

Professional
Learning
Opportunities for the
Hangarau
Māori-medium
Technology
Curriculum





Abstract



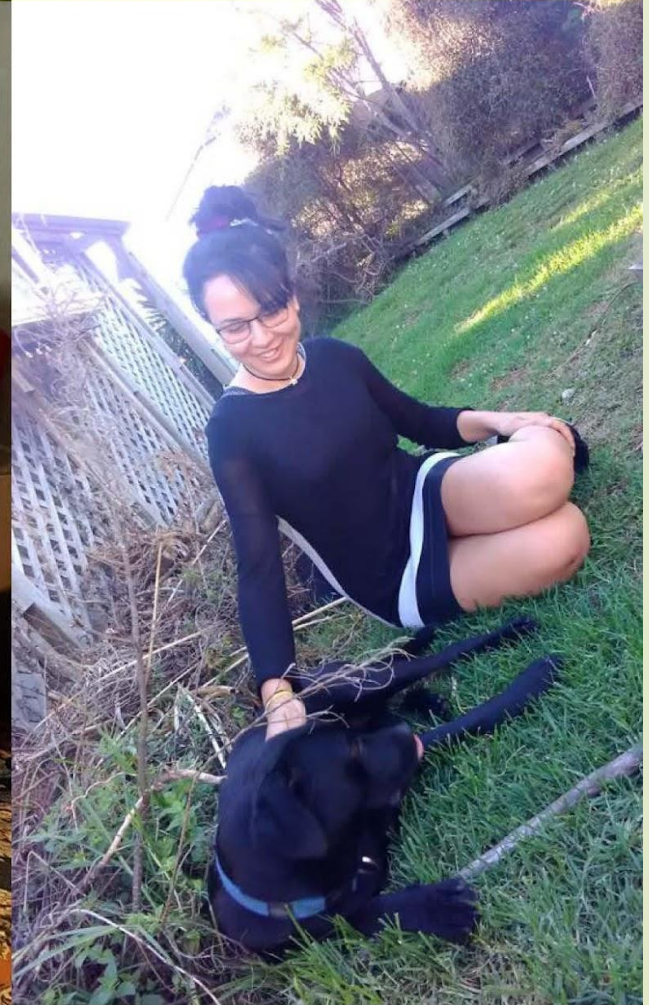
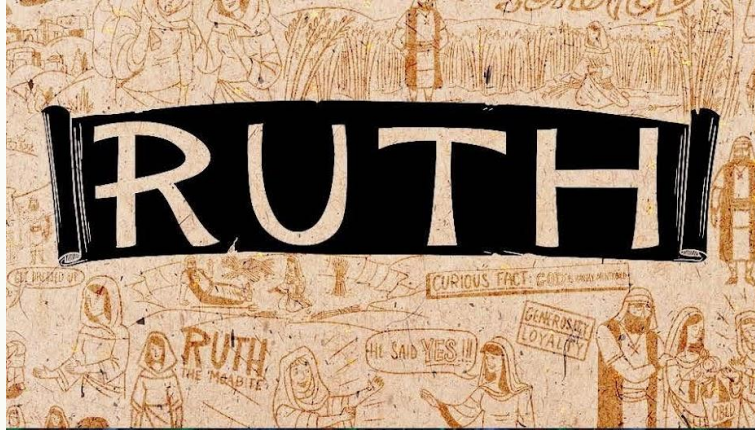
Third in a series, focusing on Hangarau and professional learning development



Curriculum coherence affects student learning across various levels: national, subject, school/classroom, and systems



The paper suggests principles for aligning national curriculum content and professional learning



HANGARAU



I roto i te MARAUTANGA o Aotearoa

Te Tāhuhu o te Mātauranga

Te Pou Takī Kōrero
Te Whanganui ā Tara

TECHNOLOGY



in the New Zealand CURRICULUM

Ministry of Education

Learning Media
Wellington

Te Marautanga o Aotearoa



The New Zealand Curriculum



for English-medium
teaching and learning
in years 1-13





A label... Or three

- 
- In-service training
 - In-service education
 - Professional Development
 - Professional Learning
 - Professional Learning Development
 - Continuing Professional Development
 - Teacher Development
 - Staff Development
 - Career Development
 - Continuing Education
 - Life-long learning



Some MUST KNOWs



Professional Development is not compulsory in New Zealand

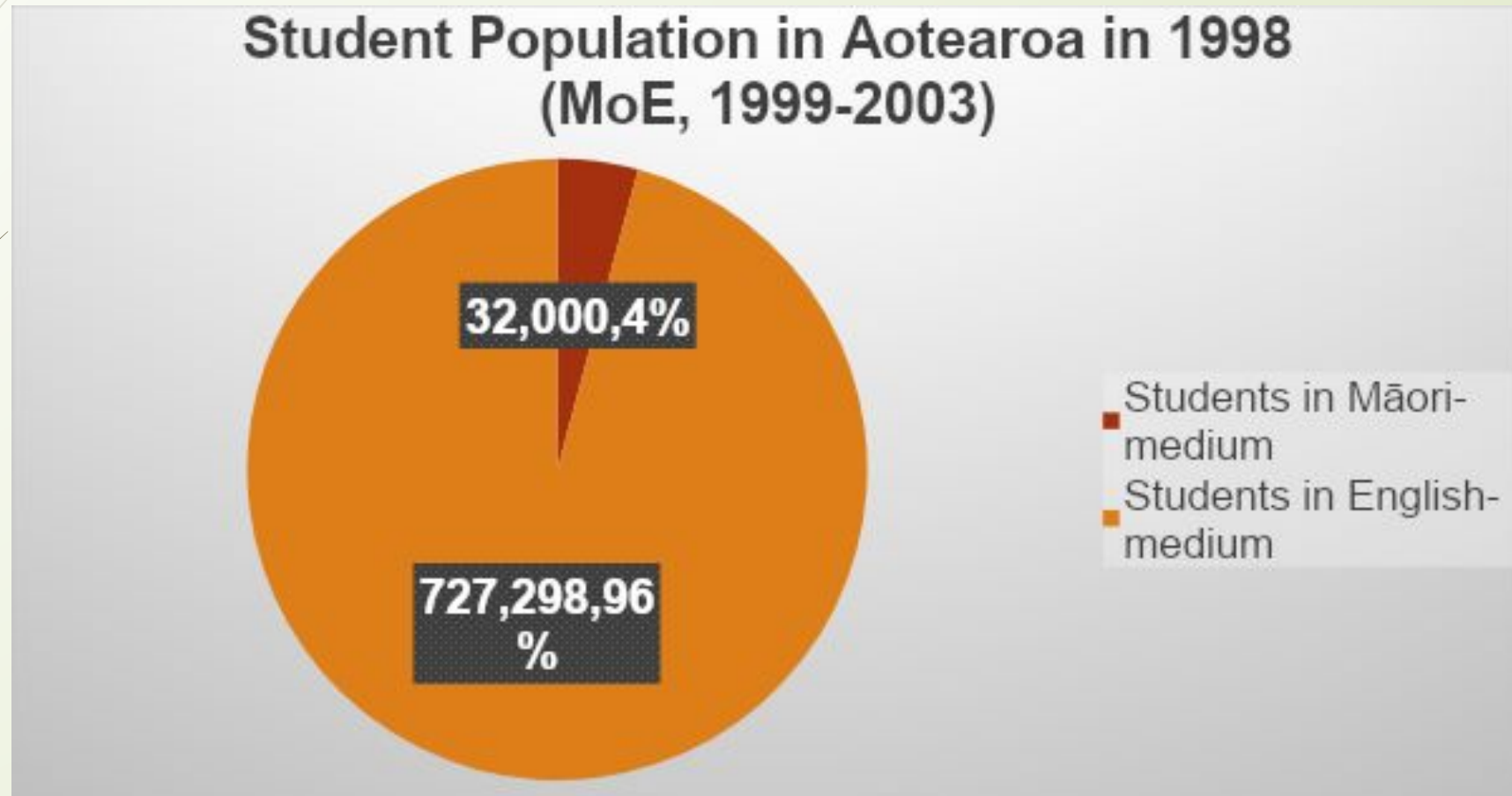


New Zealand's political and education system is generally highly influenced by international trends



A history of Professional Development has not been written yet

Another must know






A shift in Professional Development in NZ



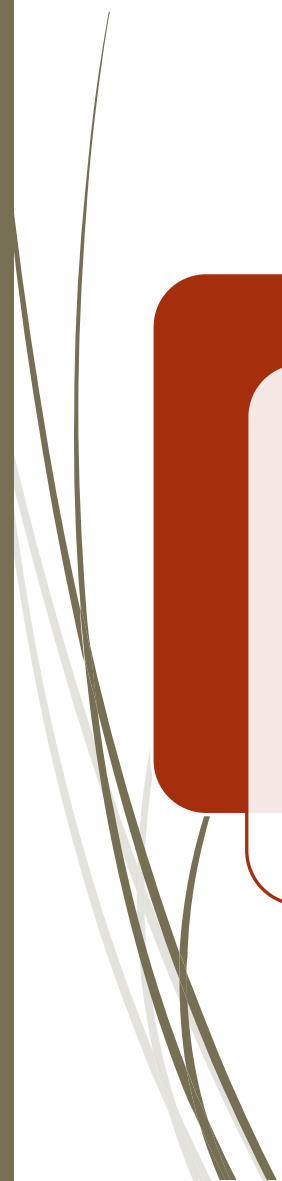

1980s and 1990s, from
in-service training to
professional development
and professional learning

Schools were expected to
identify their specific
needs and invest in
professional development
programs that directly
addressed those needs



Kāhui ako or
Learning
communities were
introduced in 2013

The decision was
also made to
centralise funding
for Professional
Learning



The broadest definition posits that professional learning includes “any experience of educator learning” (Netolicky, 2020, p. 5)

One of the issues that has underpinned professional learning is the focusing on deficit learning and/or thinking



METHODOLOGY: CURRICULUM ALIGNMENT THEORY



Earlier study focused on the first two iterations of the Hangarau curriculum document between 1999 and 2008



Curriculum coherence emphasises aligning learning objectives, instructional materials, teacher professional development and assessments



This implies that curriculum alignment plays a large role in ensuring consistent and robust curriculum delivery across the school, thereby improving the quality of students' school experience



Method, Coding and Data Analysis



Datasource: Secondary data collection



Several PLD projects documented between 1999 and 2012, that embody key thinking about PLD at that time



Datasource: Interviews with experts, or mātanga



Coding: In Vivo, Focused (Saldaña, 2022)



Analysis: an adapted approach to thematic analysis (Braun & Clark, 2006; Guest et al., 2012; Thomas, 2006)

Key Hangarau PLD Opportunities

Date/Year	Region	Participants	Professional Learning Development description	Request #
1998-2000	National, working with 4-5 kura at a time.	114 teachers participated in the PLD run by Massey University in 1998.	3 contracts (1 year initially but extended to 2 years) including a range of PLD opportunities.	1214766, 1223652 and 1207583
Nov 17-19, 1999	National 3-day hui	40 participants from multiple schools	National Hangarau conference: seven keynote speakers and four workshop sessions.	1139624
2000	Auckland/ Northland regions	Whānau attended with teachers, due to the central role that family play in kura kaupapa Māori.	Series of wānanga and night hui run by Te Haeata Trust, implementing two proposed models of staggered delivery, with in-class support.	1223652
2000-2001	Waikato and Northland	4 schools in each region.	Series of hui and in-school support, coordinated by Te Tihi Ltd.	1214766
2003-2005	Targeting teachers from different regions in each iteration.	10 teachers accepted into each block. Two extra places available for Resource Teachers of Māori and Māori Advisers.	Te Whakapiki Reo Hangarau: An intensive 20-week programme providing curriculum support in hangarau, delivered in the medium of te reo Māori.	1214766 and 1207583
2012-2013	14 kura across four clusters: Northland, Waikato, Central North Island, East Coast.	Initial scoping completed, but project was not completed.	Beacon Practice Technology Project phase three aimed to include Hangarau in providing in-school coaching, modelling and mentoring to enhance classroom practice.	1214766

Summary of key findings



- ❑ A relationship between PLD and teacher retention
- ❑ A relationship between the small pool of experts and discerning whether facilitator concerns are shared more widely
- ❑ Imbalances in the sector, with more working at lower levels of the curriculum, and more females than males delivering hangarau content
- ❑ Language acquisition as a key focus of PLD
- ❑ The importance of developing tailored PLD for teachers engaging with the Hangarau curriculum

DISCUSSION: SOME INITIAL PRINCIPLES FOR HANGARAU PLD DESIGN

- Professional learning for small limited capacity communities should be bespoke, not one size fits all
- Strength-based not deficit
- Delivered bilingually and designed using a te ao Māori lens
- A lot of the literature identified principles that could be helpful – if applied in specific ways (i.e., Longer time / differentiated / androgogical principles)
- There needs to be a balance of formal and informal opportunities.
- PLD must be ongoing
- we need to develop online materials that can be engaged with asynchronously, or that kāhui ako can engage with together
 - Theories and rationale underpinning professional learning models should be informed by systematic research in Māori-medium contexts



INITIAL CONCLUSIONS AND FURTHER RESEARCH



An unexpected gap in the literature



There was a related challenge getting access to MoE documentation



Effective ongoing PLD is argued as vital to best practice



Research must be conducted in a range of Māori-medium contexts to evaluate what is most effective for Māori-medium educational contexts and to evaluate the principles of best practice for the Māori-medium sector

INITIAL CONCLUSIONS AND FURTHER RESEARCH



It is expected that the number of experts and schools will grow as Māori-medium education grows and becomes the first choice of education for their children and grandchildren

The PLD documentation also identified a gap in the primary sector. Despite diverse approaches, commonality in place-based knowledge

Question for policymakers: Does attending to curriculum coherence lead to meeting the needs and aspirations of the Māori-medium education community?

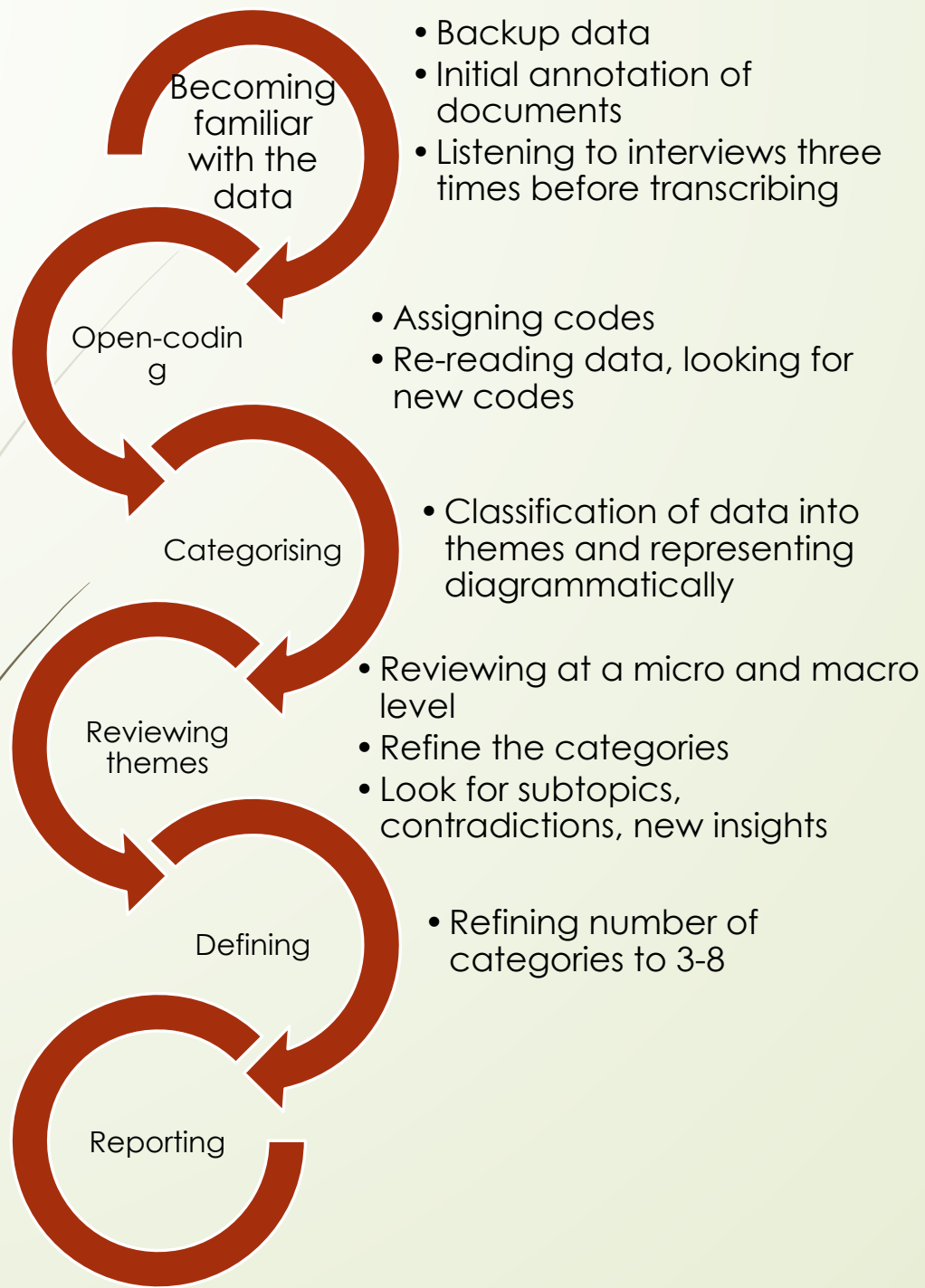


Questions?
Comments?

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Thematic analysis (Braun & Clarke, 2006);
Applied Thematic Analysis
(Guest, MacQueen & Namey, 2012);
General inductive approach
(Thomas, 2006).