

Deciding on the focus for the inquiry and develop research questions

In comparison to non-Maori secondary school students throughout the nation, Maori students as a collective are in fact achieving at a lower rate. In 2009 24% of year 11 Maori students gained an NCEA qualification. It was 69% for non-Maori. Te Kotahitanga was a programme, which sought to improve the educational achievement of Maori students in Mainstream schools. For over ten years Te Kotahitanga was developed, assessed and implemented into schools and had a proven ability to help teachers work effectively with all students. Kerikeri High School, Alfriston College, Ngaruawahia High School and Te Puke High School are a few school in New Zealand where the programme was implemented. It was proven to be effective. The programme has since be discontinued.

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My focus is to look at Maori achievement in New Zealand and in these schools and try and understand why the programme was discontinued.

1

My research question will be:

What is Maori achievement compared to the rest of New Zealand?

What is the Te Kotahitanga programme and what were its successes and failures?

Why was the programme discontinued?

2

Reporting the findings and their relationship to the focus of the social inquiry
Describing people's points of view, values and perspectives that underpin their participation and/or action in society and how these relate to the focus of the inquiry

What is Maori achievement compared to the rest of New Zealand?

In 2009, 48 percent of year 11 Māori students gained an NCEA qualification at level 1 or above. This compares to 69 percent of non-Māori. 53 percent of Māori and 70 percent of non-Māori achieved NCEA level 2 and above in 2009.

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(Ref:<http://www.educationcounts.govt.nz>)

(Paragraph continues)

What is the Te Kotahitanga programme and what were its successes and failures?

Te Kotahitanga was a programme, which sought to improve the educational achievement of Maori students in mainstream schools.

(Paragraph continues)

The programme was developed by Maori education research in the University of Waikato's School of Education and the Poutama Pounamu research and development Centre led by Professor Russell Bishop. (4) (paragraph continues)

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This programme aids to educate Maori to understand that our culture is rich in knowledge and is reflected in the history of our ancestors who had these principles and values in their everyday lives. Te Kotahitanga incorporates a selection of these principles and values that are specific to the enhancement of progressing students and their teachers. These are mamaakitanga, man motuhake, nga whakapiritanga, wananga, ako and kotahitanga.

3

Dia Rangiwhiu, a student at a school that has Te Kotahitanga has a point of view on the programme. She believes that initiatives like Te Kotahitanga that embrace Maoridom and stray away from the traditional one fits all approach allows for Maori students to understand their culture in terms of education and therefore will raise their achievement.

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(Paragraph continues)

Why was the programme discontinued?

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The Government is dumping a "highly-successful" education programme that is helping to lift the achievement of Maori students. The Ministry of Education will stop funding Te Kotahitanga at the end of the year after spending more than \$35 million on it over 12 years.

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(Paragraph continues) University education professor Russell Bishop said it was "nonsense" the ministry would throw away a project that was working to lift achievement among priority learners. He believes that the Ministry keep looking for a quick fix to the education issue but believes that this is a really good programme. (Paragraph continues)

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Reflecting on and evaluating the findings

I collected a range of primary and secondary sources that were accurate. The primary information I collected was mainly in the form of interviews from student Maori prefects, Maori grandparents, and members of parliament and these were accurate although perhaps not sufficient enough to get well balanced findings. There certainly needed to be more interviews from people who know about Building on Success and other alternative programmes in schools, like Hekia Parata. My findings could have been better if my surveys were delivered to more people and therefore I had a greater range of points of view rather than relying in the end on secondary information that contained points of view. The secondary information was good as the demise of Te Kotahitanga was recent and there was lots of it so I had a reasonable amount to work with when writing my findings. (Paragraph continues)

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Critically evaluating the processes of social inquiry including making suggestions for improvement

	8 Positives	9 Negatives
Collecting Primary: Interviews - Dia Rangiwhiu, Nevada Huaki, Catherine Dealhunty, Hollie Grey, Ms Whaanga	Non biased questions, first-hand information Good Maori perspectives as this inquiry is about their achievement	Biased as did not get others who were against the programme, not enough people from all walks of life, no evidence from National why they shut the programme,
Collecting: Primary: Survey		Didn't give it to enough people, lack of diversity of recipients, biased questions, leading questions .
Collecting Secondary: Green Party Website	Useful perspective	More political points of view should have been looked at (Table continues)