





A Journey through Kaupapa Māori Evaluation

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Evaluation in the real world

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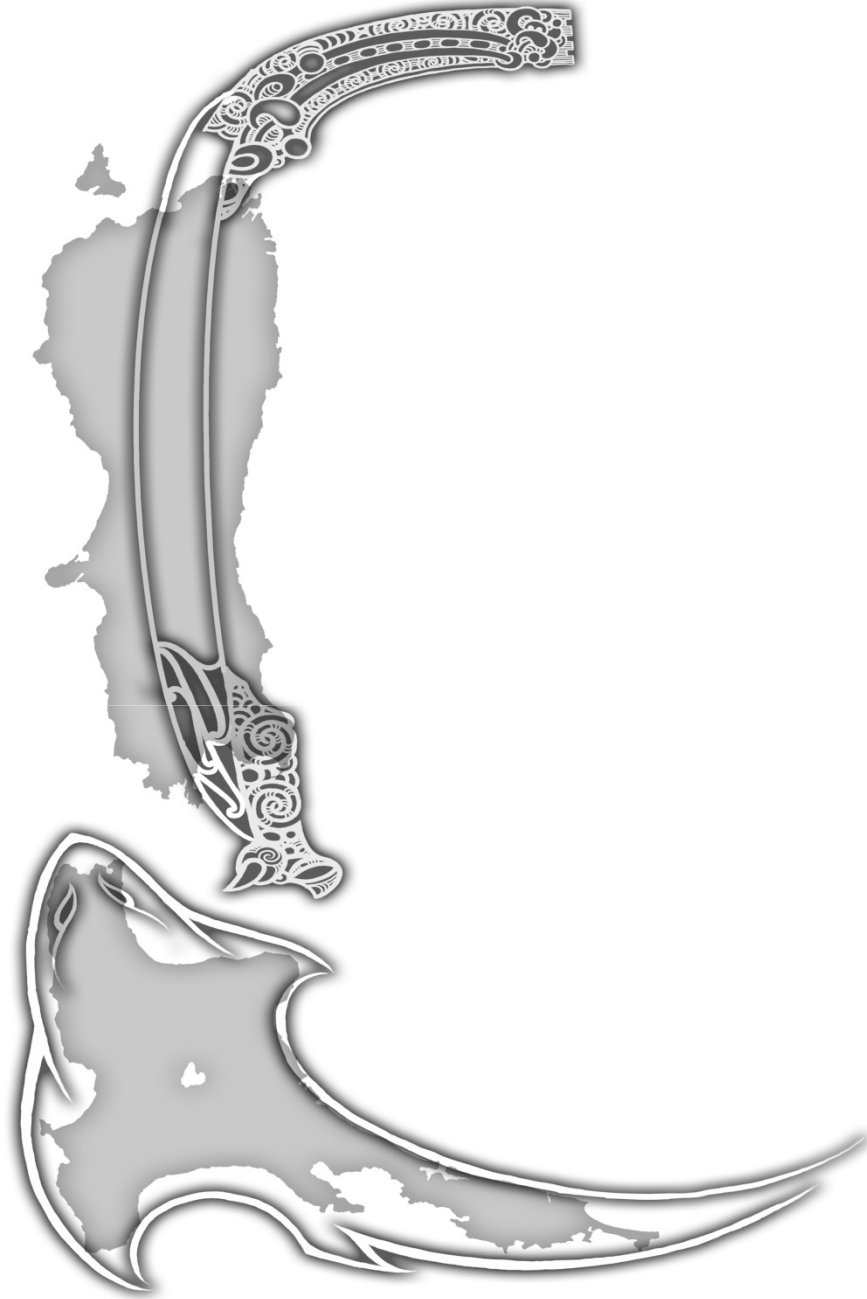
Kaupapa

- ◉ My introduction to evaluation
- ◉ Putting learning into practice
- ◉ Evaluation in the real world
- ◉ Current work
- ◉ Lessons so far

My introduction to evaluation research









Mātauranga Maori

Maori have low enrollment rates in pre-school programmes; are over-represented in low stream education classes; are more likely to be found in vocational curriculum streams; and leave school earlier with fewer formal qualifications compared to most other ethnicities (Alton-Lee, 2003; Hook, 2007; Ministry of Education, 2006).



The Programme

The programme is a unique strengths-based approach that uses peer support to help Maori children achieve at school.

The programme aims to give students, who have not previously, had, the opportunity to experienced success in the classroom setting and take pride in values upheld by their own culture.



Theoretical underpinnings

The theoretical underpinnings of the programme are based on the Ka Hikitia - Managing for Success, The Maori Education Strategy 2008-2012. The operation side of the programme is grounded within Te Hikoitanga/Maori Cultural Responsivity framework.



Evaluation Inquiry and Analysis

Evaluation inquiry was based on the Te Pikinga Ki Runga Model (Macfarlane, 2008) and explored four domains and three dimensions.

- Hononga-Relational aspects: whanau, whenua, friendships.
- Hinengaro-Psychological aspects: motivation, emotions and cognition.
- Tinana- Physical aspects: Demeanour, energy levels and physical safety.
- Manamotuhake-unique essence: cultural identity, attitude and spirit, and potential.



98 Participants
9 weeks
3 Schools

Parents/Caregivers

Extended whanau

School Staff
Head masters
Teachers
SENCO
SWIS
RTLB

Kaitakawaenga
Special
Education,
Ministry of
Education staff

36 Tamariki



Mixed Method Approach

- These included documentary analysis, archival analysis, photo elicitation, focus groups, marae hui, open ended survey questionnaires and participatory observation.
- This broadly ethnographic approach was to acquire a rich and deep set of relevant information that would provide insights into the multifaceted outcomes of the programme (Griffin & Bengry-Howell, 2007).



Findings

"Main stream schools do all sorts of things but they never work on a child's identity in depth like the programme does, children discover that its ok to be Maori, to be proud of who they are, and for some that the first time they have heard those words. It is also inclusive so the learning isn't just for the tamariki its for the whanau the teachers, the school... it gives them a real boost and it can have a really stabilising effect for children to know who they are and where they've come from." (Participant, 2010)



Findings

"I had a child that was a selective mute, and he was on the programme, and maybe to other people looking in, he wouldn't seem like he made any gains, but he actually stood up and said parts of his mihi by the end of the programme. it was an amazing thing to see as he had not shown that much improvement in such a short space of time, even though he has had specialist help." (Participant, 2010)



Recomendations

1. Update programme material including module booklets, develop lesson plans, and form templates.
2. Update and order e-documents and paper files, archive and date old and unused material.
3. Invest in the programme and develop resources.
4. Provide kaitakawaenga with on-going professional development in terms of cultural competency support in Te Reo.
5. Develop a programme manual that will enable other kaitakawaenga to incorporate the programme.



“Good research can pay
off” (A.H. Macfarlane,
personal communication,
June 9, 2012)



Lessons so far

Have the right training

Have the right support

**Kaupapa Maori
framework**

Professional conduct

Mahi tahi

**Relationships, engagement
and reciprocity**

References

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