



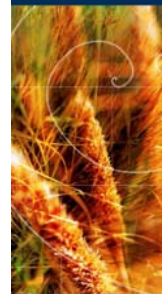
Massey University

COLLEGE OF EDUCATION
Te Kunenga o Te Mātauranga

Evaluation of Te Kōtahitanga – Phase 3

Roger Openshaw
Massey University
College of Education

Te Kunenga
ki Pūrehuroa



REVIEW ORGANISATION

Section One Te Kōtahitanga in perspective

1. Origins and development of Te Kōtahitanga
2. Initial observations

Section Two Location and ideology

1. Te Kōtahitanga as school effectiveness/school improvement
2. Te Kōtahitanga and the ideology of cultural essentialism

Section Three Kōtahitanga as professional development

The teacher questionnaire responses

REVIEW CONCLUSIONS

Whilst this review is broadly supportive of the goals sought by the Te Kōtahitanga writers, it is highly critical of the both the Phase 3 Report and its operationalisation as a professional development programme for teachers. These criticisms fall into three major groupings:

- a) the claims made for the success of the project are by no means conclusively confirmed by the data presented.
- b) the project's location within the recent school effectiveness/school improvement paradigm together with its strong and uncritical adherence to a culturalist ideology render many of its assumptions and remedies highly questionable.
- c) the data produced by the questionnaire distributed as part of the review process casts considerable doubt on its viability as a professional development programme, without major modifications.

Section One

Te Kōtahitanga in perspective

1. Origins and development of Te Kōtahitanga

Phase 1 Report (2003)

deficit theorising
narrative pedagogy
the four discourses

Phase 2 Report (2007)

professional learning communities
whole school endorsement

Phase 3 Report (2007)

the Effective Teaching Profile
views from students and teachers
'wonderful changes'

Section One

Te Kōtahitanga in perspective

2. Initial Observations

- A. Pedagogy
- B. Teacher Effects
- C. Cultural alienation and Māori underachievement
- D. The evidence for success

Section Two

Location and ideology

1. Te Kōtahitanga as school effectiveness/school improvement:

- A. Historical development of school effectiveness/school improvement
- B. Te Kōtahitanga and current critiques of teacher effectiveness/school improvement
 - i. The rhetoric of educational crisis
 - ii. Blame and redemption: surveillance and control
 - iii. The Politics of Reductionism

Section Two Location and ideology

2. Te Kōtahitanga and the ideology of cultural essentialism

Culturalism is, literally, the ideology of ethnic politics

Culturalism and religious fundamentalism are actually parallel movements in identity politics, sharing common characteristics

The view that there are indeed distinct, separate and compartmentalised cultures has become embraced by New Zealand policymakers to the extent that the country represents an outstanding example of the global process of ethnic politics at work

Te Kōtahitanga and culturalism

Section Two Location and ideology

2. Te Kōtahitanga and the ideology of cultural essentialism

1. the justification is well thought out and clearly articulated
2. there is an adequate level of public acceptance for the justifications provided
3. the target group can be transparently and clearly defined
4. membership of the target group is a very strong predictor of disadvantage
5. evidence exists that the special measures can be implemented effectively
6. the effects of the special measures are monitored carefully; and
7. a means of determining when the special measures are no longer needed exists or specific time limits are put on the measures (Callister, 2007, p.100).

Section Three

Te Kōtahitanga as professional development

The teacher questionnaire responses

The 30-question survey carried out by PPTA in April/May 2007 consisted of seven sections:

- A. Professional development questions (questions 1 – 8; 9a and b)
- B. The main theories and beliefs underpinning Te Kōtahitanga (questions 10a, b, c and d; 11a and b; 12-13)
- C. Processes of Te Kōtahitanga (questions 14a, b, c and d; 15a and b; 16a and b; 17a and b).
- D. The ways in which Te Kōtahitanga has directly influenced you and your students (questions 18 – 26).
- E. Resourcing (questions 27a and b; 28-29).
- F. Further comments (question 30).

In addition, a final section (G) asked for demographic information from respondents.

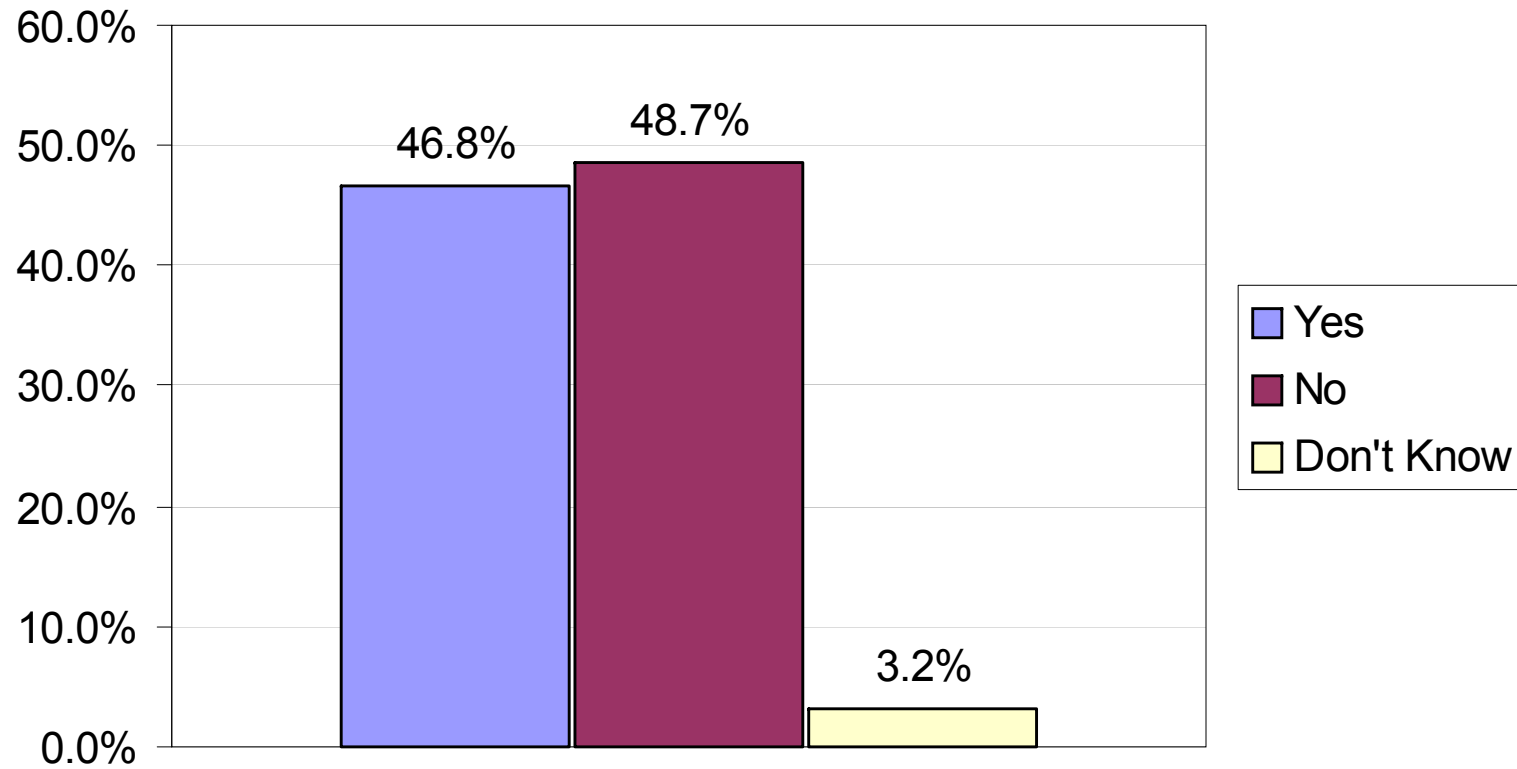
Section Three

Te Kōtahitanga as professional development

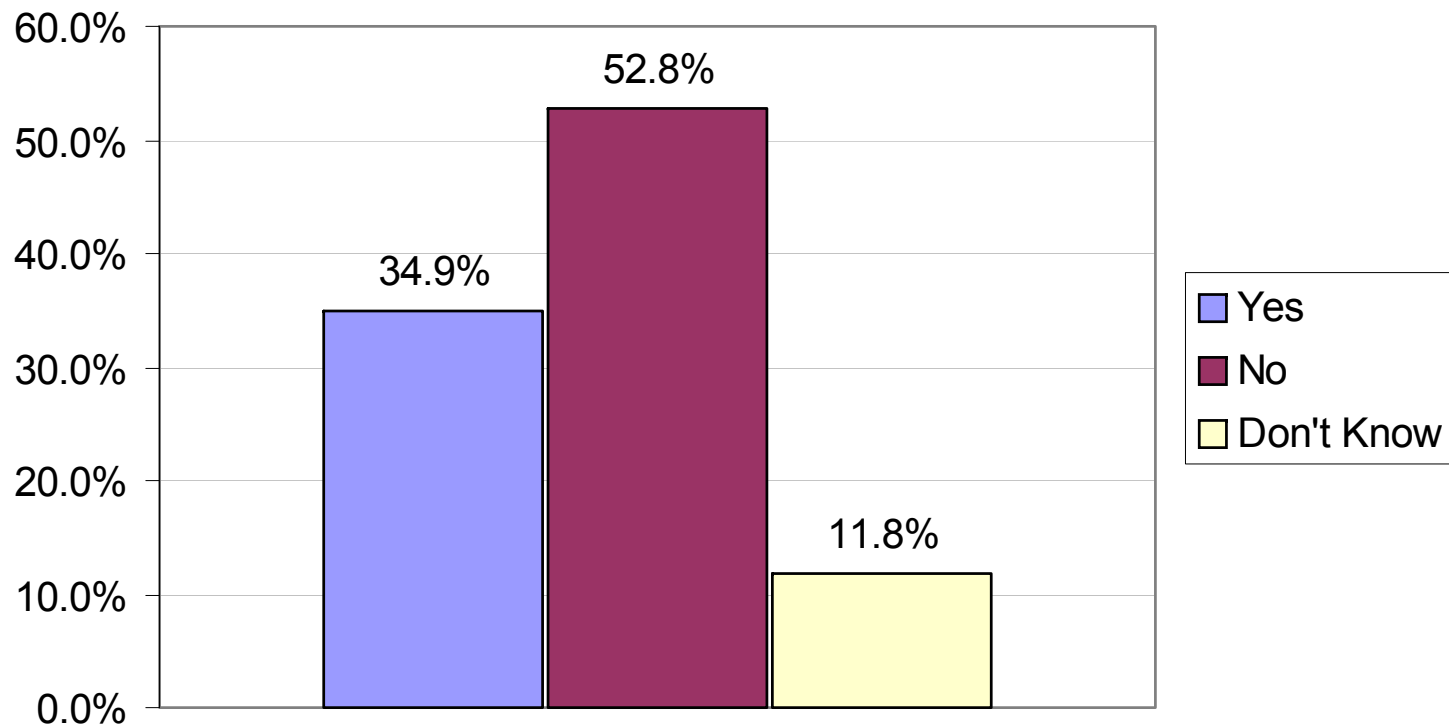
The teacher questionnaire responses

Approximately 1,000 questionnaires were sent out, and 308 responses were received. These included 225 responses from teachers currently participating in Te Kōtahitanga, 39 teachers who were no longer participants, and 39 teachers who were never participants. Ex-participants and non-participants were asked to answer only some of the questions.

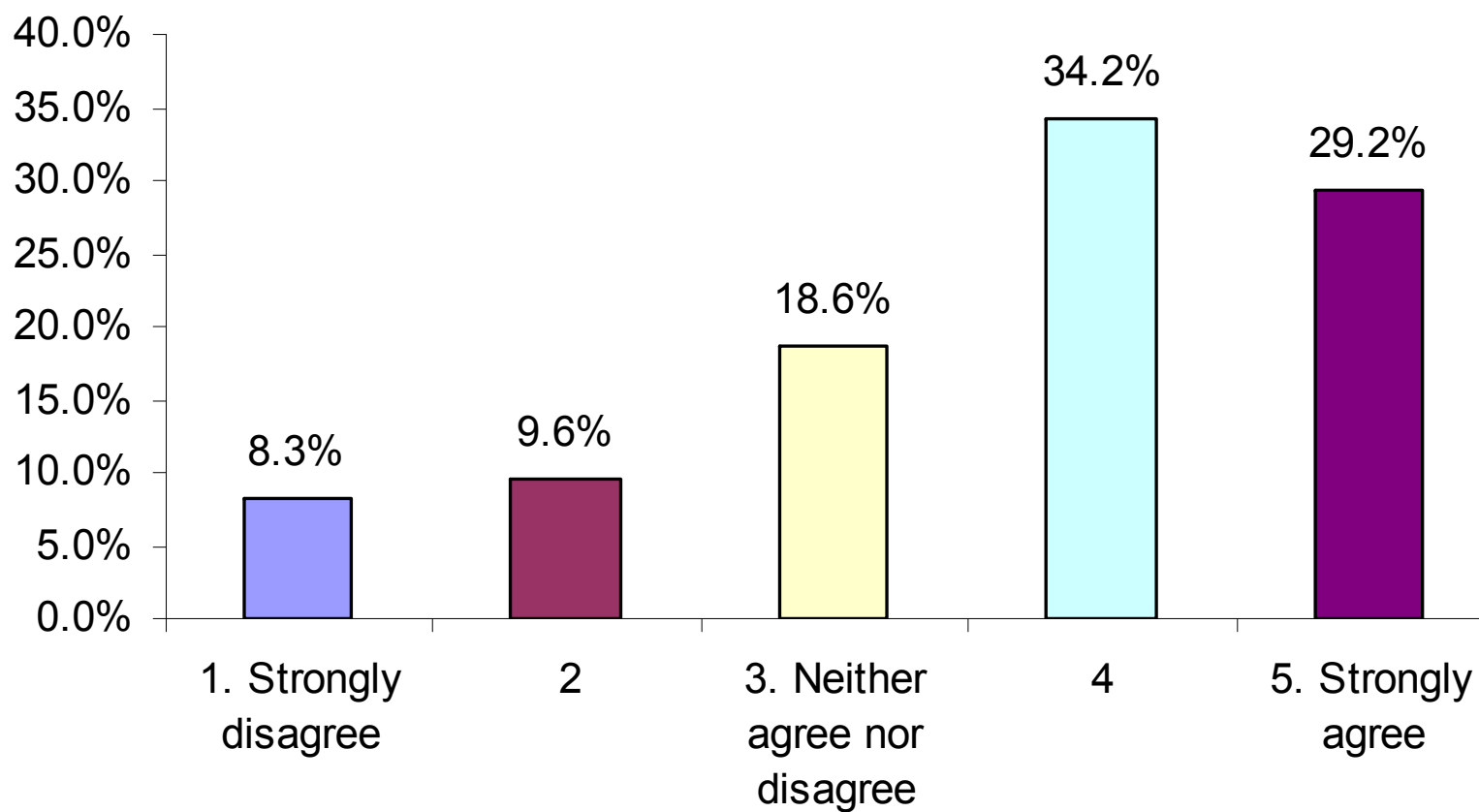
Q4) Did you feel completely free to make your personal decision about whether or not to participate in Te Kotahitanga?



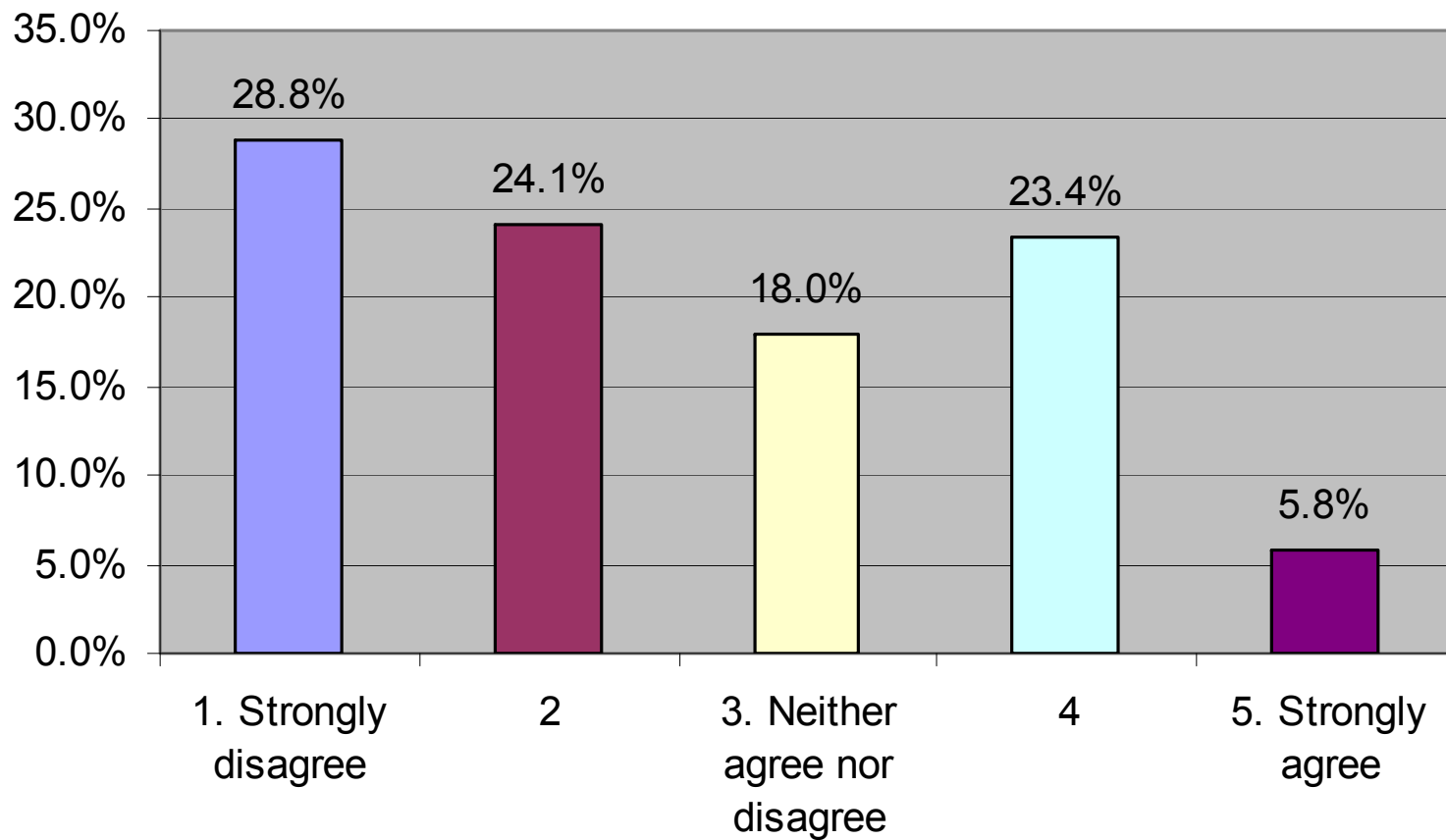
Q5) If you are a current participant in Te Kotahitanga, do you feel completely free to opt out, should you choose to do so at a later date?



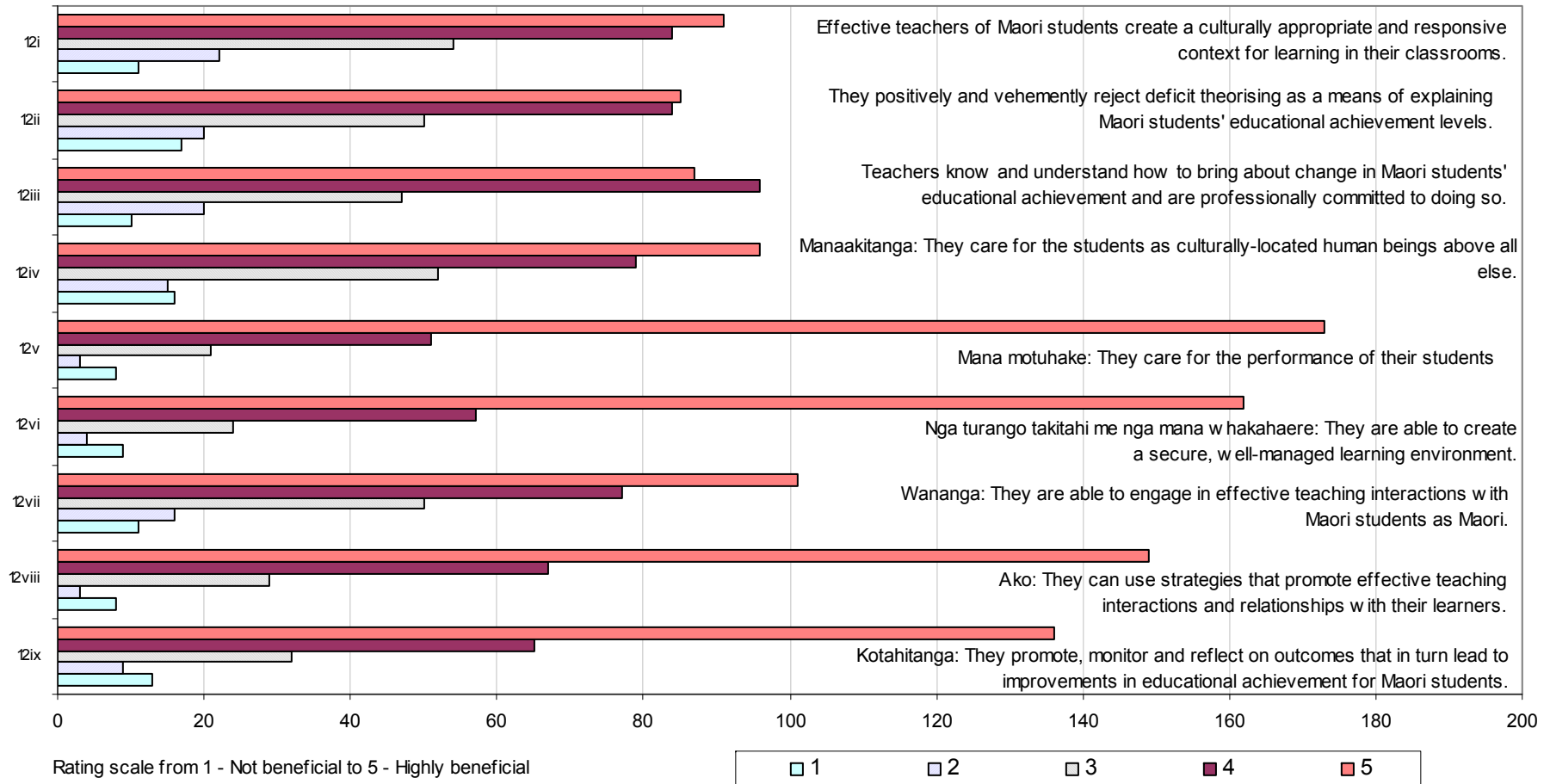
**10c) Please indicate your degree of agreement with the statement..."
it is feasible, within a relatively short period of time, to improve
Maori students' educational achievement..."**



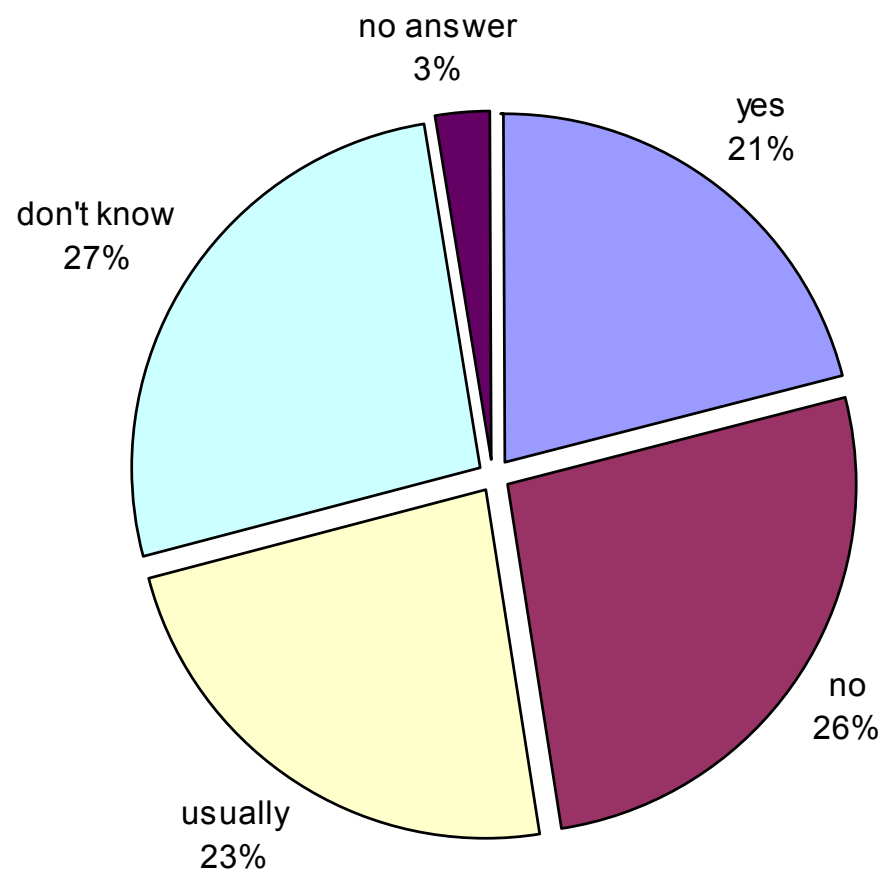
10a) Please indicate your degree of agreement with the statement ... "The teachers spoke of students' deficiencies as being the major barriers to students' progress and achievement. ..."



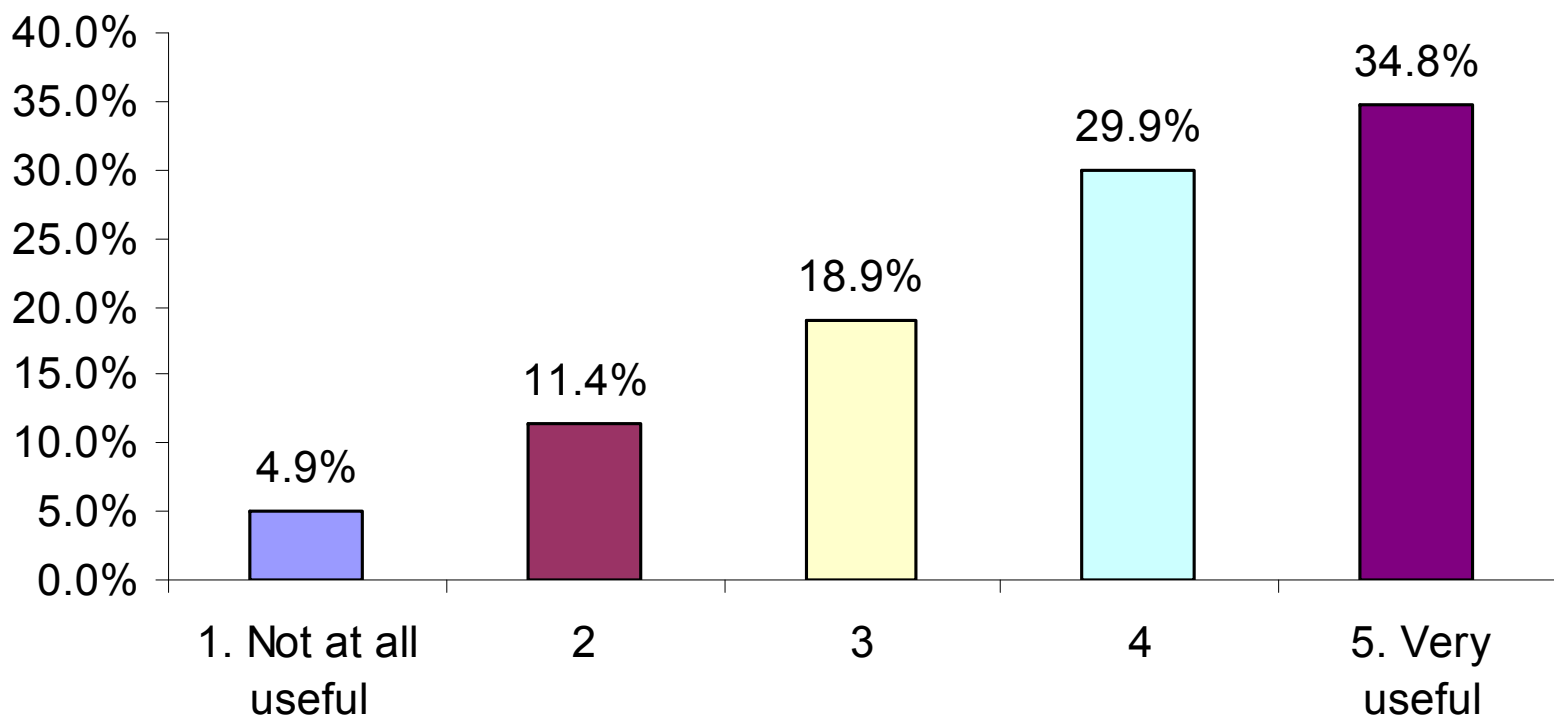
12) How beneficial to your teaching have you found each of the elements of the Effective Teaching Profile?



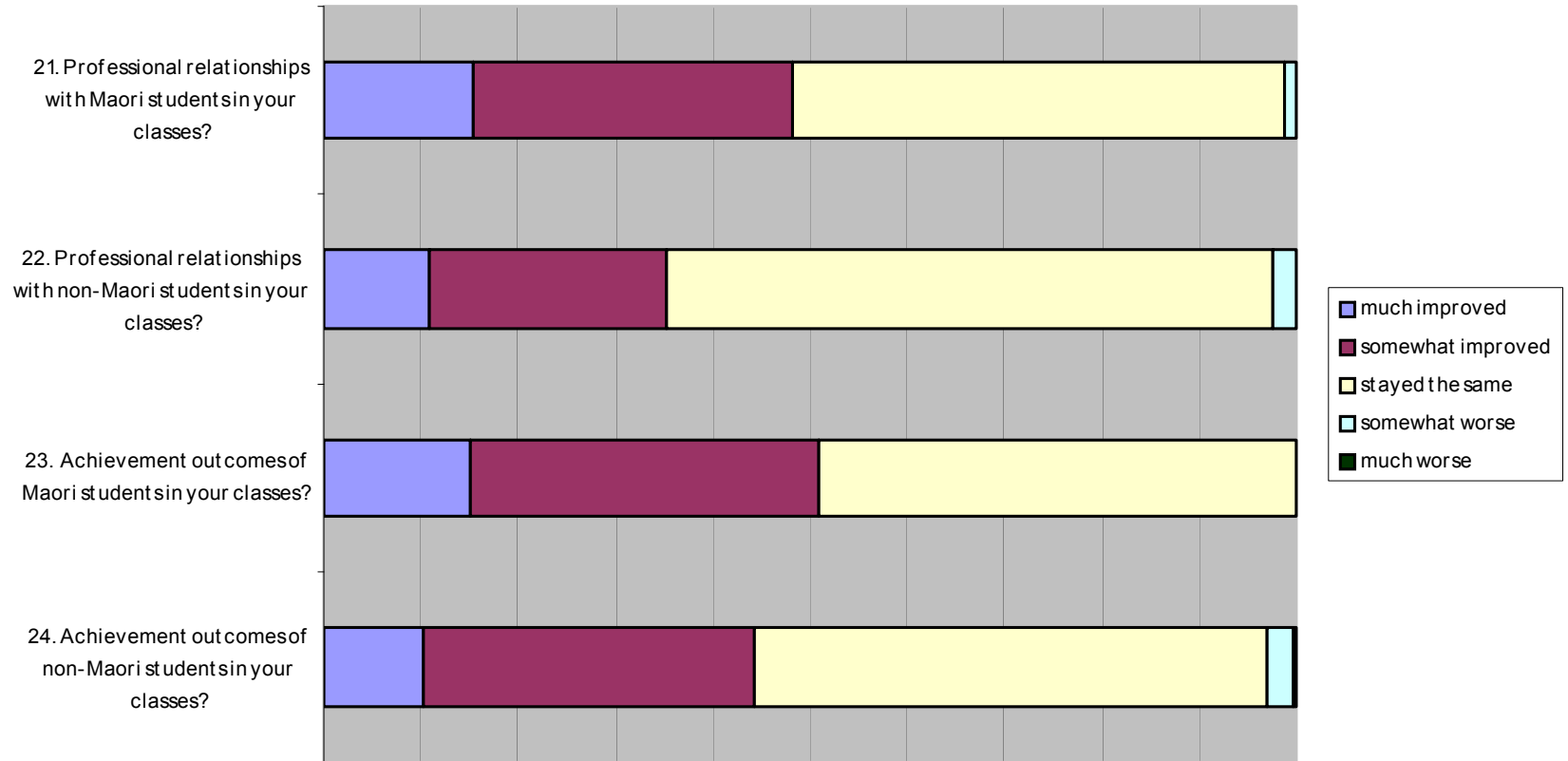
15b) In your experience is the data collection transparent and rigorous?



16a) Please rate for usefulness to you as a teacher ... the Induction Hui.



Questions 21-24
Has your involvement in Te Kotahitanga changed ...



Concluding remarks

This review has been critical of many aspects of Te Kōtahitanga. Briefly, the criticisms fall into three major groupings:

- a) the claims made for the success of the project are by no means conclusively confirmed by the data presented.
- b) the project's location within the recent school effectiveness/school improvement paradigm together with its strong and uncritical adherence to a culturalist ideology render many of its assumptions and remedies highly questionable.
- c) the data produced by the questionnaire distributed as part of the review process casts considerable doubt on its viability as a professional development programme, without major modifications.

Inclusiveness rather than exclusiveness

Collective and collaborative action

Effective communication of aims and expectations

Recognition of the expertise of all parties involved

Creating an environment of trust and mutual respect

Ethical practice

Being responsive and responsible

Acting with passion

Experiencing pleasure and having fun

(Thrupp, 2005, p.115).