development intervention needed opportunities for maintenance and extension of the new learning. As was found in *Picking up the Pace* (Phillips et al. 2001), there was differentiated learning across the schools (and in this case, within the schools) and new learning is fragile. In particular, evidence suggests (Coburn, 2003) that teachers need opportunities to continue to interact with the theoretical base of the project and also to refine and develop their understanding of what constitutes appropriate relationships, how to voice expectations in a meaningful way, how to use the

new language of discursive pedagogic interactions and also how to increase their range and scope of discursive pedagogic strategies.

As a consequence, an attempt was made to develop a second and third year of the project. This was our first attempt to develop a sustainable model.

In response to requests and initiatives by staff of the 3 schools, the research/professional development team collaborated with those teachers who had completed one year (albeit truncated) of the professional development, in order to re-set goals and define outcomes, protocols and parameters for further success. Those teachers who had completed this first year of the programme, moved on to their second year (Level 2).

The Professional Development Process in 2003 – The second year
Professional Development Hui Wananga

Te Papaiouru Marae, Rotorua, April 2003

A total of 71 teachers (46 teachers at Year 1 and 25 teachers who had already completed one year of the programme) attended the second hui conducted for these schools. As with the hui in 2002, many of the participants came from the schools' senior management teams. All four school principals attended (one was an associate principal) as well as most of the deputy principals. Again, there were also heads of departments, deans and heads of schoolhouse groups (specific student groupings within the school).

Teachers participating in this training again covered all seven essential learning areas. Participants also included specialist teachers such as Māori medium teachers, homeroom teachers and special needs unit teachers. A new group, teacher aides, also attended the training.

All 5 teachers from School 1 who had attended the professional development hui in 2002 returned; all but two of the 20 teachers from School 2 who had attended the professional development hui in 2002 returned. Those two teachers from School 2 who did not return had moved to new positions in different schools. From School 3, only two of the original 11 teachers returned; five of the original group from this school having moved to new positions.

Five RTLBs, the in-school facilitators and a support person from Team Solutions also attended the hui.

Further details of this professional development hui and the participants evaluation are to be found in the milestone report, furnished to the Ministry of Education in May 2003 (Bishop and Tiakiwai, 2003).

Table 2.4:   Participants at professional development hui, April 2003

		Principals Deputy Principals	English medium	Māori medium	Teacher Aides	Totals
School 1	Year 1	1	7	0	5	13
School 1	Year 2	1	2	2	0	5
School 2	Year 1	0	20	1	1	22
School 2	Year 2	3	15	0	0	18
School 3	Year 1	2	8	1	0	11
School 3	Year 2	0	1	1	0	2

Programme for the hui

The hui was run in two parts for the two groups except on the third day when the 2002 participants provided their colleagues with examples of some of the strategies they were using in their classrooms.

Year 1 programme

Those teachers attending for the first time underwent the same professional development workshops described for the 2002 hui at Hopuhopu. The activities were arranged over four days, within the following themes:

- restating the goals and building relationships with Māori;

- Effective Teaching Profile;

- strategies to promote the Effective Teaching Profile; and

- planning for implementation.

Year 2 programme

The teachers, who had progressed through the professional development programme over the previous year, drove this component of the hui. They acknowledged they now had different relationships with most of the Māori students in their classes and that the interactions they had with Māori students and the strategies that they used had changed. Confirmation that these teachers had changed their relationships and interactions in the classroom with Māori students

was apparent through their final round of formal classroom observations and from the interviews conducted later in Term 2, 2003 (see Chapter 3, 4 and 6).

When asked what else they needed from the professional development, they identified three components: cultural responsiveness, co-construction and teaching and learning strategies. These teachers also indicated a strong desire to be with the rest of their colleagues at the marae-based professional development. They felt that they should be supportive of their colleagues and were aware that their colleagues would be undergoing a fairly rigorous exercise. This was further evidence of the strong collegial atmosphere that was developing in the schools.

The first day of the professional development training with Year 2 participants involved the same rituals of encounter as everyone else. This was followed by a problem solving activity and a co-operative learning activity around the educational aspirations of Māori whānau for their children. Using the parent and whānau narratives of experience, teachers were able to revisit and reaffirm the authenticity and worth of the continued application of the relationships and interactions that they had worked so hard to implement in the previous year. In addition, it highlighted the importance of culture and culturally responsive contexts for learning and strengthened the need to develop collaborative relationships with their Māori community for the benefits that could accrue to all participants.

The second day of the training involved bringing in two outside experts; one on co-constructing the curriculum and the second to look at more co-operative learning strategies. The third day involved the teachers modelling sample lessons for their peers.

On the final day, both groups of participants came together in their school groups to focus on planning and evaluation exercises.

Self-reflection and review tool

In order to encourage further consideration of the sustainability of the professional development within the schools, Year 2 teachers were introduced to a self-reflection and review tool. This had been developed for the purpose of teachers' self-monitoring their classroom relationships and interactions. However, it met with a mixed response. The majority of these teachers indicated they were not yet ready to undertake an independent reflective exercise. Rather, they sought to continue with a form of facilitator and collegial observations that would provide them with planned opportunities for interactive reflection on classroom interactions and pedagogies. Accordingly, the self-review form was replaced with a specially designed peer-observation instrument. However, when this second observation/peer-review tool was trialled within groups of teachers in School 2, it was found to be limited in its usefulness. As a result, it was decided that we should consolidate the programme around repetitions of the existing observations/feedback/co-construction/shadow-coaching process among groups of teachers concentrating on specific classes, irrespective of subjects. It was felt that this approach would enable teachers to begin to practice the skills of self-reflection intended for teachers during their second year in the project and provide a means of institutionalising this process within the school in a way that would promote sustainability of the programme.

Concluding remarks

The professional development approach that we used is one where teachers and professional developers first had planned opportunities to develop relationships. On the basis of these relationships both groups collaborated to set mutually agreeable goals, outcomes, protocols and parameters for success. Then instruction and demonstration was followed by opportunities for teachers to perform or practice the new procedures in an authentic classroom context with in-class support. The provision of ongoing and informed reflection and feedback (coaching) between teachers and professional developers (as supporters) in the classroom context meant that the professional developers needed to make frequent and regular visits to the classroom as part of the professional development. Working within classroom settings sought to provide mutual benefits to researchers/professional developers and teachers, as well as modelling the type of relationships and interactions that were fundamental to the implementation of the Effective Teaching Profile. In this way, researchers/professional developers had opportunities to further connect theory to practice while teachers benefited from collaboration that generated critical reflection and collegial feedback.

One major question remaining from this experience was how we could develop institutions such as the co-construction meetings as locations for collaborative reflection by teachers. That is, how can we structure a means whereby teachers can develop the skills of becoming critically reflective practitioners.

Chapter 3: Teacher Outcomes –
Results of 2002 and 2003 In-Class Observations

Introduction

This chapter presents the results of the formal in-class observations conducted in the classrooms in the 3 schools in this study in 2002 and 2003. An outline of the observation schedule is presented in Table 3.1. Due to a number of circumstances, this component of the professional development was not undertaken at the same time in both years.

Table 3.1:   Observation schedule, 2002 and 2003

	Term 1	Term 2	Term 3	Term 4
2002 Schools 1, 2, 3		Pre-training hui baseline observation	Observation 2 Observation 3	Observation 4
2003 Schools 1 and 2	Pre-training hui baseline observation	Observation 2	Observation 3	

With the exception of the pre-hui training baseline observation, each observation was followed by intensive feedback and feed-forward sessions plus group co-operative co-construction meetings and in-class, follow-up shadow-coaching sessions.

Analysis of the Results

In this chapter, three sets of data have been analysed from the observation sheets:

   a)   Teacher-student interactions

   b)   Cognitive level of class

   c)   Proximity of teachers to students

a) Teacher-Student Interactions

Figures 3.1 to 3.7 present graphs of the percentage of time that targeted interactions took place in the observed classrooms between the teacher and their students. These students may not be Māori students or target students in all cases. They were the students with whom the teachers were interacting at the time of the specific observations.

As explained in Chapter 2, teacher-student interactions are categorised in 2 ways. The first is concerned with interactions with different student groupings: whole class (W), individual students (I) or groups of students (G) i.e. more than two students at once but less than the whole class. The second category of teacher-student interaction is concerned with the type of pedagogic interactions that were observed to be taking place.

The codes are as follows:

C	Co-construction
S[4]	Social interaction
FFA +	Feed-forward academic positive
FFA -	Feed-forward academic negative
FBA +	Feedback academic positive
FBA -	Feedback academic negative
P	Prior knowledge
FFB +	Feed-forward behaviour positive
FFB -	Feed-forward behaviour negative
FBB +	Feedback behaviour positive
FBB -	Feedback behaviour negative
M	Monitoring and checking
I	Instruction
O	Other[5]

Each bar on the graphs the percentage of time all of the teachers were engaged with particular pedagogic interactions. Each bar is sub-divided into whole class, individual or group to indicate with whom the interactions were taking place.

Pre-training hui baseline observations

Figure 3.1:   Pre-training hui baseline observations, 2002
Schools 1, 2, and 3 (n=34)
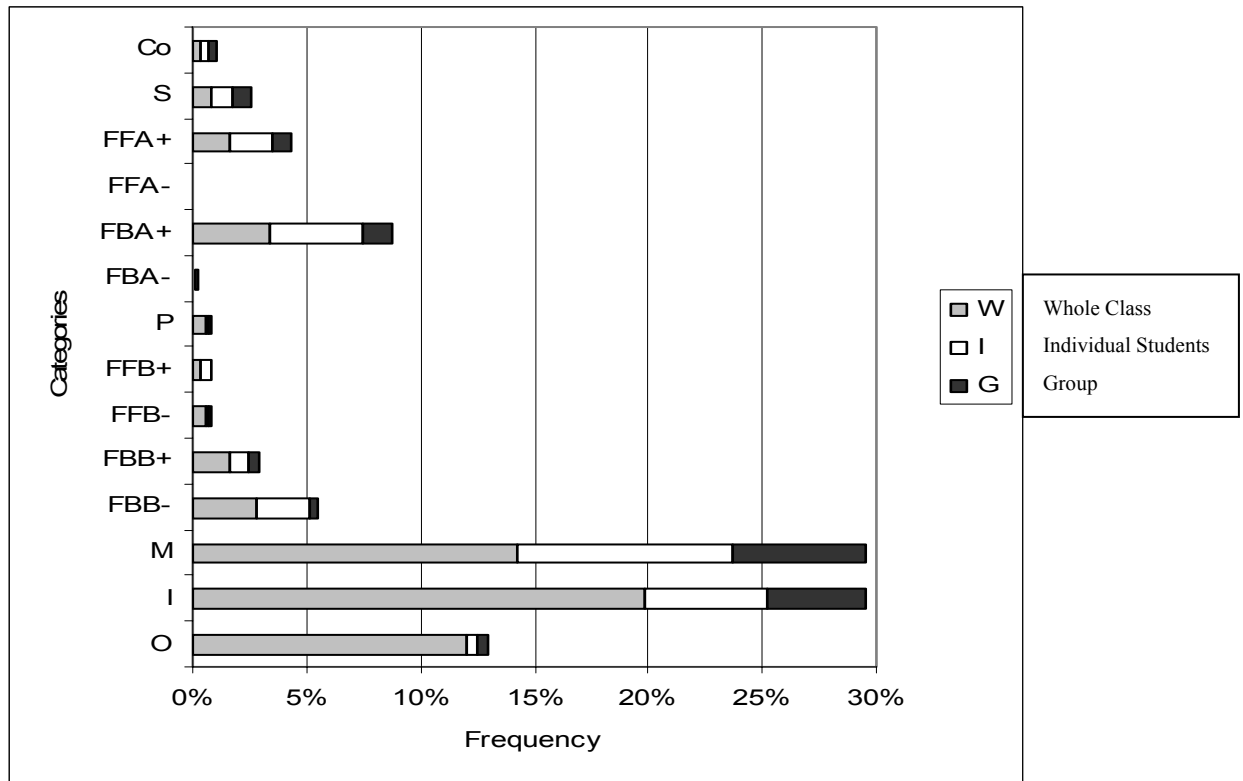
Figure 3.1 presents the results of the baseline observations from Schools 1, 2 and 3 prior to the teachers' attendance at their professional development hui. The two most commonly identified teacher-student interactions are the teacher giving instructions or transmitting knowledge to the students in a whole class setting (I) and then monitoring student uptake (M).

Also evident are interactions such as academic feedback and feed-forward (FBA+ FFA+). Social interactions and engagements in co-construction with students comprise a smaller percentage of the observed classroom interactions.

The overall pattern of classroom interaction, however, is one dominated by instruction and monitoring; in short, transmission classrooms. Such a pattern has been described as traditional; the teacher is active, engaged in thinking and in transmission mode, whilst the students are passive, in receptive mode (Young 1991). Problematically for Māori students, this is exactly the pattern of interaction the narrative participants stated had little positive impact upon their learning. Rather, it left them learning little, copying a lot from whiteboards and getting increasingly frustrated which was often manifested in poor behaviour in the classroom. Furthermore, it has been noted that in such classrooms, a high proportion of time is spent on disciplining individual students, particularly Māori boys (MOE, 2002b). Whilst the data does not suggest this is evident in the classrooms observed in this project, the behavioural feedback figure (FBB) is more negative than positive. This is an indication that teachers are spending more time controlling students' behaviour, than offering them positive behavioural feedback.

In addition, such traditional classrooms are characterised by the teacher having control over what constitutes the curriculum content and the pedagogic interactions. Again, this is problematic for Māori students because such circumstances do not allow for the creation of learning contexts wherein the Māori students' cultures can be legitimated. In effect, traditional classroom interaction patterns maintain the prominence of the dominant discourse in the classroom in the hands of the teacher as the agent of this discourse.

Figure 3.2:   **Pre-training hui baseline observations, 2003**
                     Schools 1 and 2 (n=37)
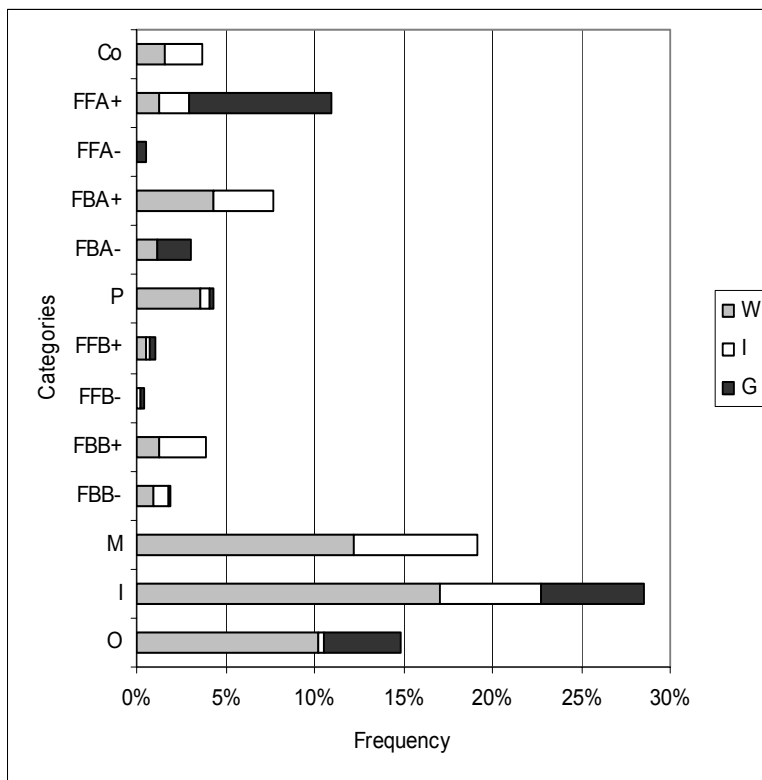
Figure 3.2 shows a similar overall pattern for the 2003 baseline observation. The traditional teaching pattern of instruction and monitoring predominates. However, the percentages for academic feedback (FFA+ and FBA+) and interactions involving co-construction and students' prior learning are higher compared to the 2002 cohort. In addition, the levels of behavioural feedback (positive and negative) are more balanced.

Such an outcome suggests a greater willingness on the part of the 2003 cohort of teachers to undertake discursive classroom interactions, compared to the previous cohort. One possible factor is the transfer of some of the teaching and learning approaches promoted in the school during 2002 to the second cohort of teachers.

Anecdotal evidence and material gathered during interviews with teachers (see Chapter 4) suggests that the experiences of the first cohort and their informal conversations in the staff room did impact upon the second and seems to have encouraged them to take part in the project. The contribution of staff room and teacher-teacher interactions is a feature which can be built more formally into the project as part of the on-going development of co-construction meetings and can be explored further in Phase III.

Nevertheless, despite the powerful and positive impact that teachers can have on each other within the context of a professional development programme, it is important to stress that change in classroom practice or teacher-student interactions will not necessarily come about in a school through exposing some of the staff to professional development and expecting this to inspire and offer a change model to the rest of the staff. Rather, all the staff need to undergo the professional development individually and consistently.

Post-training hui observations

Observation 2

Figure 3.3: **Observation 2, 2002**
Schools, 1, 2, and 3 (n=33)
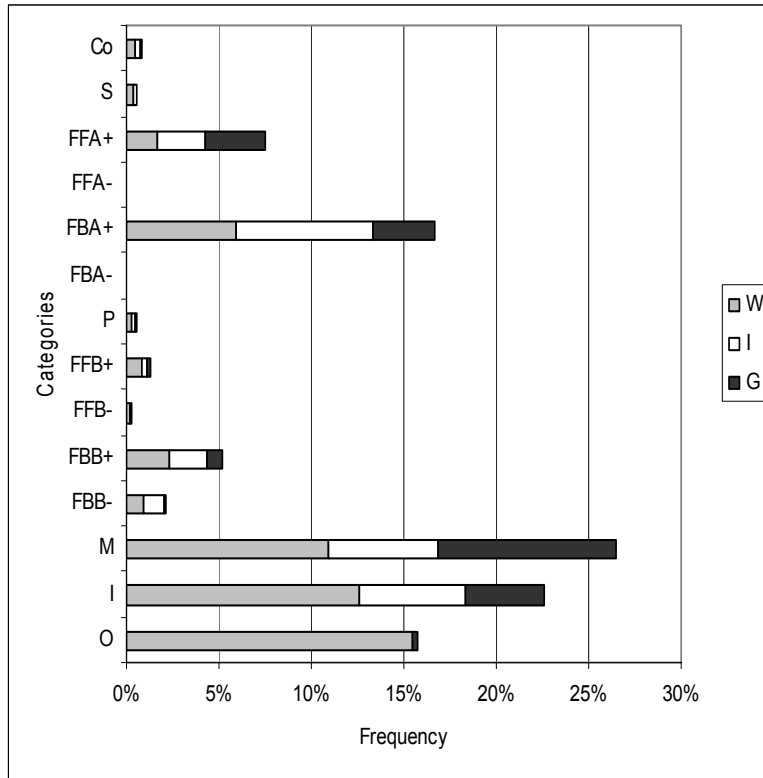
Figure 3.3 shows the results of the 2002 combined observations undertaken three weeks after the professional development hui. Whilst it shows a similar overall pattern to the baseline observation (Figure 3.1) the graph indicates a clear increase in feedback academic (FBA+) and some increase in feed-forward academic (FFA+). These are among those activities which have been identified as being crucial for promoting student learning (Hattie, 2003). Negative feedback behaviour is less evident than positive and there are also reductions in monitoring and instruction. The percentage of interactions involving co-construction is little changed.

In addition, the graph indicates a slight reduction in whole class interactions and increases in group interactions. Overall, there is a trend away from the dominance of traditional interaction patterns and the inclusion of some more dialogic, interactive processes.

Figure 3.4:   Observation 2, 2003
**   Schools 1 and 2 (n=25)**
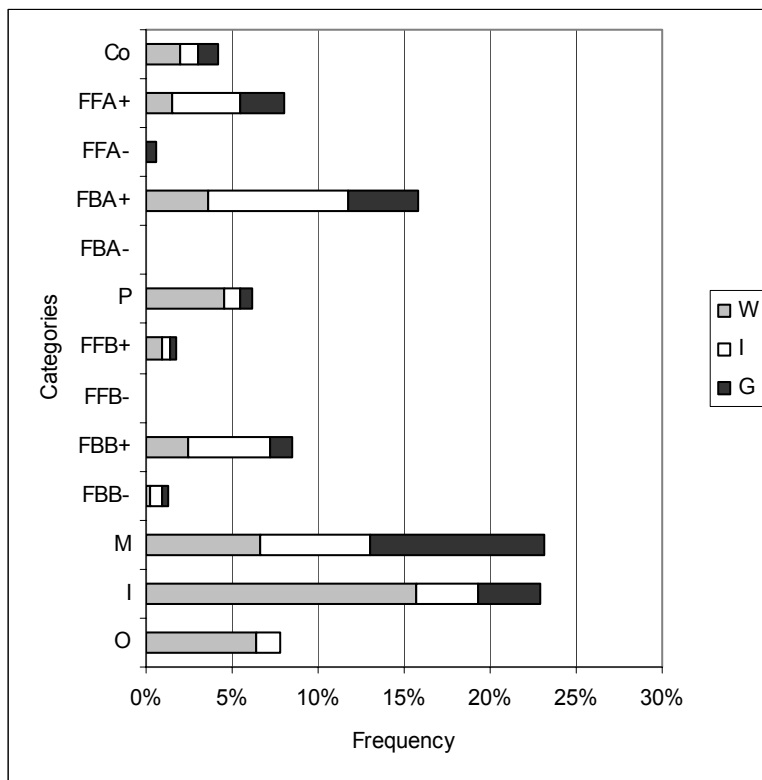
Figure 3.4 shows the results of the combined observations of the second cohort of teachers in 2003, some three weeks after their professional development hui. Compared to the baseline for this cohort of teachers (Figure 3.2) the graph shows a clear move towards more positive and academically interactive classrooms. For example, positive behavioural feedback (FBB+ and FFB+) is more prominent and exceeds the negative behavioural feedback. There has been further increase in the percentage of positive academic feedback (FBA+) and interactions involving the prior knowledge of the students. The proportion of feed forward academic is slightly reduced and although the proportion of co-construction is little changed, there are indications that it is occurring with groups of students.

Levels of instruction are further reduced compared to the baseline. Overall, monitoring has increased. However, whole class monitoring is much reduced and there has been an increase in the proportion of monitoring with groups of students.

Of particular note in Figure 3.3 is the clear reduction in the 'other' category. This category includes all those activities that occur in classrooms that are not part of the specific targeted observations. The categorisation of an activity of 'other' does not imply a value; they are just some other things that teachers undertake in classrooms that do not necessarily require interacting with students (marking attendance register, preparing for next lesson, answering a messenger's request). Nevertheless, engaging in 'other' activities does reduce the time that teachers spend with students. This is an area that teachers can focus on in order to increase the time they are able to support and extend student learning.

Observation 3

Figure 3.5:   Observation 3, 2002
Schools 1, 2 and 3 (n= 33)
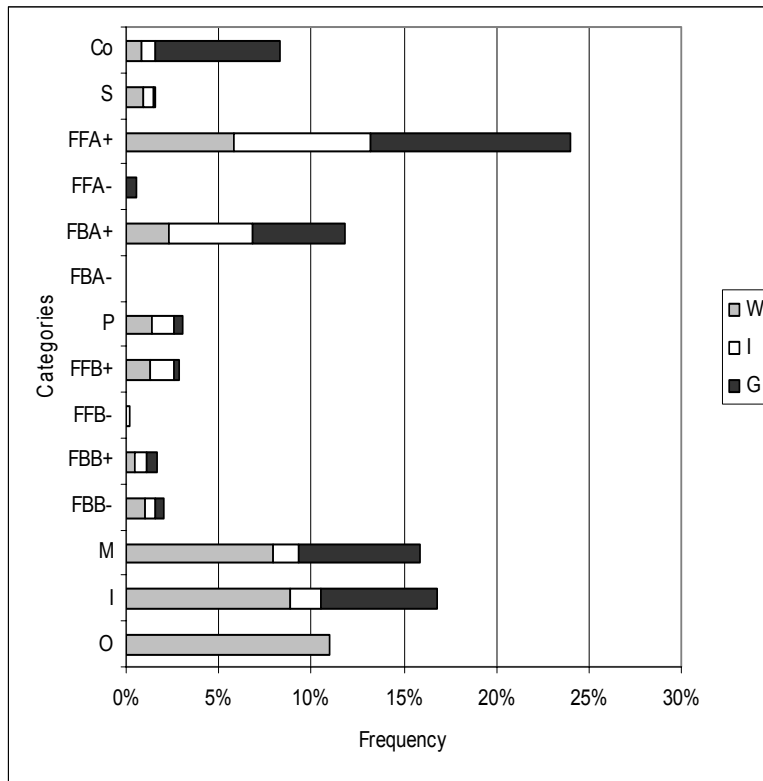
Figure 3.5 presents the results of the combined observations conducted just over one month after Observation 2 (Figure 3.3). This graph shows a further reduction in instruction and monitoring, particularly with regard to individual students. There is a marked increase in positive academic feed-forward being provided to students and a clear increase in co-construction, particularly between the teacher and groups of students. The graph also shows an overall decline in the proportion of feedback academic and feedback behavioural interactions, compared to the Figure 3.3. This indicates an increasing sophistication of classroom interactions where students need less behavioural correction or direction from their teachers; teachers are responding less frequently to the students' questions and suggestions but rather are in the position of being able to offer more in the way of suggestions as to where the students can extend their learning.

There is also a further reduction in the proportion of whole class interactions and an increase in group interactions, indicating that the teachers are also changing the type of teaching and learning strategies they are using in the classroom.

This change in the overall pattern of in-class interactions illustrates the impact of the teachers having had time to assimilate the new learning into their thinking and practice and demonstrates the benefits of intensive support in the form of feedback, co-construction sessions, in-class feedback and feed-forward (shadow coaching) that was provided for the teachers by the professional development/research team following the observation. Similarly, the increase in co-construction interactions indicates that teachers have become more familiar with this teaching interaction and may have been assisted to attempt this form of interaction by the shadow coaching and co-construction meetings held between teachers and members of the professional development/research team.

Overall, Figure 3.5 indicates that the teachers had moved along the continuum from traditional to discursive teaching from an initial traditional pattern where the teacher was in control over most, if not all, of the variables involved in learning, to a situation where the teacher was working with groups and individuals in such a way that they could respond to and offer direction for students' learning.

Figure 3.6:   Observation 3, 2003
**   Schools 1 and 2 (n=22)**
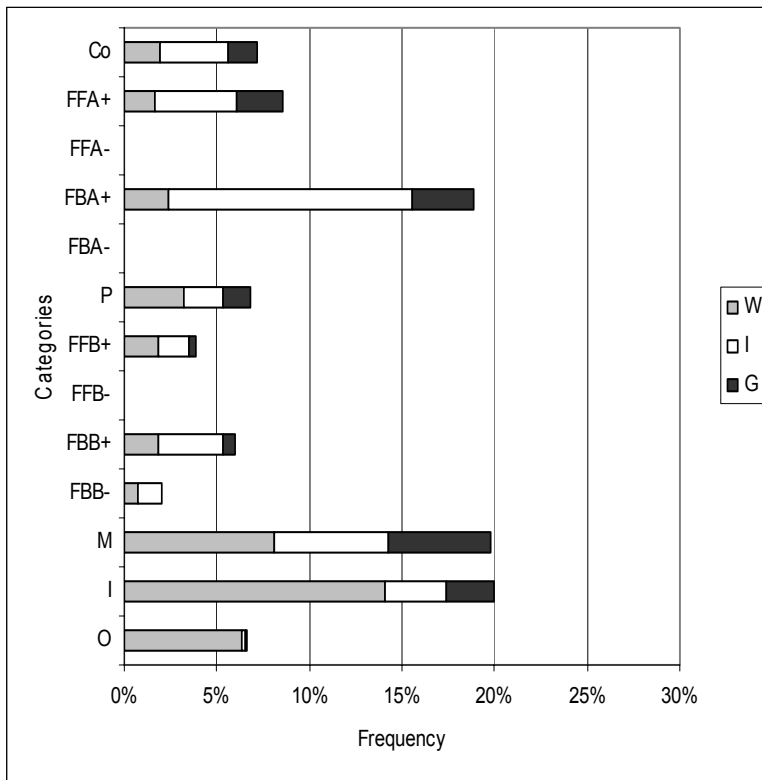
Figure 3.6 presents the results of the combined observations of the 2003 cohort of teachers. The graph shows modest increases in the proportion of co-construction, feed forward academic and recognition of students' prior learning and knowledge. Overall behavioural feedback is unchanged.

Both monitoring and instruction have declined from the proportions in the earlier observation (Figure 3.4) Approximately one fifth of teacher time was spent monitoring and checking student work and about the same proportion of time was spent engaged in instruction. The data also shows an increase in the percentage of time spent providing positive academic feedback from slightly more than 15% of teacher time (Figure 3.4) to almost 20% (Figure 3.6).

In addition, the observation data show teachers paying greater attention to individual students rather than groups of students or whole class interaction. This is most pronounced with respect to positive academic feed back (FBA+).

Another striking feature of this graph is the relatively reduced proportion of co-construction and feed forward interactions compared to the first cohort of teachers at their equivalent observation (Observation 3, Figure 3.3). This indicates that the second cohort of teachers did not make as significant a shift along the continuum towards discursive classroom interactions compared to the first cohort. There are a number of factors that could have contributed to this limited shift.

The first cohort had two episodes of observation and associated activities in the one term compared to the one episode for the second cohort. This might indicate that the intensity of delivery of the programme is a factor. However, anecdotal evidence tends to suggest that two episodes in a term are more problematic than satisfactory.

The first cohort were all volunteer participants and might therefore comprise more enthusiasts who are perhaps more responsive to change; the second cohort may have included teachers who had not volunteered to participate or were less enthusiastic about changing their classroom practice and interactions. However, anecdotal evidence suggests the second cohort were indeed just as keen, if not more so to participate in the programme. They saw evidence on a daily basis of the benefits that had accrued to those teachers who had been among the first cohort.

Perhaps of greater significance was that funding for the facilitators ceased at the end of Term 2, 2003 and it was therefore not possible to continue to provide support to teachers in Term 3 to the same extent. This does indicate the important contribution of the in-school facilitator to the ongoing implementation of the project. These data do suggest that as the facilitator was withdrawn, progress made by the teachers tended to falter.

This analysis of these factors taken together appears to indicate that teachers need ongoing support if they are to continue to develop improved learning relationships between themselves and their Māori students.

Observation 4

**Figure 3.7:   Observation 4, 2003
                Schools 1, 2 and 3 (n=36)**
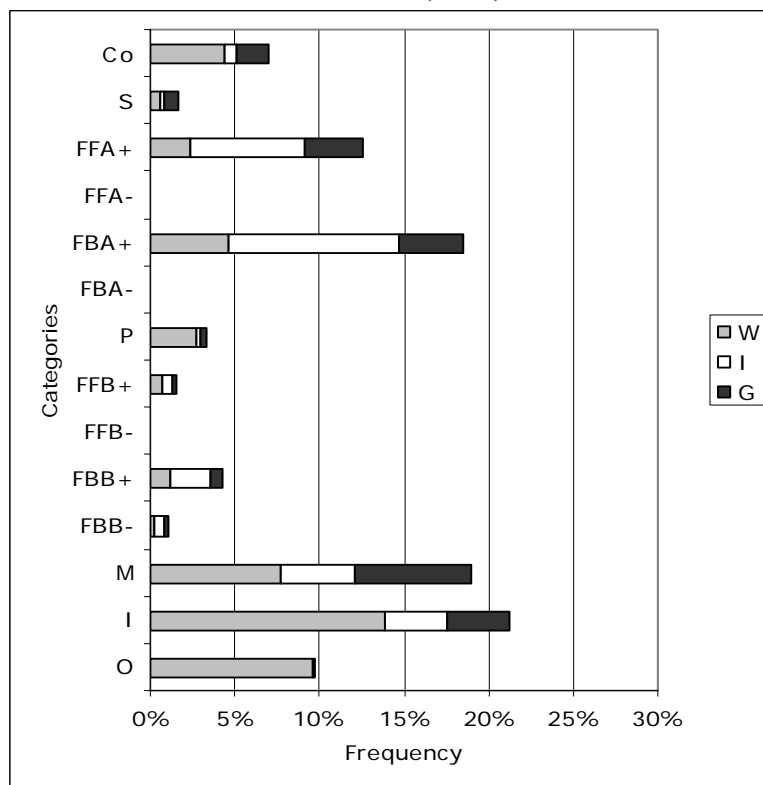
Figure 3.7 presents the results of the final set of observations of the first cohort of teachers in 2002 (Term 4). It reveals that the teachers as a group had reverted back to more traditional interaction patterns with increases in both instruction and monitoring and reductions in some of the more dialogic approaches. There is a marked increase in feedback-academic (positive) particularly with regard to individual students. There is, overall, a reversion to more whole class interactions, whereas in the earlier observations, there had been a more balanced pattern.

Many of the teachers participating in the project and the professional development/research team noted that Term 4 was a difficult time for teachers to sustain the types of changes that had been observed in previous observations. These difficulties were attributed to a range of factors, mostly

associated with end of year pressures. Key amongst these was a lack of conviction by the teachers that only one term of exposure to the new strategies and interactions was sufficient for them to be able to prepare their students for end of year examinations. This indicates to the research/professional development team that while teachers can make positive changes to their teaching interactions, commencing the professional development intervention in the middle of the year is not a good idea. Had the professional development interventions commenced at the start of the year for instance, the teachers would have had more confidence in the approaches overall and perhaps not felt it necessary to revert to the security of more traditional approaches in Term 4. Summative assessment approaches might have become dominant again in preparation for the end-of-year summative assessment activity.

In addition, although there is an observed increase in the proportion of monitoring, the nature of this may have changed, from testing for compliance, content reception or understanding of instructions, to monitoring of learning processes. Similarly, observable qualitative change can take place in the nature of instruction from being primarily focussed on product/content learning to becoming more process orientated. For example, instruction in a discursive classroom might consist of how to conduct a co-operative learning activity or it might be a focussed mini-lecture to provide some specific student-identified need.

Whilst Figure 3.7 might indicate the reappearance of traditional teaching interactions among the first cohort, with increases in both instruction and monitoring as compared to Observation 3 (Figure 3.5) and reductions in academic feed-forward and co-construction interactions, there is still a better balance overall than was the case in the earliest observations. The consistent increase in feedback-academic (positive) from the baseline observation to Observation 4, particularly with regard to individual students, indicates that teachers were increasingly responding to student-initiated interactions.

Overall, the data pertaining to the 2002 cohort suggest a shift from a traditional transmission classroom pattern to a more interactive, discursive classroom pattern. The interactions that are common in a traditional classroom are those below P (prior knowledge) on the graphs. Those including P and above are generally the type of interactions to be found in an interactive, discursive classroom.

Thus, when enumerated along this divide, as can be seen in Table 3.2 below, at the baseline observation in 2002, 82% of the observed classroom interactions were of the traditional type while 18% were of the discursive type. By Observation 3 observation however, the pattern was becoming more balanced with 51% of the interactions being of the traditional type and 49% of the more discursive, interactive type; an increase of some 31% on the pre-hui observation.

**Table 3.2:   Overall Teacher-Student Interaction Patterns, 2002
                  Schools 1, 2, and 3**

	Traditional	Discursive
Pre-training hui baseline observation	82%	18%
Observation 2	74%	26%
Observation 3	51%	49%
Observation 4	57%	43%

The figures pertaining to the 2003 cohort also suggest a shift from a traditional transmission classroom pattern to a more interactive, discursive classroom pattern in the classrooms observed, although at a slower pace.

As Table 3.3 shows, from the outset of the observation schedule, this cohort showed a greater use of discursive interactions compared to the first cohort (Table 3.3). Again by Observation 3, the pattern was becoming more balanced with 58% of the interactions being of the traditional type and 42% of the more discursive, interactive type. However the rate of increase (some 12 percentage points from the baseline observation) was lower than the 2002 cohort. This lower rate of change may be connected to the higher proportion of discursive interactions recorded at the baseline observation.

Table 3.3:   Overall Teacher-Student Interaction Patterns 2003
**   Schools 1 and 2**

	Traditional	Discursive
Pre-training hui baseline observation	70%	30%
Observation 2	63%	37%
Observation 3	58%	42%

However, it is important to remember that the graphs presented here, represent a snapshot in time. Thus individual graphs, whilst useful to indicate possible areas needing more focused professional development, are best seen in relation to one another over time. The overall pattern of the data from both cohorts is that over the period of the professional development intervention, there has been a shift from the dominant traditional pattern to a more balanced approach including more discursive, teacher-student interactions within the observed classrooms of both cohorts of teachers.

Moreover, although some individual teachers showed a greater use of discursive interactions over traditional (as was the case in the Phase 1 intervention Bishop et al.. 2003) the data presented in the Figures above reveal that traditional patterns of instruction and monitoring (whether it is of product or process) remain dominant for both cohorts of teachers. This pattern was consistent between the schools as well. The tendency for the teachers to revert to summative assessment is also of concern. Clearly, an on-going means of sustaining the gains resulting from the professional development intervention is necessary if further progress towards discursive classrooms as represented by the Effective teaching Profile is to become apparent.

b) Cognitive Level of the Lesson
The cognitive levels of the observed lessons were ranked on a scale of 1 to 5 (not challenging to challenging). The data presented in Tables 3.4 and 3.5 reveal an upward trend in the average cognitive level developed by teachers in the lessons observed in both 2002 and 2003. Nevertheless, the data also indicate that there is room for improvement in setting cognitive challenges for Māori students.

Table 3.4:   Cognitive Level of the Lesson, 2002
**   Schools 1, 2, and 3**

	Cognitive Level (average)
Pre-training hui baseline observation	2.9
Observation 2	4.1
Observation 3	3.9
Observation 4	3.9

Table 3.5:   **Cognitive Level of the Lesson, 2003**
                   Schools 1 and 2

	Cognitive Level (average)
Pre-training hui baseline observation	3.3
Observation 1	3.7
Observation 2	3.7

Data on the cognitive level of the lessons provide important feedback to teachers about the observable level of their expectations for learners. Reflection by teachers on this data either at feed back sessions or in co-construction meetings is an excellent means of their questioning their expectations for their learners in their classroom, and of providing means for them to modify their practices.

c) Proximity of Teachers to Students
Table 3.6 shows the average of the ten recordings for each observation conducted for the 2002 cohort and identifies the shifts in teachers' physical positioning within the observed classrooms.

Table 3.6:   **Positioning of the Teachers, 2002**
                   Schools 1, 2, and 3

	Positioned at front of class	Positioned throughout class
Pre-training hui baseline observation	5.4	3.8
Observation 2	4.2	5.1
Observation 3	4.0	5.4
Observation 4	4.6	4.7

Table 3.6 indicates that for the baseline observation, teachers, on average, had a tendency to be located at the front of the classroom. Over the next two observations, there was a decrease in the number of times teachers were observed to be located at the front of the classroom as they gradually spent more time working throughout the classroom.

However, in the final observation, the teachers have tended to return to the front of the classroom. This is consistent with the comments made earlier about teachers reverting towards more traditional transmission approaches in Term 4.

It is important, however to consider the data on teacher location alongside the data on target student location. Table 3.7 below shows the average of the seating arrangements for each of the targeted Māori students in the classrooms observed in 2002.

Table 3.7:   Student Positioning, 2002
Schools 1, 2, and 3

	Positioned at front of class	Positioned throughout class
Pre-training hui baseline observation	1.6	3.4
Observation 2	1.7	3.3
Observation 3	1.9	2.9
Observation 4	1.6	3.1

The data suggests that few of the targeted Māori students were seated near the front of the room during the observations. In particular, in the baseline observation, whilst the teachers had a tendency to be at the front of the classroom, the target students were more likely to be seated away from the front and towards the centre and edges of the classroom. Such a pattern of teacher-student proximity severely limits their opportunities that teachers had to interact with Māori students either as individuals or in groups.

In traditional classroom, teachers are more likely to be located at the front of the room near the whiteboard or overhead projector as the means of transmitting knowledge to the students and occupying what Philpott (1993) identifies as the traditional "zone of interaction". Thus, only students who are close to the front or the centre of the room are able to interact with the teacher in the conversational manner that Māori students prefer. In the baseline observation, few of the targeted Māori students were physically positioned within this "zone of interaction"; the teacher being distanced from most of the targeted Māori students. Rather, the targeted Māori students are generally positioned throughout the classroom.

During the timescale of the observations, the teachers were observed to move away from the front of the classroom and gain closer proximity to work with the target students. Thus, as the classroom interactions changed to a more discursive model, through the teachers' use of strategies that allow them more opportunity to move throughout the classroom, the teachers were able to interact more effectively with the target Māori students.

Nevertheless, by the final observation, when the tendency is revealed for teacher to revert to traditional transmission from the front of the classroom, the targeted Māori students continue to remain outside this "zone of interaction" (Tables 3.6 and 3.7).

Tables 3.8 and 3.9 set out the teacher-student proximity data for the 2003 cohort.

Table 3.8:   Teacher Positioning, 2003
Schools 1 and 2

	Positioned at front of class	Positioned throughout class
Pre-training hui baseline observation	4.0	6.0
Observation 2	4.2	5.8
Observation 3	3.6	6.3

Table 3.9:   Student Positioning, 2003
Schools 1 and 2

	Positioned at front of class	Positioned throughout class
Pre-training hui baseline observation	1.1	3.9
Observation 2	1.4	3.6
Observation 3	1.7	3.3

The data indicates again, that the target Māori students tend to be seated away from the front of the classroom; a pattern that persists for all the observations (Table 3.9).

Table 3.8 indicates a stronger tendency for the 2003 cohort of teachers to move throughout their classrooms, compared to the 2002 cohort of teachers (Table 3.6). Again, this might be associated with the informal transfer of knowledge and strategies between the two cohorts. Although there is a small decrease at Observation 2, overall, the teachers are spending much of their time, on average, moving around the classroom.

Since the Māori students are generally located throughout the classroom, as a result of this change in teacher proximity, there is a much greater likelihood that they will be able to engage with their teachers in a more conversational manner and in a way that is more meaningful for their learning.

During the classroom observations and from their narratives of experience, it was clear that Māori students preferred this arrangement. The use of discursive strategies such as cooperative learning for example, allows the teacher time and space to interact with students in small groups or in a more one to one, conversational manner. In addition it was observed that greater proximity between teachers and students allowed for better behavioural control by the teachers of students who may want to "act up". More importantly, as the nature of the discursive classroom began to be more clearly operationalised, the students were able to ask questions of the teacher, thus creating opportunities appropriate specific and targeted feedback and feed-forward interactions between the teachers and the Māori students. Thus, as the classroom becomes more discursive, the teacher is able to interact with more individuals and groups, rather than interacting with the whole class. Strategies that allow purposeful work for students while teachers engage with individuals and small groups are identified in the Effective Teaching Profile and these strategies allow the teachers to create contexts for learning where different intervention patterns are able to occur.

Overall, the teacher-student proximity data for 2002 and 2003 indicate a positive trend with regard to teacher-student proximity, particularly when measured against the baseline information. The findings lend further support to previous suggestions that a concerted and sustained effort is required by teachers throughout the professional development intervention to ensure the maintenance of positive changes for Māori within the classroom context.

Summary
The observation data gathered in 2002 and 2003 indicate that over the period of the professional development intervention, there has been a shift from the dominant traditional pattern of delivery within the observed classrooms of the targeted teachers, to a more balanced approach including more discursive teacher-student interactions.

The shift away from a traditional transmission type of classroom was indicated by an increase in the number and type of interactions of a discursive type. From concentrating largely on instruction (I) for product learning, monitoring (M) and negative behavioural feedback (FBB-) teachers can be observed increasing the type of interactions with students that involves students' prior learning (P), responding

to student initiated interactions through giving academic feedback (FBA+) and feed-forward (FFA+) to, in some instances, co-constructing (C) the content and process of learning with students.

The observation data indicate that as teachers move towards a more discursive classroom, they change the way they relate to the students at the level of academic interactions, spending less time interacting with the whole class and being more available to interact with individuals and groups by changing their proximity to the students. The target teachers achieve this by extending their teaching and learning strategies. In particular, by engaging the student in structured co-operative learning strategies that had been introduced at the professional development hui (Brown and Thomson, 2000). These, however are not the only teaching and learning strategies available.

Overall, the observation data have demonstrated a number of key shifts can occur in the classrooms of teachers when they are assisted, through a series of professional development interventions, to undertake a change from traditional, transmission type classrooms to more interactive, discursive classrooms. The following chapter focuses on the perspectives and experiences of the teachers from Schools 1 and 2 participating in the professional development programme in 2002.

Chapter 4: Analysis of Interviews with Participating Teaching Staff

Introduction

This chapter is concerned with the analysis of the interviews with teachers, the in-school facilitator, RTLBs and principals in 2 of the target schools, in order to determine the impact of the professional development process between June 2002 and May 2003 and to explore more closely the changes taking place in the classrooms of those target teachers and students. Particular attention is given to the teachers' experiences of the professional development process, the kind of changes in capability and attitude they felt were taking place and their theoretical explanations for the changes in their interactions and relationships with Māori students. These interviews were held with the 2002 cohort of teachers and the Head of Māori.

Interviews with Teachers, Facilitator, RTLB and Principals

Approach

The interviews sought to identify the experiences of teachers involved in a whole school experience and were conducted in School 1 and School 2 since together they accounted for the majority of the teachers participating in the professional development programme. School 3 had chosen to work with a group of teachers who were clustered around two target classes and as such, were not pursued for this exercise.

In order to make arrangements for the interviews, a member of the research/professional development team first visited the two schools. The purpose of the interviews was explained to the participants. Volunteers were sought to participate in an interview. During this visit, a set of interview themes, drawn up by the research team, was shared and agreed to by the potential interview participants. It was stressed by the research team that the themes were intended only as a guide for the interviews, rather than as a prescribed set of questions. Participants were invited to offer alternative themes for their interviews; indeed, were assured that as the interviews proceeded, they would be able to pursue areas of interest or concern to themselves.

An interview timetable was finalised, in liaison with the research team, the school staff and the school facilitator. At this stage, all potential interview participants were provided with a copy of the interview themes.

The interviews were held between 19 May and 29 May 2003. Those interviewed in School 1 included staff of Year 7 and Year 8. In School 2, most of the teachers interviewed had taught Year 9 or Year 10 classes and some had also taught in the senior school. They included teachers of maths, English, science, technology, social studies, art, physical education and economics. Individual interviews were also held with a whānau class teacher, the project facilitator, an RTLB and the two principals. A total of 21 professionals were interviewed.

The interviews were conducted on the schools' premises. Most participants elected to be interviewed on their own. Two teachers chose to be interviewed together and one group interview was conducted in one of the schools, at the request of the teachers in this school. Each interview lasted up to an hour in duration.

The majority of interviews were tape-recorded, with the consent of the participants. Prior to the interview schedule the research/professional development team explained to the schools that it was not

possible to conduct the interviews along the lines of the collaborative storying process that was used for the original narratives of experience upon which the project was based. In addition, due to the large number of participants, the limited time frame and the specificity of the purpose of the interviews, it was not possible to return individual interview transcripts to the participants. Nevertheless, the research team provided feedback and presented the outcomes of the interviews to the schools. A draft copy of this report was also submitted to the schools.

Interview themes

The interviews were conducted along the lines of a focused conversation. At the start of each interview, the participant was provided with a copy of the interview themes. These had been previously shared with and agreed to by the participants. The interviewer explained that the themes would be used as a guide for the participant to reflect and comment upon their experiences of the professional development programme. It was also stressed that it was not a requirement for the interview that all the themes were referred to. At this stage, alternative themes suggested by the interviewee for their interview were noted for inclusion to the interview.

Using the themes as a guide, teachers were asked to describe their experiences and reflect on their involvement with the professional development programme with particular reference to their own performance in terms of their classroom practice and the impact on the learning of Māori students in their classrooms. It was expected that the focused conversations would enable participants to reflect and theorise about their classroom experiences and identify changes in their theorising, which had arisen through their participation in the professional development programme.

The interview themes were explored within the following three sections:

Reflections on individual involvement in Te Kōtahitanga, Phase II

Expectations of the professional development programme.

Extent to which expectations have been met.

Positive features of the programme (examples of good practice, success, good ideas).

Drawbacks/difficulties of the programme.

Impact and understanding of changing practice

- changes that have come about as a result of individual participation in the programme;
- reflections on the impact of changes (e.g. for the individual teacher, Māori students, Māori student learning and performance, community/whānau/hapu, the school, structural changes);
- teacher understanding of the changes taking place in classroom performance and practice; and
- contribution made by the observation tool, feedback, coaching and co-construction sessions.

Sustainability and integrity of the longer-term project

- issues/concerns that need to be addressed;
- changes/improvements which need to be made;
- sustainability of the Professional Development Model;
- issues connected to ownership, dependency, and dynamics between research, professional development and practice;

- identify successes, barriers and enablers; and

- any other comments/observations/reflections.

Analysis of Interviews

Motivations and Expectations

All the teachers interviewed had volunteered to be part of the professional development programme. It was to be expected, therefore, that the interviews would identify some of the factors that motivated individual teachers to take part in the programme and reveal some of their expectations.

It was clear that the key motivation for many of the teachers was a desire for change in classroom dynamics and to improve educational outcomes for Māori students. Many participants referred to difficulties and frustrations they had encountered. These included a failure by Māori students to engage in learning and to reach their academic potential, the poor retention rates of Māori students in the school, disaffected Year 9 students, general absenteeism and difficult student behaviour. A small number of teachers seemed to have exhausted their tried and tested teaching and learning strategies. Difficult, negative relationships had built up between themselves and some Māori students. These teachers very much wanted to work at establishing effective relationships with Māori students and to create classroom environments that were more conducive to learning. Several participants reflected that their teaching style was not succeeding for many of the Māori students and therefore wanted to explore new approaches to improve Māori student learning and classroom dynamics.

> *I did notice that the Māori were the ones that weren't working like, for me … and it was just the way that my attitude was in the classroom. I hadn't realised that I had that attitude …. I couldn't work out where I was going wrong.*

Other teachers were attracted by the programme more simply because they felt they could learn from it.

> *It wasn't that there were issues within my classroom at the time, but it is something that I've been interested over the three years that I was studying and its something that personally in my opinion, has always been an issue and it was an interest really that got me involved. Also I had quite a few Māori students in the class and I wanted to be able to hook them in.*

> *I had quite a high number of Māori students in my class and it was really important to me that all of my students were successful, and so I was looking [for] strategies to make that happen really.*

> *... I guess I had an expectation that it would affirm some of my beliefs, but that it would really … I don't know, I just thought it would be really, really good so I had the expectation that it would be good and that I would have things to learn.*

For School 2, the opportunity to participate in the professional development came at a time when staff members were increasingly concerned about the poor educational achievement of Māori students, the high levels of Māori suspensions and exemptions and the low numbers of Māori students in Years 11 to 12 in the school. For School 1, the timing of the professional development coincided with a growth in the proportion of Māori students attending the school. It was anticipated that the professional development inputs would help to prepare the staff for the changing demographic structure of the school.

In general, the teachers did not know exactly what to expect from their involvement in the programme. One participant encapsulated the feelings of many others by describing their involvement and that of the school's as a "leap of faith", another as a "leap into the dark". Although their decision to volunteer for the programme seemed in some instances to have been made on relatively little information, one of the most significant factors to encourage their participation were the accounts of the experiences of engaged and non-engaged students (as reported in the Te Kōtahitanga narratives exercise) at a formal

introductory meeting conducted by the Project Director at the schools in April 2002. Teachers had also been impressed by the reporting of the Te Kōtahitanga (Phase I) professional development approach and the improvements in educational achievement of Year 9 and 10 Māori students that had occurred in those participating schools. Such exposure, combined with their own analysis of their classroom practice and a desire for change, persuaded many teachers to volunteer for the professional development when it was offered.

> *I was concerned about the achievement of Māori students and [the narratives] made me feel it was about time I started to reflect on my own teaching practices and what can I do and I think that's basically why, on a sort of personal level. You can see the Māori achievement was obviously not, you know the way we're doing things is not working. If there's something out there that does work I was willing to give it a go.*

Teacher expectations of the professional development were fairly high. Several teachers hoped the programme would provide a "quick-fix" or a "miracle cure"; expectations which they later saw as unrealistic but nevertheless, reflected their commitment for change at the time.

One person conceded that the school had underestimated the long term commitment that teachers would be required to make to the professional development programme,

> *There was a perception that the teachers were only going to a four day hui. Basically that was it. They would come back fixed.*

As with all activities, there was a range of enthusiasm. Other teachers were more sceptical at the outset, their expectations about the professional development were somewhat lower and they were not certain that the project would provide any meaningful solutions. Nevertheless, this did not deter their involvement in the programme. As more information about the programme was shared, as teachers entered the programme itself and began to attend workshops, many of these teachers who were initially "lukewarm" in their enthusiasm, eventually became more convinced of its relevance to themselves as teachers and to their Māori students.

Some individuals had specific reasons for participating in the programme. One of the principals, for example, explained that a primary reason for their becoming involved was to support the project within the school. Whilst this individual agreed that support from the school principal for such an intervention is often critical, they stressed,

> *it's about a partnership and saying we can do this together and I will trial this with you along the way and we will share experiences.*

Several teachers wanted to learn more about Māori culture and language and so in this way enhance their understanding of Māori students in the classrooms.

> *… I think it's also important … that the kids are aware that you want to learn about them and you want to be a part of them rather than expecting them to suddenly become a part of what you want, and I find it helps inter-personal relationships, just showing the interest in terms of where they come from.*

For one Pākehā teacher, a "thought-provoking" presentation to staff on the Treaty of Waitangi (prior to April 2002) had been a deciding factor. This teacher had asked himself,

> *'Why do I need to learn something about the Treaty? What's it got to do with me? Why is this relevant?' Well, all of those questions were answered unequivocally … We bought into this deal as much as Māoridom did, as far as the partnership goes and … where's that partnership being reflected in our schools? … But the issues that it raised in my head were quite major about, 'Okay, what am I doing to contribute to the partnership?'*

Finally, several teachers were clearly motivated to create improvements for all those students who were not engaged in the classroom. One teacher spoke openly about both the desire and resistance to make changes in their teaching practice:

> *... I think probably I was in the category of a fairly traditional teacher, using fairly traditional methods ... and I was always conscious of the fact that that method worked well for probably 70 to 80% of my [students] but there was always 20% out there that really that method was not working for. I was reluctant to change it for fear of upsetting the 80%... So there was a reluctance to change, so from my point of view that was a bit of fear I suppose on my part.*

The importance of creating more inclusive learning environments was clearly asserted in the following accounts,

> *…I thought of lots of kids, not just my Māori kids because I have you know, kids who are almost invisible and you know who aren't participating out in the periphery and I do have a couple of Māori students like that but I have a number of my non-Māori students were like that too, and they flash into my head a lot, just in terms of wanting them, engaging them. 'Cause you know I agree that whatever works for Māori aye will work for Pākehā children as well, and so I just wanted everybody, you know to engage everyone, and get everyone.*

> *If we get it right with our Māori students, we'll get it right with all students, because we've got things in place that we think about and then we can apply, you know with a degree of passion.*

Philosophical shifts

One of the central concerns of the professional development programme was that teachers were enabled to critically reflect upon their positioning in relation to Māori students when explaining Māori student achievement problems. In particular, they were to be challenged to interrogate deficit thinking and their positioning within this discourse.

Whilst exploring the teachers' explanations for Māori student under-achievement, some participants admitted that prior to the professional development programme, they had tended to blame the students and their home environment. Such teachers recognised themselves within the model of deficit thinking:

> *My perception of a lot of the Māori students beforehand [was that they] were just trouble makers, [who] didn't want to work and [were] lazy and didn't understand what was going on.*

> *Oh it's all the kids' fault! Home, drugs, you know, the usual things. All the things they're doing outside of school that's messing up their performance at school.*

> *Oh, from the Māori side, I've always felt that we've got this huge potential which is just not tapped into, or doesn't want to be tapped into, or its family don't want it tapped into, or there is no expectations there.*

Student discipline was a particular area where some teachers indicated their attitudes towards Māori students had not been positive. One teacher revealed that when students turned up late to his class, he would demand an immediate explanation. For example "Where have you guys been, you're really late!" and "You are going to do this imposition for me!" Another teacher felt that his persistent attention to discipline issues such as school uniform and smoking, was not effective and merely "chipped away" at the students, instilling a bad attitude about school and got them "wound up before they even walked into the classroom."

The teachers were emphatic that comments such as these were very much their reflecting on the attitudes and perceptions they held prior to the professional development programme. Evidence from the teachers that they had undergone a philosophical shift as a result of their participation in the project could be discerned in their descriptions and analysis of relationships in the classroom. This philosophical shift is particularly well described by one teacher:

I learnt that my approach was quite wrong, which was really quite an eye opener for me and I thought well I do have to change. It's … you know … I don't have to change the students. I've got to change. And so I learnt. I looked at it being that they weren't misfits, shouldn't be in the class, they were students that needed direction and they needed their "culturalness" taken into that fact. The way that I treated them, the way that I talked to them, they way I gave instructions...the interaction with the students.

Another teacher referred to his treatment of discipline issues to describe his philosophical shift:

So I made a real conscious effort to try and concentrate on my teaching and who was in front of me, not what, who in front of me was wearing, or not what who in front of me had been doing five minutes before they walked into my class reeking of tobacco … those kinds of issues, and I think it kind of just came back to just trying to change that relationship within my room...and stand there and greet the students as individuals… and be there to meet them and just have a chat to them, and yeah, really start to focus on that relationship building. So that not only has my attitude towards the students changed as they're in my room, how I interacted with them in the classroom changed.

It was clear that many of the teachers were very much aware of their philosophical shift following their participation in the programme. The interview process itself gave teachers the opportunity to reflect back on these experiences. What was also evident from the interviews was a willingness to change – by the individual teacher, staff groups and the schools.

I think our attitudes have changed. I think that's been the biggest thing. It's the attitudes of staff. It's got – you know, mine had to change because it wasn't going to work if I kept, the way I kept thinking.

And there was, you know, there was almost a school culture that said, 'Okay! We'll try this!' So that's another thing I guess that needs to be established is this willingness to change across the whole school, or as big a part of the school as possible.

For some teachers, the programme had enabled them to renew themselves, professionally. They expressed a confidence that they could change their positioning within discourse and that this would lead to positive changes within the classroom.

I've found this has given me insight into myself, and the teacher I was and the teacher I'd like to be. … So it's certainly not just a relationship with the kids, it's been a relationship with myself, changing, improving et cetera.

...you're the one, it's believing that you can make a difference. That's one thing I took away from the first hui - is the thing that you've just got to believe that you can make a difference …but I really feel that that's been a key thing for me now. Okay, there's not much you can do about … what's gone on there [child's home-life] you've got this child here. You know what you can do and that comes back to what I started off by saying ... building up the relationships.

Well, I do think there has been change. I think there's been, well, there's definitely from my own point of view, there's been change. I'm much more, you know, like I said, after seven or six years or whatever of teaching, to get to the stage where you're not really a lot of great thought's going into this, and now the change that I'm saying to myself - co-construction is now more important to me. So, I'm out there trying to find stuff to read on it and it's like I'm figuring out how these kids learn. So, there's a change for me because I mostly had given up doing that sort of four years ago. How do I change? I want to find out the way these specific kids learn so I can teach them.

With the Year 9/10[6] project, it goes without saying what is unique about it, is you can affect your practice straightaway in the class, just by making a change here or there. It's that simple. I'm not saying it's easy, but the solutions are simple and the change can be as dramatic as you want it to be.

There was also some tolerance that the pace of change would vary with a school and an expectation that change would be continuous.

> *It's never too late to change. Yes – and a lot of staff are really right into, right up with it – others sort of middle of the road; it's probably where I am. And then others are still starting to come to grips with its, trying different things. And a bit more departments are doing it as a whole department rather than just individuals with their way of doing it and other still trying to change, trying to feel their way around it.*

> *There's not end point. You've still got to go out there and continually look at ways of improving your practice, building relationships.*

> *I feel a lot more confident than I did last year and it will be an ongoing thing; but then I'll just be doing it for my classes without thinking about it.*

The power of the narratives

As described in Chapter 2, the first encounter these teachers underwent at the 4 day hui was with the narratives of experience of engaged and non-engaged students that had been generated at the commencement of Te Kōtahitanga Phase I. These narratives were identified by the teachers as being a significant element in the professional development programme in that they challenged their attitudes and perceptions about teaching Māori students.

> *… I think sometimes we need to appreciate where this PD is taking us and how important it is by understanding the predicaments of some these kids when they turn up. I think we pay too much lip service to it because we just want to get into the PD side of things, and in a sense we miss out on the importance of the narratives.*

The value of "taking on board" what students were saying about teachers was widely acknowledged.

> *Having being involved in the project and having listened very carefully to the narratives of students, of all students, not just my students … it's given me more confidence in terms of changing the approaches that I use.*

For another teacher, listening to the "voice of the students" was consistent with their personal philosophy. For some other participants, the content of the student narratives did not hold any surprises. Nevertheless, this did not lessen the impact or value of the students' narratives as a learning tool.

One teacher recounted an activity with a group of teachers at the school that had been conducted by the Project Director as preparation for the professional development programme. This activity demonstrated that teachers tended to explain the barriers to Māori educational achievement as being the students themselves and their homes; the kind of relationships between teachers and Māori students was not perceived by teachers to be a significant barrier to Māori educational achievement. Later, the group learned about the narratives and this teacher concluded:

> *… it just became crystal clear to me that we had to start looking really hard at what was happening in the classroom.*

This view was indeed shared by several teachers and was expressed succinctly, as follows:

> *basically, we can't do a lot to change the things that go on outside of the classroom but we can change what goes on inside the classroom.*

In other words, this teacher was able to encapsulate the fact that several teachers had taken on board one of the most fundamental learnings of the project, that is, that teachers are powerful people who can act as agents of change, especially within those domains over which they have control. On another topic, one teacher explained that teachers generally would claim to have expectations of Māori students' which were the same as for other students but that the quality of their relationships and

delivery with Māori students would sometimes reveal negative attitudes. To this participant, the strength of the students' narratives lay in challenging teachers' subconscious views and expectations of Māori students.

> *It was those narratives that actually were the real beginnings of bringing up what was in the subconscious and challenging the subconscious.*

Such opportunities, within the professional development programme, for participants to begin to challenge their attitudes and perceptions regarding Māori students and educational performance seems to have had important consequences within both schools. Two teachers interviewed explained that they had observed a noticeable decrease in the level of "deficit talk" in their staffrooms. Deficit talk meaning in this case, blaming Māori students for low achievement. It was also observed that the deficit talk that did remain generally came from those staff members who had not taken part in the professional development and whilst none of them had been directly confronted about their comments, it was as if there was no longer an audience listening to them. One teacher described that when someone started to talk about students in deficit terms:

> *... everybody just changes the subject. We just move on. We talk about something different. So they [non-professional development teachers] are learning that there is no mileage now in sharing stories about deficits, because it just doesn't go anywhere.*

Although many teachers valued the narratives as a key element of the professional development programme, a minority of teachers were less convinced. Some teachers had encountered the narratives prior to their participation in the programme and again at their first professional development hui. Such repeated exposure to the narratives had somewhat reduced their impact. There were indications that a small number of teachers were impatient to familiarise themselves with alternative teaching and learning strategies, rather than devote additional time to reading and exploring the narratives. Such experiences need to be noted by the professional developers.

There were suggestions from a minority of teachers that although they had found the narratives significant in terms of the contrasting discourses and had been encouraged to re-assess their perceptions of students, they would have preferred to have access to narratives from their own students. This would provide a more authentic account. Whilst this might indicate that some individual teachers may be initially resistant to "the voice of the student", the contrary may also hold. There were several accounts where teachers had been spurred-on by their examination of the narratives, to take time with their own students to ask them about their opinions about school and about their lives in general. This had a positive outcome for many teachers, who referred to a new openness with some students and having creating more effective relationships with individual students.

A request was also made for some narratives from students, parents and teachers from intermediate schools. Those making the request were strong advocates of the power of the narratives, and stressed that a set of more specific narratives would assist with a better appreciation of their students. It could also assist with fostering partnerships and better understanding of the programme with parents and whānau. In addition, it was felt that specific narratives could also facilitate the 'buy-in' to the programme by new teachers and maintain the momentum and significance of the professional development programme within the school.

Observation Tool

Teacher experience of the observation tool

Teachers generally felt that the observation tool, combined with the feedback and co-construction sessions, was a very positive feature of the programme. It was clear that many teachers welcomed having some of their classes observed and valued the comments and feedback in the sessions afterwards.

> *I love the model actually. I've always been a bit sceptical along with every other teacher in the country about measuring teacher performance, and would've been very wary had you come to me a couple of years ago and said 'I'm going to look at the engagement levels of the kids in your class' ... But it does actually work as long as you've got a good base to start from; it's a good tool for measuring how you are doing. ... I like it and I'm quite happy to have people come to me, just to give me feedback on the engagement level of the kids.*

Several teachers were particularly enthusiastic about the observations.

> *I felt it was done in such a non-threatening way. It was very, very supportive. It was very professional. It was intriguing and it created change.*

> *I enjoyed it when the observations occurred. The expectation was that you already knew what they wanted to see ... and so by the time the observers came it was well ... this is what I've learned and I'm going to demonstrate what I think I've understood ... what I've learned.*

Another teacher explained,

> *Okay, the way it helps me is because I know I'm going to be observed, it certainly makes me a lot more aware of what I'm doing. ... It's just like practice makes perfect type thing ... it just makes me reflect on what I'm actually saying and doing.*

Such comments are very affirming for the research/professional development approach, which sought to work in partnership with the teachers. Together, both parties initially negotiated the parameters of what was needed to engender change for Māori students in the classrooms, to develop new approaches to relationships and interactions and to support their attempts to apply this new learning in the classroom.

Whilst some teachers were generally comfortable with being observed, others had found the observations a little intrusive, somewhat distracting and quite a stressful experience.

> *The ones I had last year all went tragically bad. My very first one, my baseline one was pretty good and then from there it went downhill!*

> *First up pretty scary, you know first time up you sort of wonder 'Oh gosh here we go!', you try and implement what you've been given and you really, I think you really go out of your way on your first, oh really go out of your way to try and make it really perfect.*

Some teacher anxiety was lessened as they underwent further observations.

> *I do rate the observation tool as being very important to the whole process and I think it does require another big bit of 'buy-in' by staff.... it's only after you've been through the process that you realise it isn't really threatening in any way, shape or form.*

> *It doesn't always work, but once you carry on with it, really get into the programme and start getting more observations done, it just becomes a part of the lesson.*

> *...it was kind of nerve wracking because you know you've got somebody watching you and you knew what they were going to judge you by. But on the other hand ... it was really good and ... it kind of validated what you were trying to do.*

> *I actually started to look forward to my observations.*

Teachers preferred having time to prepare for their observations and there were indications that additional effort was given to those lessons that were to be observed. It was pointed out that the observations could become quite contrived situations. In three interviews, the teachers explored the possibility that through deliberate planning and teaching effort, a teacher could perform better in an observed lesson, than was typical.

> *I think you can certainly make yourself look better than what normally you'd look like on a daily basis, but a lot of us have been doing that. We know we've got an observation so we know we've got to put a lot of work into making sure that we have a good lesson that period, as compared to how we might ...once we know we haven't got an observer then we can relax a bit.*

However, the likelihood of teachers successfully "cheating" the observation tool had been discussed and then discounted by the facilitator and staff. It was felt that it is perfectly natural for teachers to "be aware" of being observed and to perform that much better. Nevertheless, the flow-on of the benefits of change that was seen in the observations is also reported by the teachers. Indeed, a certain level of "additional" preparation prior to an observation was to be expected and encouraged. One teacher explained for example, that a group of teachers would practice different strategies in their classrooms, as preparation for an observation, again suggesting that additional benefits of increased collegiality was an outcome of the observation programme.

The "carry-over" effect even came as a surprise to one of the teachers:

> *...it was funny too, 'cause sometimes I did some brilliant lessons and there wasn't an observer!*

Another potentially unpredictable element of the observations was the students themselves. A few instances were described where students had sabotaged a lesson or reacted negatively to having an observer present. Teachers mentioned that it can be worthwhile to explain to students when an observation would be taking place; it was anticipated that the students could then accept the presence of the observer and the observed lesson could carry on as usual. One teacher commented that their students were becoming quite accustomed to having an observer in the classroom and that this could make it easier for subsequent observations as well as for observers from other projects and agencies (e.g. Education Review Office).

Although teachers were generally pleased with the observations, they were clear that the value of the observation tool and the information it generated was generally seen as being very much connected to the feedback sessions afterwards. Indeed, as one participant commented, the value of the tool lay not with the observation <u>per se</u>, but with the ensuing feedback sessions and discussions.

However, although the teachers were positive about the feedback sessions, they articulated their experiences in generalised terms. It was striking there was no clear account from the participants about the kind of interchange which would describe an effective feedback or co-construction session. There were signs that the co-construction sessions were still developing in character and dynamism and that there was room for development and improvement. Indeed, the teachers were convinced that the co-construction sessions being run in year 2 of the project (2003) were better than those run in the first year. In addition, teachers did not always share the same view as to how the follow-up sessions should be organised. Some teachers found the group discussions following a set of observations to be beneficial whereas other teachers prefer to have an individual meeting with the observer, fairly soon after their observation. This suggests that the professional development team need to engage in further consideration of this aspect of the programme with the teachers already involved.

Nevertheless, the teachers seemed to appreciate analysing and interpreting the observation data; it was viewed as tangible "evidence" of events in their classroom which otherwise they would not have noticed.

> *Yes, there were one or two things that I wasn't quite aware of, which I didn't know, that but then I also realised the changes that I'd made myself, you know, were quite, yeah, quite surprising.*

> *I enjoyed looking back at the data because you're so busy concentrating on different aspects of your lesson; you really don't know that a particular student is 100% on task sometimes.*

> *[it's great] … if someone's there and talks to you about what you've done and what they've seen, you know, the changes they've seen or the good things that you're doing or the things that you can improve on.*

Teachers found the feedback from the observers to be useful because although they knew what they were aiming for in terms of interactions with the students, they were not always clear themselves if this had been achieved.

> *I actually found it was quite good … it could be certain things that the observer can see but you just don't see. I found it quite interesting in that respect and just picking up on things that you do that you are not aware of and … the idea of giving kids a feedback but what sort of feedback are you giving them?*

> *I'm not even aware of the things that I did and when I look at the sheet and I think …I didn't know I was doing that or … like feed forward academic and all that kind of stuff. But I didn't know that I was doing that, and I don't know all the time that some of my students are engaged 80% of the time in class.*

Information from the observations also motivated teachers to review their classroom practice:

> *I must admit … that there are times that I'm so keen to teach the kids that want to learn that I tend to sometimes to ignore that a particular student is playing noughts and crosses and this has brought me round to thinking well I've got to try to incorporate everybody.)*

Another teacher valued the observations since they gave an objective assessment of a lesson. It was possible to inflate your own performance in your own notes or in conversations with colleagues but it was more difficult to do this with an observer. Moreover, the observations and feedback were critical in helping this teacher decide if their assessment of "what worked in the classroom" was consistent with the professional development model that was being implemented.

However, one teacher, who had welcomed the observations and had found the feedback sessions to be beneficial, raised some concerns about the observation tool. It was felt that the

tool was subjective; different observers might not notice the same features and definitions of teacher performance could vary. Having good baseline data was important but the pre-hui observation could be seen as a brief, perhaps, unfavourable "snap shot" of teacher performance and it was important that this was seen in the context of changes that flowed from this point on.

Cancellation of Observations

The teachers were clearly disappointed that the cycle of observations had been cancelled for Level 2 participants, that is the observations conducted by the research and the facilitation team only ran for one year (or six months in this case). They explained that the observations motivated them and provided ongoing monitoring of their classroom practice. They also welcomed the feedback associated with the observations, which could validate their efforts to implement new approaches, or encourage them to achieve even further.

> *I am a little bit [disappointed] yes … and I find observing keeps me on track, it gives a goal to set and I sort of - it reminds me to do things.*

> *… I think I still wanted to have that kind of you know - validation, 'Yeah you're still going on the right track and hey you've done all these the last time, you know, what about trying something different or … I have seen even greater shift or … where do you think you could move you know, shift up a notch?' or something that.*

In the absence of the observations, some teachers feared they could loose some momentum and experience a decline in performance.

Also I think the observations are good now. I know it sounds weird, but, it forces us to participate if you like, ... it's almost like a diminishing curve, you do it and then we tend to drop off away, and 'Oh God, an observation!' And back up we go ... So without the observations I have a fear that we will diminish down. Maybe not go back completely, but certainly reduce.

One teacher, who shared a class with a set of other teachers, felt that the discontinuation of Level 2 observations could hamper their attempts to address some of the issues affecting the performance and attitudes of this particular class. Whilst disheartened about the cancellation of the observations, this teacher was optimistic that the set of teachers would find an alternative solution.

Everyone who is teaching this class needs to be observed, then with those observation notes, sitting down and having a bit of a chat about, 'What's going on with this kid? How are you dealing with this kid?' ... because I'm sure within all of us, we've got this secret to success but ... we need to set up that dialogue and I had thought it was going to come through that Year 9 and 10 sort of process, but it looks like this, for whatever reason, it won't be. So we'll just have to do it ourselves, so that's cool. It's just a matter of someone saying, 'Oh let's do it!'

The teachers had been on the programme for less than a full year and several commented that they were still learning and attempting to implement new strategies. The observations were an important mechanism to reinforce their learning.

I don't see that after three observations that 'I'm now - away I go and that's it for you!' or 'You don't need observations any more', anything like that.

I was actually quite disappointed to hear that we're not having observations. I still think we've all got a lot to learn and I think you learn from those observations.

One teacher commented that it was important that the project was understood as a long term commitment for the school and not perceived as a "one-off",

... even though you know whatever works for Māori students works for everyone, it's still considered kind of like a Māori project you know what I mean. And so it's why it's really important that that process is seen not as something you do once and you get observed three times and it finishes after your first year, that it is seen as a professional development that is supported for the next year when you're going through and that you are still observed.

Indeed, these suggestions, along with the experiences of attempting to develop a level 2 programme, were significant in directing the development of the level 2 observation tool and for addressing the major concern about sustainability.

Learning how to use the Observation Tool

Several participants expressed their frustration that the Level 2 teachers were not going to have the opportunity to learn how to use the observation tool. It was suggested that for the longer term sustainability of the programme within a school it would be beneficial for some participants, Heads of Departments, for example, to be skilled in undertaking the classroom observations, using the tool. This could reduce reliance on external professionals such as the RTLBs, lessen the organisational difficulties associated with scheduling the observations and feedback sessions, and increase the schools' sense of ownership of the tool and the observation process.

In addition, one teacher explained that they had been invited into colleagues' classrooms in order to provide in-class, peer support. The observation tool could assist in this respect and help focus attention on particular features or interactions within the classroom.

However, such enthusiasm for teachers being trained to use the observation tool with their own school was not shared by all participants. It was clear from other interviews that some teachers would find it difficult and uncomfortable to be formally observed by a colleague.

Organisation of Observation Schedule

It was indicated by participants that the organisation of the observations and follow-up meetings during the first six months of the programme (in Terms 3 and 4 of 2002) had been uneven. Such an outcome points to the problem caused by commencing the project in the middle of the year, necessitating the truncation of the in-class episodes from 1 a term in the original Te Kōtahitanga project, to 2 a term, in this phase. Despite the disruptions and uncertainties, however, the commitment of participants had remained high. It was suggested that this was because the scale of the project and the number of teachers involved at that time was relatively small. Those who were participating were highly motivated. It could also have been that the enthusiastic teachers were among the first to volunteer to the programme. In

addition, despite the truncated nature of the programme, the frequency of the observations and follow-up visits was maintained and the quality of the inputs and discussions was felt to be good. However, there was less opportunity for informal support.

For the second year (commencing in January 2003) it was commented that despite an increase in the number of teachers participating, the pre-hui observations and feedback for Level 1 participants had been well planned and carried out effectively. Since that period, however, it was noted that some observations and feedback sessions had been postponed on several occasions and the time gap between such events had widened. There were even instances of feedback sessions being "missed". Some participants felt that the lack of frequency of meetings this year could have a negative impact on the momentum and programme outcomes for Level 1 teachers. Indeed this was to create a major problem when funding for the project ceased mid-year.

In addition, partly because of the planning required and personal anticipation, teachers found it both disappointing and inconvenient when observations had to be unexpectedly re-scheduled. There was a potential risk that teacher's enthusiasm for observations could be weakened. Other teachers pointed out that the recent and frequent changes within the programme had affected other plans within the school's term and year calendar.

Whatever the cause of these problems, it is clear that the programme must be responsive to teachers' enthusiasms and expectations. Organisation must be first class and priority must be given to attending to and providing professional development episodes as and when planned. It is also clear that as teacher numbers increase, so do problems in providing the necessary support. Therefore, an optimum number of teachers per support staff needs be established. Finally, these issues also indicate that truncating the programme is not desirable. In other words, these teachers were very helpful in defining the parameters of the future project.

Creating a Cultural Context for Learning

A major focus of the professional development was for teachers to create a culturally appropriate and responsive context for learning in their classrooms. This was to come about as the result of changing teacher-student relationships and classroom interactions so that the culture of the student could be legitimated within the classrooms.

It was clear from the interviews that the professional development programme had enabled many teachers to re-consider and attend to Māori culture, language and customs within their classrooms. Both Māori and Pākehā teachers spoke about the need to plan and deliver lessons which incorporated the cultural knowledge of their Māori students. Such an endeavour was seen as a means to engage Māori students, provide positive reinforcement and validate their culture. For example, in order to

provide a more culturally appropriate learning environment, teachers had reviewed their teaching units or plans in order to incorporate and extend Māori examples (such as patterns, artwork, place names, characters).

> *I've always tried to do things like, and to do it quite conspicuously, things like, little things just like pronunciation, and whenever I can think of an example trying to use either Māori characters, or Māori place names, or even a Māori example if I can think of one, you know, where I have seen topics.*

A second teacher spoke about creating a culturally appropriate and culturally responsive context for learning.

> *The cultural aspect of trying to relate the content to aspects Māori which is something that I've never, well I haven't really made a conscious effort to do before, so the project we've been involved with has brought that into perspective and it's something that I now think about and look at ways and means of saying, 'Alright, how can I introduce a Māori perspective in the content that I am teaching?' And there are ways and means of looking at the content and introducing that approach. I feel that I haven't been able to do that all the time, but yep, it's made me realise that if the students can relate something from their background to what you're teaching, then that's obviously going to be beneficial.*

> *It'd never occur to me to have them sing in my ... class, another one starting a lesson with a karakia.*

Nevertheless, perhaps not surprisingly, most teachers focused on creating culturally appropriate contexts through using Māori cultural iconography. A teacher, for example, commented that some Year 12 students had welcomed the display of visible Māori culture in their classroom. The teacher considered this a positive step to engage and encourage students.

> *And if they like coming to that room where they're supposed to be ... we might actually be able to get them back, to come to the room to do some extra tuition without them feeling like it's punishment, you know, these sort of things.*

One Māori teacher spoke about their negative experiences as a school student and wanted to create a positive and reinforcing learning environment for their Māori students.

> *And I always try to reinforce positives about Māori culture and ignore negatives, or not necessarily ignore negatives but certainly not to highlight the negatives. Well, my main concern is that I don't want Māori kids feeling embarrassed about being Māori or I don't want them feeling ashamed to be Māori, ... like I remember instances of being at school and cringing when I'd hear something about things Māori that was negative. It used to make me feel really uncomfortable and I just don't want the kids to have those experiences. I want them to have positive experiences so that they feel good about themselves and feel good about being Māori. So as often as I can, yeah, if I can think of something that is going to highlight Māori in a positive way, then I like to sort of home in on that.*

This teacher continued to describe the positive impact of including Māori references in their subject area, for both Māori and Pākehā student learning and understanding.

> *I like it because the Māori, not always, but some of the Māori kids will generally have some idea about [the topic] and might know names, and it kind of validates their culture within the classroom, because you know, most times we do stuff that it's just completely foreign to the Māori culture, but it also gives them the opportunity to kind of be the knowledgeable ones, or know a bit more about it than their non-Māori counterparts, so yeah, those are the positive things and then the other thing too is that even the Pākehā kids learn, they actually learn quite a lot from that activity and so, I'm hoping that for them, it's sort of reinforcing for them that there are good you know, good things that we can take from the Māori culture, or that we can learn from the Māori culture.*

Another Māori teacher described a mahi-a-ringa programme, which drew upon Māori cultural concepts and involved Māori weaving, tapestry and wood carving as being a very good example of this approach.

Despite the progress made in both Māori and non-Māori teachers wanting to extend the opportunities to include Māori cultural iconography into their lessons, both Māori and non-Māori teachers indicated they were uncertain about how to integrate Māori students' own cultural knowledge into their teaching.

> *That's another thing that I really struggle with is trying to bring, and that's me as a Māori, let alone our Pākehā teachers, like 'cause I know some of the Pākehā teachers find it very hard, is trying to bring that cultural context into [the subject] class. And while there are some topics within [the subject] that lend themselves <u>really</u> well to Māori cultural experiences or ways of life or whatever, just some which I just wouldn't have a clue where I could, what I could do to bring in the kid's culture, yeah.*

None of the teachers wanted to be tokenistic in their approach and acknowledged that incorporating Māori cultural knowledge was not simply about including Māori cultural icons in their classrooms. However, there were indications that some teachers were not entirely at ease with the cultural component of the programme. This may have been because of a tendency to consider the more external, tangible dimensions of an individual's culture as paramount and how the teacher can access this via the academic content of a lesson, rather than how aspects of culture are internalised and shape an individual's actions and perceptions and come with that individual student into the classroom.

Teacher: *...these kids have their own culture and I'm not yet comfortable sort of trying to get into it because I don't know enough.*

Interviewer: *…or allow them to bring it to the class.*

Teacher: *Or knowing how to get them to bring it in; you know that might be what I don't know is how do I get them to bring it in, in such a way that it can be added into my [subject] lesson?*

Despite the continual assurances from the professional development team that changing relationships from negative to positive and changing interactions from passive to discursive, was in itself a sufficient condition to allow young people to bring their meaning and sense making process to the classroom, there was an expectation that the professional development programme could provide more guidance or examples, in other words two paradigms talking. In one of the schools, a group of Level 1 and Level 2 teachers from one curriculum area had requested input from the facilitator when planning and discussing the cultural aspect of a particular topic. In addition, a teacher in the second school valued the input of members of the Māori community who had visited the school to share their knowledge and perspectives with the students. Again, however, this seems to be a result of teachers seeing culture more as tikanga, or customs, rather than as the mediation of customs. Perhaps this is a matter of the dominance of the common usage of culture as a noun or an object, over culture being seen as a process that leads to meaning-making among people. Whatever the case, it is a fertile area for further research and lots of talking.

Te Reo and Māori Culture

Several non-Māori teachers saw the importance of speaking Te Reo Māori and were pleased to have started to learn. They were keen to pronounce students' names correctly, to follow pōwhiri within the school and to speak some Māori with their students. Although the teachers acknowledged that they needed to make more progress, they had also received encouraging and positive feedback from the students.

> *I'm picking up the words. I can't speak it properly yet but I'm getting my students to really make sure that I pronounce their names correctly …And I keep reinforcing it. I keep saying, 'Look, if I say it wrong, tell me!' … I say "Well how do you say it?" So that's my next goal is*

to learn a lot more Māori myself to be able to speak it a little bit more. It is relevant to my class I think; well I never thought it would be. ... But as I said, that attitude is totally turned around now.

Our Māori students are commenting a lot more positively, they are already started commenting about the number of, the amount of the cultural component that's being introduced. ... I mean they made a critique of the pronunciation and stuff but they've decided at least they [the teachers] are trying and I mean this is what the kids are saying.

Oh I've heard some of the kids say, that are really having a good laugh at some of the teachers trying to speak Māori but it's a positive laugh, it's a positive thing. ... I think maybe I'm being shouted down once too many in terms of saying names. They definitely do respond in terms of the fact that we're trying something new and we've been very open in telling them trying something.

For one non-Māori teacher, greater appreciation of cultural features such as language, customs and behaviour and their relevance in the classroom had gained prominence for them as a result of the professional development programme. This teacher explained that becoming "more culturally aware" was one of the most significant outcomes of the programme, particularly the sessions at the marae. Having greater insight of the cultural values and expectations around how to interact and approach Māori students had enabled this teacher to make changes in their attitudes and interactions within the classroom.

It's the different ways that you approach Māori students about different behaviour problems, work problems. It's more to do it quietly, not to try to get them to look at you face to face. You realise that when they're looking down, they know they've done wrong and it's not to make a bit fuss of it, particularly in front of their friends and peers ...to be more culturally aware of how you speak to students, particularly, no, any time really, even if you're not giving praise, is to speak to them one on one, very quietly, not in front of the whole class.

This teacher expressed an interest in exploring with Māori students how they understood their culture. It was felt that by attending to an individual's mana within the classroom, the school could reinforce positive attitudes about Māori cultural identity which in turn could spiral back to the students' home environments. This teacher also commented that some Māori students seemed to have "drifted away from their own cultural awareness".

... I do know a lot of the students don't even go to a marae or don't even know which marae they belong to and I think ... I would have never said this two years ago ... is that I think more of the students ... more of the Māori students need more cultural awareness themselves of where they come from to being able to make themselves ... to be able to see where they're going. ... You know a lot of them wouldn't have a clue about where their grandparents' marae was or where they come from. I've talked to a few and yeah, their lack of knowledge of where they came from really I think does hurt them.

Whilst at one level, the efforts of non-Māori teachers to speak Te Reo and to become more knowledgeable about Māori culture and customs should be acknowledged, such emphasis on cultural awareness is again, part of the tendency apparent within the interviews for teachers to perceive culture as an external commodity which needs to be imported into the classrooms in order for them to understand their students, rather than as part of an individual's sense making processes. By creating discursive interactions, teachers can become more responsive to Māori students and create a context for learning where the students' themselves as agentic beings can bring their prior cultural knowledges to the interactions. Overall, the information gleaned from the interviews regarding teachers' awareness of the centrality of culture to Māori student learning suggests the research/professional development team need to reconsider how this key focus of the professional development programme should be addressed in Phase III of the programme.

Teaching and Learning Strategies

Prior knowledge of teaching and learning strategies

The teaching and learning strategies and the theoretical ideas promoted within the professional development programme were not new to either experienced or recently qualified teachers. Several experienced secondary school teachers, particularly those trained as primary teachers, reflected that despite being familiar with the strategies required to create a discursive classroom, they had "slipped back" to the transmission style of delivery over the course of their teaching careers.

Teachers in general were convinced by both the strategies and the theory offered within the professional development programme, and as one participant asserted, it constituted "sound primary school teaching pedagogy".[7]

Those more recently qualified did not necessarily feel that they had an advantage compared to their more experienced colleagues. Nevertheless, their recent arrival into the profession did mean that they did not have to "unlearn" well established patterns of delivery in the classroom, as they were familiar with teaching strategies required to create a discursive classroom. This indicates, unlike some suggestions made to the research/professional development team, that pre-service education should not be the prime focus of this intervention; rather our focus on in-service practice is appropriate.

> *I don't have to change old ways ... and so I had the opportunity to start implementing those kinds of strategies straight away ... without any resistance ... about changing the ways I've always done things.*

Longer-term teachers, however, were equally motivated and welcomed the opportunity to become reacquainted with and put back into practice those teaching and learning strategies they had encountered during their own teacher training.

> *What it has done is made me realise how good those teaching techniques were and it has affirmed what I was taught right back ... when I graduated. ... So co-constructions have been part of my ... teaching for a heck of a long time because I can't think of any other than makes sense to me. I never could.*

Prior to their participation in the professional development, some teachers were already using approaches such as group-work as part of their daily practice. Other teachers referred to their current delivery within the classroom as having been informed by approaches such as Resource Based Learning or Action Learning that also involved student ownership of learning. In many instances, the professional development programme enabled teachers to explore their prior knowledge in greater depth. As one teacher commented in connection with co-operative learning:

> *I've heard of that before, but haven't looked at it in the same detail as we've been looking at in with the project and it's been good, revisiting that co-operative learning and knowing more about it, and using it more consistently as opposed to just dabbling in it. ... Co-operative learning has sort of highlighted aspects of teaching methods that I think are very important and to keep revisiting.*

Style of delivery in the classroom

Several teachers commented that their style of delivery in the classroom, prior to their involvement in the programme, had been characterised largely by a desire on their part to control student behaviour and to direct student learning. Although such a style was perceived to be easier, compared to more interactive approaches, it was acknowledged that it was not effective; teachers reported that they felt "up-tight" or "rigid" and did not always enjoy their teaching. In addition, many teachers felt that many students tended to react negatively to such a regime; they felt that little learning was taking place, particularly for those less motivated students; some students did not express much interest in the

subject matter and some were easily distracted by other students in the class. One teacher spoke of their need to "drag students back on task."

Several teachers saw the teaching and learning strategies offered within the professional development programme as a key element in their endeavours to improve the dynamics of their classrooms and to achieve better learning outcomes by Māori students. Many teachers were eager to learn more about strategies such as co-operative learning and ways of interacting with students in the manner termed co-construction; they were generally enthusiastic about trying to implement them in their classrooms. In a small number of instances, the pursuit of additional techniques, subject-specific examples and the requirement to develop new classroom resources seemed to dominate teachers' analysis of their classroom practice. Most, however, saw the linkage between improved teaching and learning strategies leading to improved interactions and relationships with Māori students.

> *... I think we tend to do more interactive work on a small group scale. The only time I do whole group is when I'm delivering a message or instructions or what we are going to do now, or how we set something up, or how we close something. The rest of the time the learners are actually taking responsibility for what we're here for. So the role tends to be more of a facilitator, so I tend to do any work on my white board at the beginning of the day, or the night before, and tend to move around a lot more. So I actually sit at spare desks in the classroom and I'm mindful where I move around in the classroom, so I don't get trapped into that mode of here's the white board out in the front and this is how they recognise me, just out in the front all the time.*

Teachers indicated that they had gained in strength from the programme and their expectations of what they could do to change their delivery in the classroom had also increased. For example, a teacher who had successfully undertaken group work with a Year 9 class described an initial reluctance:

> *I didn't do a lot of group work at all in fact because they were that type of class. I thought, 'No way am I going to put them into groups. It just won't work!'*

In some instances, the programme had given teachers new techniques to implement in the classroom. Several teachers commented that even the introduction of relatively simple techniques could have a considerable impact on classroom dynamics. The "hands-up" signal used to silence a class, for example, had been used by several teachers and was considered beneficial for both teachers and students.

> *I've never ever thought to do that and it really works like a charm. … Last year, I used to end the day ... I was hoarse, the way I would shout above them to try and get their attention; and the ["hands-up"] was just perfect. And so as a teacher I became a lot calmer and more collected and I think the kids were more responsive to that.*

It was further explained that this technique had been particularly effective for students in one class who saw it being practiced repeatedly by a number of different teachers. This example is but one of many that supported the professional development approach which emphasised the participation of as many teachers as possible of a particular class. Such an approach can ensure greater consistency of teacher interventions and enable students to respond to their teachers as a group.

> *It works really well, especially if you've got the one class where all the teachers ... and they all do it. Because you get to the point where you're actually automatically just do this and you don't realise and the next thing, you know, you've got silence, like oh, okay, let's move on.*

A teacher also described the successful use of post-it notes to obtain weekly feedback from a Year 10 class of predominantly Māori students. Feedback was generated on a range of ideas – from students' likes and dislikes about the subject, expectations for the following week, to positive events in the students' lives. The teacher observed:

> *I went from probably a 50-50 split to very predominantly positive remarks and that to me was probably the most motivating factor.*

When describing their attempts to facilitate co-operative teaching and learning within their classrooms, most teachers referred to group work. They were well acquainted with the process of organising students into groups (teacher determined and/or student determined) and they generally used common terms to describe the various roles within the groups (leader, materials organiser, reporter etc.).

Their initial efforts, however, to implement group work had met with varying degrees of success both for themselves and the students.

> *I did one activity and it went really well and I thought 'this is really neat, perhaps it will work, this is cool!' And then I did another one and it all turned to custard. It was diabolical and I put kids into random groups and ... they sabotaged it on purpose. I had to backtrack a little bit and just take it more slowly.*

Another teacher referring to one of their "best teaching experiences" described their application of co-construction techniques to plan and deliver a block of teaching with a Year 10 class. The teacher was not familiar with the subject area and called upon the expertise of the students to share their skills and knowledge with their peers. The students arranged themselves in groups of four and completed 10 weeks work within eight weeks. This teacher concluded:

> *I just felt it was successful and when I compared it to the class before ... they learnt so much more, and they were more enthusiastic ... the difference was huge.*

Another teacher used co-operative learning techniques in order to plan a lesson with a senior class on a topic that students typically found very "dry."

> *I said to the kids, 'There's certain information we need to get through and there's more than one way to do it. I've got a few ideas. What do you think?' They came up with this wonderful activity where everybody did a bit. Nobody wanted me to read to them, nobody wanted to copy it off the board, nobody wanted to sit and read it on their own either, but they were happy for individuals to do a bit and summarise and do it that way. That was the kids' idea ... we found an interesting way to do it.*

Teachers commented that group work had enabled most students to recognise that they had a contribution to make to the group effort. This in turn helped to improve the dynamics of the classroom.

> *In other words they're not feeling as if they're left out. They've got people there which <u>they</u> can talk to rather than coming up to a teacher - because that's '<u>shame</u>' you know, things like that, so you're looking after their mana.*

The introduction of more co-operative styles of working with students had required many teachers to relinquish some of their control and had several important consequences for student learning.

> *Beforehand, it was more of a dominance, trying to get them to work. ... 'This is what you've got to do and this how you're going to do it.' Rather, now I find that I'm talking to them, even though we've got set projects to do – it's the way that they look at it and the way they want to do things. They have a lot more input ... and they work together in groups now whereas before it was individual projects.*

> *The most important thing I do is motivate them, not teach them [Year 13] ...it start to float their waka and away they go, you know. And then I just support them on that journey.*

For some teachers, the process of "letting go, letting the kids take over and work it out" had been a phase of uncertainty and adjustment. Having been accustomed to assuming the role of the "expert", many spoke enthusiastically about their students taking ownership and responsibility for their own learning. For example, it was noticed that students were learning from their peers, helping one another with acquiring skills and understanding concepts through small group work or by working in pairs.

Teachers also referred to changes in their approach to students who had difficulties understanding a new skill or concept. They described the benefits of calling on other students to explain skills and concepts to their peers.

> *Before, I would have helped them with it, and tried to leave them to find the answer, and I'd like to do the same thing now, although I try and get someone else from their group also to explain it to them. ... And then if they are still stuck then I'll try helping them. But I've never really been one to dish out answers out anyway. I will if they just can't get it, so I don't think that side has changed much; it's just more guiding them to getting help from someone else rather than me always being the one to help them.*

> *Now I would take a time to be with that student and show them ... Or if there was another Māori student that I knew was very competent ... I'd ask them to show them and that just helps their mana grow. ... I find it works a lot better and the students interact with one another a lot more.*

> *Whereas once upon a time I might have ...and told them to get on with their own work and if they had a question to ask me and I've learned there's a better way maybe now, and that's to let them ask their mates first and then come to me when they've exhausted other avenues.*

This increased opportunity for student-led and student-assisted learning also required teachers to be more receptive to answers and interpretations from students which had not been anticipated or were not "correct."

> *Maybe the wrong expression perhaps, its something that I hadn't, you know, wasn't the answer that I had in my head. But if it's valid, you know, you say 'OK that's a different way of looking at something.' And just being really aware of that, if it may not be the right answer that I might have, but it still might be valid in terms of what they're thinking. So ... again, it's that whole different way of thinking and communicating and looking at what the kids are doing in that way.*

A wider range of teaching and learning strategies

Several teachers indicated that their repertoire of teaching and learning strategies had widened through their participation in the professional development programme. They had more choice in terms of planning and delivery in the classroom.

> *The project's benefit for me ... is that it's given me other approaches in the teaching and learning of students and Māori students ... you can't be in front of the class for the whole period, they'll get bored.*

> *I'd try different things like doing group work ... and things like that and I liked it when I was able to offer the kids something different. And it think the kids liked it too because you know, they'd get; I'd say they get pretty bored and fed up with just the usual traditional style of teaching.*

> *So I guess in summary, there's a lot more critical thinking now on how we plan and how we deliver and we leave a lot more opportunity or time for the students to have some sort of buy-in or some sort of say. So they can see the relevance of it and as we are going through the topic or unit there's a higher learning engagement.*

One teacher took a more holistic position and suggested that the options for teachers in terms of techniques to build up effective relationships with the students within and outside the classroom had "always been there." The programme had encouraged them to be more aware of the choices.

Some teachers had decided to apply co-operative teaching strategies across all their classes; others had decided to concentrate their efforts on one particular class. It was noted that the junior classes were generally more receptive to interactive teaching and learning, compared to the senior students.

> *I've tried one or two of these co-operative strategies with them [Year 11] and if I throw one in now and again, it seems to work well, but if I do it, three of four times a week, they say 'Oh, not this again!'*

For some teachers, the teaching and learning strategies at their disposal had to be balanced against the requirements of the NCEA syllabus and examinations. Individual teachers felt their choice of strategy was constrained by these requirements and had decided to adopt a "lecture-style" for their senior classes. Others, whilst aware of the same constraints, had found it beneficial to include interactive strategies in their senior classes.

> *Have I really got time to spend co-constructing lessons with kids in a way which will probably take me away from the direction I want to go in? But you do it anyway 'cause you know it works. And what I've found is while the pace in terms of quantity of work we get through is a bit slower, the depth of understanding is so much greater. And I'm of the opinion that that is a price worth paying.*

A teacher of a Year 9 class of engaged students described a successful group activity which had reinforced the students own learning and explained:

> *I'm still getting through what I'm supposed to do ... it's just the activities you do to get there are just a bit different. Sometimes they take a bit longer maybe, maybe I was just rushing through things.*

There were strong indications, however, that most teachers had listened carefully to the professional development message and employed a variety of teaching and learning strategies; they did not use co-operative strategies exclusively.

> *My thoughts are that co-operative learning ... you don't do it all the time, because it loses its impact. ... It's like many things, if you can add variety to what you're trying to teach, then that helps with the learning.*

> *You can't do it all the time. You can overdo it and I still do fall back on traditional teaching methods to get complex stuff across where the whole class is just not getting it.*

> *... haven't changed the content. Altered the presentation, well a lot more interactive. Even when we're doing the more formal ... I mean, every lesson can't be co-operative and interactive, but even when you're doing a more sort of structured, that is more instructional, just being comfortable about the kids talking to each other about their work.*

In some circumstances, whole class teaching was judged to be appropriate.

> *The [Year 13] syllabus is pretty huge and I want to get through it and I've got some ... students in that class who really want to move on and they want to move on fast. They've got their eyes clearly set on university careers and where they want to go. That's where they want traditional teaching, they've told me that.*

> *One of the methods I try to use now is to teach a smaller group and to get them to do the teaching. I'm finding now and again the whole class will want to know ...and they want to hear it from me. But that's part of the co-construction. You see the kids are telling me about it, they're saying 'We want to face our desks to the front, we want to do this, you show us how it works'. And to me that's fine.*

> *At some stage, you've got to say if the kids want to learn in straight lines, well it might be opposite to the way we think they want to learn, but if they've voiced that's what they want, then you've got to run around and say, 'Okay.' Straight lines is where it's at for this group.*

Teachers were very keen to acquire additional co-operative strategies, particularly subject-specific examples. Several teachers indicated they would have appreciated more examples of co-operative teaching and learning strategies at the professional development hui. Although many teachers were

simply keen to widen the range of activities they could use in their classrooms, others explained they were not always certain how to undertake co-construction; they wanted to observe a colleague or external professional demonstrating a good example of co-construction in the classroom.

Adjusting to the teaching and learning strategies

The introduction of co-operative teaching and learning techniques had required a period of adjustment for the students as well as the teachers. One teacher referred to the need to train the students to understand the techniques that were being introduced in the classrooms

> *We were training them to actually work in groups … to actually talk to each other to actually take some responsibility for the actions of those three people around them.*

This teacher explained the need for students to be able to trust their teacher as new teaching and learning strategies were introduced within their classrooms. Change and innovation could take place at a comfortable pace but students were not always immediately aware of the full impact on their learning

> *It's either we trust the teacher enough to let them take us down in this direction, or [take] such little steps that they can actually know what's happening to them anyway and then all of a sudden it's happening. 'Oh we seem to be talking a lot more about [subject] and Sir's not telling us off anymore and … how did that happen?'*

Another participant, reflecting on their experience at the professional development hui in June 2002, commented,

> *And you get all this information and you start buzzing away with it and you come back and try and put it into place. Now I did that on my first hui we had at Hopuhopu and I was implementing some of the strategies of co-construction you know, and I had to stop because my kids were, my students were looking at me and they were going 'What's she on?' … They sort of looked dumbfounded you know, so I had to stop myself and explain to them what I did, you know what took place and they went 'Oh right, so now we know where you're coming from!'*

There were indications from the teachers, now the professional development programme had been running for a full year that students generally were becoming more accustomed to and accepting of, the different strategies. This indicates, again that considerable time is needed when a school is attempting to make significant changes in the day to day running of classrooms. Two teachers of junior classes felt that student resistance had been less during the 2003 academic year, compared with the previous year. Students in their classes seemed more co-operative and willing to participate. This suggests again the time required to allow teachers and students the opportunity to come to terms with the changes. These teachers explained it could be more beneficial to introduce new strategies from the start of an academic year, rather than half-way through the year as had been the case for them. This would enable the teachers to set out their new approaches and strategies before the social dynamics of the class became established.

Teaching and Learning Resources

In addition, the implementation of new teaching and learning had necessitated the construction of new teaching resources, a process which had been time-consuming for most teachers. Some teachers expressed some uncertainty as to where to look for new resources, particularly good resources for Māori students. However, there were indications that groups of staff in curriculum areas had worked effectively and with some enthusiasm, to review existing resources and to devise appropriate material. Nevertheless, it was further suggested that it could take 2 or 3 years for a department to have sufficient resources to sustain the new strategies.

Teachers varied in their attitude towards developing new resources or adapting resources for particular teaching situations. In one of the schools, teachers indicated that they would have welcomed more external guidance including input from the research team with regard to finding new and additional resources. This suggests an additional task for facilitators in future projects, or at least a need for teachers to be aware that facilitators are able and willing to assist in this area as well.

By contrast, there were those in both schools who simply accepted this task as part of their role as a teacher. Some teachers took comfort that over time they (and in concert with their peer group) could create a pool of new resources from which to draw continuously.

> *Depending on what we want to do in the lesson, if someone else has done it, well there's some resources. If it's something new well then just sort of put our heads together and think of something, you know what we can come up with and either make it or go and buy it. ... I haven't found it to be an issue.*

However, in view of the time required to plan lessons and prepare resources, it was frustrating when resources were not looked after or repaired on a regular basis.

Finally, for one teacher, creating new resources was seen as a particularly productive use of their time since it focused their attention on their overall aim to introduce the new strategies and create positive changes in their classroom.

> *Resources ... I think that's something you've got to do as a teacher anyway. ... you've got heaps of preparation but when you're trying something new and you really want to do it good ... because you want the kids to have experience of it being really successful. So that's when you continue to go on, then you know they are happy to participate in the new strategies that you are trying.*

Outcomes in the Classroom
Introduction

Teachers, principals, the project facilitator and RTLB all spoke to a greater or lesser extent, of the positive changes which could be discerned within the classrooms and the schools, as a result of their participation in the professional development programme.

> *I can see the changes, I can see changes in students, I can also see changes in staff who are taking it up, the changes aren't quick and rapid you know, but I do pick it that there are changes.*

> *You can actually see tangible results in the students and yourself and you feel better about that.*

The changes described by the participants are set out in this section as outcomes of the professional development programme. The general outcomes for the staff and the schools are presented first, followed by outcomes for the students in terms of engagement levels and interactions, as perceived by the teachers. Improved student attitudes and behaviour in the classrooms, again as observed by the teachers are also outlined. Finally, these outcomes for students are then linked back to the implementation of some of the teaching and learning strategies promoted within the professional development programme.

General outcomes

Participants commented that following the professional development programme, the tenor of the school environment was improved; teachers seemed to have received a positive "boost"; the classroom layouts had changed.

...the difference within the place that has happened as a result - I think that's exciting to see. I have seen staff who have had experience of teaching, but have probably been teaching in the same way for

many years … there's a different way that they can attempt things and with enthusiasm. So it has raised their levels of enjoyment of the job, to an extent in some places where people can't stop talking about what they are actually doing and the success that they are having. Which is really exciting to see amongst experienced staff.

> *.. when you reflect the whole programme from when we first started to where we are now, we are glad we took the opportunity to be part of this programme. As a practicing teacher in the classroom … mixed ability, it's been wonderful to see the changes that have come about first in the students and secondly in ourselves.*

Individual teachers described how they had benefited both personally and professionally from participating in the professional development programme. Many of them had been impressed by the quality of the inputs and were convinced by the programme's objectives and philosophy. Individual expectations had largely been met and in some instances, exceeded.

> *.. I didn't think it would be that much of a shift. No, but it has. It's been quite a turnaround of my own thoughts.*

> *And the effect on the whole class – you couldn't say it was only the Māori people who responded to it … it seemed to be quite, right across the board and the people responded well because I think the pedagogy is good, you know.*

> *I need a model that significantly changes what happens in the classroom and this offers certainly some of the most researched and most effective strategies that I can think of in the reading I've done.*

As a consequence of the programme, several teachers had reviewed the use of physical space within their classrooms. Desks were rearranged and in one department a seating pattern had been negotiated and agreed upon by those teachers using the classrooms. Teachers were also mindful of the importance of using the wall space to display students' recent work. Overall, there was a different use of space within the classrooms of those teachers participating in the programme.

> *I make sure I move around. So in that respect, when you go into my classroom and see the physical layout of the room, there's a lot of walking space.*

However, it was not simply that the rows of desks which had previously defined the physical space of the classrooms had been re-organised into small groups. Rather, the sense of ownership of the classroom space seemed to have shifted. As one participant commented:

> *The room recognises the children more in that there's more children's work around the room … because the children are recognising the spaces as theirs and the teachers are recognising it as theirs as well.*

Engagement levels and interactions

For the majority of teachers, the improved engagement and interactions of students and a readiness to participate in group work were convincing indications of change that impacted on student learning.

> *I think they're engaged a lot more, they participate, they are offering things in class, they do their work well and they're working well in groups, they seem to like a really co-operative, there's a calm atmosphere.*

> *My informed observations are that they're a lot more engaged, on task, than any Year 9 that I've had before.*

> *… you see it right in front of your eyes in terms of how they interact, some of the vocabulary they're using, some of the ideas, justification. You see the various personalities at play where you may have a dominant speaker toning it down a bit and quieter speakers sort of coming through, so it's like a teamwork approach coming through.*

One teacher observed the students interacting with each other on a "higher level', both intellectually and in terms of social relationships.

> *One of the fundamental changes has been the ease at which teaching and learning takes place. ... So it's been a really interesting observation that when we've done co-operative learning strategies and taught some of the fundamentals behind that we've now got students pairing up or threes or fours, and interacting on a higher level - that has probably been the most significant part of this professional development.*

Student attitude and behaviour

As part of the enhanced level of engagement, teachers had observed an improved student attitude and a better work ethic within the classrooms.

> *As soon as you walk into the classroom the difference in the way the classroom is structured, the way the teachers are delivering, the way the children were responding, the work that the children were doing was totally different. Far more positive.*

> *... I've found that they've come to tell me where they are, you know, so if they're not in my class, I know they are not wagging.*

> *I think that they're a lot more comfortable and relaxed in the classroom.*

> *... they are more engaged in class work ... they've been quite keen to get the work in, to get it marked.*

Students were seen to interact more effectively and to support each other with their learning and understanding.

> *And they come to my class ... they like to talk, which is fair enough, you know, they like to talk but then they'll also settle themselves down and they'll do the task that I'm going to give them. And I've also seen a change where they lift themselves, like I mean they'll awhi each other in class, especially in my classes. I like to tell that my classes are not there for them to make fun of each other, they're there to, if somebody's having a problem with something or struggling, you know they're there to awhi each other along the way.*

One teacher could also detect differences between the attitudes of individual students who were being exposed to the professional development inputs and those students whose teachers were not on the programme. Another teacher felt students were more reluctant to attend the classes run by teachers who had not participated on the programme,

> *The attitudes of the students really do tell ... they know which class they want to go to and which class they don't want to go to because that teacher hasn't been ... is not aware of a lot of the things that goes on.*

A teacher also referred to the importance of rewarding the increased efforts and improved attitudes of students.

> *The end of last term because the guys had <u>really</u> exceeded my expectations, you know, I thought well I've got to reward them somehow so there was a big feed of fish and chips prior to the lunch period, you know, and the response from that was overwhelming, you know. ... I find that by doing that, you're acknowledging what the students are doing and you're doing it a different way and they accept that very well. Yeah. And it's <u>amazing</u> just how much more response you get out of the students in the class work.*

Several teachers noted that students were motivated to take more responsibility for the classroom dynamics and were less willing to tolerate the disruptive behaviour from other students.

> *Their own peers are very good at monitoring ... especially if they know you're waiting for silence or something like that and somebody's still talking ... they say 'So and so won't listen Sir!'*

... and with the silencing signal - they get angry with other kids in the class who are holding them up, which is quite neat. Sometimes they say 'Shush! Quiet!

Linkages with teaching and learning strategies

Almost all the teachers attributed the improved levels of engagement, more effective interactions and attitudes towards learning by Māori students, to the implementation of more co-operative teaching and learning styles within their classrooms.

One teacher had worked gradually with a Year 9 class, to improve the student dynamics and introduced co-operative styles of working:

I've got a big proportion of Māori students. I've been slowly sort of doing co-operative learning with them, ... and now they're sort of quite happy with going into groups and it's sort of part of the normal way we do things in [subject]. They sort of expect it now. ...they're really amazing, I love having them, they love coming ... they're pretty much all engaged as far as I can tell.

Another teacher had also witnessed a Year 9 class in which a group of students were able to demonstrate their prior knowledge of certain concepts with their peers, leading to enhanced student understanding and learning outcomes.

You know, just to have them interacting with each other, and then listening. That was the other thing, just really listening to what was going on in the classroom, and the kids helping each other. And then that was the other thing, the depth of quite clear understanding some kids have of some concepts where other kids had nothing, and the willingness that they had to share that information with each other, and the willingness of the lesser able kids to listen to the kids who did know things was kind of neat. And then lots more of the co-operative strategies type, just reinforced that - just fostered that sort of method of working.

Several teachers described examples of successful group work and focused in particular on how the more effective dynamics between students and between students and teachers had lead to improved student learning and understanding.

And they've tended to like that opportunity to get up and move around and share with others. So when it comes back to whole class sharing time [students] who are usually quiet and shy will get up in front of the whole class and they'll share a couple of ideas, now we can give them feedback. ... It raises the bar in terms of the teacher expectation of a learner and also the confidence that we have in each one. ... And they get immediate feedback, not only from you as a teacher but they see an attentive audience who are listening to what they're saying and that's got to be good for them.

As soon as one starts working, particularly if they're a dominant person within the Māori group and everyone else sees that they're doing it, the rest follow on, and so you use those people as leaders of groups and you show them how to work things properly, how to do things, and the others follow on, and they go to them for advice rather than coming to me. And so you're setting up groups of leaders amongst them and helping <u>them</u> and they help the others.

Finally, for another teacher, group work had enabled the students to engage in a rich dialogue with each other, which was evidence that effective student learning was taking place.

One of the things I've noticed that I'm really pleased about - there's been a huge increase in the vocabulary of [the subject]. The discussion in the classroom, amongst themselves, they'll be talking and using the language of [the subject] and that's great.

Teacher and Student Relationships

Introduction

For many teachers, participation in the professional development programme had been followed by the emergence of more positive and effective relationships between teachers and students. One participant, who had witnessed the change in relationships between teachers and students within classrooms, described it as follows:

> *I hesitate to use the word 'respect' but it's respect at a different level. It's a level of 'this person in interested in me and therefore I'm interested in this person'.*

This section sets out the kind of changes which teachers felt were taking place within their professional relationships with their students. First, the general changes in relationships are presented, together with teachers' explanations for these changes. The improved rapport between teachers and students as well as the relationship boundaries are then outlined. The ways in which teachers had been enabled to resolve difficulties in the classroom and move towards a less punitive stance are also presented. Finally, the interplay between teacher planning, teaching and learning strategies, relationships and interactions with students is explored.

General changes in relationships

Teachers repeatedly referred to how their own attitudes towards the students had improved during the professional development which in turn, had lead to more rewarding relationships.

> *Generally speaking I would say it [the programme] has been a good thing for me, especially in terms of my teaching; and its been good for me in terms of the relationship, the way I think of kids ... But it's amazing, you know, I see those students I had last year, particularly the Māori girls [and it's] 'Good day ... how's it going?'*

For some teachers, changes in the way they were relating to students seemed to stem from a change in their own attitudes – the "philosophical shift" explored earlier in this chapter.

Indeed, for some participants, it was clearly the change in the way they were relating to students which largely accounted for the improved levels of student engagement, attitudes towards work and classroom behaviour.

> *I know myself my whole attitude changed and from thereon, the dynamics of my classroom changed. ... It's the way that I speak to them now. That has changed and my attitude to them now has changed. From students being off task to being on task, and it just made the work of my class so much easier.*

Clearly, teachers had taken notice of the specific messages from the professional development team, regarding the importance of relationships. In the case of one teacher for example, the renewed focus on relationships with students had proven most beneficial.

> *After the hui and just listening to ... about how the relationship is a key aspect of it and that's something that I thought, well, before I can even get anywhere, I've got to really work on that kind of relationship, otherwise, nothing's going to work. ... I spend a lot of time at the beginning of the year just working on establishing a really positive relationship because I thought that was quite important. ... And somehow, I don't know whether it's by luck or design of what I've been doing, I've ended up with the best [Year 9 class] I've had in all my ten years of teaching! So that's what I think is one of the main things I took away from the hui, that aspect about just the way you treat, especially your Māori students.*

Teachers, who referred to already having good relationships with students identified that the professional development programme had provided them with a new insight and for some, had strengthened their relationships with students.

> *For most of my classes I tend to think I've got a reasonably good relationship, it wasn't really that that was changing, it was just the actual verbal interaction, the sort of information they were getting from me, or I was getting from them.*

> *... you become a learner with the student, you know, you give the learning back to the student ... and I think it made them feel more comfortable in their learning too, because the relationship between us, I mean I had a relationship with the students but then it sort of got a bit tighter. ... I know from then to now, I can have students approach me, doesn't matter when, even students they're coming back from high school, ... just to say 'kia ora!' just to give a mihi. That's an awesome feeling to have ex-students come and see you. And through this programme, you know, I think it was a big help.*

The professional development programme in general had enabled teachers to become "a bit more aware … of who we're teaching and how we're teaching."

In addition, there was evidence that within their relationships with Māori and non-Māori students, teachers cared about the overall welfare of their students.

> *... to have not just the relationship with the teacher to be what gets them but also their desire to learn. I'm working presently with a lot of students who have very little desire to learn and very little desire to be here, and I just ... I want to make a difference for them, you know.*

> *But my whole outlook this year is I saw them, I thought well these kids, they're in here, they want to learn something. It's not they're bad and this is the only area they can go to. It's they are here and they want to learn something and let's get on with it. They are students they are going to be going out into the workforce at the end of this year or next year and let's try and give them some skills.*

The value of simply getting to know the Māori and non-Māori students more, developing a feeling of trust, was acknowledged by teachers.

> *I think the key thing for me has been my relationship and the way I treat the kids. ... if you don't know your kids, you don't know what's going on.*

> *You see them [Māori kids] in groups and one of them 'has' to be smoking or they're graffiti-ing or things like that. Now I have got to know the students a lot more and I realise that they're in groups, they're talking about rugby and ... they don't smoke. And that has given me quite a surprise ... the peer support they give one another in not smoking and in not graffiti-ing. And if they trust a teacher they're prepared to come and straight forward, 'Oh so and so did this!' Whereas, before it was just mouths were shut and you got nothing*

This increased awareness and understanding was also extended to a better appreciation of Māori cultural preferences.

> *It's the different ways that you approach Māori students about different behaviour problems, work problems. It's more to do it quietly, not to try and get them to look at you face-to-face. You realise that when they're looking down, they know they have done wrong and it's not to make a big fuss of it, particularly in front of their friends and peers ...and that I think has been the biggest thing, is that mana thing.*

Improved rapport between teachers and students

Several teachers spoke about a new openness from some of their Māori students. This was welcomed by the teachers who had also noted that they themselves had become more approachable.

> *I can talk to them about different things and they can talk to me and we don't have any sort of barriers or problems. We're finding a lot of them now will come and talk about even personal problems sometimes, they feel they can come and do that side. I think that's pretty good actually. There's a lot out there which don't have fathers, and they don't really have a male role model and that sort of environment, to be able to talk to them about, you know, their cars, their motor bikes, things like that. ... But I do stop and listen to them now and if I can offer them some advice, well very good. Things like that. Yeah, I find it's a far more approachable method and things are a lot more happy.*

Nevertheless, despite a new level of rapport between some teachers and students, it was acknowledged by teachers that students did not want them to be too friendly. There were implicit boundaries to the relationships. This makes it clear for the professional development team that the emphasis should be on professional learning and educational relationships.

> *The kids, although they like their teacher to be nice and friendly, they still have expectations of me as the teacher ...they still want to see that there are consequences ... and give appropriate work to them and get it back marked, they quite like that.*

Less punitive punishment

This renewed focus on relationships had opened-up new approaches to resolving difficulties in the class and a tendency for some teachers to be less punitive in their dealings with the students.

> *And I think that for me has been the most important aspect [of the programme] – the way that I treat the kids, the way I deal with situations, problems in the class and try to establish a better atmosphere in general. ... There was one girl in particular, last year, a Māori student ...she would just distract this whole particular group of girls around her and it was really noticeable, you know they'd get excitable and silly and all this sort of thing. So I thought, 'How could I deal with this? ... So I kept them back with the girl there and said 'Well this is happening - what do you girls see?' And they agreed. ...We came up with an agreement between us and that worked really well. Rather than 'Here I am and you going to do it my way!' ... they could see what was happening and they could see where I was coming from and they actually came up with a solution themselves; a bit of a two way sort of thing.*

> *Let's not dwell on any negatives, you know, and that's the thing. I really have tried not to do as well. It's another thing I've got to really keep telling myself that, you know, there's a lot of positives there ... don't, you know, don't hit up on the negatives. If there is a negative, you talk to the student one on one and away from everybody else, whereas before it was in front of the classroom, the whole lot, and I realised man, that was totally the wrong thing to do, and the students do respect that. This year has been one or two but it has been aside, it's been one on one, they've done what it is and that's the end of the story, you know, there's no problem.*

This teacher notes that by being more aware of the students as well as less punitive, students respond more positively, which in turn encouraged better attitudes within the classroom,

> *Sometimes the boys on a Friday and they've got rugby league coming up and they're trying to organise a team and okay, they might not be on task on the class work but they are being constructive. And so I find if I say 'Right guys, you've got ten minutes to organise this and then you get on with the class work.' It's not a problem, whereas last year it would have been ... 'Put that away now, let's do some class work.' and they'd just sit there and not do a thing. So it's far better off to be a little bit more lenient that way or help the students that way and you get more out of them. ...as far as I'm aware now, I really don't have a lot of behavioural problems in my class. It's gone now, the [bad] attitudes in class.*

Furthermore by taking a less punitive attitude, both teachers and students were able to perceive each other more positively.

And it's given them a new look on how, on what I'm there for, as well as me seeing them as people that want to know how to do things but have never been given the opportunity before.

Linkages between planning, strategies and relationships

It was suggested by the teachers that the professional development programme had given them a renewed focus on "the lesson". By this, teachers meant that the need to plan a lesson or unit had increased, perhaps involving the input of other teachers, along with the preparation of teaching and learning resources. Planning and preparation was required by the teacher to ensure the effective use of the chosen teaching and learning strategy and to facilitate student learning and understanding.

> *I think our planning is going to change because of those new things we are thinking about. We're going to say right, 'Okay, we might have taught it this way but we don't want to be out there just delivering the information anymore. ... So how are we going to change you know, this lesson plan that we've used before to focus on the fact, you know, that we want to get new ideas, or that we want them to be the experts in this one small area ...?' So the planning becomes this, 'Okay, who's got a new task to learn, or a new idea to learn. If it's expert groups, how do I break into four sub–groups so that I can have each group learning to be an expert on a very small amount and then try and get together in different ways?' That's where the planning comes now. ... 'How do I make resources that will get these kids talking about what we want them to talk about, using the language we want them to use?' or what ever it is, so that's changed our planning.*

The professional development programme had given many teachers greater confidence to implement co-operative teaching and learning strategies in their classrooms. These strategies afforded teachers opportunities to interact more effectively with their students, which in turn fostered more effective relationships between teachers and students.

Group work, for example, required a teacher to re-arrange the classroom layout, encouraged them to move around the classroom asking students questions, giving them feedback and enabled students to share their knowledge and skills with their peers. It was this closer interaction which enabled the teacher to become more aware about individual students. Greater awareness of the student, as a person and as a learner, was seen as key step towards creating more effective teacher-student relationships.

> *I think the kids were enjoying what they're doing more. I was enjoying what they, how they were doing it. I mean it gave me time too, if they were doing group [work] I could go around and just talk to them and find out how they were going and ... they would talk to you about other things as well.*

> *By having the right tools, a good plan, a lot of pressure comes off to control that class, which means ... I get that chance to do all those nice things like feeding information back to them or asking for more information from them.*

Teacher and Teacher Relationships

Several teachers spoke about how they had benefited from the support provided by colleagues on the professional development programme, their managers within the school and the facilitator. Individual teachers had looked for and received support from their peers within their own department or learning centre as well as their feedback sessions, following the classroom observations.

> *I enjoy the feedback, the get together with everybody and going over our day or week and the help and the guidance and people struggling in an area that you know, we can sit down, can have a talk.*

> *the korero, doesn't matter whether we have had an observation or not but I mean just to let everybody know where we are, you know, and what we've done and what we haven't done.*

A few teachers had felt somewhat isolated since they were the only participant on the professional development programme from their department or learning centre. In such situations, individual motivation and a commitment to change seemed to sustain them.

Teachers expressed a preference for the programme to include the majority of staff from departments or learning centres in order to sustain the momentum and to create a "critical mass" of teachers. There was a perception that those departments with a sizeable number of staff involved in the programme were making the greatest progress in terms of changing their teaching and learning strategies, team work, sharing resources and observing each other in classes in order to reflect upon each other's teaching.

> *There's a lot more exchanging of ideas, of teaching strategies, of planning between teachers at the base classroom level than before because people want to hear good ideas.*

Several teachers in the secondary school commented positively about the reconfiguration of teacher relationships which were emerging as a result of the professional development programme. There was evidence that teachers were more inclined to interact with colleagues from across the curriculum areas. It was suggested that this had arisen following a renewed focus on an individual student or groups of students and how to address their learning needs, rather than the teachers' concentration on their own subject and its delivery.

> *I don't know why anyone thinks this is a profound thought because I've been saying this, if ... we start looking at people, which is what this course is doing, we might get somewhere and quite frankly, I'm still shocked at what happens in the high schools. ... It's become so much about the subject and so little about how people learn. ... a lot of the things have been useful but the most useful of all was when I sat down with a Maths, English, Social Studies and I was [subject] we were all talking about the same class. And that's the first time in my teaching experience I've ever had that except when there's a naught – usually a boy – and we all sit down and talk about that naughty boy. But we weren't doing that. We were sitting down and talking about positive things and what we were doing in our classes. ... we were talking about the students themselves, you know, and how they respond and what they respond to. And ...I don't think that's a really profound thing, I think that's simple human relationships.*

Another teacher describes a meeting comprising the teachers of one class:

> *So there might be five of us in the room, and the only thing that we've got in common is that we all teach [class]. And you're not there to talk about your subject, because there's no point in me saying oh well I couldn't do this and that, and I don't really want to hear what they couldn't do in [subject] but it's more about, the discussion is more about the kids' learning of whatever. ... and this is what really brought it home to me last year when we had one of these meetings after a round of observations and I had this young [Pākehā] kid in the class who was great, he was a keen member of the class, he was a leader in the [subject] area of the class, he was an integral part of the class or so I thought. I then find out in three other classes, he's an absolute outsider. The kids don't mix with him, he was shunned in one class, and I thought, oh, is this the same kid? And it was really interesting.*

The participation of additional teachers from both schools in the professional development programme since January 2003 had been welcomed and some valued links had developed between the two cohorts. The gains for the teachers were seen in terms of mutual support and sustaining the project within the schools as well as the possibility afforded for sharing ideas and skills both within and across curriculum areas or learning centres.

> *I think generally speaking there's a really good atmosphere that I haven't seen before ... We're all out there trying to do something and we are all coming on board, you know, admitted at different stages; but in terms of this staff, I feel that we are doing something important and I think it's been fostering that sort of collegial sort of thing ... I think it's been really good in that respect to do it that way. ... I mean, that's what I'm saying about it being*

an ongoing thing … and so I am sharing my ideas … and I think that will be more, so the more people who keep up with it and it will, just hopefully, become part of the whole school culture.

It was also suggested that those teachers who had participated in the programme from 2002 could provide guidance to the newer participants, for example, in terms of developing greater understanding of some of the concepts and teaching and learning strategies.

Moreover, there were indications from the teachers interviewed that a sense of group identity had emerged for those who had been part of the 2002 cohort.

I think I sort of got myself stuck in that close knit of us … that started off and I've sort of stuck to the group but I mean it doesn't mean to say I don't talk to the rest, but I think its because we come right from the beginning together and you know we've had ups and downs and you know we've had our own personal struggles with it and I think, I'll always go in that direction. I'm not sure what it is; maybe it's because we're all in the same waka together you know. Start at the beginning of the journey and we are still rowing our waka, but really good to see the rest of the staff come on board.

And the co-construction meetings and even the meetings just to plan meetings are valuable when [they] got together because they have something to be done by certain dates; so they met just to make sure they were on track. They just kept renewing the fact that they were a group … that they were something different and special and they could share experiences.

Furthermore, it was suggested that partly because of their group identity and enthusiasm, the 2002 cohort had in some way "blazed a trail" for the participants in their respective schools who joined later.

I just sort of think when the first lot of us … went on the course, you know we were so excited about what we had learned and the results we'd got when we had implemented the strategies and so forth … We were really enthusiastic and part of that was the reason why a lot of them decided to come on board because they had seen the enthusiasm.

The professional development hui in June 2002, in particular, had forged this sense of group identity and unity. It had been an important, formative experience for that cohort and many of them very much wanted the subsequent cohort to have the same unifying experience at the professional development hui in April 2003.

it formed us as a cohesive group and was really good in that sense in combining the staff together … I got a lot more out of the first hui in that combining and forming us as a group and that, than I did out of the second.

Many of the teachers interviewed explained they found the division of teachers at the 2003 hui, into different levels whilst understandable for organisational reasons, was undesirable for themselves. It fragmented teachers into "a bit of us and them."   Not only was this unhelpful, but many teachers indicated that such differentiation was not even necessary. The January 2003 cohort, simply by being alongside the longer-term participants in the schools, had acquired considerable prior knowledge of many features of the professional development programme. It was suggested that this cohort should have been permitted to progress at the hui almost immediately into Level 2 and to share the sessions set-up for the longer-term cohort of teachers.

 However, other teachers expressed a contrary view. They queried the depth and significance of the knowledge of Level 1 teachers and suggested that all teachers on the programme had to go through a process of change in attitude (the source of which was generally seen as the narratives of experience) as a precursor to learning about the new teaching and learning strategies.

When the new Level 1 people went into the hui they may have heard about it but hadn't really gone in depth as … some of the Level 2 people and how much they had covered. So if you divide the whole process up into two aspects there's like looking at the narratives and why we

must do something and then you've got your PD in terms of the teaching strategies and the skills. And I think teachers were more focused on that second part and didn't really realise how important the first part was.

It was inevitable, perhaps, that the same cohesive experience could not be replicated, second-time around. The evident success of the June 2002 hui, seemed to have raised expectation levels amongst the teachers of the Level 1 cohort, which were not subsequently met during the April 2003 hui.

I mean, we all came back from Hopuhopu [June 2002 hui] and we all ranted and raved about it. We really, really put a positive note out there and I think ...we maybe raised their expectations too high and they were somewhat disappointed I think. I can't pinpoint or anything but that is just the general feel I get from Level 1. They've all had positive things to say but I think, yes, we raised expectations.

We had the hui and the hui this year was not as successful as last year, in as far as the staff coming back piled up ... enthusiastic and ready to go. And a number of reasons for that – partly because they're not the trail blazers; partly because it was held locally in town, so they weren't treated as anything special or different; partly because they had expectations of the hui greater than the first group who had known nothing. So I suppose it's just going to be fairly natural, in the development of things when you do it the second time around.

However, this expressed preference to unify all the teachers across Level 1 and Level 2 within the professional development programme, coincided with a perception from some of the teachers interviewed, that the motivation and commitment of the longer-term cohort (Level 2) was not as strong, compared to the more recent participants (Level 1).

This is my gut feeling and I don't know whether because I'm in the Level 2 but I feel that the Level 2 are more committed and more open to the ideas than some of the Level 1's are. ... That's not to say that some of the Level 1's are not trying but there are some out there that are negative.

... the Level 2's seem to have taken leadership of the whole departmental working. I see that in a couple of departments; the Level 2's are the ones to come up with the ideas and initiate things and keep reminding and asking how you're going and that kind of thing. ... I think we're more proactive. Doesn't mean that we are doing more or that we're implementing it more; I think that we're just more open and proactive about it.

Nevertheless, other teachers in both schools spoke about the positive changes they had witnessed in the attitudes of the more recent participants once they joined the programme. It seemed there were mutual benefits arising from "all doing something that we can relate to". One teacher felt that a few of the Level 1 participants had previously been quite comfortable with their own teaching methods but appeared more receptive to change following the professional development hui in April 2003. This teacher commented,

and it just made me think, ... 'was I like that too, the first time I went?' ... I could see that how my attitude changed and how this person's one had. And also students in my house group had that particular teacher, their attitudes to going to class now is better. In just this short space of time.

Finally, there was some evidence that exposure to approaches and techniques within the professional development programme had been transposed into the day-to-day operation of the schools. For example, one principal had organised weekly professional readings from the research literature with the senior management team, which served to reinforce and extend the ethos and philosophy of the professional development programme. It was further explained that in one school, staff meetings were arranged and conducted within a co-construction framework, in order to increase understanding and demonstrate the general applicability of such approaches.

The staff meetings, we run the staff meetings now on co-construction lines; so we do a lot of group work at the staff meetings and it's no longer somebody leading the staff meeting as it would have been in the past. It's about developing your own learning and understanding, so that wherever we can, people in the management team are modelling what we saw as well. So that it's seen to be something that's done at every level of the school, not just [with] the children.

Teacher and Community Relationships

The development of stronger links between the schools and the community had been an essential component of the initial Te Kauhua initiative within these schools. For one school, prior to the commencement of the Te Kauhua project itself, the whānau support group had raised concerns about Māori student achievement. This had provided another spur for the school to participate in the professional development offered by Te Kauhua and the later Te Kōtahitanga project. Through an initiative of the Māori Advisory Committee, one of the schools had forged closer links with the local marae. In addition, the school had formalised a stronger role for Kaumātua within the school.

Teachers in both schools indicated that their Māori parents had been informed of the school's participation in both parts of the professional development programme. One of the school's Māori strategic plan will soon be finalised and there would also be opportunities to consult again with the community and students.

Individual teachers had also made efforts to ensure that Māori parents and care-givers were aware that the school had been involved in a professional development programme designed to improve the achievement levels of their children.

... our Māori parents ... I've really pushed the fact that our school is participating in this project and it is going to make a difference. And so when they've complained to me about the staff, like this year I've said "Just be patient. We've got a wananga coming up in the holidays. Let's see what happens after that, and things might happen like that, immediately, overnight, but I'm confident that if you give us time as a whole school and as a whole staff things are going to improve here."

The whānau support group was regarded as a key link between the school and the community; it was noted by a teacher in one school that following the involvement of Te Kauhua classes in the professional development programme, more staff were attending the support group. The presence and continued support in the schools of Kaumātua as well as their involvement at the professional development hui, was also valued.

Largely through a school's whānau support group, some individual teachers had regular contacts with Māori families and had taken the opportunity to talk in more detail about the programme and to explain the research project. In a few instances, teachers had touched upon the contributions that family members and care-givers could make to support their child at school.

Make sure they go to school and make sure they have kai. Make sure there's kai here for them to have. And you know, stuff like that, so they know how to make a difference, because my experience has been that all of the Māori views that I've ever met in the years that I have taught ... even, the so called worse ones ... they all want their kids to succeed and they all love their kids.

Apart from those teachers already in contact with the Māori community and those senior staff with discipline responsibilities within the school, teachers generally did not have observations to make about the interface between school and community or whether the improved dynamics within the classrooms were enriching school/community relationships. Although there were some exceptions, teachers generally contacted parents and care-givers in connection with a student (Māori or non-Māori) not having the correct equipment or uniform, or their negative behaviour.

I tend to ring parents up when something's not going right. In fact, that's probably about the only time when I do.

Normally the reason why we have a parent come into the school is because their kid's in trouble. That's normally the reason. So even to a parent the school's not a great place.

Several teachers indicated their desire to improve the interface between their school and the Māori community. One teacher, particularly mindful of the parent/whānau narratives, from Te Kōtahitanga Phase I, felt their school needed to make more progress in this regard. It was suggested that the school could make it easier for parents and care-givers of Māori students to come into the school itself and to become more acquainted with the teachers, with their child's learning environment and to make their demands on the school.

… to make sure that we get better at getting the community on board. That the parents are coming in and know what's happening and maybe if they know what's happening for one child and they've got another one coming along and doing it different, they'll be saying to us, 'Hang on, my kid enjoyed (subject) why didn't this one?

Within one of the schools, a number of initiatives had been introduced in the last few years with a view to communicating more effectively with parents and care-givers regarding their children's' progress at school. For example, a tracking sheet designed to record teachers comments on all their students was collated approximately twice a term by the Dean at all form levels. Letters were sent out to the parents and care-givers. Where a student was giving cause for concern (e.g. with regard to their attitude, homework, equipment, attendance etc.) the parents or care-giver were invited to contact the school in order to arrange an interview with the respective teacher(s). Although the information contained within the tracking sheets was brief, this system was felt to be an important mechanism to link the student's school life and home-life more effectively.

…by and large it's been very good and I just think it's …because it's quite informal and it's a good way to get us to be contacting home, or them to contact us. I mean, we sort of make a point of saying that we're open and accessible to our parents and …they can feel pretty comfortable in a room but you've got just a bit of data and you've got a talking point and you know, it's amazing what other issues come up out of it, things that you might not find out otherwise.

A further significant outcome of this process was described by the teacher. A Māori parent had recently decided to attend the school for two days in order to sit in their child's class and find out more about their child's learning and progress.

… in fact we need to do more of it. I think that's a very, very powerful message about the care that (the parent) has for their child and their progress and that fact that (the parent) is willing to put the time into … to see what's happening, and I think we'll get some interesting feedback.

In addition, this tracking system gave the opportunity for Deans to send letters of congratulation and encouragement ("A letters") to the parents and care-givers of student who had made particular progress.

… the interesting thing is that there's some pretty good feedback too, although you never hear it formally, about the A letters going home, you know, parents are stoked to hear that their kids are doing well.

In an effort to stem relatively minor student discipline issues which could otherwise escalate into more serious situations, one teacher had changed their approach to contacting the student's home. This teacher took the view that "it's their school, it's not our school" and very much wanted to bring the students, parents and care-givers into a dialogue with the school.

Whenever there's an issue now, I just ring home. I used to be a bit reluctant to do that - you'd do it as the last straw. I tend to do it a bit earlier now. ... It's usually a negative but I try to make it a positive by saying, 'Well look, this is happening and because it's happening it's becoming a barrier to your child's learning and we just need to address it. How can we help? How can we address it together?' ... You want the kids to be talking, or you want the parents to be talking to the students. I mean we've got to get the parents on side to support us and nine times out of ten they will ... once they know (what's being going on at school).

Finally, with reference to an existing school policy for house tutors to contact parents and care-givers, a teacher commented that such an arrangement could be adjusted in order to reinforce the link between school and home.

Our house tutors are supposed to ring home within the first couple of weeks of school and touch base and I think ideally, they should be ringing home just every once in a while just to say, 'Oh, your kid's got exams, are they studying?' or just ring them to wish them good luck in their exams.

Measuring Student Achievement Outcome

At the end of the day, what I'm most interested in - is this achieving what it set out to achieve, you know...at the end of the day is the achievement level being raised?

Whilst the ultimate goal of the professional development was to improve Māori student achievement, tangible evidence that this was starting to happen was not always easy for teachers to provide. Furthermore, it was not easy for teachers to accept that student achievement gains could take time to surface. Although it was felt that progress was being made and that success was contingent on a number of variables, several teachers, particularly from the secondary school, indicated their disappointment that the improvements witnessed in their classrooms in terms of student attitude, engagement, interaction, motivation and interest (and presented earlier in this chapter) were not yet reflected clearly in the student achievement data.

I don't know why the academic achievement part doesn't seem to be popping its head up as well as the actual participation is.

[My] expectations haven't been met entirely given that results are not readily seen in student achievement or attendance. There are still students who just sit back [don't engage] or who don't attend and the impact on student achievement has not been dramatic.

I really don't know if there's anything major that's changed in terms of academic rates. I really suspect that there isn't anything at the moment.

I have seen a vast change in the students, in their enthusiasm ... but my one concern still remains in that I haven't seen academic improvement.

One teacher, although uncertain about results, felt that their students were doing well.

I can't honestly say yet about their achievement, although having said that, I was pretty pleased with how my Year 9 kids did at the end of last year.

This teacher was clearer about student levels of engagement and explained further that as teaching and learning strategies changed, then student learning and understanding could be evidenced in different ways.

Certainly, engagement level's way up I think. ... The engagement is the big one. They are getting through a lot more work in class, and although ... maybe they're doing a little bit less in their books because they're actually picking up a lot of the stuff kind of orally as they talk amongst themselves, so there's a lot more discussion.

One teacher described their frustration regarding a student whose engagement level and attitude to learning had improved, but who did not turn up for the examination. So, on paper, this student "did not achieve" and yet the teacher's assessment would suggest the opposite.

And that's the difference between the academic expectation you know, to put it down on paper and say these kids have now got a better result, is actually still difficult to prove.

Another teacher was pleased with a class that had been making good progress as reflected in the higher engagement among Māori students and achievement gains among those students who usually performed poorly.

Teacher:

The engagement levels are up around 90% now. It was always high, a highly engaged class partly because I teach senior classes and these are options kids and they're opting into my subject and I suppose they are more focused [the senior] school, so I always had high engagement anyway…but now its even higher and as far as Māori kids learning, they are getting engaged which is good. I've just been marking and the results are coming through and for those kids who are normally scoring 10-20% in exams- it's higher.

Interviewer:

So you've actually seen academic results?

Teacher:

Absolutely. Absolutely.

Individual teacher's sense of disappointment was perhaps exacerbated by their knowledge of the success stories of other teachers.

[My students] were actually taking more responsibility for their learning and trying to help others and stuff, so that was really neat. But I just didn't seem to be able to get the right recipe to make it work sort of thing because there was right through to the end of the year it was hard. It never sort of became, like the stories that I had heard you know where the kids you know really became engaged and really interested and motivated and their achievement improved.

There was also a degree of frustration that the lack of achievement data or "hard evidence" understated the full impact of change that had occurred in classrooms and did not adequately proclaim the success the teachers and students were now experiencing.

Even though it is the ultimate aim of this whole project, I'm just not sure that the data's going to represent the success of this project.

I think the reason is because kids may learn something in class, and they remember it but I still think there's a very big problem in translating understood stuff down onto paper and kids don't revise. Some kids will see it and they'll understand and the next hour they'll have forgotten it and because they don't revise then obviously not. So I think the academic record is not a true reflection of what's going on out there.

It's a difficult thing to do but I think you know your kids well enough to know that if there's been improvement or not and I don't mean that it always comes down to a number on a piece of paper. Because that's the one thing that I saw with my class last year - I saw the overwhelming improvement, yet I wasn't getting the academic improvement."

… and their levels of concentration I believe, have improved. … there's a better work ethic in the class and looking at their work books, which get marked every week, there seems to be a steady progression of quality of written responses.

Indeed, the professional development programme had been implemented late into the school year and only a short time span had elapsed. Teacher expectation that improvements in Māori student achievement would be more obvious and more rapid was perhaps unrealistic. One teacher explained that,

> *We haven't had enough years to just track our exam results, really, to see if the data backs up, if we're wasting our time or not. The feeling is that we're not wasting out time.*

In several interviews, the teachers explored other evidence, which could be used as measures of the programme's success. Student participation, happiness at school and in the classroom, attendance, fewer suspensions, and quality and quantity of work completed, were all considered as indicators of improvement that would eventually pave the way for academic achievement. An RTLB also reported that teacher referrals to the special needs co-ordinator had decreased. Fewer students in Year 9 and Year 10 were being disruptive in class. One explanation offered for this improvement was that the professional development programme had given teachers a broader repertoire of strategies and interactions with which to respond to individual students. It endorsed the core-work of RTLB that sees student behaviour as integral to student learning attitudes and outcomes. The focus on improving student attitudes and behaviour within the classroom can then lead to better learning outcomes.

Several teachers pointed out that student attendance needed to improve before achievement results would be seen. Whilst some suspected that attendance had improved, for other teachers there was no evidence of this in individual classrooms.

> *I found that didn't make, there was no impact at all with attendance last year, and even this year.*

> *I think attendance hasn't got any worse, although having said that I've got a couple of quite poor attenders, but I don't think that's just my class.*

> *It will be interesting to see what happens over the next, like the rest of the term and the next term, you know, with attendance and stuff like that. Because I think that's the first area that changes as the attendance rate goes up; instead of them wagging classes, they choose to attend. And those kind of things I think improve before achievement does, because I mean they can't achieve if they ain't there, you know, and I tell them that.*

However, despite their concerns and disappointments, the majority of teachers felt that with time, significant changes would be forthcoming. It was this promise of change, the recognition that thus far a lot had been accomplished by students and teachers which would assist in bringing about gains in academic achievement that provided the motivation and fortitude for teachers to keep going.

> *I think there will be, but I think it's like that moving to co-construction. It's a trust game, and with this it's still very new. So it's until the students get into that cycle of is this being normal …and there are a lot of new skills that are being [explored] in terms of the positive skills, respect issues, you name it. The strategies…I expect it, I wouldn't expect it this year, I would probably expect it next year. Because I think within that trust stuff it is also the teacher's trust and it's still very, very new.*

> *The point is that they're acknowledging that they [the students] are learning something and that is reason enough to keep going at it.*

> *… the changes that we've made from the first year will continue and continue you know to push us, to keep improving on what we're doing in our classroom.*

In all, the teachers are suggesting that, although they could not see much in the way of achievement gains, they were sure that they were creating the conditions that are necessary for improvements in student achievement. Nevertheless, they were not sure how their teaching strategies and approaches could bring about changes in student academic achievement. This was despite some of them being able to analyse the specific learning problems faced by the students, ranging from absenteeism to students' inability to express themselves in writing.

Kaupapa Māori Research Principles

For some participants the Kaupapa Māori principles were very much valued. Since there was a requirement for participants on the programme to be aware of Kaupapa Māori principles, it was felt important that this be reflected across the research project and the research/professional development team but they were not sure how their teaching could bring about changes in academic achievement despite some of them being able to analyse the specific learning problems being faced by students.

There was a view, expressed by a minority of those interviewed that there have been instances during the research project where the principles of Kaupapa Māori research had not been strictly followed. The perceived breaches were connected with information sharing, communication, planning and decision-making between the schools, facilitators and the research team. For example, it was felt that there had been a fairly constant flow of information and research data from the schools to the research team. However, some participants felt disappointed that feedback from the research team had been delayed. This indicates that the research team needs to investigate means of getting data and feedback to participants in a more consistent fashion.

In addition, there were several requests for the schools to be permitted to use and adapt some of the programme materials, particularly the observation tool. It was explained that such a move would enhance a sense of ownership of the programme amongst the participants and would be consistent with the schools' collegial approach.

Finally, a comment was made that school participants did not always feel consulted within the research planning process; decision-making was not always a shared activity between the research team and the schools. One example of a breakdown in communication between the schools and the research team regarding the scheduling and cancellation of classroom observations had also been particularly frustrating for all concerned. This suggests the need for consistent planning that is carefully implemented.

It was pointed out that there was a high level of teacher goodwill and commitment within the project combined with a tolerance for the schools to be involved as pilot sites for the research project. The observations about Kaupapa Māori research principles had been made since it was felt that they could inform the planning of the longer term research project.

Sustainability and School Strategic Issues
Sustaining the professional development

> *It's the big issue that worries us, how do we make sure we're still doing the same things in a year's time, and … I'd like to think that we've got the weight of numbers to keep it happening and we're making it a point of difference at our school, perhaps in the community…*

Sustaining the professional development programme within the schools was important to the teachers. The inclusion of a further 40 teachers into the programme in January 2003, was seen as one key to sustaining the existing momentum.

The principals and teachers in both schools wanted to extend the professional development programme across their schools and thereby enable a greater number of students to have the opportunity to experience the new teaching and learning strategies, interactions and relationships and strengthen the impact of the professional development within the schools. It was felt that as more teachers continued with the programme, the new teaching and learning practices would become more routine and "habit-forming". At a basic level, for example, teachers would not have to negotiate the group arrangements or physical layout of the room, each time they taught a class.

> *I think once you get that [co-construction strategies] running in your classroom it becomes the norm, but if you've got other staff that are not part of it, it's that first ten or fifteen minutes you're getting the dynamics of the class back to the way that, you know, you want.*

It was also suggested that through repeated and regular participation in group work, for example, the students would become more familiar with such strategies and their resistance would decline. This would be more conducive to their learning.

An additional suggestion proposed that increasing the number of teachers within the programme would also mean that more teachers and their students from within learning centres and across the curriculum areas could benefit. Within the secondary school teachers very much wanted to continue to extend the participation of teachers and students of more senior classes, such as Year 11 and Year 12. It was anticipated that as students moved up the school and continued to be taught within the "new" pedagogy, they would be more willing to participate.

> *I don't think this project would work in a school unless the whole staff is committed or at least the whole department, or the majority of a department. I don't think it will work in a school where you've got one person here and there involved. It's got to be a newly formed staff thing, because that's where the power is and I reckon that's where motivation comes from.*

> *I tried certain strategies with older students but they're a bit more resistant, but as the whole school comes on board, I think the kids will just get used to … and they'll be wanting to be taught in that kind of way I think.*

Moreover, it was indicated that students could also have a key role in sustaining the momentum.

> *I would like to think that the kids will tell us. Those kids who have been exposed to the sort of things that we've been trying to do, and if we slip and they you know, just get lectured at again they'll keep us honest to a degree.*

> *Where the kids enjoy it, and they seem to, it helps reinforce their learning, so that you know it makes it easier for us to want to continue along those lines.*

Staffing Issues

Staff turnover was another important factor that could affect the sustainability of the professional development programme within the schools. It was felt that there should be provision for the inclusion of another cohort of teachers to enable the schools to place staff members on the programme as they entered the school.

There was an expectation that staff new to either of the schools and unfamiliar with the programme would need to be made aware of it during their induction. Additional professional development inputs might also be required in order to "bring them into the fold".

> *The staffing changes each year and you're going to get new staff coming to your school who haven't been involved in the project, so the challenge there will be how do you bring them on board.*

At least three of the 2002 cohort of teachers interviewed were relatively new members of staff. Their inclusion within the programme itself was considered part of an overall strategy to sustain the professional development within their school and to continue to change the culture of their school and in particular, teacher practice within the classroom.

Individual teachers also commented on the implications of staff leaving the school and pointed out that it could be difficult for a sole teacher to continue using the new pedagogy in a different school context. In other words, to ensure sustainability, the whole culture of the school needs to change to be supportive of classroom innovations.

> *I am concerned though, I would hate to see this staff change. You know how every year there is a staff change and other people come and go and I think that the more staff that's been on the project who leave, for whatever reason, could have a negative affect on it. And I*

> *personally feel that if I left for whatever reason to move to another school it wouldn't be nearly as successful for me to implement or initiate into that school.*

The 2002 cohort of teachers within the programme was largely self-selected. However, within the 2003 cohort, a small number had been directed by the school to participate in the programme. Both schools were aware of the need to have mechanisms to encourage those teachers who were perhaps less convinced or less motivated to participate in the professional development. In one school, staff commitment to the aims and objectives of the professional development programme had been incorporated within the appraisal system and had been one of the factors used to promote and appoint new staff.

Staff resistance

The presence of sceptical and resistant colleagues who had not yet participated on the programme and had not experienced the same process of change was somewhat of a drawback for some teachers.

> *I guess one concern I do have within my department is that perhaps two teachers who haven't come on either of hui and seem to be kind of, 'Oh that doesn't work!' You know, sort of justifying not going and I think they're feeling sort of a little bit pressured because they haven't, but you know for various reasons they couldn't go. And ... the other thing is I think sort of not maybe guilty or, you know, not good about it so they're sort of defending not going and ... resisting that this is going to work and all that sort of thing.*

However, whilst the presence of "sceptical bystanders" had made relationships between teachers a little less comfortable in a minority of cases, the longer-term participants remained focused on promoting the successful features of the professional development programme, in the expectation that more teachers will want to opt into the programme.

> *I think all we can do about that is just sort of, is the rest of us talk about successes.*

> *[Participation] was voluntary, and we had a fantastic response from the staff and there are some staff who chose not to, you know, I guess that's their prerogative. But I, but you know, in some ways I think ... if you've got a vision or ... you want to see some changes, everyone's kind of got to be on board. And the best way for people to see some results is to see what we're doing, to hear and feel and see everything.*

Nevertheless, the enthusiastic promotion of the programme with the schools carried a potential difficulty. Some longer-term participants expressed concern that through general day to day interactions, the more recent participants or new members of staff to the school could acquire a superficial understanding of some of the objectives, philosophies and approaches of the professional development programme. Repeated, incidental exposure to the programme could encourage a mistaken attitude amongst new participants or new staff to the school that "they knew it all" and a temptation to reach for the "tool-kit", the teaching and learning skills, and thereby minimise their efforts, once they joined the programme.

> *So anyone that starts at this school needs to be [aware] as to how many Māori students we have got who are failing and know the reasons <u>why</u>, instead of just jumping into it, saying ... I'll pick up the speed and learn the skills and see how I go with it.*

Moreover, this potential for teachers to "short-circuit" the professional development process, could interfere with the integrity and sustainability of the programme and perhaps act as a disincentive for participants to become fully acquainted with the learning opportunities offered within the professional development programme.

> *I could see somebody who hasn't been to the whole thing, ... just taking bits and thinking its just about co-operative learning and if that doesn't work then none of it is going to work and I think that's a bit of worry. Also the idea perhaps with the co-construction idea perhaps going off on a tangent somewhere and forgetting about teaching the curriculum which you've still*

got to do, I think that could be a worry. So I think that's also perhaps a danger, you know, when you get new staff coming in that they'll get bits and pieces and they'll get it sort of ... not in coherent sort of way. So I don't quite know how, you know, in terms of long term sustaining it, how that's going to work.

Links between the two schools

As a result of the two schools' participation in the project, more effective links between the staff of both schools were being fostered. Despite some initial hesitation, staff meetings had been arranged and regular meetings with the respective management teams were being held. These events had enabled staff to consider and address common issues between the two schools and had encouraged better links between curriculum departments. It was expected that this could lead to more effective information sharing between the two schools, particularly concerning those students moving from the intermediate school to join the secondary school. This could reduce the well-documented trauma many students face with the transition from primary to secondary schools.

Some of the early uncertainty about the links were believed by one teacher to be based on the perception that intermediate schools were more "child-focused" compared to the more curriculum focus associated with secondary schools. It was felt, essential therefore, that teachers from both the schools should work towards developing a better understanding and appreciation of each others' approaches. It was anticipated that participation in the professional development programme would go some way towards achieving this and would also permit a shared understanding and consistent application in both schools, of the "new" pedagogy offered within the programme.

It was indicated that the participation of RTLB in the programme had given them legitimacy within the secondary school. Beforehand, they had been seen more as case workers, rather than as agents of change whose function was to create inclusive classrooms.

Several teachers saw the value in setting up a system to monitor the longer term school performance of students from the intermediate school who had been taught by teachers on the professional development programme. In the shorter term, it was felt pertinent to determine

if exposure in Year 7 and 8 to the teaching and learning strategies also used in Year 9 and Year 10 eased the transition for Māori students into that particular secondary school and in the longer-term, lead to gains in Māori student achievement.

Ownership of the professional development

Some teachers indicated an interest in taking some ownership of the professional development, once the research project closed. It was felt important to build up the skills and knowledge amongst the staff in order that the momentum of the programme could be sustained or embedded within the school after the research work was completed.

> *I would be really sad like when the PD stops and the research stops ... that a school didn't have enough skills and talent ... to say 'okay, we're ready, we can do it'. Because the obvious decision could be well, we can't do it anymore.*

There was a desire to maintain the integrity of the philosophy and principles of the existing programme and it was suggested, for example, that a school could provide or request professional development inputs which catered to the specific needs of the participating teachers and their classes. One possible model was to work with RTLBs, using teacher only days, or after school workshops, or the day release entitlement of beginning teachers. Another suggestion which could engender some element of ownership and sustainability was to train additional teachers from the participating schools as facilitators. They could then be linked with other schools in the community to share the skills and knowledge gained from the professional development programme.

Financial and Strategic planning

Several senior teachers referred to the financial and strategic planning which had been required within the schools in order to accommodate the project. It was further explained that professional development can be a costly endeavour for a school in terms of finances, personnel and time. Nevertheless, it was possible for different initiatives to work in conjunction and support one another. In one school, for example, the professional development, teaching and learning approaches offered within the project were consistent with other initiatives within the school to improve Māori achievement in literacy and numeracy.

Frequently, however, the outcomes of a programme or initiative take time to emerge and can be hard to sustain. It was also acknowledged that the continuation of the existing professional development programme, together with implementing other models proposed by the schools, were predicated on securing further financial support. A continued role for RTLBs and project facilitator was also anticipated.

Summary

The key points to emerge from the interviews with the teachers, facilitators, RTLB and principals can be presented as follows:

- Participants were motivated by a desire for change in classroom dynamics, for more inclusive learning environments and to improve educational outcomes of Māori students.

- There was evidence that teachers had been challenged to interrogate deficit thinking and their positioning within this discourse.

- Following their participation in the professional development programme, many teachers had been very much aware of their philosophical shift. The interview process itself was valuable and gave teachers the opportunity to reflect back on these changes in positioning.

- There was a willingness to change – by the individual teacher, staff groups and the schools. This was combined with an acknowledgement that the pace of change would vary between teachers and that change was continuous.

- The narratives of experience of engaged and non-engaged students' generated at the commencement of the Te Kōtahitanga project, were identified by teachers as being a significant element in the professional development programme in challenging their attitudes and perceptions of Māori students.

- The 2002 observation tool, combined with feedback, co-construction sessions was a very positive feature of the programme. Although some teachers were initially hesitant about the observations, they became more comfortable as the programme continued. Teachers were motivated to review their classroom performance and practice.

- Despite the positive attitudes towards the observations, there was no clear account from participants about the kind of interchange that could be described as an effective feedback or co-construction session. This is obviously an area that needs serious remediation.

- There was a clear disappointment that the cycle of observations had been cancelled for Year 2 participants.

- There was a tendency for teachers to consider a culture as tikanga, as customs, rather than as part of an individual's sense making processes. There was much uncertainty as to what constituted a culturally responsive context for learning. This is an area that needs much clarification.

- Many of the teaching and learning strategies promoted within the professional development programme were not new to either experienced or recently qualified teachers.

- Most teacher participants saw the linkage between improved teaching and learning strategies leading to improved interactions and relationships with Māori students.

- In a small number of cases, the pursuit of additional techniques, subject-specific examples and a desire to develop new resources seemed to dominate teachers' analysis of their classroom practice.

- The improved engagement levels and interactions of students, coupled with their readiness to participate in group work were convincing indications for staff of changes that could well impact on student learning.

- Participants demonstrated greater awareness of the student, as a person and as a learner. This was seen as a key step in creating more effective teacher/student relationships.

- The teachers felt that positive changes were being made and given sufficient time, student achievement gains would be seen more clearly. However, they were not sure how their teaching could change to be more responsive to the students' learning problems. This mismatch identifies an area that the professional development programme needs to address in a systematic manner in the future. It seems that the professional development programme needs to include a systematic, institutional means of assisting teachers to change their practices so as to address identifiable learning needs of students as part of the move towards more discursive, problem solving classrooms.

- For some participants, the Kaupapa Māori research principles were very much valued. Since there was a requirement for participants to be aware of Kaupapa Māori principles, it was important that this be reflected across the project and the research/professional development team.

- Several teachers indicated their desire to improve the interface between their school and the Māori community.

- Many teachers expressed a desire to include the majority of staff from departments or learning centres within the professional development programme. This was in order to create a "critical mass" of teachers, strengthen the impact of the programme within the schools and to enable a greater number of students to have the opportunity to experience the new teaching and learning strategies and classroom interactions.

- Sustaining and owning the professional development programme within the schools was important to many participants.

Chapter 5: Changes in Student Outcomes –
The 'Whole School' Pattern

Introduction

This chapter reports on some of the outcomes for students that occurred in association with the implementation of the *Te Kōtahitanga* project in School 2. It was decided to focus primarily on School 2 since this school had the highest proportion of staff in the programme and could give us some indication of the potential of the project in whole school settings. School 1 data is included for comparison purposes where appropriate.

With the exception of Māori student academic engagement, data from School 3 is not included in this chapter. The project in that school had been conducted around two target classes and the energies of the 11 teachers who had taken part in the project had mostly focused on those two classes. In this context, ecological data from the whole school would not have made any sense.

However, the group of teachers in School 3 did observe notable shifts in the behaviour and performance of their students. For example, school-based measures identified that 71% of the Year 10 Māori target class of 2003 showed an improvement in their reading ages from Year 9 to Year 10 and achieved well above the rates of achievement for non-target class Year 10 Māori students. Further positive outcomes included an increase in the number of students learning the Māori language, observable increases in student engagement in learning, increased retention of targeted Māori students from Year 9 in 2001 to 2003 and increased enrolment of target Māori students in academic courses in Year 11. Suspension and stand-down rates for target Year 9 and 10 Māori students were also lower than are those for non-target Māori students (2001 and 2002).

The outcome of the School 3 experience confirmed that which had been identified in Phase 1 of the *Te Kōtahitanga* project. That is, improvements are greater where teachers are working together to improve the learning of specific target classes, than when teachers work on their own. This approach is one to be encouraged in Phase III of the project and should be included as a fundamental component of a sustainable model.

The data reported upon in this chapter are:

    a) Māori student academic engagement

    b) Māori student work completion

    c) Attendance at school

    d) Stand-downs

    e) Suspensions and exclusions

    f) Referrals to Resource Teachers of Learning and Behaviour (RTLB)

    g) Early exemptions

    h) School end of year examination results

    i) Cloze Reading Test Scores

    j) Education Review Office reports

Part 1: Participation and General Comments –
Māori Student Academic Engagement

Academic on-task engagement was selected as a good to moderate predictor of long-term achievement (Fisher et al.1981). These data were gathered at each observation episode, using the observation tool described in Chapter 2. Academic engaged time provides a measure of the amount of time during each observation period that the target students were paying attention to, or involved in the academic activity of the classroom.

Figure 5.1 presents the Māori student academic engagement levels across the observed lessons at the 3 schools (2002). A summary analysis of the data is presented in Table 5.1. Both Figure 5.1 and Table 5.1 reveal the positive shift in Māori student engagement from the baseline observation to the final observation.

Figure 5.1:   Student Academic Engagement, 2002
**   Schools 1, 2 and 3**
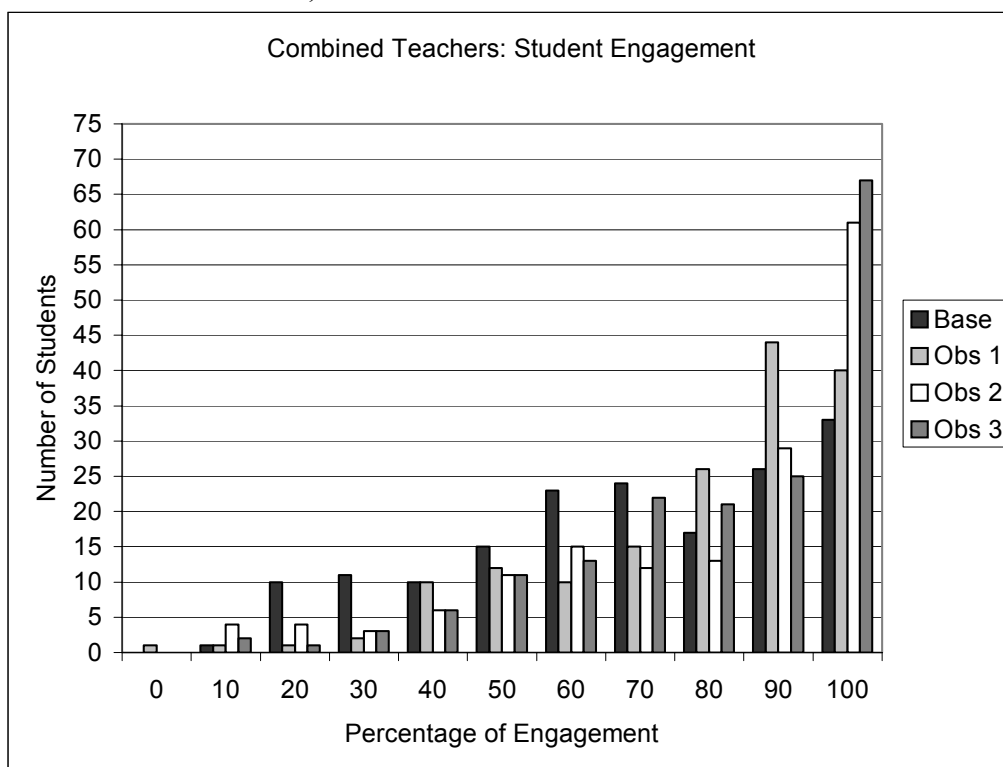
Table 5.1:   Shifts in Māori Student Academic Engagement, 2002
**   Schools 1, 2 and 3**

% of time students engaged	Pre-training hui baseline observation		Observation 2		Observation 3		Observation 4	
	No.	%	No.	%	No.	%	No.	%
80-100	76	44.7	*110*	*67.9*	*103*	*65.2*	*113*	*66.1*
50-70	62	36.5	*37*	*22.8*	*38*	*24.0*	*46*	*26.9*
0-49	32	18.8	*15*	*9.3*	*17*	*10.8*	*12*	*7.0*
Total	170	100	*162*	*100*	*158*	*100*	*171*	*100*

After two terms of intervention in the form of a professional development hui and in-class support, 66% of the targeted Māori students in the observed teachers' classes were engaged for 80% or more of their time; 27% were engaged between 50% and 70% of their time (Table 5.1).

This compares with the pre-hui baseline observation figures where only 45% were engaged for 80% or more of their time and nearly one-fifth of the students were engaged for less than 50% of observed class time. Furthermore, over the whole observation period there is also a clear decrease in the percentage of the targeted students who were engaged for less that 50% of their time in class (Table 5.1).

Table 5.2 presents the data on target Māori student engagement for Schools 1 and 2 in 2003. There was a shift in engagement from the pre-hui baseline observation to the final observation. After two terms of intervention in the form of a professional development

hui and in-class support, almost 75% of the targeted Māori students were engaged for 80% or more of their time in-class; around 18% were engaged between 50% and 70% of their time. This compares with the pre-hui baseline figures where around 69% were engaged for 80% or more of their time and nearly 7% of the students were engaged for less than 50% of observed class time.

Table 5.2:   Shifts in Māori Student Academic Engagement, 2003
**   Schools 1 and 2**

% of time students engaged	Pre-training hui baseline observation		Observation 2		Observation 3	
	No.	%	No.	%	No.	%
80-100	114	68.7	83	69.2	79	74.5
50-70	41	24.7	28	23.3	19	17.9
0-49	11	6.6	9	7.5	8	7.5
Total	166	100	120	100	106	100

Māori Student Academic Engagement and Work Completion

It is valuable to consider the data for Māori student academic engagement alongside that for Māori student work completed. Table 5.3 presents the overall averages for the percentage of student engagement and work completed in the observed classrooms (2002).

Table 5.3:   Māori Student Academic Engagement and Work Completion, 2002
**   Schools 1, 2 and 3**

	% Target student engagement (average)	Target student work completion (average)
Pre-training hui baseline observation	69.6%	3.5
Observation 2	79.3%	4.0
Observation 3	79.1%	4.1
Observation 4	81.7%	4.2

Table 5.3 reveals that as the average percentage of engagement increased from almost 70% to around 80%, there was also an increase in the work completed by the students, from 3.5 to 4.2. Thus, the increase in the average percentage of engagement by the target students from the baseline observation to the final observation was accompanied by an increase in the work they completed in the class.

**Table 5.4:   Māori Student Academic Engagement and Work Completion, 2003
                 Schools 1 and 2**

	% Target student engagement (average)	Target student work completion (average)
Pre-training hui baseline observation	79.5%	4.0
Observation 2	81.9%	3.7
Observation 3	84.0%	4.4

Table 5.4 also shows that in Schools 1 and 2 in 2003 the average percentage of engagement increased from around 80% to 84%. Overall there was an increase in the work completed by the students from 4.0 to 4.4, although there was a slight decline at Observation 2.

It is important to note that individual differences are disguised by this averaging and for the purpose of feedback to teachers, individual results might indicate variation between engagement and work completed, that in conjunction with the cognitive level of the lesson will indicate the level of the teachers expectations, and thus might indicate an area for focussed reflection and supportive professional development.

Attendance at school

Table 5.5 shows that there occurred marked improvements in average percentage attendance at School 2 across all groups of student during the time when the *Te Kōtahitanga* project was being implemented.

**Table 5.5:   Years 9 and 10 Average Percentage Attendance at School, 2002-2003 (25% sample)
                 School 2**

	Term 1 2002	Term 2 2002	Term 3 2002	Term 4 2002	Term 1 2003	Term 2 2003	Term 3 2003	Term 4 2003
Māori Boys	69.9	85.6	89.4	89.3	92.4	86.2	86.6	87.3
Non-Māori Boys	73.4	89.6	93.2	94.1	93.4	92.9	86.7	83
Māori Girls	65	86.4	90.7	73.9	86.1	82.3	80.6	69.7
Non-Māori Girls	69.7	96.1	98	90.1	92	86.7	84.4	80.9

In comparison to national patterns (MOE, 2002b) the data in Table 5.5 show that Māori boys had the highest average attendance in Term 4, 2003. This group's average attendance had been consistently high throughout the project's duration. In contrast, the attendance for Māori girls in Term 4, 2003 was

the lowest for all groups. This should be set against consistently high average attendance rates in all terms between Term 2, 2002 and Term 3, 2003.

In addition, the data show that both Māori boys and Māori girls improved their attendance markedly from Term 1 of 2002 to Term 1 of 2003. This is a 22.5 percentage point improvement for Māori boys and a 21.1 percentage point improvement for Māori girls. It is noteworthy that this pattern is reflected also by non-Māori students, indicating that perhaps changes in school climate that benefit Māori, benefit all.

Table 5.6 below presents average percentage school attendance for 2003[8], for Years 7 and 8 at School 1. While the data show a significant drop in Māori attendance and a small drop in non-Māori attendance this should be set against very high starting points for both groups. Further, as more teachers from this school join the project in 2004 a return to the earlier high rates of attendance might be expected.

Table 5.6: **Years 7 and 8 Average Percentage Attendance at School**, **2003**
            School 1

	Term 1 2003	Term 2 2003	Term 3 2003	Term 4 2003
Māori	94%	89%	91%	87%
Non-Māori	93%	95%	90%	92%

Stand-Downs

A stand-down is the formal withdrawal of a student from school for a specified period. A student can not be stood down for more than 5 full days in any school term or 10 days in any school year. A student automatically returns to school following the period of a stand-down.

Table 5.7: **Years 9 and 10 Stand Downs as a Percentage of the Group Population, 2002-2003**
            School 2

	Māori			Non-Māori		
	Boys	Girls	Total	Boys	Girls	Total
2002	10	13.4	10.9	4.8	1.2	3
2003	9.9*	1.5	4.5	6	1.5	4.5

This figure includes only one Year 9 student.

Table 5.7 shows that Years 9 and 10 Māori student stand-downs at School 2 decreased markedly (by 5.4 percentage points) from 2002 to 2003. There was a marginal (1.5 percentage points) increase in stand downs among non-Māori students. The reduction in stand downs among Māori girls is particularly noteworthy. Among this group stand downs reduced by 11.9 percentage points.

Suspensions and Exclusions

Suspension is the formal removal of a student until the Board of Trustees decides the outcome of a disciplinary hearing. Exclusion is the formal removal of a student aged less than 16 years from the school and the requirement that the student enrol elsewhere.

Table 5.8:   **Years 9 and 10 Suspensions as a Percentage of the Group Population, 2002-2003 School 2**

	Māori			Non-Māori		
	Boys	Girls	Total	Boys	Girls	Total
2002	0	6	2.9	1.2	0	0.6
2003	2.8	1.3	2.8	0.9	1.1	1

Table 5.8 shows that suspensions among Māori girls decreased by 4.7 percentage points between 2002 and 2003, but increased by 2.8 for Māori boys. For non-Māori boys and girls the shifts were insignificant.

Exclusions are not a common event at School 2. Nevertheless, those who were excluded were Māori girls. Table 5.8 shows that the one exclusion in 2002 and one expulsion in 2003 were of Māori girls.

Table 5.9:   **Years 9 and 10 Expulsions as a Percentage of the Group Population, 2002-2003 School 2**

	Māori			Non-Māori		
	Boys	Girls	Total	Boys	Girls	Total
2002	0	1.5	0.7	0	0	0
2003	0	1.3	0.7	0	0	0

These figures obscure the site of the incidents that led to students being removed from school shifted. It was reported to us by the principal that in 2002, 50% of suspensions originated from in-class incidents and 50% arose from out-of-class incidents, whereas in 2003, only 10% originated within the classroom. These results would suggest that the improvement seen in in-class relationships and interactions in the observation data is reflected in classroom behavioural outcomes.

The problem for the school now is to reduce the number of out-of-class incidents which lead to stand down, suspension or exclusion. The solution might again be found within the experiences of Māori students. In the interviews with the students (Chapter 6) we were told that incidents within their classrooms have reduced because of the improvements in relationships between themselves and their teachers. Outside the classroom however, relationships with teachers who are perhaps not known to the Māori students have not improved. This is a significant signal to the school as to where to focus its attempts to reduce stand-downs, suspensions and exclusions created by out of class incidents.

Further anecdotal evidence of improvement in in-school behaviour is the School 2 Deputy Principal's referral book. For several years the Deputy Principal kept a book in which he noted the details of those referred to him for in-class infringements. Late in 2002 he found that he no longer needed the book as students were not being referred to him. In addition, the school detention system was discontinued in late 2002 and was not reinstated in 2003. This has meant that the expectation is now on teachers to handle in-class infringements; as the observation data indicates, the teachers are accomplishing this.

**Table 5.10:   Years 7 and 8 Stand-Downs and Suspensions by Ethnicity,
Expressed as a Percentage of the Group Population, 2002-2003
School 1**

Years 7 and 8	Māori		Non-Māori	
	2002	2003	2002	2003
Stand Downs	6.4	7.9	1.3	1.3
Suspensions	2.3	3.2	1.2	0
Total	8.7	11.1	2.5	0

Table 5.10 shows that there was an increase of 1.5 percentage points in Māori stand downs at School 1 from 2002 to 2003. For non-Māori there was no change from one year to the next. Māori suspensions increased by 0.9 of a percentage point, while for non-Māori suspensions reduced by 1.2 percentage points. In 2003 there were no non-Māori suspended from School 1. There were no exclusions among Māori or non-Māori in either year. From these data, it can be suggested that the lower level of staff participation in the project reduces its effectiveness as measured in stand downs and suspensions.

This table shows that there was a slight percentage (1.5) increase in stand-downs among Māori (male and female are aggregated) at School 1 from 2002 to 2003, whereas there was no change for non-Māori. Māori student suspensions also showed a slight percentage increase (0.9) while for non-Māori students, suspensions reduced by 1.2 percentage points. In 2003 there were no non-Māori students suspended. These shifts (and the actual number of students involved) are so small that it is very difficult to draw any substantial conclusions apart from that as with the national pattern, Māori students continue to be stood-down or suspended at a greater rate than do non-Māori students.

Referrals to Resource Teachers of Behaviour and Learning (RTLB)

Nationally, the pattern is that Māori students are disproportionately subject to referral to an RTLB and much of the cause of these referrals is poor behaviour. In School 2 (Table 5.11 below) between 2002 and 2003, there was a clear decrease in referrals to RTLBs for both Māori and non-Māori students. The decrease is however more pronounced in the case of Māori referrals, declining from 25 to 8 from 2002 to 2003. This indicates that conditions within the classrooms at School 2 are improving and that teachers are either more able to handle in-class behaviour problems or that fewer are being created.

**Table 5.11:   Years 9 and 10 RTLB Referrals, 2002-2003
School 2**

Year	Māori	Non-Māori	Total
2002	25	18	43
2003	8	11	19

A similar pattern at School 1 is evident in Table 5.12, below. Between 2002 and 2003, there was a marked decrease in the number of Māori students being referred to RTLBs; referrals from 19 to 6 between 2002 and 2003 and a slight decrease in non-Māori referrals, from 5 to 2, in the same time period.

Table 5.12: **Years 7 and 8 RTLB Referrals, 2002-2003**
School 1

Year	Māori	Non-Māori	Total
2002	19	5	24
2003	6	2	8

Such a marked reduction in RTLB referrals at both schools goes against the national trend. It also indicates that RTLBs can now be freed up to work in ways for which their training equips them. This is to work with the teacher and the whole class, rather than 'hands on' behaviour intervention with individual students. This reduction is also noteworthy because most referrals of Māori to RTLBs at these schools were for behavioural rather than learning reasons. This outcome lends further support to the suggestion that there has been a major improvement in Māori student's behaviour.

Early Exemptions

The Secretary for Education may exempt a student aged 15 from the requirement to attend school. There were no early exemptions at Year 9 level from School 2 in 2002 or 2003.

Table 5.13: **Year 10 Early Exemptions, 2002-2003**
School 2

Year 10 Early Exemptions	Māori Boys	Non-Māori Boys	Māori Girls	Non-Māori Girls	Total
2002	0	2	1	1	4
2003	4	0	0	1	5

Table 5.13 above shows a total increase of 1 early exemption at Year 10, from 2002 to 2003, and an increase from 0 to 4 in the number of Year 10 Māori boys granted early exemptions. The number for Year 10 non-Māori boys decreased from 2 to 0; for Māori girls the number reduced from 1 to 0 and non-Māori girls remained constant at one in each year. Again, due to the small numbers involved it is difficult to identify a trend, although again it is noticeable that Māori boys feature highly in the figures.

Part 2: Learning –
School End of Year Examination Results

Table 5.14: **Year 9 End of Year Examination Results: Average Percentage Mark, 2003[9]**

	English		Science		Social Studies	
	Māori	Non-Māori	Māori	Non-Māori	Māori	Non-Māori
Target Classes	50	53	52	52	58	62
Non-target Classes	56	60	43	50	49	56

Table 5.14 compares the end of year examination results for Year 9 target class (those taught by teacher in the *Te Kōtahitanga* project) with non-target class. The table shows that in two of the three subjects for which there was available data, the performance of the target classes was markedly higher than that of the non-target classes. Māori students in the target science classes scored an average mark 9 percentage points higher than those in non-target classes. In social studies there was again a positive difference of 9 percentage points. Non-Māori students in the target classes for these two subjects performed better than the non-Māori students in the non-target classes, which further supports the notion that initiatives which benefits Māori students, benefits all students. Replicating these results in English will perhaps require a more evidence-driven approach (Timperley, Phillip and Wiseman, 2003) such as using evidence from for instance, Cloze reading tests, to inform teaching practice.

Cloze Reading Test Scores

Table 5.15 shows that during the implementation of *Te Kōtahitanga* at School 1 there was an improvement in children's reading ability. Cloze reading tests were carried out on two occasions during 2003. On the second occasion a 12 percentage point improvement in correctly answered items occurred among Māori. For non-Māori the improvement was 9 percentage points. Furthermore, the gap between Māori and non-Māori narrowed from 8 to 5, from the first to the second test.

Table 5.15:   Cloze Reading School 1: Mean Percentage Mark, 2003
**   School 1**

	Time 1	Time 2	Improvement
Māori	57	69	12
Non-Māori	65	74	9

Education Review Office Reports

In June, July and October 2003 respectively, School 1 and School 2 were reviewed by the Education Review Office. The reviews took place at a time when 'improving educational outcomes for Māori students' was among the areas of 'Specific Government Interest' (ERO, 2003a and 2003b) on which the Office was collecting information for reports to the Government. In both schools, the Office found a changing context for learning. At School 1 the *Te Kōtahitanga* project[10] was identified as 'contributing to improved teaching practice and learning opportunities for all students and as "clearly showing positive indicators of improved student engagement in learning" (ERO, 2003a).

The report's reference to a changing context for learning coincided with its observation that Māori achievement in literacy and numeracy was improving at School 1. The report also noted the benefit of the collaborative relationship the project fostered with School 2, and predicted that it would facilitate an easier transition to secondary school for Māori children (ERO, 2003b).

At School 2 the Office noted a "positive change in attitude towards Māori students" and that teachers' development of positive classroom relationships were leading to higher levels of student engagement in learning. In its statement to the parents and community of School 2 the Office stated that the project had been "instrumental" in effecting these changes. The report attributed the doubling of senior school retention rates since 1999 to the project in conjunction with the introduction of NCEA (ERO, 2003b).

Summary

This chapter has presented a range of data which support the Education Review Office's contention that the *Te Kōtahitanga* project has been "instrumental" in effecting positive environmental change at both Schools 1 and 2. While evidence from School 1 has been included, the main focus of this chapter has been on School 2 as the whole-school approach is the model the research/professional development team expect to promote in the future.

The implementation of *Te Kōtahitanga* at School 2 is at an early stage in terms of the project, and there were many minor problems arising as the project got underway in this school in 2002 and 2003. Nevertheless, the data presented in this chapter do indicate that a number of changes have occurred in association with the professional development. These include: an increase in on-task engagement and work completion of target Māori students in target classes in both years; improvements in school attendance by Māori students (including Māori boys) overall during this period; a reduction in school stand-downs (especially among Māori girls); shift in incidents resulting in suspensions from the classroom to external to classroom interactions; a reduction in Māori student referrals out of the classroom (indicating that behavioural problems are declining in classrooms) and improvements by target students in school generated in end-of-year examinations for 2 out of 3 subject areas compared to non-target students.

Chapter 6: Analysis of Interviews with Participating Students

This chapter presents the analysis of interviews conducted in May 2003 with Māori students from the school with the larger proportions of participating teachers (School 2).

Approach

The facilitator within School 2 selected ten classes whose teachers included those who had participated in the professional development in 2002 and some who had commenced in 2003. The teachers were asked to organise volunteers who would consent to being interviewed. Although instructed to invite Māori students to be a part of this exercise, two non-Māori students also took part. Seventeen Māori and two Non-Māori students were interviewed ranging from Year 9 to Year 13. Students in the Year 9 and 10 whānau classes were also included. Interviews were conducted in five groups over the course of one day. The groups ranged in size from two to seven students. The first group consisted of Year 9 students, the second group Year 13 students, the third group Year 11 students and the forth and fifth groups Year 10 students. Two interviewers were present at each interview so as to ensure reliability of reporting.

The interviews were organised as in-depth, semi-structured conversations. In-depth in that they sought to identify the meanings that the young people constructed about their classroom experiences; semi-structured in that there were a set of guidelines that were identified to the students prior to interviews when the purpose of the interview was explained; conversational in that the approach used provided dialogic interactions between the interviewers and the interviewees and also between the group members.

Such interviews are described by Patton (1990) as focus group interviews, and were used as they constitute a less intrusive means of adults speaking to young people. They are also a suitable means of obtaining several perspectives on a topic and a useful way of gaining insights into shared undertakings of common experiences and the ways different individuals are affected by this in a group situation. In addition, it is felt that they are less threatening and intrusive for young people than one-to-one interviews.

The interviews were guided, but not restricted to, the following areas of inquiry:

- about teachers and relationships;
- student awareness of the professional development programme within the school and its focus on improving Māori student learning;
- awareness of which teachers are involved;
- explanations of changes observed in teachers and examples of this;
- perceived teacher expectations of Māori students;
- explanation of what makes a good teacher;
- teacher/student relationships and interactions;
- student enjoyment, participation and engagement;
- what students enjoy and do not enjoy about their classes;
- how they participate in their classes;

- what sort of problem solving or discussion happens in class?
- are the classes interesting? and
- do students feel they have some say in how their learning takes place?

Learning

- student goals and what they need to achieve those goals;
- expectations of education and awareness of when they learn best;
- how do students monitor their own progress? and
- what sort of feedback and encouragement do students receive?

Culture

- what is like to be Māori at this school?
- positive and negative experiences within this school; and
- do you have confidence to participate in class, to bring, talk about Māori examples?

Analysis of Interviews

Due to the nature of the interviews whereby students conversed amongst themselves and the pace at which the subject matter tended to change, it was sometimes difficult to determine whether students were referring to teachers who had attended the professional development (target teachers) or those who had not. Where it is certain that a target teacher is being spoken of, that is how they are referred to. Where it is uncertain, a random initial is used in place of the teacher's name.

Awareness of the professional development

There were varying levels of student awareness about the professional development that had been going on in their school. Some students were more knowledgeable than others concerning the details of teacher involvement, the effort this programme required of the teachers and the potential significance this may have in terms of student learning. One group of students became aware of the programme at the school's orientation day where there were forms explaining a new programme within the school. Other students knew specifically about the project, knew which of their teachers were involved and that it required their teachers to attend a hui during their own time. Some of the senior students found out more directly when they became test subjects for teachers who also had junior classes:

> *Our teacher tells us about it, like oh we've got some new stuff that was supposed to do with juniors, but we'll try it on you.*

One group of students was oblivious to the aims of the programme and was quietly surprised by the efforts of their teachers: "They're actually willing to see what we're like, giving it a shot." However, this same group of students was aware that observations had taken place in some of their classes and understood that teachers were being observed in relation to their Māori students.

For those students who knew about the project, there was also an awareness that there was an expectation that their teachers' expectations of their class would rise: "Of this class, yes,, because of the project. For our class yeah, they got high expectations."

While collectively students knew of the different aspects of the programme, such as teachers being observed in class, teachers' attendance at the hui and subtle differences in teaching style, individually there was a sense that the students had not connected these various pieces of information together as being part of the same programme.

Consequently, given that students are aware of certain aspects of the programme and not others, there is the potential for students to get the wrong idea about the teacher observations for this programme given that other type of observations may be going on in the school.

> *We're probably the most watched class out of all of them, cause they always send people in to see how our teachers are doing on us, or how we're acting around our teachers. They're always getting assessed. Cause most of the teachers think we'll be the same as last years group, just crash. But we proved them wrong.*

On the other hand, there is a clear indication that despite limited information being passed onto the students, and their not being included in any meaningful way in the project other than as passive recipients, many of the students were aware that something was happening both as a result of their teachers being observed in the classroom but perhaps more importantly because those students were aware of changes in the ways their teachers related to and interacted with them in class.

Being Māori at this school

Students spoke of a number of situations that reflected what it was like to be Māori at this school from the feeling of pride in being Māori to the feeling of inclusion in a whānau. Surrounding issues such as negative stereotyping, racism and student bullying were discussed within this context. While such negative issues are significant in terms of the effect they can have on student learning, they represent only a minor portion of the interviews that took place and it was felt by the interviewers that while such discussions did not lessen the positive spin students put on being Māori at this school, such issues are a reminder of the unfortunate reality that exists for many Māori students in mainstream schooling today (cf the original Te Kōtahitanga narratives).

Nevertheless, these Māori students spoke positively about their being Māori at this school and many related this to their relationships with their teachers in classrooms. Some of these students however related that they still experienced problems with some teachers who did not teach them outside of class during lunch times and intervals for example.

For the majority of students, to be Māori at this school was to be part of a whānau. The students were fairly easygoing in describing how it felt to be Māori and were positive in their attitude toward each other and the school.

> *Proud. Cool. Cool. Easy.*

> *We're just whānau in our class, even though we don't know them, we're just all family, we act as if we're brothers and sisters.*

> *We feel more like whānau kind of thing.*

> *Yeah I like my Māoritanga side too*

> *All good. The best. Yeah we run this place.*

> *Yeah we're just like all family eh? All family.*

> *Yeah the teachers kind of make us feel special. (Much laughter.) We are.*

One senior student was a little more pessimistic in this regard, noting the small number of Māori students at senior level; "I think it's quite boring, there's not really that many of us here." Junior students however were more confident in their belief that this school was a good school for Māori students. As well as the whānau feeling between Māori students, it was also felt that in general everyone got along regardless of whether they were Māori or Non-Māori.

> *They're not racist here.*

> *Yeah, everyone gets along.*

> *We've also got Asians, they're cool, they're more like whānau.*

> *No – we are all cool.*
>
> *Its all right, we are treated equally – same as everybody else.*

Two groups of students felt particularly close as a class. For one group, this was because they had acknowledged and agreed to a standard of behaviour upon acceptance into that class:

> *We had to follow the rules, we had to sign this paper with the parents. We have to keep the standard or we get kicked out of the class.*

The students in this group considered this the standard fair as it covered the range of behaviours they expected to adhere to, "tidy presentation, listen to the teacher, don't backchat, be good in class, do your homework." "All good stuff, no bad stuff" and were competitive in terms of their behaviour and their learning, "if another class sets a standard we try and beat it."

A second group of students felt they had a "togetherness going" and since their class goal was to be as good as the accelerate class they had an advantage in that the accelerate students were "just brains, but that's it, they haven't got the whānau thing."

Issues for Māori students

However, despite this convivial, supportive yet competitive atmosphere, there were some concerns about negative stereotyping and preconceived attitudes that the students felt came from both within and outside the school. While on the surface students were genuinely positive about being Māori in this school, there were some underlying issues about predetermined notions that some people have of Māori students.

> *Like people look at us like we're suppose to be some big tough people but then if something happens…it's all of us judged for that happening. Like if it's good then, "Oh, they're being good," and if it's bad, then it's like, "I wonder if they've all got something to do with it."*

Other students had experienced more direct insights into their teachers' opinions of Māori students, when particular remarks were filtered back to the students. One group of students reported that a specific teacher had been making some rather upsetting assertions about their class. While this experience left this group of students feeling deflated, it also led them to examine their classroom behaviour in terms of the goal they had set themselves as a class.

> *We had this one day, we're all just talking about something and we found out ourselves that teacher was calling us stink and paru and rotten and don't work and don't wanna listen. We felt pretty bad – well, sad. The next day we went in and tried to do some work but the people who don't do the work kept on being naughty and I think she just took it on the whole class, not just the one person. She tells other teachers what she thinks of us.*
>
> *And we find out from those teachers that like us. That's when we had to change our standards…we had to do it. This class that we're in now would not have even been a class, would not have existed, and that's poor because we're trying to make it be the class. We can't do it if we're naughty.*

Although this group of students had adjusted their behaviour to suit the teacher and to coincide with their class goal it was unfortunate that in the process the students were made to feel "bad – well, sad." When asked to describe how they felt when they heard comments such as the ones being discussed, the students replied:

> *Sad. Yeah, sad. We wanna find out who the teacher is. She's making us feel – she's putting us down, putting us Māori down.*

A second group of students found it hard to believe that teachers in general would succumb to making derogatory remarks about Māori students given the effort that teachers had put into Te Kauhua and discussed amongst themselves whether to believe such comment.

> *Yeah, someone said that we're a bunch of dumb Māori to our teacher...*
>
> *I don't think someone would have said that because…*
>
> *We talk to other Pākehā teachers about it… and ask him if that's what they say about us, our class, and he says not even because he is always up here... He said they wouldn't have done this course in the holidays…*
>
> *I believe him…*
>
> *…and it was just for our class and they all went out of their way in the holidays like 3 or 4 days of their holidays just to go through it and that's what we couldn't understand why they say that after going out of their way just to go and see what this whole unit was about.*

Although the students were insistent in their defence of their own teachers, particularly those who had participated in the Te Kauhua project, students conceded there was still a feeling that some teachers had the wrong idea about Māori students. However, this 'bad feeling' came from teachers who were not familiar with these particular students' as they did not actually teach them. Within their interview groups the students were very careful about not generalising the behaviour of one teacher across all teachers.

> *Yeah, they try and watch out for us. Watch what they're doing, they might be naughty.*
>
> *Yeah they watch us cause they think we're bad. It's cause we're Māori, that's all.*
>
> *Not all teachers are like that.*
>
> *Yeah, not all teachers, only one or two.*

In all, the students were very impressed that their teachers had spent some of their holiday time at a course specifically designed to help Māori students, hence the disbelief that teachers would speak ill of Māori students.

This indicates a number of issues for incorporation into the future project. Students need to be more formally informed about the purpose and process of the project to the extent of being able to provide ongoing feedback to the school about the progress that is being made in the teachers' attempts to create positive relationships and interactions, and culturally responsive learning contexts. One of the main messages of the professional development; that teachers' relationships with Māori students are extremely important and fundamental to developing classroom learning contexts, needs to be emphasised again and again during this project. These students sensitivity to this issue is a clear indication of the importance of positive relationships between Māori students and their teachers.

Much more so than for non-Māori students, these students (just as those in the original Te Kōtahitanga narratives) were very aware of how they individually are easily characterised by negative ethnic stereotyping by teachers. Indeed in many ways the experiences recounted above indicate the ongoing sensitivity of Māori students to their being individually labelled because of their perceived membership of an ethnic group. This is not an experience that non-Māori students or non-Māori teachers commonly have and it is very quickly identified as reverse racism in the media if and when it does occur. Nevertheless, it is a common lived reality for Māori children and their families and was referred to often in the original Te Kōtahitanga narratives and is again referred to here by these students as having a major impact on their lives.

One of the interviews took up the issue as to what to do about a 'racist' teacher. These students felt it was unjust to be subjected to racism in any form, as the effects of such behaviour are hurtful even when individual Māori students themselves were not the target of such behaviour.

...not racist to us Māori, racist to Pākehā. Even though we're not Pākehā, it still hurts, [it] shouldn't be like that.

...called him a fool, [said] he doesn't deserve to be at school.

Yes, ... was calling him pathetic like he might've done things that were wrong, but...I know that teacher was just saying that because he was a Pākehā, I mean if he was a Māori, teacher wouldn't say it.

Despite assurances from students that there was no division between Māori and Non-Māori at this school, the matter of student bullying was raised in two group interviews where a group of Māori boys were seen to be targeting Pākehā boys. Although particular circumstances were not always talked about, attitudinal aspects were discussed in terms of how the actions of a few reflected on Māori as a whole, the processes Māori students used to work against that attitude and the processes that existed for students in general to deal with this issue.

There's those tough Māori boys who pick on little Pākehā boys. I don't mind that. Well I do, but I can't do anything about it.

While there was no denying that the bullying was going on, Māori students interviewed were very aware of the generalisations made about them in regard to this issue and frustrated firstly that other students buy into the stereotypes of old by believing that all Māori can be defined by the actions of a few. Secondly, that the actions of a minority were seen to be evidence that other people's assumptions about Māori were correct, and thirdly that students felt quite powerless as individuals in being able to remedy the situation.

All I know is, if you're Māori, no Pākehā wanna have a fight with you.

But it's sad to see Māori just picking on Pākehā they just like…

...but like then you get all the stereotypes teachers and people say about Māori and then they just go and prove them right, when like the majority of us aren't. You know, they say, "Oh, you guys are always picking on Pākehā," when most Māori don't but its just the odd Māori person has to go and ruin it – they just prove them right.

Yeah, because then they think that you're just like them – because you're Māori, "Oh, you must be like that Māori picking on that Pākehā over there."

When asked how they could work against this, the students replied,

Stay away from them.

You just ignore it.

You could say something but then you might be beaten up as well. They might forget about the person they're picking on.

I mean if a fifth former – a big, strong 5th former – is picking on someone, you can't stop it.

That would just make it worse.

When asked whether there were school systems in place for dealing with bullying, the students knew of various supports but felt that these systems were not an effective insurance against the bully being dealt with or the victim being protected.

I reckon, for the Māori, you can just go and see Whaea A – she is pretty straight up – but the 3rd formers, they have peer support, which is the 7th formers, and go just tell them. And then there is the yellow ribbon people. You can tell a lot of people in the school but it won't get dealt to straight away. It's not like they're gonna stop bullying straight away.

You could tell them that it's this specific person but a couple of weeks later you'll see them doing the very same thing to some more fellas.

The students also reported that the bullying was not always an inter-racial occurrence, although at times it was very much about the bully's perception of who was Māori

> *But then I know some Māori like pick on Māori as well, like the 3rd form class. They were… just because this boy was white but he was a Māori. And they were picking on him because he was really, really fair, getting smart to him cause he was white, even though he was Māori, which was kind of stupid because it's like picking on one of your cousins down the line.*

When one group was asked about how it felt to stand out as being Māori because they were seen as 'tough', and whether this was a positive thing, one group of students replied;

> *Less fights, more fun.*

> *Good.*

> *Makes us feel more big…we're harder than all the Pākehā in the school. Some of them aren't scared, like happy-chappy a lot.*

Within this particular group, the students were almost proud of the reputation they had. Although they had noticed that while non-Māori students were not always scared of them, they were not sociable either. "Like every time we come around they're all quiet." It was felt by the students in this interview group that perhaps this quietness could be resolved if Māori and non-Māori students got to know each other better.

Bringing culture into the classroom

In view of the fact that students indicated how they felt about being Māori at this school, the interviews followed through on what it was like to be Māori in the classroom and whether this bought about different issues for the students interviewed, in particular whether there were avenues open that allowed students to bring their culture into the classroom and the implications of this happening. The majority of students felt that while there were opportunities to do this, it was not considered necessary, as there were other circumstances under which their interpretation of culture may have been more meaningful. The more visible aspects of culture such as te reo Māori and the use of Māori examples in the curriculum were not always felt by these students to be a particularly important part of their learning.

> *Yeah we just hardcore into work. Just doing hardy work, but I'm pretty sweet though because I have heaps of aunties and uncles who are Māori teachers and stuff and we go to heaps of huis, so I just speak Māori there and at home, on the rugby field…*

> *No – in some classes we do but not all the time – and it doesn't really matter if we don't.*

> *I don't think it's important to bring Māori stuff into the classroom because like we get a lot of that at home anyway.*

> *It's not really necessary for me. In some of my classes we get the opportunity…but I personally just don't join in the conversation. That's just for me, but there are Māori students that do join in. For me I just don't really mind.*

One group of students were reading The Whale Rider but did not see it specifically as a Māori novel, *just another novel* and students from a tourism class did not see the need to bring Māori examples into their class. However, another student liked the way one teacher used a story about a historic Māori figure to capture the attention of the class.

> *Yeah, in [class]…she was telling us a story I didn't even know about, Hone Heke. Yeah. This lady who was telling this story, she was [foreign]. I was like, "Hey, I didn't even know that," and I told her I didn't even know that. Went and bought muskets and all. He went back to Britain and they gave him muskets and gold. Yeah, I liked it. Shocked. Don't get much [foreigners] talking about Māori history.*

While the students did not always pick up on the subtlety of visible cultural aspects, feeling comfortable about being Māori in the classroom was important to one student who felt their teacher was more aware of the Māori students in the class by the way this teacher treated them.

> *One teacher does for us because she is a Māori too. She treats us the way we want to be treated and we have to treat her the way she wants to be treated and she talks to us in Māori and we all understand it so we…she's a mum to us, in that actual class and around the school.*

When asked how this type of relationship developed, whether it was through setting rules or whether the students were asked how they would like to be treated, this student replied,

> *Yeah, she tells us if you don't want to be in this class then get out; if you don't want to do any work, then get out; she tells us straight up and that's good, 'cause she's not hiding anything away; she tells us everything, what we have to do.*

When asked about their non-Māori teachers, these students spoke of a teacher who encouraged them to come to their classes prepared with the right books and ready to do work. Although described as "more strict" the students knew that if they "put in a hard days work" the next class they had with this teacher could be something more enjoyable such as a video or there may be a reward like lollies. This group of students also felt this teacher was prepared to listen to them.

> *She's got a lot of time for us…if you arrive late she gives you a chance.*

These types of responses indicate that while these students are Māori they are treated as individuals within their classes and as Māori they are comfortable without having overt Māori representations or iconography in the classroom. This is perhaps indicated more clearly by a student who was asked how helpful or important they thought it was for Pākehā teachers to have an understanding of Māori life.

> *It's not really, really important that they do. It won't, like, change anything if we don't like them.*

In this way indicating that relationships between teachers and students are of paramount importance, as in being responsive to students as Māori, rather than any specific teacher-generated iconography.

The importance of education

All of the students interviewed considered education to be important in terms of their future goals and all of the students considered themselves to be good students despite poor achievement or a lack of interest in certain subjects. In other words, they did not see their aspirations or behaviours as limiting their educational achievement. It was very obvious to students that education was a path that could potentially lead them to wherever they wanted to go, expanding their future career decisions or furthering their tertiary options.

> *Without no education you'd just be a bum, you have to do a course or something. That ain't me – that ain't me [to] go on a course.*

> *I think I've got a little drift on what I want to do next year because – NCEA – I wanna get it in Maths and English because those [career] expos I went to, they all said you have to have Maths and English. That's what I'm aiming for in 5th and 6th form. Not too hot in Maths, but English is ok. And all my family have high hopes for me in Māori.*

For one student who felt they were not achieving as well as possible in a subject, subject difficulty was an issue, although lack of interest was the ultimate setback.

> *Yeah, I'm a good student. The one I'm not doing well in is Science. I reckon it's too bloody hard. I just don't think I have any interest in Science. Even if I had help…I'd do well, but I just don't like it.*

Student goals and expectations of education

All students interviewed had some type of goal in mind whether it was a vague idea of where they wanted to be or a specific career orientation. For a number of students it was particularly important to stay at school and finish their seventh form year.

> *That's why I want to stay, because there is not enough Māori kids staying and there is only a few 7th formers at our school that are Māori.*

> *I mean, my three sisters never made it to 7th form. Two of them work at McDonalds, so it depends I guess… Yeah I want to stay on at 7th form.*

> *Yes, I want to stay on at school. I don't want to be like everybody else and just leave.*

The senior students also mentioned the poor retention of Māori students through to 7th form and, although the seniors discussed this amongst themselves, this issue was not challenged or raised with the teachers.

> *Between each other, like the students, yeah. No, we haven't bought it to teacher attention.*

In terms of individual goals there were varied responses expanding into personal, educational and sporting fields.

> *I don't know. I want to go into the army. [To] do something else too. I want to do heaps of stuff, so I don't know which one. I'll most probably do all of them.*

> *Hooking up systems in cars and stuff – like car audio.*

> *Professional rugby player. Sports area.*

> *I want to go to Massey University. Hopefully get a scholarship at school.*

> *At the moment I don't know what I am going to be doing beside rugby. I don't know what I will do.*

> *I don't really like planning stuff. I know I want to go to uni, but I don't know what to do. I was thinking of – 'cause next year I'm gonna be a senior – doing the things that are actually gonna get me somewhere. So for options I've got woodwork now – that's just not going to get me anywhere – but next year I'm thinking of taking up sewing because I want to design clothes, so that will be a good one. Fashion design.*

While most students felt they had time to consider their options, in order to fulfil their ambitions it was still apparent that students had some very clear expectations about what their education should entail, namely they expected to be delivered a curriculum that was relevant and exciting, to be challenged, and to be offered feedback on their progress.

One group of students felt they were making progress in all their classes apart from one due to the way the lessons were being delivered.

> *We don't learn anything.*

> *It's more like a free period – it's social.*

> *We just get a free ride…*

> *Pretty much every day's a free period.*

> *Yes, we just write and write and write and we do not even know what we are writing about. No one really cares what we writing about either. It's not a fun class unless we have a free period.*

One student was concerned that the curriculum was static in that the units taught and the assignment work had not altered for some time.

> *Well, I think they're not changing their methods kind of thing. I mean all my sisters have been here – and my 22 year old sister, I asked her what she studied in [this subject] and she said exact same things that I studied. That's where I got most of my assignment work from – she had already done it. They need some new stuff.*

The delivery of classes was also important, as potentially stimulating topics could become bland when instructed in a very detached way.

> *I think we want to know some interesting things, I mean [this topic's] just boring … it's just all boring.*

While the topics this student listed as 'boring' may have been rather fascinating to others, it was the way it was presented rather than the subject matter, as this student was not able to make a connection as to how relevant this subject matter may be presently or in the future. Within this group, other students had difficultly recalling what they had covered in class.

> *Like other boring [topics]… but I still do not know anything about them, I just know [one topic], that was pretty much it.*

> *We did [these topics]… all that. And I can remember that – but everything else…I don't remember anything.*

There was a particular concern for these students about not learning as much as they would have liked and how this would affect their performance come exam time.

> *In a way, because like last year in the exam, I reckon I go pretty well – but I don't think I'll do pretty well this year because I don't know anything, I can't remember anything or because we hardly ever did anything.*

However, the concern of these students did not extend to the point where they felt they should question the teacher's methods or inform the teacher about their inability to recall some vital information.

> *I feel like I should ask, but then if I ask then we'll have to do work.*

In fact it was felt that if the teacher did not initiate change, these students would not push for the extra work until they felt their exams counted for something.

> *Well, it will be more important next year, like, it'll be like NCEA and stuff and you'll have to ask the questions or else you'll fail. Like this year, 'cause it's not really that important, we just do our own thing, just sit on the fence.*

Additionally, the students felt they were unable to tell the teacher that they were not enjoying this class, and while they recognised that the classes they enjoyed were the ones the teachers tried to make fun, it was felt they could not effectively communicate this message to this particular teacher.

> *No, we can't tell her that – she'll go ballistic.*

> *She is a Māori as well and it's hard for us to tell he – she's a Māori and we're Māori.*

These students volunteered two kinds of responses to not achieving in this class. The first response was motivation to do better next time; the second response was that they would remove the possibility of a next time.

> *That'll inspire me to do better next year. Yeah, that just amps me up some more, just to go hard, learn some more.*

> *Well, I definitely won't do it next year, that's for sure.*

In another class, for another group of students, it was felt that the students were expected to work independently too often: "Usually we just teach ourselves." For these students this style of teaching was not what they expected, nor was it productive.

> *We have a workbook but she doesn't help us through it, she just tells us, "There you go. Do it."*

Although there was a feeling that the students knew what they were supposed to do and understood the aims of their lessons, the general opinion was that this, "teacher doesn't do enough of teaching," and it was specified by the students that they would prefer, "more interaction with the teacher."

Comparatively, another student credited an enthusiastic and interested teacher with improving their interest and learning in a particular subject.

> *Enthusiasm in their classes…I had one teacher…He interacted pretty well with all the students…[it was] his style mainly. You never had a boring day in his classes.*

Teachers' expectations

The research/professional development team was interested to find out whether students felt that their teachers had high expectations of them and if so under what circumstances are those expectations created and intensified. One group of students were quite vocal about their goals and felt they were an exceptionally good class who got along with most of their teachers and enjoyed most of their classes because of this. Students in this same group felt that teachers had high expectations of their class because of the professional development their teachers had been included in but in general (across all students) it was not considered that all teachers fitted into this category. When asked if they saw their teachers as having high expectations of them, some students replied, "Not all of them"; "Nah not really". One group of students knew which of their teachers had more ambitious hopes for them and described a teacher who encouraged them to work beyond their level. When asked if it was thought that this teacher expected them to do well, the students replied, "Yeah, and we try. Yeah, Māori students can do it".

We asked the students to reflect on the classes they did not enjoy and then inquired as to whether the teachers of those classes realise they have students who are willing to learn.

> *No. One time we were late for class cause we didn't hear the bell, and we arrived to class late and the teacher put us on lines and…can't blame him, but he thought we were just mucking around. We got a blowing up. We had to pay for that one.*
>
> *Providing a challenge.*

For many of the students interviewed, to be challenged in the classroom was exciting in that it kept their interest up and provided a sense of accomplishment in having achieved something difficult.

> *I like having heaps of assignments kind of thing.*
>
> *It's a challenge to actually get them all done.*
>
> *I reckon it's a challenge.*

For another group of students it was the challenge that revealed their potential to move onto the next level and to increase their learning. These students described how a target teacher motivated them.

> *If we pass all his work he tells us to jump onto the fourth-form book and do their maths work.*
>
> *But it's good that he does that because we learn more.*
>
> *We keep up, aye. Yeah, we do.*

This particular group of students had a lot to say about one of their target teachers. When asked what it was they enjoyed so much about these classes the students responded

*It's easy. [Teacher] sets a challenge every class time and if we don't meet that challenge…
then, I don't know, something happens.*

Students were also quick to point out that to be challenged provided inspiration, however lack of
discipline moved them in the opposite direction.

*Well, it would be better if, like, the teachers actually said you have to hand it in or else…
something. But it's like if you don't hand it in, "Oh well. Hand it in the next day. If you don't
hand it in tomorrow, hand it in next week or whatever."*

A small number of students felt that their Māori teachers were a little more lenient than their non-
Māori counterparts and for this reason recommended that perhaps they needed more non-Māori
teachers.

*I reckon not having too much Māori teachers like teaching our class, because some of them
are just giving us an easy ride, and Pākehā teachers like they're pretty…they just want the
same for everybody and I think Māori teachers they want more from Māori students than they
want from Pākehā students.*

*No, not to have as many [Māori teachers] as we've got, because they sort of favour us a little
and its not as challenging, but like to have someone like Whaea H. She's hard on us, which is
good. Mr E, he's really hard on us, and that's good as well, 'cause in other classes we can
just cruise along.*

When asked to expand on whether this might mean strict teachers or more direct instruction the
students replied,

Not strict in rules.

Just tell us what we have to do, and we'll do it.

A challenge would be good.

Feedback and feed forward

For the majority of students feedback was an essential part of their learning. While a number of
students were accepting of simple comments on their work such as 'ka pai', 'tino pai' or 'good', and
felt than on occasion that was satisfactory, "like if I get something back and it says good, then I don't
ask, what's good?", for other students that was not enough.

*Like in exams, they only tell you your mark or your score, they don't tell you where you went
bad. Like in Māori I came second, but second's not good enough, I wanted to come first. She
never told me how I could come first, get better. She just gave me my mark back.*

While this student wanted to do better it was felt that the teacher was not approachable enough to
warrant asking for this kind of help. Another student had a similar experience in that additional help
was never offered at a time when this student was under performing in some classes. Although in this
instance the student felt it was their responsibility to ask for help, despite the fact that it had taken a
year to build up the courage to do so.

*I did really bad in a couple of classes last year and they never asked me why or how they
could help…I think it was up to me to ask as well. Like it wasn't all their fault. But I would
have taken it if they had offered. But I've learnt that this year I'm doing better because I make
the effort to ask, they're not afraid to give it.*

Additionally, not understanding the expectations of the teacher or the task at hand could have a
discouraging impact on the student.

*But I can remember, back in the day it wasn't really a cool place to be or I didn't enjoy being
here. [It was] attitude probably, the group of mates that we socialize with or not*

understanding what was expected of me ... like the work set. If I didn't understand it I wouldn't ask a teacher for help or whatever.

There were however, students who reported more positive experiences when it came to their asking for assistance. One group of students had a target teacher who demonstrated an eagerness to help them and the students knew they could request assistance at any time.

To help us? Just ask us to raise our hands. Even if it's during a test Mr (Target teacher) will come and help us and talk to us, and just say, "Remember when we did this?..." He feels funny when it's quiet and everyone's doing their work. He needs someone to put their hand up. He's like, "Does anyone need any help? Come on, it's alright," and then someone will put their hand up eventually.

For other students, recognition of the progress and learning that had taken place was a combination of the marks they received, the comments the teachers offered for that performance and encouragement to progress further. According to students learning was demonstrated "When you can remember it a couple of days later. Otherwise it's no use" and used their marks and test performance as a type of progress report.

Yeah, they give us our marks, they say how good we were.

You just have to wait for your mark, use it in the end of year exam.

However, while praise was appreciated students commented that constructive feedback was helpful in that you could aim higher next time and, more immediately, it made them feel proud of what they had accomplished.

Yeah, it's good, you don't want to show it but inside you wanna go yeah!

Like for example, I done real, real poorly of one of my tests and then she told me that, do good and it will pay off and stuff like that so I done good and now I am good.

Students also provided examples of the ways teachers encouraged them to do better which included improving their attendance as well as their marks.

Our teacher does all the time. Like she was saying a lot of people are always away, absent and stuff, but she will say that we will improve on coming to school, not just stay home all the time for no real reason.

Yes, we just finished a big assignment… and she just tells you where you could have got more marks and stuff, I mean she talked to me today [and that's helpful] because then I'll know for next time.

Other students described a target teacher who, "encourages you to do work in class."

She's straight up.

Yeah.

It's just like, oh, she gives us a bit of hard work and she'll help us get through it.

Oh, she just like talks to us and says you can get a good education and stuff and you can get like... .you need eight credits to achieve English or 5th form English, say all that kind of stuff.

Students indicated they wanted honest praise that reflected their achievement and not to be seen as being singled out as Māori for accomplishing what was expected of other students.

'Cause we work together well, where we got praised it was because we all actually achieved something, in those classes.

Not because we're Māori, because like the English students in the other classes they get praised too probably.

The impact of the professional development

Although we did not expect that students would be able to directly attribute changes in teacher behaviour to their involvement in the professional development, in talking to students from across the school, it was apparent that changes had been taking place in the classroom in terms of teaching methods and students' perceptions of teachers.

Benefits of 'group work' as seen by students

The students saw the new teaching strategies employed by the teachers involved in the professional development as beneficial. Although the students could not identify specific strategies they talked about their group work and teaching the classes themselves and how much they enjoyed this.

> *I think group work is really good, not just being stuck in a corner and do your own thing.*

All of the students who were interviewed could recall a recent class that involved group work and in some cases were quite animated with their descriptions.

> *But if it's like, we're just practicing presentations, like speeches, [target teacher] just chucks us in groups. Like, which would be the more talkative bunch and separate them, and which would be more likely to stand up and say the speech – so put the best ones in groups to help the ones that wouldn't like to stand up. And we had two minutes…*

> *Forty-five seconds. Oh, we had forty seconds to say it. [Target teacher] just gave us a paper – we write heaps of stuff down – allowed [us] to change it and then we stood up and we talked about it for 40 seconds, and we have to say it off the top of our heads.*

For other students both the group work and the co-construction of lessons were productive.

> *Um, like group discussions, work in groups and discuss the aspect instead of doing it as a class or pointing to one person and making them give their opinion. We just talk about it in groups or we do role playing and stuff. But we get the choice. We get to say oh how we want to be taught. Or like [the target teacher will] say do you want to do a role play or discussion and we have options…I think it's better than just us talking and sitting. And I think it works too like oh if I take more in.*

Students indicated that they enjoyed such lessons as it gave them a chance to explore the topic further. They felt confident asking other group members to explain anything that was not understood, or at the other end of the scale assisting others in the learning process.

> *It's like a whole group thing: we help each other and get each other to elaborate so that everyone in the group understands.*

> *For me, it gives me confidence to ask other people in the group but I don't reckon I'd be able to if it was just the class. If I didn't know something I'd just leave it. Yes, it's very different.*

> *Yeah, freely, going off each other's ideas – we're expressing ourselves.*

> *Yeah, because when you teach them and understand that skill more.*

> *Because you're talking to kids like your age, you know what they are talking about, not some long words.*

> *Yeah, because you don't know things and other people might help out – like with the things you don't know.*

While understanding and the acquisition of skills may increase, one group of students felt that while participation was necessary, the workload was shared.

> *Group work's good: you don't have to do as much.*

> *You have to be involved. Like if you're doing a news report, someone will have to be a reporter, someone will be the leader, someone just organizes your pens and that…*

> *Yeah. Like that report, I always try and be the leader so you don't have to do much.*

One interview group described a class that always begins with 10 questions covering work they had done over the last few weeks. This habit is such that if ever the teacher is late or a relief teacher takes the class, the students will take over this responsibility of beginning the lesson with their own questions.

> *When [target teacher's] not there we just do our own work and, like, we be him. Well, there's only two in the front – and them being him and us being the class – and then a teacher walks in. "Holy, you's are doing work," and like, "Yeah, 'cause Mr B taught us."*

> *Most of our relievers like that, 'cause when they come in we just start off with 10 questions, and did it ourselves and they just issued us work.*

This particular group of students was very aware of the way they were talked about amongst other teachers. Previously in the discussion this group had referred to a teacher who did not like them and who had made these sentiments known to other staff members. However, these students also felt their more positive encounters were similarly relayed to other teachers, which they felt was obvious in the way they were being taught across subjects.

> *The teachers that we're highlighting, they're good. And they must tell each other what they do and they must copy why we like to do what they do, 'cause everyday we got them it's a new subject and we do new stuff all the time, but it's cool.*

Changes in the classroom

One group of students had noticed a change in their classrooms in the last few terms that they felt was both enjoyable and beneficial. While these particular students were used to the group work in that they discussed topics or shared the workload, they were now more cognisant of their different skills as students and their ability to teach and learn off each other with the introduction of an activity that required the students to teach others the new skills they had acquired.

> *Yeah, [Mr Target teacher], he like makes us sort of teach the class sometimes… We get in groups and then number off, and then you go into groups with other people and learn stuff or learn things [then] you go back to your original group and teach them.*

> *So, there might be a group of 5 and we all got different skills and you just teach each other.*

> *Like then we number off – 1, 2, 3 and 4 – and then we go away with the other groups that are 1, 2, 3 and 4, get together and [learn] whatever and then come back to our normal group and then learn what we did.*

> *So we all have different skills.*

Students also made comparisons over the course of the year as to other changes they had picked up.

> *He got to know us better. He's seen us out there at interval and that…they are, they do listen. They take in information.*

Other changes, while they were noticeable, the students felt could be improved upon.

> *They just teaching the way they taught last year, just trying to be bit more funny.*

Changes in the teachers

As well as differences in the way they were taught and the development of relationships over the school year, students also commented on other changes. Some of these changes were perhaps more symptomatic of the natural progression of students from junior through to senior school.

What I've noticed this year is that they start to respect you more as soon as you turn 5ᵗʰ form. I noticed that straight away. They don't pick on you as much as 4ᵗʰ form. "Why are you wearing those white shirts. Have you got a uniform pass for that?" "Hey, hey, why didn't you see me at lunch time?" They don't do any of that.

It's real cruisy, just do it yourself. We've still got restrictions and stuff we have to do but it's really about yourself. Like for my bursary classes, it's your choice to be there…and they treat you different. Yes, they do treat you different from junior school.

However, when discussing a target teacher, two groups of students unwittingly identified a change in this teacher's attitude and behaviour more attributable to the professional development. One group of students spoke of their interactions with this teacher before the professional development took place and a second group had only known this teacher since the professional development. Here students give very different perceptions of the same teacher.

Group 1:

I reckon he's a bit of a dickhead. He's been picking on me ever since third form…

He doesn't like me neither. And we just took it. Like…[if you] get to school late one time and you don't have a note [then] he will hit you up and make you feel rotten, make you feel down.

Group 2:

Most of my cousins said he was an egg, said he was mean and [he would] keep them in for any little thing. He changed my mind when I met him, he's cool to us. Him and another teacher, they keep us in line. If we get in trouble we get a blowing up from him and another teacher – they keep us in line. He's a pretty cool teacher.

The opinions of the first group of students about this particular teacher were unfavourable; over a period of two years their impressions of this teacher had persisted. Later during the interview these students said they would be shocked to discover that he had ever taken part in any professional development. However, for the student in the second group, being disciplined for misbehaving was not seen as being 'picked on' unnecessarily, nor did it deter the student from considering this teacher 'cool'. In fact time and time again, this was how this same teacher was referred to: "They're cool. Like Mr Target teacher, he's cool". In other words, the manner in which the teacher related to the students when disciplining them had obviously changed from a personal attack to an insistence on standards that would support their learning.

Teacher/Student Relationships

Students were asked to comment on the benefits of having good relationships with their teachers. While there were limits as to the type of information the students were willing to share with their teachers, the general consensus among students was that when teachers get to know them it makes learning easier.

One student had initial reservations about being treated fairly at this school given that relatives who had also attended this school were not considered favourably. This student was concerned about not being treated as an individual.

One question I asked straight away in my interview – would my family affect me? – 'cause my cousins are bad in classes, on both sides, my mum's name and my dad's name, and I was asking if it would affect me. The teachers might go, "Oh, you're such and such," and treat me different.

However, this student was pleased to report that had not happened and found instead that generally the teachers were easy to get along with.

All our [subject] teachers like us 'cause we're good to them. We're always greeting them outside in the playground, on the fields, anywhere we see them.

Other students agreed that the teachers they had a lot to do with in class would often seek them out outside of class to say hello.

Like, to them, we see them every day and stuff. [But], like Miss G, we don't see them at all – they don't even talk to us. These [other] fellas stop and have a little chatter.

When asked how their teachers get to know them, students reported a number of ways this may happen. The most frequent responses included their teachers being more conversational, teachers acknowledging students outside the classroom, and using humour or other techniques to make their learning fun.

They bring their level down to yours. They try and get involved in your conversation, ask you…about the subject but also relating it to something else. Or when you see them out of the classroom, they try and start up a conversation.

Just one teacher I know of: she tries to be like our age. That's all good.

For some students something as simple as learning to pronounce their name correctly could change the way that student related to the teacher as this demonstrated that teachers were willing to listen and afford the students some basic respect.

Last year my Maths teacher, she didn't even wanna try and learn how to pronounce it…she just didn't even…not even close…I kept telling her, but she didn't care.

No, I don't actually say anything. If they pronounce your name wrong – on purpose – you just say, "Oh, I don't like you," that's your first impression. But if they really, really make an effort and still don't get it right, you help them out.

Yeah, I reckon most teachers that do make an effort to pronounce your name… you will remember them and say hello to them, but those that don't, you'll just walk past them.

Yep, it makes you feel like they actually want to know, not like your just someone that they're not gonna remember.

Students commented that using humour was one of the ways teachers tried to get to know them better and although the effort was appreciated, sometimes this technique was not always a success.

Oh, try to have a laugh, eh.

Yeah, trying to have a laugh with us.

Sometimes it's just not funny.

Despite this, to know that teachers cared enough to make an effort to get to know them and to make their learning more interesting or fun, inspired students to extend themselves.

Yeah, that make us want to learn. We want to learn with them, especially them. We don't want to give up, we just want to stick with them.

I think they try and make it fun… I think they can tell from your marks whether or not you're enjoying it.

While the students considered it important to be able to get along with their teachers, it was felt there still had to be a professional boundary in that they did not want teachers to know everything about them.

A little, but not too much.

To a point, yeah, but not everything.

> *I mean they can know where I'm from and stuff…*

There was also an incident that students spoke of involving a classmate and some assumptions their teacher had made about this person and their family. The students in the interview group felt that the issues raised should have been left alone.

> *[Teachers] don't know his family, and I think that if they know us better then, yeah, sweet, but [teachers] don't know him at all.*

> *Yeah, but I don't think teachers should say that when they don't know what's going on. Not that they need to know.*

Nor did the students see the benefit of knowing too much about the teachers' personal lives.

> *I think what the teachers need to do is not talk too much about their private lives, what they did on the weekend…last night…know what they drank last night…*

When asked if teachers try to get to know their students there were mixed responses.

> *Some do*

> *Yes, Mrs K, she is always asking people. She's cool*

> *Some teachers do but I'd say that the majority probably don't. They get to know us but not our favourite hobbies and our culture side and stuff.*

> *I reckon some of the teachers don't do enough of getting to know you better. They all just want to get you to learn.*

However, all students agreed when teachers do make an effort to get to know and understand them, learning becomes easier and they tend to enjoy and be more comfortable in classes with those teachers.

> *Oh, I don't know. [If] you know them and you know what they're like, [you will] just like it in there most probably. [We] like being in their class, the ones we know.*

In general the students at this school had some very encouraging things to say about their teachers.

> *The teachers are cool.*

> *They know what a child's life is, like, about these days.*

> *They believe in us.*

> *We can relate to them. They're open with us.*

> *They tell us what they've been through.*

> *Thinks positive about us – they all do.*

> *Tells us what to do and we just get on with it; and then helps us when we need it…Inspires us.*

Summary

On the whole, the students interviewed reported some very encouraging experiences in association with the implementation of the professional development. They were able to identify a number of changes that had been promoted as essential ingredients of the professional development. That is, they saw many of their teachers engaging in new classroom interactions and relationships with them, which had been the focus of the professional development. In addition, they generally felt that these changes and developments were having a positive impact on their behaviour and learning.

Whilst there were students who had some unfortunate experiences and negative encounters with teachers at this school, these were not portrayed by the students as the norm. However, the students did convey that such experiences were almost expected and treated in a 'typical' fashion. The students

at this school knew that being Māori automatically engendered an array of negative experiences from both within the school (from teachers and other students) and society at large.

Junior students reported more positively about their experiences as being Māori in this school (although they were represented in greater numbers) but were very aware of the negative preconceptions people have of them. However, these students were encouraged by the efforts of their teachers in taking part in the professional development. They implied that it would be advantageous to their learning environment to have teachers that were particularly interested in their students as individuals who come to school equipped with a Māori world view.

While the students indicated that they were not informed formally about the professional development, they were very aware of its occurrence and were appreciative of the changes that it had brought about and of the extra efforts to which their teachers had gone to enhance their learning. These are indications that bringing students into the loop of information in a more formal way could be beneficial.

There were advantages to the students being aware, albeit in a rather limited way, of the professional development; they felt special because of it and were gaining an awareness that their needs as Māori students were beginning to be addressed in a meaningful way. However, the interviews also bought to light the implications of students not being fully informed of the various aspects of the professional development, particularly the in-class observations, which led to some students incorrectly assuming that the teacher observations were a negative reflection on students. Had they been better informed, the students might have felt more at ease with the knowledge that the teacher was the focus of the observations for the benefit of the students in that class.

The majority of students reported feeling comfortable about being Māori at this school. While most students reported that their culture was taken care of in arenas outside the classroom and outside the school, one student liked the way teachers used Māori examples to capture the attention of the class. Nevertheless, for a number of other students 'culture' was taken care of when teachers treated them well, challenged their learning and listened to them. Overt representations of things Māori were not as essential to these students as their being in an environment that took care of their learning in a way that allowed them to be comfortable as Māori students in the classroom. Students felt the most important aspects of their education centred around being challenged in the classroom and being assisted in achieving beyond basic curriculum and teacher expectations. The majority of students interviewed had high expectations of what they could achieve and this was often fuelled by the high expectations of target teachers. Feedback and feed forward were essential elements of the learning process as these reinforced students' expectations of themselves when they felt they had not achieved to their full potential and enabled teachers to give assistance to those students who felt they could not ask for help.

For the students, the most obvious manifestations of the professional development in the classroom were the 'group work' sessions described by students who felt this style of learning was beneficial; their participation was unavoidable yet enjoyable, it was easier and more memorable to learn off their peers, workload was shared amongst the group and asking for explanations of skills and concepts not understood was easier in a small group. Students also felt that group work sessions gave them more control and input with regard to their learning.

Finally, for students who had a lot of contacts with target teachers, relationships with these teachers were particularly positive, such that the students felt inspired to learn and achieve.

Chapter 7: Conclusions and Implications

Overview

This report has detailed and analysed the implementation of the Te Kōtahitanga professional development programme in 3 schools from mid 2002 to mid 2003. This period has subsequently been identified as Phase II of the project. The main focus of this phase was to investigate what constitutes such a project in a whole school.

The report has provided an overview of Phase II (Chapter 1) and detailed the professional development intervention (Chapter 2). An analysis of the data collated from the in-class observations of those teachers participating in the programme in 2002 and 2003 was presented in Chapter 3. The impact of the professional development interventions on some of the teachers was examined through a qualitative reflection exercise with teachers and in-school support staff (Chapter 4). Evidence of changes in the schools environments and student behaviour and achievement was detailed in Chapter 5. Students' experiences with the project were explored in Chapter 6.

This final chapter seeks to draw together what we learnt from this phase of the project and provides suggestions as to how the project could be developed further. In addition, we consider how the benefits of the project are to be sustained in schools.

Although this final chapter examines the outcomes of implementing the project in all 3 schools, the prime focus for analysis is School 2. In 2002, approximately 45% of the teaching staff in this school participated in Te Kōtahitanga. By 2003, this has increased to around 80% and 95% in 2004. Such a level of participation enabled us to formulate a theory and method of professional development for a "whole-school" approach. In addition, by 2004, School 1 also had a majority of their teachers within Te Kōtahitanga. In contrast, in School 3, eleven teachers (10% of the teaching staff) took part in the project in 2002 and 2003 working with two target classes. This latter approach confirmed for us the benefits of teachers working in cross-curricular groups, examining and planning for the learning needs of specific classes.[11] These two approaches, the whole school combined with the class specific, combined into a comprehensive model, has been adopted as the best practice model for the implementation of the 3rd phase of the project.

The following analysis is presented within the following themes:

- Changes in students' experiences
- Changes in student participation
- Changes in student achievement
- Changes in teachers' experiences
- Patterns of teacher-student classroom interactions
- Creating a culturally responsive context for learning
- Organisation of professional development inputs

Changes in the Students' Experiences

Talking with the students

Just as in 2001 when we commenced the project by talking with Māori students, it is best to commence this analysis of the project by again considering Māori students experiences, and their participation and achievement within the education settings under study. Since we were interested in

determining what constituted successful implementation of the project within a whole-school setting, the student voices represented in this report were from the school with the larger proportion of participating teachers (Schools 2).

One of the primary aims of the professional development process of Te Kōtahitanga is for teachers to learn how to create culturally responsive learning contexts within their classrooms by implementing the Effective Teaching Profile (E.T.P.). Fundamental to the E.T.P. is teachers understanding the need to explicitly reject deficit theorising as a means of explaining Māori students'[12] educational achievement levels, and their taking an agentic position in their theorising about their practice. That is, their seeing themselves as being able to express their professional commitment and responsibility to bringing about change in Māori students' educational achievement and accept professional responsibility for the learning of their students. These two central understandings are then manifested in these teachers classrooms where the teachers demonstrate on a daily basis: that they care for the students as culturally located individuals; they have high expectations of the learning for students; they are able to manage their classrooms so as to promote learning; they are able to engage in a range of discursive learning interactions with students or facilitate students to engage with others in these ways; they know a range of strategies that can facilitate learning interactions; they promote, monitor and reflect upon learning outcomes that in turn lead to improvements in Māori student achievement and they share this knowledge with the students.

On the whole, as Chapter 6 revealed, the students reported some very positive experiences in association with their teachers implementing this Effective Teaching Profile in their classrooms. Although these students had not been notified in a formal way about the professional development, they were aware of its occurrence and had noticed their teachers being observed in their classrooms. Most importantly, they were very aware of the changes in the way their teachers related to and interacted with them in their classrooms. The benefits of keeping students more formally appraised of the project, its goals, purpose and mode of implementation should not be overlooked in any future implementation and should emphasise the professional commitment of teachers. It should be proudly asserted that the teachers are engaging in Te Kōtahitanga as part of their professional commitment to improving the educational achievement of young Māori people.

In association with the professional development interventions, the general picture of the students' experience of "being Māori" is positive, albeit with some negative incidents being reported. The Māori students interviewed were positive about their being Māori in their schools and many of them linked these positive experiences to their improved relationships of care with their teachers in the classrooms. As regards the articulation of Māori culture in the classroom, the group of students interviewed were certain that the use of culturally appropriate resources and iconography was relevant, but not to the extent of it being a necessary precursor to their engagement in learning. The students were certain that teachers being responsive to them as Māori and the way they were treated as Māori was essential; the quality of in-class relationships with teachers being paramount to their participation in the classroom.

This analysis of students' experiences following the professional development interventions mirrors the analysis of the original Te Kōtahitanga student narratives.[13] For example, they both reveal that Māori students are very aware of their teachers' expectations of them and of the impact that teachers' expectations (high or low) can have on them.

Numerous studies report the value of teachers knowing the relevance of their having high expectations of their students (Alton-Lee, 2003; Hattie, 1997; Timperley, et al. 2003). The indications from the original Te Kōtahitanga narratives are that Māori students also know of this value and spoke of how important it was that lessons were challenging, standards were clearly set and maintained, clear and detailed feedback was provided and that progress was seen to be made by them. Students in this current study responded positively to those teachers who were making use of positive feedback academic and feed-forward academic; this latter approach demonstrating to students where they could take their learning. The students were clear that where this was happening, it assisted their under-

standing of their educational achievement, either in terms of how it was improving or how it might well improve.

Nevertheless, some students reported they still had problems with individual teachers (who were not their classroom teachers) outside their classes, for example, in the school grounds. They remain sensitive to being labelled in negative and racist terms because of their perceived membership of an ethnic group. Perhaps this can go toward explaining that in 2003 at School 2, although suspensions generated by in-class incidents decreased dramatically, there was an increase in those generated by out-of-class incidents (Chapter 5).

Other experiences reported in the interviews contrast with the students' narratives of experience recounted in Te Kōtahitanga Phase I, prior to the intervention of the professional development. There, in general terms, to be Māori in their schools was problematic and an unpleasant experience. In contrast, the group of students interviewed here informed the interviewers quite clearly that as their relationships with their teachers improved, it augured well for them at school. This further emphasises the importance of good quality, in-class relationships between teachers and students.

The students were convinced that education was vital for their future. In addition, they were sure that their progress in education to a very large extent was predicated on quality classroom interactions and relationships. However when questioned, the students were not always clear as to how they could improve classroom interactions and relationships. They seemed to acknowledge quickly the reality that power to change the classroom dynamics resided in the hands of the teacher who had control over what constitutes appropriate pedagogies. Perhaps this signals (after Applebee, 1996; Beane, 1997; Bishop and Glynn, 1999) to teachers and policy makers the need for more power-sharing over what might comprise appropriate pedagogies within the classroom. The potential for co-constructing the classroom processes, goals and products with the students could well ameliorate their feeling of powerlessness.

Finally, the students were able to identify a number of changes that had been promoted during the professional development in terms of teaching methods (they were particularly enthusiastic about cooperative learning) and new and improved classroom interactions and relationships. They clearly indicated that such changes were having a positive effect on their behaviour and learning.

Nevertheless, there are indications from the students that, while their teachers are changing, and they support the direction of the changes, there have not been enough changes to bring about a major difference across the school. It seems that the students are indicating to us that the project has not been implemented sufficiently or that it has not been running for a sufficient length of time.

This would be in line with suggestions made by Coburn (2003) that increasing the scale of a project is not just a matter of quantitative shifts, it is also a matter of there being a qualitative shift in the depth of ownership of the project to ensure sustainability and the provision of sufficient time to ensure this occurs is a necessary condition for sustainability. For example, for the majority of students, feedback on their in-class initiatives was essential, yet we can see from the analysis of teacher-student classroom interactions in chapter 3, that this aspect has not developed fully. Many students were still complaining that they were not getting enough feedback on their work to allow them to improve, or were still unsure if they could ask for assistance, but were equally sure that constructive feedback was of more use to them than positive behavioural reinforcement.

This suggests that more work needs to be done with the teachers on how formative assessment and the provision of positive feed-forward in classrooms can be useful in improving student learning and achievement. It appears that for the students, although the direction of the change heralded by the professional development intervention is satisfactory for them, the time allocated to its implementation was insufficient to ensure adequate implementation, let alone sustainability.

Our experience in this project also indicates to us that the experiences of Māori students should be constantly monitored by the schools' teachers and management on an ongoing, formal basis as a means of informing the ongoing implementation and outcomes of the project. The student experiences were fundamental to the initial development of the project and the follow-up interviews with the Māori students in this second phase demonstrates that they understood and valued that the teachers were focusing on the relationships of care, expectation, management and interaction as well as new strategies to implement these new relationships and to improve and inform these outcomes. These are all components of the Effective Teaching Profile. Above all, they understood that the teachers being responsive to them as Māori and the way they were treated as Māori was essential, just as the Māori students we interviewed had told us during the initial phase of Te Kōtahitanga.

Changes in Student Participation

All the teachers, facilitators, RTLBs, principals and students interviewed either formally or informally were clear that for them a great deal had changed as a result of their involvement in the project. Changes they observed included improvements in the tenor of the school environment, improvements in Māori students' engagement with learning and in their attitudes, work ethic and behaviour in class.

In addition, teacher and student relationships were felt to have improved both in class and outside, with marked reductions in interpersonal friction and referrals out of the classroom, less punitive punishments being used, associated with a more convivial atmosphere between students and teachers and a growth in collegiality among teachers and their colleagues.

Classroom teachers also reported their understanding of the flow-on effect of introducing new teaching strategies and planning which when implemented could encourage the development of discursive interactions and relationships within the classrooms. They saw this as a pivotal element in improving the educational performance of Māori students. The wider repertoire of interactions for teachers to call upon within the classroom seems to be associated with a reported reduction in out-of-class referrals in the schools. In addition, in School 2, the school-wide detention system was abandoned at the start of 2003. The principal felt that teachers were more ready to deal with student behaviour in their own classrooms than had been the case prior to the intervention.

In School 2, the reduction in stand-downs and suspensions, less in-class generation of suspensions, the removal of the DP's referral book, the decrease in RTLB referrals, the removal of a school-wide detention system all occurred in association with the clearly identified improvements in relationships within the classrooms. The students in their interviews identified that associated with the changes in classroom relationships and interactions at this school were improvements in classroom behaviour. In addition, the attendance figures were also changing. Māori boys, who nationally as a group are the most absenting students, are the best attendees at School 2.

In addition, there were indications that the improvement in relationships within the schools also extended to the relationships with the community; a very important ingredient in the successful improvement of student performance at school.

Finally, the interviews with participating teachers and in-school support staff revealed their desire to take over ownership of the project within the schools. This is essential to sustain the momentum for change within the schools and to maintain the collegiality, which for the teachers was also central to the successful outcome of the professional development programme.

The importance of schools gathering and processing student participation data for formative and summative purposes cannot be over-estimated. Numerous examples of the value of such data have been provided in this report and have suggested ways that such data can be collected and used in the future. For example, the data on Māori student attendance, stand-down, suspensions and referrals has been very enlightening in the summative form that is presented here. Not only does it indicate improvements occurred in association with the implementation of the professional development

programme, it also informs the schools as to the likely interventions that would pay dividends in the future. For example, the high rate of out-of-class generated suspensions could be addressed and reduced by implementing improvement in teacher-student relationships and interactions outside of the classrooms.

However, it would be even more useful if this data were to be collated and analysed concurrently and in alignment with the observation, feedback, co-construction and shadow-coaching cycle. In this way, teachers would be able to modify their practices in response to their analysis of the data. For example, the unexplained absence patterns and in-class assessment patterns of the students could be brought to the co-construction meetings in such a way as to inform the group's deliberations about their future goals for that class. Currently, such data is not readily available in the schools in a form that can be used for this purpose. A means of bringing classroom and school data to inform teacher-student relationships more explicitly should be developed during the next phase of the project.

Changes in Student Achievement

It is clear from the analysis of Phase II, that two terms in 2002 and 2003 was insufficient time to identify clear student achievement gains especially given that in Term 4, 2002 there was a tendency for teachers to revert to traditional classroom interactions owing to their concerns about formal examinations. In addition, as a consequence of the incomplete implementation of the project for the second cohort of teachers we were not able to determine the impact of the intervention on student achievement in 2003.

Nevertheless, despite these limitations, some teachers reported anecdotally that they were able to see improvements in student participation and achievement. This was explored in Chapter 4 and we have presented some end-of-year exam results in Chapter 5. There are initial indications that in some subjects, Māori students in target classes, are out-performing students in non-target classes.

Such an outcome has made us question a number of assumptions we had at the commencement of the project. The first was that teachers would not see the changes in teacher-student interactions as an end in themselves but would rather reflect upon their current patterns of practice, including in-class assessments and modify their practice accordingly. The assumption that improved classroom conditions (including teacher understandings, levels of care, expectations, management, relationships, interactions and strategies) would improve outcomes through the teachers own interventions has proven to be naïve. Indeed Timperley et al. (2003, p.126.) identifies from the literature that: *"Teachers' levels of motivation to implement new programmes, satisfaction with student achievement and feelings of success are unreliable indicators of the realities of student achievement."* Reflection upon practice had been the case in three of the schools in Phase I, but this was obviously not a sufficient basis from which to generalise. It is possible that this dynamic had developed among the teachers in Phase I because they were among the more motivated volunteer practitioners at the start. It is now clear to us that a means whereby teachers can critically reflect upon their practice needs to be institutionalised within the project itself. The co-construction meeting is such an institution that could well be further developed to fulfil this function more systematically.

A second assumption was that teachers would have a sufficient means of continually monitoring student achievement and this would be sufficient to demonstrate these gains. This certainly had been the case in the first phase of the project. In Bishop (et al. 2003) Teachers in schools 1,2, and 3 had systems to monitor student achievement that spanned individual classes and provided consistent summative measures of student progress.

It is clear that many teachers in School 2 in this second phase of the project did not have such systems or if they did we could not access them. It has therefore been difficult to demonstrate cross or inter-class comparisons. Compounding this, the problem of actually identifying within the school-based data who was being "subject to treatment", makes it very difficult to demonstrate any clear outcomes that resulted from or indeed were in association with the professional development.

It was also evident that, whilst a number of the teachers who were interviewed after approximately 8 months in the project could identify students' specific learning problems, they were not sure how their teaching could be modified so as to bring about changes in this specific area of achievement. For example, when asked, most of the teachers had difficulty in identifying how they could assist students' achievement to improve. One teacher explained that: *because kids may learn something in class, and they remember it, but I still think there's a very big problem in translating understood stuff down onto paper.* However, this particular teacher then went on to apportion blame to the student for their not being able to achieve in the classroom. *Kids don't revise. Some kids will see it and they'll understand and the next hour they'll have forgotten it…because they don't revise…* Perhaps it is the result of the long-term legacy of traditional classrooms where the primary focus is on transmitting 'new' knowledge, monitoring uptake and providing summative assessment activities that results in teachers not knowing how to change their practices in response to this very clear piece of formative assessment and resorting to looking elsewhere for explanations of student achievement levels.

In contrast, a professional development approach that encourages teachers to take responsibility for student learning, clearly needs to develop a means whereby teachers are encouraged and can be supported to modify their teaching practices so that they teach to the identified learning needs of the students, in this example, how to move from oral to written competency. Again, the key is to support the teacher to take responsibility for and to modify their practices (in line with discursive classroom interactions) rather than to resort to deficit theorising that renders themselves impotent to engender change.

Furthermore, if teachers are unable to identify the specific learning needs of students, the project needs to develop a means where evidence of student participation and achievement can be placed before and critically examined by teachers, preferably in collaborative co-construction groups. Teachers can then work together towards modifying their collective practice to address the identified learning needs of the students.

The shift from traditional to discursive classrooms obviously involves much more than just changing pedagogies and should involve time for reflection on the relationship between pedagogies and assessment and the institutional structures that maintain this relationship. Perhaps not surprisingly, given our focus in this phase of the project on developing new pedagogies in the classroom, and our curiosity about how best to go about developing such a new pedagogy, there developed a real expectation among the teachers that a new pedagogy would in itself make the difference. Anecdotal evidence from the in-school facilitators that they were not clear about how to run co-construction meetings over the 2002-2003 period further exacerbated this tendency to undervalue the importance of teacher reflection and deliberation on data and to see the changes in teaching as an end in itself.

A further limitation was that student participation and achievement data had not previously been identified or collected by the schools for formative purposes. Student participation data such as that on attendance, retention, and suspensions had been collected previously as a means of monitoring individual student participation, essentially to meet Ministry of Education requirements. Its use rarely went beyond that level. Collation of this data to identify trends and patterns was generally left to the Ministry of Education from bi-yearly returns and rarely was returned to the schools in a way or at a time when it could be used to inform deliberations on practice.[14]

Similarly, student achievement data was collected by teachers, under guidelines provided by subject middle management personnel (Heads of Departments) so that individual progress could be reported in a summative manner. A further effect of reporting along subject lines was that there was little, if any, means of comparison between the subjects as they measured quite distinctly different factors for reporting purposes. Thus, even where teachers are able to talk to each other about student achievement, their measures were so different that they first had to establish a means of comparability prior to any further conversation and this cut across their obligations to their departments.

Furthermore, the reliance on end of the term or even mid or end of the year student results is clearly an inadequate way of identifying progress. An alternative approach to assessment should be built into the project. Indeed, the project needs to be modified so that achievement data becomes central to the teachers' deliberations rather than peripheral. In other words, the summative nature of the data needs to be complemented with a formative purpose or perhaps the other way round would produce more results.

A future area for development in the project concerns the implementation of a means where data such as student participation and achievement can be used for purposes that meet the combined needs of the project and the school. Indeed, the impetus for long-term sustainability would suggest that the aims of the project and the school need to be more closely aligned. A common data gathering approach would be consistent with such a direction.

Changes in the Teachers' Experiences

Talking with the teachers

In Chapter 4, the interviews with the teachers found among them a high degree of satisfaction, a high degree of motivation and a keenness to participate and to make a difference for Māori students. This confirmed an assumption made by the research/professional development team that most New Zealand teachers are willing to bring about improvements in Māori students educational achievement given appropriate levels of support.

The interviews also supported our contention that the problem of Māori student achievement is caused by teachers' theorising and discursive positioning within deficit discourses and that the teaching strategies, interactions and relationships that are engendered from positionings within these discourses generate achievement levels that in turn reinforce the discursive positionings (Bishop et al. 2003; Shields, Bishop and Mazawi, 2005). In discussing the philosophical shifts that they underwent, the teachers indicated that they understood and accepted how their prior deficit positioning impacted negatively upon Māori students' educational achievement. Similarly, they saw that their revised positioning into agentic spaces during the course of the professional development was associated with positive changes in Māori students' participation, enjoyment and engagement with learning. In addition, the teachers spoke of repositioning themselves into discourses where they could talk about themselves as being knowledgeable about what was needed to bring about improvements in student learning, being committed to bringing about this learning and above all, accepting that they were responsible for what the children learnt.

The teachers confirmed that it was their vicarious participation in the lived realities of Māori students (and their families) through their reading and reflection on the narratives of experience that had been significant in providing the impetus for this philosophical shift. This attests to the power of these stories and the central place they play in this particular approach to professional development.

They also demonstrated their appreciation of the contention that this philosophical, theoretical, paradigmatic shift for teachers is not simply a matter of introducing new teaching and learning strategies into the classroom, but involves a reassessment of the educational images and principles that guide their practice. Furthermore, it is not an activity that the teacher can do in isolation. It involves challenging and changing the ways that teachers interact with Māori students, so that together, they can co-construct a new context for Māori student learning.[15]

Moreover, it requires teachers to "let go" of the power over what constitutes the learning context in the classroom. The discursive shift from traditional transmission classroom interactions to more interactive classrooms is fundamental to this change in power relationships in the classroom. It does not mean that teachers lose control of the classroom, as some fear. Rather, it requires a shifting of the power balance so that together the new context for learning can be co-created, one in which the cultural realities of all participants (teachers and students) can exist with authority.

Fundamental to this notion is the idea of self-determination, (rangatiratanga) a concept fundamental to the Treaty of Waitangi and to Kaupapa Māori theorising which is used in this project as a metaphor for power-sharing. It is asserted within such an approach, that where the rangatiratanga of each of the partners is acknowledged and authorised, productive learning relationships will be created.

How far these particular teachers have come to accept this new positioning is a matter that needs to be the subject of further research. As Coburn (2003) identifies, a major consideration when investigating the long-term sustainability of such activities are the degree of acceptance by the teachers of the reform innovation. In addition, consistency of implementation is important for the long-term sustainability of such a project for as Timperley et al. (2003) identified, those schools, who kept strictly to the professional development intervention process that was the subject of their study, saw improvements in students' achievement. By contrast, those schools that followed their own path did not see these improvements in student achievement. A school not following the professional development programme would indicate that there has not been a sufficient acceptance of the project's principles for whatever reason.

Our interviews with the teachers indicate that there has been an initial acceptance of the need for repositioning despite this aspect of the project causing some discomfort or "cognitive dissonance (Timperley et al. 2003). The teachers accepted this discomfort as they can see the longer term benefits. Indeed, our experiences and those of Timperley et al. (2003) is that some degree of cognitive (and even emotional) dissonance is vital if change is to occur.

Although the data in Chapter 3 shows there has been a major shift in teaching interactions, there is still room for further movement. In Phase I of the project, we had anticipated that a cycle of an out-of-school hui followed by 3 in-school observation and support episodes (in class observation, feedback, goal setting, co-construction meeting and shadow-coaching) would have been sufficient to bring about significant change in both the teachers theorising and in their practice. Indeed, in some cases given appropriate support, it was. However, in a whole-school setting, it is clear from our experiences in Phase II that whilst a one year pattern may well be sufficient to initiate the project, such an approach does not ensure sustainability. Teachers can readily revert to both deficit theorising and traditional teaching unless supported to continue to question and challenge their positioning within these discourses. This finding suggests that ongoing professional development is essential. Indeed, the teachers told us as much.

On their return to school, the teachers were involved in the cycle of classroom observations and associated in-class support. This is an unusual experience for most secondary school teachers as very few teachers have their peers in their classroom after their initial registration period is complete. Initially, many teachers were very hesitant and anxious about this activity. However, after four episodes (observation, feedback, co-construction meeting and shadow coaching) they had become very keen on the process and were very disappointed when it was not available to them in the second year. Anecdotal evidence from School 3 (where 10% of the teaching staff participating in Te Kōtahitanga in 2003) also indicated the need for repetition of the cycle of observation, feedback, co-construction and shadow-coaching process beyond one school year.

An indication from this experience is that to ensure sustainability, the cycle of in-class support and Co-Construction meetings needs to be institutionalised within the school and replicated on an ongoing, annual basis.

Teacher-Student Interactions

Analysis of the observation data as well as the interviews with teachers and students has demonstrated that a number of key changes can occur in the classrooms when teachers are assisted to undertake a change from traditional, transmission type classrooms to more interactive, discursive classrooms.

Quantitative changes

One of the first changes to be evident is that the number and range of teacher-student interactions increases as the shift from a traditional classroom takes place. These changes identify how teachers move from their focus on instruction (for product learning) monitoring and behavioural feedback, to a wider range of interactions. These interactions include some instruction to students (a mixture of process and transmission), the monitoring of processes and uptake, and the recognition of appropriate student behaviour. In addition, the teachers increase their acknowledgement of students' prior learning and respond to student-initiated interactions by giving academic feedback and feed-forward and co-construct the content and process of learning with students as co-learners.

As teachers move towards a more discursive classroom, they spend less time interacting with the whole class and more time with individuals and/or groups. In this research it was observed that these teachers did this by engaging the student in structured co-operative learning strategies. These, for example Brown and Thompson (2000), had been introduced at the professional development hui in June 2002 and again in 2003 to the second cohort of teachers where it was reinforced and extended for the first group of teachers.

Nevertheless, these are by no means the only strategies available to teachers. Additional professional development in 2003 for the first cohort of teachers encouraged their moving even further along the traditional-discursive continuum by concentrating on recognising and using student prior knowledge and learning as well as engaging in the co-construction of curriculum, lesson content and processes with the students. However, due to our unsuccessful experimentation with the level 2 observation peer-review instrument, we do not have data to verify if changes in teacher-student interactions resulted from this further input. This is a further indication that consistent measurement tools need to be used on a year to year basis.

Qualitative Changes

Qualitative changes also take place with this shift from traditional to discursive classrooms and when the nature of the interactions changes, for example, where instruction no longer is product/content focussed but becomes process orientated. Instruction in a discursive classroom might consist of how to conduct a co-operative learning activity or it might be a focussed mini-lecture to provide some specific student-identified need. Monitoring also changes from testing for compliance, content reception or understanding of instructions to monitoring of learning processes. This can be further sub-divided into monitoring of facilitated learning experiences or the monitoring that occurs during co-construction sessions, although in the latter case, more usually, such activities generally fit into the feed-forward category.

In addition, as teachers change their classroom interactions from traditional transmission to an interactive discursive mode, the quality of interaction impacts on the way they relate to students and are physically positioned within the classroom. As teachers tend to move away from the front of the classroom they are more available to interact on small-group or one-to-one level rather than in a whole class-teacher mode.

The dominant pattern of teacher-student interactions

The similarity between the baseline classroom interaction patterns of the first and second cohort from the schools, together with the fact that these patterns were observed in different terms, would tend to confirm our suggestion that the dominant, pre-intervention pattern of teacher-student interactions in these schools was traditional, where the teachers are active transmitters of pre-determined knowledge, the students the receivers. One of the key aims in Phase III will be to determine if this pattern is also to be found in a larger number and a wider cross-section of schools. If this is the case, there are a number of implications.

The first is that, without intervention, this pattern of teacher-student classroom interaction is likely to remain dominant. This is precisely the pattern that Māori students identified in the original narratives as causing problems for their learning. Frustration among the students with this approach often resulted in resistance, which was often manifested in poor behaviour with consequent behavioural intervention strategies being employed by teachers, leading to more disruption and destroying the potential for learning relationships to develop.

These types of classroom create few opportunities for teachers to support students' learning by providing positive feedback and feed-forward based on formative assessment activities. For the teachers, the main aim becomes one of "getting through the syllabus" and controlling students' resistant behaviour, rather than engaging in positive learning relationships with them.

Such interaction patterns also maintain control over what constitutes appropriate and "official" knowledges and ways of learning in the classroom in the hands of the teacher. One consequence is that Māori students are denied opportunities to bring their own prior cultural knowledges to the classroom "conversation".

This pattern also supports and maintains the dominant deficit discourse that was identified in the Phase I report (Bishop et al.. 2003). Any problems that Māori students have with learning or any resistance they offer (such as poor behaviour or absenteeism) is seen as a manifestation of their poor attitudes and/or low parental aspirations rather than a manifestation of inappropriate learning relationships.

The Traditional: Discursive Continuum

The classroom observation data presented in Chapter 3 indicates that there is a continuum along which teachers can be supported to move from traditional teacher-student interactions to the discursive. The binary distinction between tradition and discursive as suggested in Bishop and Glynn (1999, p.147.) is too simplistic. At this stage in the development of the project it appears that there are at least three main positions, if not four, along this continuum.

- **The first position** is that of traditional interactions where the teacher is transmitting knowledge, issuing instructions (I) and monitoring for its reception (M), checking behaviour or offering positive behavioural reinforcement (FBB+ and FFB+). Assessment in this position is primarily summative in that it tends to be used to check for unit or syllabus completion or learning of content. In addition, generally low-level thinking skills such as recall are the most commonly tested skills.

- **The second position** is where the teacher becomes a facilitator of learning. Both instruction and monitoring undergo a qualitative change. Teacher instructions and monitoring are often more process oriented rather than focussing on the transmission of knowledge. In addition, the strategies employed by the teachers change to allow more opportunities for them to interact with students either individually or in groups. Initially this is through providing feedback on student initiatives based on informal or formal summative assessment, then gradually moves towards offering feed-forward and at the same time encouraging students to reflect upon their prior learning.

- In **the third position** further qualitative change in the learning relationship between teacher and student emerges and feed-forward becomes dominant. The teacher begins to use a range of formative assessment strategies to ascertain students' prior knowledge and to offer directions where the student may extend their learning. Prior learning is referred to implicitly.

- **The fourth position** is where the teacher opens up the learning relationship so that the students' prior learning becomes the foundation for new learning in a more systematic manner. Students are invited to collaboratively co-construct what constitutes the approaches to learning and indeed what constitutes appropriate knowledge to bring to the learning relationship.

This is an emerging typology, and will be further tested in the third phase of Te Kōtahitanga.

Within this typology it is possible to identify some clear messages about the need for teachers to move away from traditional teaching approaches where power resides firmly with them over what constitutes the knowledge that is transmitted (I), how it is received (M), its reception monitored (M) and the behaviour of students controlled. (FBB+, FBB-). In addition, there are indications that feedback academic (FBA+) alone will not address the aspirations of young people to participate in classroom decision-making. Academic feedback (FBA+) might well create a relationship where the teacher becomes a facilitator of learning rather than an instructor of information, but while this is a necessary step (and the Māori students confirmed this), it is not sufficient. As the teacher-student classroom interaction diagrams demonstrate, the first interactions to shift are where the teacher increases the amount of FBA+ to the students, however interactions involving the students' prior knowledge/experiences (P) and co-construction (C) are limited. It would appear that further professional development is needed to improve the incidents of these more dialogic, power-sharing interactions

What Constitutes a Culturally Responsive Context for Learning?

The centrality of culture to learning has proven to be a very perplexing notion for many of the teachers, facilitators and members of the research/professional development team alike. Both the in-class observations and interviews with the teachers have revealed that teachers were often unsure as to what constitutes a culturally responsive context for learning and what the concept of culture means in this project.

The centrality of the concept of culture to learning requires the greatest shift in thinking on the part of each individual teacher. Indeed, the nature of the paradigmatic shift that is fundamental to this project is to be seen most clearly in the confusion over this concept. For example, the tendency among the participating teachers, facilitators and professional development staff to consider culture as tikanga, or customs, rather than as the mediation of customs, remains strong. The initial reaction of many is to see culture in terms of their own needs to incorporate cultural iconography, to learn to pronounce Māori words and names correctly, and/or to incorporate Māori examples into their lessons or in the case of the professional developers, to show others how to do so. The tendency among teachers, indeed the legacy of Taha Māori programmes in New Zealand schools, is to see culture as an external commodity which they need to import into the classroom in order for them to understand their students and to provide their students with authentic learning experiences.

This focus is very strong despite strong research evidence (Alton-Lee, 2003) that the provision of Māori cultural iconography or resources may not bring about changes in Māori students' education performance unless there is change to the fundamental relationships between students and teachers. While the concerns of the teachers to incorporate Māori knowledges and pronunciation is necessary, and to be encouraged, they are in no way sufficient. To persist with the incorporation of iconography, maintains teachers unspoken and unacknowledged power over the decision-making processes in the classroom and over what constitutes legitimate knowledge/s and ways of knowing in the classroom. It contrasts to the underlying socio-cultural theorising that is fundamental to the professional development described in this report. Changing teacher-student relationships from negative to positive, and changing interactions from passive to discursive, is necessary to allow young Māori people to bring their meaning and sense-making processes into their classroom interactions.[16]

The positioning of teachers regarding culture is another way to identify discursive conflict within the project, for example where it is maintained that the teacher should retain the power over initiation, they are denying that initiation could be in the hands of those most culturally competent. Clearly, this latter suggestion challenges the power of the teacher to be the all-knowing, the foci of all knowledge and the person who has to determine all of the learning contexts. This second meaning of the term culture actually involves teachers undergoing a major repositioning from that where they are all-powerful to a power–sharing relationship.

From the analysis of the interviews with the students, it is significant that they were more supportive of teachers who moved into the second domain rather than the first. As a result, the key focus of the professional development has been to focus on teachers creating discursive interactions and in this way creating contexts for learning where the Māori students see themselves as agentic individuals and can bring their own prior cultural experiences, understandings and ways of knowing to the classroom.

This confusion over the concept of culture and power imbalances is no accident. A reconsideration of this issue requires an awareness of the differentials of power that is evident in most relationships. The legitimisation of representation/voice in classrooms is at the centre of this debate. Whose voice is the legitimate/authoritative one in Māori culture? The teachers' or the students'? The students' were quite clear: *Let us speak, listen to our ways of knowing, let us bring ourselves to the learning conversation*. A key to shifting the power within the teacher-student relationships resides with teachers being able to establish learning conversations with Māori students. This requires a lot more than their simply learning Māori language and bringing some Māori cultural iconography into the classroom.

Professional Development Issues

Commencement Issues

Due to the availability of funding, Phase II of the project commenced in the middle of 2002 and ceased in mid-2003, although as has been described, some actions did carry on during the latter part of 2003. The funding allowed us to implement the first part of the project twice and to attempt to develop a second level of the project. However, a number of problems arose.

The first was that rather than our providing formal professional development episodes at the rate of one a term, as we had identified to be effective in Phase I, we had to truncate the episodes into two terms in 2002 (in Terms 3 and 4) running two episodes in Term 3 and one in Term 4. There proved to be several consequences from this truncation. Although there was an observable change from Observation 2 to Observation 3 in 2003, it was still reported that the time between episodes for staff to take on and implement the new learning was too restricted; facilitators and other support staff were necessarily focused on implementing the formal support in the classrooms and consequently, were not able to provide an ideal level of informal support; in many cases, patterns of classroom behaviour were already established and difficult to disrupt.

Term 4, 2002 was a difficult time for teachers to sustain the types of changes that had been observed in previous observations. These difficulties were attributed to a range of factors, mostly associated with end of year pressures. Key amongst these was a lack of conviction by the teachers that only one term of exposure to the new strategies and interactions was sufficient for them to prepare their students for the end-of-the-year exams. This indicates that while teachers can make positive changes to their teaching interactions, commencing the intervention in the middle of the year is not optimum. Thus, if the professional development interventions had commenced at the start of the year for instance, perhaps teachers would have had more confidence in the approaches and perhaps not felt it necessary to revert to the security of more traditional approaches in Term 4.

 Starting at the beginning of the school year, as had been the case in Phase I of the project, was thought to provide the teachers in 2003 with an opportunity to start as they meant to continue and for the facilitator to lead the implementation of one professional development episode with them per term. This proved to be problematic as the funding to complete the in-class observation and support ceased in the middle of 2003 and consequently, the in-school facilitator had to return to the classroom.

A further problem associated with commencement was experienced in 2003. Because the professional development hui for the new teachers was held in the holiday break at the end of Term 1, this schedule left teachers unsupported during Term 1. In addition, the data in chapter 5 shows that patterns of student participation, such as absenteeism, begin to take hold in Term 1. Therefore, it was concluded

that for Phase III it was more valuable to commence the in-class element of the programme in late Term 4 of the previous year, as we had done in the first phase of the project.

However, one consequence of this schedule is that the baseline observations are completed with the teachers and their Term 4 classes and the subsequent classroom observations are completed with the teacher and their classes in the new school year. It is perhaps problematic to compare the patterns of classroom interactions and relationships from Term 4 with Term 1 of a subsequent school year. Nevertheless, on balance, it was decided that completing the pre-training hui baseline observation in Term 4 was a good way to proceed. Schools could then hold their in-school professional development hui in November or December, (or prior to the commencement of the new school year) which would allow teachers to reflect on their new learnings over the Christmas vacation period and incorporate these new realisations into their planning for the new year.

Cross-Curricular Co-Construction meetings

A number of pieces of evidence pointed to the usefulness of grouping as many teachers as possible around a particular target class. The class then becomes the focus of the teachers' cross-curricular conversation and reflections in the co-construction meetings and informal staffroom interactions. Other benefits also accrue; students are more able to respond to consistent routines in all their classes; they are more likely to improve their behaviour and performance where their teachers consistently implement the Effective Teaching Profile and teachers are more able to support one another across what are currently curriculum subject boundaries in terms of consistency of theorising about students' achievement abilities and pedagogic approaches. Focussing teachers on a class can also militate against the tendency for the co-construction meetings and informal deliberations to centre on the experiences of the individual teachers or even less satisfactorily on the behaviour and performance of individual students. In these latter scenarios, the conversations and deliberations can rapidly turn to the identification of problems that teachers are experiencing individually, out of the context of all the teachers of that class and it can rapidly generate deficit theorising with its concomitant feelings of frustration and helplessness.

The emphasis on cross-curricular, co-construction meetings that focus on a target class also reinforces the process whereby the observations, feedback and goal setting are a means to an end and can provide data and other evidence upon which the teacher can individually and collaboratively reflect in order to identify ways to improve their practice. Not only do the observations provide summative data which the teacher can use to compare their performance with a range of criteria under scrutiny, but they also provide formative data upon which they can make decisions about future practice.

In addition, the reverse side of the observation sheet was redesigned to facilitate this dynamic within the co-construction meetings. This feature also moves the focus of the professional development from the observations and the feedback provided by the facilitator or RTLB/advisor towards the collaborative reflection by the group. However, as indicated earlier in this report, these revised observation instruments were not used in 2003.

The development of what actually constitutes an effective co-construction meeting has taken a lot of time, trial and error. Moving to a whole-school scale and training others to undertake tasks previously conducted by members of the research/professional development team meant that the way in which various components of the project were implemented had to be redeveloped. In addition, the truncated nature of the implementation and the failure to group all participant teachers around target classes meant that the development and implementation of some components suffered. Significant among these was the co-construction meeting. Anecdotal evidence from the research/professional development team and the facilitation teams in the school and from the interviews with the teachers indicated that often there was not a clear, coherent purpose to the co-construction meetings.

In addition, although teachers were enthusiastic and committed to the project, the problems with the co-construction meetings and the confusion over the relevance of student participation and achieve-

ment data meant that they had difficulty linking their own understandings to improving Māori student achievement. Consequently, students were not getting clear, ongoing messages about how their learning was progressing.

Evidence from Coburn (2003) about scaling and sustaining a project suggests that a project needs to involve much more than the development of an effective observation instrument. As Timperley et al. (2003) suggest, sustainability involves developing an ongoing means whereby teachers can collaboratively reflect upon the evidence that is provided by a range of data-gathering processes, the observation instrument being just one of these.

These suggestions are consistent with our own Kaupapa Māori positions (Bishop, 1996, 1997) which suggests that data gathering <u>and</u> processing need to be integrated in the project and be conducted with and by the participants rather than the data being gathered and processed by outside "experts" who then provide the answers/stories.

Timperley et al. (2003) also identify that successful, sustainable professional development is where teachers take ownership of the project through their increasing depth of understanding and familiarity with the project. Just as we are suggesting for the classrooms, this does not come about through transmission by experts but rather through the deliberate co-construction of new knowledge, through a process of participants reflecting on prior knowledge and experiences and classroom evidence within a carefully and purposefully organised context for learning. Timperley, et al. (2003) explains this dynamic as an essential characteristic of "professional learning communities".

In-school facilitators

Coburn (2003) identifies that one of the main factors involved in moving a project to scale and sustainability is the transfer of knowledge about the project to participants in order that this knowledge is beyond the technical level. The same issue faced the project team when attempting to work "one-step-removed" from the teachers by introducing a facilitation team which included an in-school facilitator, RTLBs and School Advisors to implement the project in the schools.

Yet it is even more difficult to achieve this transfer of knowledge to the facilitation teams because the time they have available to them is extremely short compared to that available to the teachers. The teachers have at least a year, if not longer to acquire and reflect upon the new knowledge. The facilitators have to be knowledgeable, almost immediately, and have to be able to answer all of the critical questions that the teachers will ask. This is particularly so given this is a project that challenges teachers' positioning and their own theorising that has stood them in good stead, often for some time.

In addition, the facilitators have to be able to keep to the agenda of the project and not lead their school off onto different paths. As Timperley et al. (2003) demonstrate, such diversions militate against success. It is clear from our experiences in this phase of the project that support people need to be visiting school constantly so as to support the facilitators in keeping to the agenda of the project.

In all, the problem of transfer of knowledge to facilitators was handled in an erratic manner during this part of Phase 2. This needs to be avoided and made more systematised in the implementation of Phase 3. Nevertheless, there will always be a period of strain as people attempt to rapidly take on new knowledge.

It is also very important that the facilitator's role should remain clear and consistent and be supported by the senior management and particularly the principal within the school. The principal's leadership in the project is vital for a number of reasons. Among these is their judicious use of authority to institutionalise the project into the day-to-day life of the school. This level of structural change involves authority that only the principal, senior management and Board of Trustees have. For a facilitator or the facilitation team to be involved in this activity is necessary, but the leadership of these

initiatives has to come from those authorised to do so. In this way the facilitator's role as a guide, mentor and critical friend of teachers is not compromised.

Finally, in view of the need to acquire and practice new knowledge within the professional development programme, it can be proposed that there is some value in allowing the in-school facilitator and their team time to learn, reflect and practice just what is involved in the implementation of the project with a small group of staff within their school, prior to extending the project to the whole-school setting.

Conclusions –
Analysis of Phase 2: Messages for Phase 3

It is clear from this analysis that we are in the process of developing a professional development programme that can assist and support teachers to develop what Gay (2002) terms *a culturally responsive context for learning*. In association with this development are positive changes in Māori student behaviours, learning outcomes and overall experiences with education.

It is equally clear that this programme is in no way complete in these schools. We do not have a means of sustaining the programme within schools as yet, although there are emerging a number of factors that will need to be developed further. These will include the co-construction meetings as a means of developing collegial and co-operative reflection upon practice that Timperley et al. (2003) identify as being fundamental to sustainability. These will include the observation tool as both a means of teachers' tracking their progress in shifting away from the dominance of transmission modes of teaching and of providing them with a means of informing the future direction of their emerging discursive approach to learning and teaching.

In addition, the dual functions of the observation tool, both summative and formative, will provide the research team and the school with a means of tracking the combined teaching practices of its teachers as well as providing individual teachers with a powerful means of self-reflection and indications for future development. We feel that the development of the process of observation, feedback and individual goal-setting that then feeds into the collegial co-construction meeting where collegial reflection and goal-setting is located around a class of students, rather than curriculum areas, followed by supportive in-class shadow-coaching, has much to offer teachers who are seeking to reform their practice.

We also can see that such a process is capable of being added to so that other formative activities can take place within the very process. Initially, we intend to trial the inclusion of data on student achievement and participation (absenteeism, engagement, stand-down, suspensions) to focus the reflective practice of a group of teachers with regard to a target class.

We do not expect this latter activity to be any easier than our attempts to implement the first elements of the programme. Further, as Timperley et al. (2003) warn us, it is insufficient to suggest that the development of a specific context for learning will necessarily bring about changes in the academic achievement of Māori students. We are however suggesting, and will test this in the next phase of the project, that such developments are indeed necessary; unless such changes occur, Māori student achievement will not improve.

We are mindful in the next phase of Te Kōtahitanga of the need to avoid the emergence of what Timperley, et al. (2003) refer to as professional communities of teachers who solely focus upon themselves and their teaching, rather than developing professional learning communities that focus on improving student learning and achievement. In many ways, the results of Phase II indicate that our preoccupation with sequence and working with teachers and the context for learning they created has resulted in the development of the former rather than the latter.

Postscript

School 2.

In this project, we took particular notice of the whānau class in the school. The classes in this school were streamed into three broad bands, the whānau class being located in the middle band. The students in this class featured in the year 11 academic prize list. One student was second overall for Year 11 English, another student came first overall for Year 11 Maths and another came third overall for Year 11 Maths. Placing were determined through the results of in-school and external assessment.

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Appendix 1
Culturally Effective And Responsive Teaching Profile

Effective teachers of Māori students create a culturally appropriate and responsive context for learning in their classroom.

In doing so they demonstrate the following **understandings:**

a) they positively and vehemently reject deficit theorising as a means of explaining Māori students' educational achievement levels (and professional development projects need to ensure that this happens); and

b) teachers know and understand how to bring about change in Māori students' educational achievement and are professionally committed to doing so (and professional development projects need to ensure that this happens);

In the following **observable way:**

1. Manaakitanga: They care for the students as culturally-located human beings above all else.

   (Mana refers to authority and aki, the task of urging some one to act. It refers to the task of building and nurturing a supportive and loving environment).

2. Mana motuhake: They care for the performance of their students.

   (In modern times mana has taken on various meanings such as legitimation and authority and can also relate to an individual's or a group's ability to participate at the local and global level. Mana motuhake involves the development of personal or group identity and independence.)

3. Ngā tūranga takitahi me ngā mana wharehaere: They are able to create a secure, well-managed learning environment.

   (Ngā tūranga takitahi me ngā mana wharehaere: involves specific individual roles and responsibilities that are required in order to achieve individual and group outcomes).

4. Wānanga: They are able to engage in effective teaching interactions with Māori students as Māori.

   (As well as being known as Māori centres of learning wānanga as a learning forum involves a rich and dynamic sharing of knowledge. With this exchange of views ideas are given life and spirit through dialogue, debate and careful consideration in order to reshape and accommodate new knowledge).

5. Ako: They can use strategies that promote effective teaching interactions and relationships with their learners.

   (Ako means to learn as well as to teach. It is both the acquisition of knowledge and the processing and imparting of knowledge. More importantly ako is a teaching-learning practice that is culturally specific and appropriate to Māori pedagogy).

6. Kōtahitanga: They promote, monitor and reflect on outcomes that in turn lead to improvements in educational achievement for Māori students.

   (Kōtahitanga is a collaborative response towards a commonly held vision, goal or other such purpose or outcome).