

APPENDIX D: MÄORI MEDIUM INTERVIEW QUESTIONS

Curriculum Stocktake Project

General Interview

GENERAL INTERVIEW

PROFILE INFORMATION

INTRODUCTION

1. **What is your position in your school? (please tick appropriate box)**

Principal.

Deputy/Assistant/Associate Principal.

Curriculum/Syndicate Leader.

Head of Department/Head of Faculty.

(Only, those at these levels answer questions 5, 6 and 7)

Classroom Teacher.

Other *(please state)*

(After questions 2-4 go to question 9)

2. **How many years have you been teaching? (include both part-time and full-time)**

Less than 2 years 2-5 years 6-10 years 11-15 years More than 15 years

3. **How many years since 1993 have you been teaching? (include both part-time and full-time)**

Less than 2 years 2 - 3 years 4-5 years 6-7 years 8 years

4. **What class year level(s) do you currently teach? (please tick appropriate box/)**

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

Year 9

Year 10

Year 11

Year 12

Year 13

Mixed (give details)

For Teachers go to question 8

QUESTIONS: *(For Leaders only)*

Show the leader a copy of the NZ curriculum Framework

5. How important is the NZ Curriculum Framework in your school?

Very important Moderately important Not so much Not at all

6. Do you use or have you used the NZ Curriculum framework in your curriculum planning? And if so how?

Please Comment:

7. Is the NZ Curriculum Framework flexible enough to allow you to plan for and meet individual students' needs and interests)?

A lot Some Little None Don't know

START HERE FOR TEACHERS

We would now like to talk to you about your general reactions to the curriculum documents that you teach from.

Experiences

8. How have you found teaching from the Māori medium curriculum documents?

(Please specify which curriculum documents they are referring to)

9. How well did your teacher education/does teacher education prepare you/teachers for implementing the maori medium curriculum documents?

10. Do you integrate the teaching of any subjects?

If so, what helps of hinders integration?

11. What kind of support in using the documents have you had available and used?

12. Has using the curriculum statements for your teaching resulted in **improved** achievement for your students? Yes/No

In what way? _____

13. How have curriculum changes influenced your reporting of student progress and achievements to parents/caregivers?

14. What have been the major influences on your assessment practices in the past few years?

If no answer try these:

- The focus on achievement objectives in the curriculum statements
- Professional development
- Changes in national assessment policy
- Changes to qualifications
- Self – review
- External review (eg ERO)
- Availability of new tools/materials

Review

15. What part do parents and community play in what you teach in your classroom?

Professional Development

16. Please tell us about your overall experiences with professional development and comment on its usefulness.

16b. What type of professional development have you been involved in? (*eg. whole school, subject based, pedagogy*)

17. How could it be improved?

Successes

18. Please tell us about all of the successes you have had in teaching any area of the curriculum. And how it might have led to improving student learning:

PANGARAU INTERVIEW

The Curriculum in Practice

In this section we are specifically interested in the Pangarau curriculum statement (*show copy*) **Or the document or documents that you use.**

(Specify the document/s that they use)

1. How user-friendly have you found the Pangarau curriculum document or the one that you use?

Very user-friendly User-friendly User-friendly in some ways Not user-friendly

2. How do you plan your Maths lessons? Why do you do it this way?

3. Do you have any comments on the **content and structure** of the Pangarau curriculum document or the one that you use?

(eg. AO's, essential skills, strands).

2a. Did you find implementing the Pangarau document was easy or difficult?
If so please comment:

4. Would you like to make any changes to the **content and structure** of the Pangarau curriculum document or the one that you use? (achievement objectives etc)

If 'yes' what? _____

STRANDS

5. How do you ensure coverage of the five strands (Tau, Ine, Ahuahanga, Taunga, Taurangi) in the Pangarau curriculum document or the one that you use?

example, do you teach each strand each term/year; do you teach the strands in an integrated way?

ASSESSMENT

6. How has the Mathematics document helped you assess your children's learning?

CURRICULUM RESOURCING AND SUPPORT - MATERIALS – And resources equipment

Box of resources

7. Which of the following Ministry of Education publications have you used to support your teaching of mathematics: (use supplied copies of resources).

In what ways have you found these publications helpful? _____

8. Are there any other support materials you have found to be particularly helpful (such as those found on the website www.nzmaths.co.nz)?

9. What other support materials do you think would be useful?

PROFESSIONAL DEVELOPMENT

10. What professional development has helped **you** in the past?

11. Do you consider that professional development has provided adequate support for you to improve the achievement of your students?

Yes/No – Please comment _____

12. What professional development do you see as a priority for supporting your teaching of mathematics?

13. What teaching approach do you use for Mathematics? (eg. individual, group, integrated)

14. Are you using the child's prior experience as context for the essential learning area?

If yes – how?

15. What teaching approaches have been effective in improving your students' learning in mathematics?

16. What issues have arisen for you in providing appropriate mathematics education experiences for different groups of students?

Girls:

Gifted and Talented:

Nga tauira Koi:

Boys:

Students with disabilities:

Nga tauira Poturi

Other individual needs: (please specify)

17. What has been the influence of school-wide evaluation on your teaching of mathematics?

positive Positive Not very positive Not at all positive No influence

Very

Please explain:

18. What has been the influence of external evaluation (such as an ERO review) on your teaching of mathematics?

positive Positive Not very positive Not at all positive Don't know

Very

Please explain:

TE REO INTERVIEW

1. How user-friendly have you found the Te Reo curriculum document?

Very user-friendly User-friendly User-friendly in some ways Not user friendly

1a. Did you find it easy or difficult for you to implement the Te Reo curriculum:

Please comment

2. How do you plan your teaching of Te Reo maori? Why do you do it this way?

3. Do you have any comment on the **content and structure** of the Te Reo document?

How could it be improved?

4. Would you like to make any changes to the **content and structure** of the Te Reo document curriculum document?
(eg. achievement objectives etc)

If 'yes' what ?

5. Overall, how useful have you found this document?
How could it be improved?

STRANDS

6. The curriculum for English consists of three strands – oral language (listening and speaking); written language (reading and writing); and visual language (viewing and presenting). How do you ensure coverage of the strands (whenu) in the Te Reo Maori curriculum document?

7. How do you ensure coverage of the skills (pukenga)

SUPPORT

8. What materials are most useful in supporting your teaching of Te Reo?

9. In what ways have you found these publications useful?

10. What other support materials would be useful?

ASSESSMENT

11. How has the te reo Maori document helped you assess your children's learning?

PROFESSIONAL DEVELOPMENT

12. What professional development has helped you in the past?

13. How has your professional development helped your students' achievement?

14. What improvements could be made to professional development?

15. What teaching approach do you use for Te Reo? (eg. integrated/whole class)

16. In what ways do you use the child's prior experiences as contexts for the essential learning areas? _____

If 'yes' how _____

17. How do you cater for individual differences?

What, if any, issues have arisen for you in providing adequate and appropriate te reo education experiences for different groups of students?

Girls:

Boys:

Gifted and Talented:

Nga mea Koi

Students with disabilities:

Nga mea Poturi

Other individual needs: *(please specify)*

18. How has school self-review influenced your teaching of Te reo

19. How has external evaluation (eg ERO) influenced your teaching of English?

20. Can you give me an example of the way that you teach Te Reo maori?
(how do you incorporate the various aspects of reading, writing, listening etc?)

Curriculum Stocktake:

Follow-up Questions

Please note: These questions are to be answered by the teacher alone after the completion of the interviews.

We would appreciate the completed form being handed to our researcher or forwarded to the School of Education in the stamped addressed envelope provided.

GENERAL FOLLOW-UP QUESTIONS

Note to teachers

As part of this research project, we would appreciate your answering the following questions by indicating your answer in the appropriate box.

Please identify here the curriculum documents that you are referring to.

Options English Maori Both Other _____

NATIONAL CURRICULUM STATEMENTS AND OTHER CURRICULUM DOCUMENTS

We would now like to hear about your general reactions to the curriculum documents you teach from.

1. How useful have you found the curriculum documents in terms of how they set out the curriculum for:

a) Planning your classroom programme?

Very useful Useful Sometimes useful/Sometimes not Not at all useful Don't know

b) Gaining an overview of the progression of key ideas (knowledge, skills, attitudes)?

Very useful Useful Sometimes useful/Sometimes not Not at all useful Don't know

c) Developing (specific) learning outcomes based on the achievement objectives?

Very useful Useful Sometimes useful/Sometimes not Not at all useful Don't know

d) Assessing student achievement ?

Very useful Useful Sometimes useful/Sometimes not Not at all useful Don't know

e) Communicating student achievement within the school?

Very useful Useful Sometimes useful/Sometimes not Not at all useful Don't know

f) Achieving consistent understanding of the curriculum levels within your school?

Very useful Useful Sometimes useful/Sometimes not Not at all useful Don't know

g) Reporting student progress to parents and caregivers?

Very useful Useful Sometimes useful/Sometimes not Not at all useful Don't know

h) Meeting the needs of Māori students?

Very useful Useful Sometimes useful/Sometimes not Not at all useful Don't know

2. How do you rate your own content knowledge for the curriculum statements you teach from?

	Very Adequate	Adequate	Not Sure	Inadequate	Very Inadequate
Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health & PE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:					
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers Workload

3. Teachers have reported that new curriculum requirements (as in the National Education Guideline) have had varying impacts on their work. How strong is the **impact** of each of the following on **your** work?

a) Administration (keeping records):

High Impact Medium Impact Low Impact No Impact

b) External Review:

High Impact Medium Impact Low Impact No Impact

c) Assessment/reporting:

High Impact Medium Impact Low Impact No Impact

d) Written Planning:

High Impact Medium Impact Low Impact No Impact

NCEA changes:

High Impact Medium Impact Low Impact No Impact

Comment: _____

4. What sources of curriculum support have been effective for your teaching of the NZ curriculum? (please tick appropriate box/es)

- Advisers
- Other teachers in the school
- Trustees
- Research findings
- Parents
- Community contacts (contracts)
- University/college lecturers
- Principals
- Subject association
- NZEI
- PPTA
- Teachers in other schools
- _____ Books and Journals
- _____ ERO
- MOE
- Private consultant(s) or firm
- Teacher PD programmes (MoE contracts)
- None

Other (please state) _____

5. How much further professional development (PD) do you think you need in the curriculum areas you teach?

	A lot	Some	Not sure	No more
Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health & PE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:				
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. From your experience in implementing the curriculum, how long does it take you to feel confident with the planning, teaching and assessing aspects of a new national curriculum statement?

- Less than 1 year 1-2years 2-3 years 3-4 years more than 4 years Don't know

PANGARAU FOLLOW-UP QUESTIONS

Please identify here the curriculum documents that you are referring to.

Options English Maori Both Other _____

1. In your teaching of mathematics, to what extent has the Pangarau curriculum with its strands, levels, achievement objectives, learning experiences, etc assisted you in:

a) **planning your classroom programme?**

Always Sometimes Not very often Rarely Don't know

b) **gaining an overview of the progression of key mathematical Ideas?**

Always Sometimes Not very often Rarely Don't know

c) **achieving consistent understanding of the curriculum levels within your school?**

Always Sometimes Not very often Rarely Don't know

d) **assessing student achievement?**

Always Sometimes Not very often Rarely Don't know

e) **meeting the needs of Māori students in your classroom?**

Always Sometimes Not very often Rarely Don't know

f) **communicating student achievement to other teachers in your school?**

Always Sometimes Not very often Rarely Don't know

g) **reporting student achievement to parents and caregivers?**

Always Sometimes Not very often Rarely Don't know

h) **communicating student achievement to teachers at other schools?**

Always Sometimes Not very often Rarely Don't know

CURRICULUM IMPLEMENTATION

2. To what extent do you use the Pangarau curriculum statement for planning?

Always Sometimes Not very often Rarely

3. Please indicate your degree of confidence in teaching mathematics:

High Medium Low Don't know

3a. If you feel confident, which of the following have contributed to your confidence in using the Pangarau achievement objectives (*please tick appropriate box/es*)

- My knowledge of mathematics.
- My teaching experience.
- My professional development in mathematics.
- My school has **translated** the achievement objectives into specific learning outcomes.
- My school has **translated** the achievement objectives into a school scheme.
- My school works directly from the achievement objectives.

Other (*please state*): _____

4. Generally speaking, the Pangarau achievement objectives are:

Far too broad Too broad About right
Too specific Sometimes too specific Sometimes too broad

5. Please tick which of the essential skills you emphasise in your teaching of mathematics. Put two ticks beside those which you emphasise the most:

- Communication skills
- Information skills
- Numeracy skills
- Physical skills
- Problem-solving skills
- Self-management and competitive skills
- Social and Co-operative skills
- Work and study skills

6. To what extent do you emphasise the essential skills (listed in the New Zealand curriculum Framework) in your teaching of mathematics.

Always Sometimes Not very often Rarely Don't Know

7. What sources of professional development have been very useful for your teaching of mathematics? *Please tick the appropriate boxes.*

- Advisors (including Pangarau advisors)
- Information skills
- Books and journals
- Community contacts
- Early/advanced numeracy project facilitators
- local/national mathematics teachers' associations
- Ministry of Education contractors
- Other teachers in the school
- Parents/Trustees
- Principal
- Private firms
- Teachers in other schools
- University or College of education lecturers
- Other (*please state*)

None

I have had no professional development in mathematics

8. Please indicate how often you use the following resources.

	Used often	Used sometimes	Used rarely	Not used at all
Apparatus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photocopyable Worksheets		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphics Calculators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer software (eg.spreadsheets)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

9. How do you assess student learning in mathematics: (*please tick one box for each category*)

	Rarely	Mostly	Often	Sometimes
Never	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Assessment Resource Banks			<input type="checkbox"/>	<input type="checkbox"/>
Interviews	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Investigations	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
NEMP tasks	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Numeracy Project (diagnostic interview)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Observation	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Peer assessment	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Practical tasks	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Pre-tests/post-tests	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Projects	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Self Assessment	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Other (<i>please state</i>)				

10. In your school, is mathematics being reported on:

- i) to the community? Yes No
- ii) to parents Yes No
- iii) from teacher to teacher Yes No

10a Is the reporting being done in relation to:

- i) achievement objectives Yes No
- ii) levels: Yes No
- iii) other (e.g., specific units; *please state*) _____

TE REO FOLLOW-UP QUESTIONS

1. In your teaching of Te Reo, to what extent has the Te Reo curriculum with its strands, levels, achievement objectives, learning experiences, etc assisted you in:

a) **planning your classroom programme?**

- Always Sometimes Not very often Rarely Don't know

- b) **gaining an overview of the progression of key language ideas?**
 Always Sometimes Not very often Rarely Don't know
- c) **achieving consistent understanding of the curriculum levels within your school?**
 Always Sometimes Not very often Rarely Don't know
- d) **assessing student achievement?**
 Always Sometimes Not very often Rarely Don't know
- e) **meeting the needs of Māori students in your classroom?**
 Always Sometimes Not very often Rarely Don't know
- f) **communicating student achievement to other teachers in your school?**
 Always Sometimes Not very often Rarely Don't know
- g) **reporting student achievement to parents and caregivers?**
 Always Sometimes Not very often Rarely Don't know
- h) **communicating student achievement to teachers at other schools?**
 Always Sometimes Not very often Rarely Don't know

CURRICULUM IMPLEMENTATION

2. **To what extent do you use the Te Reo curriculum document for planning?**

Always Sometimes Not very often Rarely

3. **Please indicate your degree of confidence in teaching Te Reo**

High Medium Low Don't know

3a. **If you feel confident, which of the following have contributed to your confidence in using the achievement objectives for Te reo Maori (please tick appropriate box/s)**

- My knowledge of Te Reo (both oral and written)
- My teaching experience.
- My professional development in Te Reo Maori.
- My school has **translated** the achievement objectives into specific learning outcomes.
- My school has **translated** the achievement objectives into a school scheme.
- My school works directly from the achievement objectives.

Other (please state): _____

4. **Generally speaking, the Te Reo achievement objectives are:**

Far too broad Too broad About right
 Too specific Sometimes too specific Sometimes too broad

Other (please state) _____

5. **Please tick which of the essential skills you emphasise in your teaching of Te Reo. Put two ticks beside those which you emphasise the most:**

Communication skills

- Information skills
- Literacy skills
- Numeracy skills
- Physical skills
- Problem-solving skills
- Self-management and competitive skills
- Social and Co-operative skills
- Work and study skills

6. To what extent do you emphasise the essential skills (listed in the New Zealand curriculum Framework) in your teaching of Te Reo.

Always Sometimes Not very often Rarely Don't
Know

7. What sources of professional development have been very useful for your teaching of Te Reo? *Please tick the appropriate boxes.*

- Advisors
- Information skills
- Books and journals
- Community contacts
- Local/national language teachers' associations
- Ministry of Education contractors
- Other teachers in the school
- Parents/Trustees
- Principal
- Private firms
- Teachers in other schools
- University or College of Education lecturers
- Other (*please state*)
- None
- I have had no professional development in Te Reo

8. Please indicate how often you use the following resources.

	Used often	Used sometimes	Used rarely	Not used at all
AV Media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apparatus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photocopyable Worksheets		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(eg Kaiawhina, Te Matua)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How do you assess student learning in Te Reo: (please tick one box for each category)

	Mostly	Often	Sometimes	Rarely
Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Resource Banks		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NEMP tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic interview (eg Aka)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-tests/post-tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please state)	_____			

10. In your school, is Te Reo being reported on :

- i) to the community?** Yes No
- ii) to parents** Yes No
- iii) from teacher to teacher** Yes No

10a Is the reporting being done in relation to:

- i) achievement objectives** Yes No
- ii) levels:** Yes No
- iii) other (e.g., specific units; please state)** _____