Integrated Assessment

for Māori youth learners

entering tertiary education

for the first time

Hannah Hohapata
Matapuna Training Centre

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Ko Horouta te waka

Ko Hikurangi te maunga

Ko Waiapu te awa

Ko Ngāti Porou te Iwi

Ko Tina Toka raua ko Te Aowera nga Whare Tipuna

Ko Hannah Hohapata ahau

Ko au te Kaiwhakahaere mo nga take he pa ana ki tenei mahi

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Executive Summary

Entering tertiary education for the first time can be a daunting experience for Māori youth who leave mainstream education with few or no qualifications and a history of truancy, or exclusion from mainstream education.

This report provides insight from an action research project using a methodology of integrated assessment with Māori youth learners entering tertiary education for the first time. Mentors worked alongside Māori youth learners to facilitate the assessment process and linked achievement with naturally occurring evidence from activities learners engaged in during the course. Making the most of opportunities for assessment; maximising people within the organisation to "gather evidence" using deliberate, explicit resources; and challenging attitudes while developing teaching practice were used to achieve key objectives.

This action research project was initially developed to help Māori youth who struggle with assessment using only a workbook. The key objective of the project (Phase 1) was to develop explicit resources and to share the learning gains and resources with other tertiary providers with a high Māori youth profile.

The key outcomes of this Action Research:

- Collaboration between management/staff/students – required input across the organisation
- Student achievement increased by 20-30 credits for learners in the trials during trial timeframe
- Māori achieving success as Māori – engagement with learning was significantly increased when learning linked to acknowledgement of Te Ao Māori and Māori pedagogies, e.g. mentoring
- Teaching practice for this project required more effort and time, e.g. recording of data
- Methodology – this type of assessment did not cater for every learner

This report confronts current organisation, teaching and assessment practice, attitudes and Government policy. It considers a strategic approach to integrated assessment which will be needed to effect sustained change in attitudes and teaching practice. It suggests that a whole of organisation approach across policies and procedures, systems and practice, as well as organisational documentation is necessary. Key change messages, professional development and access to capability funding to build internal capability are required for long term sustainability.

Appendices: Attached to this report are examples of the resources that were developed for the trials. These may be useful for references for tertiary providers working with Māori youth in Youth Training.

Note: *During the timeframe of the project, units linked to the resources changed versions. In 2010, the NC in Employment Skills went to review by NZQA. The elective units inked to the project may not be relevant to the qualification when the review is completed in 2011*

1. Introduction

This action research project was initially developed to help Māori youth who struggle with assessment using only a workbook.

The project focus was to gather naturally occurring evidence towards achievement of units (including elective units) linked to the National Certificate in Employment Skills (NCES) Level 1 while students engaged in day to day course activities. Activities ranged from being interviewed for the course, filling out forms, listening and engaging in discussions before, during and after an activity, reading, writing, speaking and listening and engaging in group learning such as wananga, a marae noho and Pōhiri.

Only generic and/or elective unit standards were used as the aim was to increase achievement but not necessarily to cover every unit standard in the qualification.

This report looks at the process of integrated assessment. It offers recommendations on what needs to occur to effect sustained long term change for learners who struggle with assessment. It looks at the principles of embedding literacy and numeracy and how some of the same resources can be used during the integrated assessment process to evidence achievement for Māori youth learners at level 1.

2. Integrated Assessment

A key concept of this project was that naturally occurring evidence gathered before, during and after an activity/task would provide evidence of what students already know (before), how well students performed (during) and through feedback, discussion and reflection, learning gain would be measured (after) to evidence and support achievement of relevant unit standards.

The student would engage in self reflection during the activity to evaluate their progress by focussing on questions such as "*what is going well, what is not going so well, what can I learn from this?*

Mentors would work alongside students to support the learning process. Observers (peers, others within the organisation, mentors etc.) would gather evidence. The Assessor would consider the evidence and make a judgement (using an evidence schedule) as to whether the evidence met the required outcomes and that the student had sufficient skills and knowledge to be able to do the task again beyond the classroom. We would develop deliberate explicit resources that would be used for multiple purposes to develop skills, knowledge and attitudes, build comprehension and understanding

as well as address literacy needs. Some of the resources developed for literacy e.g. “whanau structure of a Māori community” (used differently i.e. individually) would be used to assess the student. This model of integrated assessment seemed appropriate for learners at Level 1 because it was practical.

3. Background

The research was conducted with Māori youth learners aged 16-18 years enrolled in Youth Training with Matapuna Training Centre, a small entry level Private Training Establishment in Tairawhiti. The organisation’s commitment to Te Tiriti o Waitangi is acknowledged through their high Māori youth profile and Te Kaupapa o Matapuna (the tikanga and kawa of the organisation).

Matapuna are accredited to deliver qualifications at levels 1-4 on the NZQA framework. Assessment resources are purchased from a national supplier and workbooks are used for learning, assessment and evidence purposes. Experienced tutors “clump” elements and performance criteria/outcomes of units together. Students are given a workbook and must complete it to achieve the unit standard. The workbook is used as evidence for post moderation.

Non completion of workbooks, low credit achievement, frustrated tutors and students were sufficient motivation to look at different approaches.

4. Project Framework

The framework for this project was built around the principles of integrated assessment using Mentors, deliberate acts of assessment and explicitly developed resources.

The Oxford Dictionary describes integrated assessment as *“an interdisciplinary process which combines, explains, and communicates knowledge from a range of disciplines in order wholly to weigh up an entire chain of causes and effects. An integrated assessment should add to the value of any appraisal from a single discipline, and should provide useful information for non-expert decision-makers; it should collect, arrange, sum up, and communicate existing knowledge”.*

The project commenced in August 2009, resources were trialled in October and November of 2009.

5. Integrated Assessment “A Te Ao Māori” Perspective”

Making the link to Te Ao Māori during learning, instruction and assessment acknowledges the cultural identity of Māori students and improves retention.

In a computing course an example of linking to Te Ao Māori could be an assessment task where a student puts together a power point presentation of their pepeha and whakapapa using photographs of their maunga (mountain), awa (river) and marae (meeting house), or, inserts their whakapapa (genealogy) into their CV to apply for a job with a Māori organisation.

For a music course, making the link to Te Ao Māori might include a group shared writing task where everyone works as a team to write lyrics for a song. In a Film and Television course, making the link to Te Ao Māori might include auditioning students to perform a modern version of the story of Papatuānuku and Ranginui. In a multi media course, the link to Te Ao Māori might include the study of traditional forms of Tāmoko design.

Making the link to Te Ao Māori can be integrated into organisational practice such as providing a Māori and English Glossary in the Student Handbook; employing Te Reo speaking staff, integrating tikanga and kawa as part of everyday culture. Engaging students in activities that encourage group learning, korero (speaking), promote wellness (taha tinana) and traditional values such as manākitanga reflect a commitment to Te Ao Māori and develop cultural capability.

When Māori students are culturally confident, they are more likely to experience success. Evidence of this occurred during a noho mārae when a youth student performed a karanga in front of peers and kuia for the first time. You could see the change in her demeanour as she acknowledged her marāe (Hinetamatea) and tipuna (ancestors). Afterwards, she shared the thrill and excitement of the experience with others. For the rest of the noho marāe, her status amongst her youth peers and her tutors changed to one of respect and acknowledgement of her achievement from one so young. She went on to complete her course and national certificate and reflected on the experience at graduation.

The transfer of skills and knowledge and achievement of foundation and vocational skills at the same time are not new concepts to Māori. The team work and the skills and knowledge gained through preparing for a hui on marāe can be transferred to the ability to work as part of a team in the workplace. Tikanga and kawa transfer into workplace culture and policies and procedures. Showing respect and consideration for others (manākitanga) effect changes in behaviour, develop good work ethics and builds positive attitudes and interpersonal communication skills.

Assessment of literacy and interpersonal communication unit standards can be assessed during these activities using discussion, observation and reflection.

6. Mentors and Māori Youth Learners

Recruiting Mentors and Māori youth learners for the trials was straightforward due to the timing of the

project (end of year). Mentors and learners were recruited from across youth training programmes (computing, music, visual arts) for the trials. The Mentors were predominantly Māori (3 male and one female) aged from 25 to 35 years. Of these four, one was Pakeha.

The special quality that stood out about the Mentors was the "wairua" or spiritual connection they had with their Māori youth learners. This was evidenced by the respect shown by the learners to their Mentors and was particularly evident in the way they greeted and farewelled them at the start and end of the day with a hug, symbolising trust between the two.

The learners were all Māori except one. The youth involved in the project fitted the stereotype of Māori youth aged 16 and 17 years; 98% were Māori; over 50% were Ngāti Porou. Some common themes:

- left school with literacy and numeracy issues, and no formal qualifications
- left mainstream education early e.g. history of truancy, were in Alternative Education (AE) programmes
- had connections with the Youth Justice system or were paying reparation
- had social issues e.g. alcohol and drugs (self or whānau)
- came from families with intergenerational long term unemployment
- came from one parent families (no dad)
- were living with a caregiver (not mum or dad)
- dealing with issues such as new siblings, Mum's new partner
- listened, and related to the culture of black American rap music with aggressive lyrics

During the project, other Māori youth joined in from other courses to engage in some of the activities (noho marae, pōhiri) with the core group involved in the trial. Most learners in the trials already had developed relationships with their Mentors. During the trial period, only three new learners enrolled onto the course. Ten of the 12 youths were aged 16-17 years, two were aged 18. Six had exited mainstream education early, six were school leavers. There were more males than females. One of the students, a 17 year old female was pregnant and two students were in a serious relationship. The fact that these two were in the same class and the male was extremely jealous did cause the odd issue during the trial.

7. Literacy

During the lifecycle of the project, mentors were involved in capability building regarding the Learning Progressions (LP).

Mentors used the LP diagnostic needs assessment tools e.g. the "Attitude to reading survey" to assess students' reading behaviours. Mentors mapped course resources and student work against the learning progressions for reading and writing to find out which step students were at on the Learning

Progressions and to develop their individual learning plan (ILP).

Literacy (or numeracy) was discussed with students before, during and after the activities as part of the embedding process, e.g. getting students to evaluate their own reading (Attitude tor reading survey) and analyse the information supported the Reading Critically Progression.

The Matrix was developed to identify activities and learning outcomes. The KWTD *(knowing what to do)* maps were used as an overview of the unit standards being assessed. The Evidence Schedule was used as an assessment schedule to gather and record evidence.

Literacy was embedded into the resources, e.g. the handout about Powhiri (interactive cloze), the handout for the Pepeha (writing frame and an interactive cloze). Both were used to build comprehension and understanding for the students in group work. Some of the resources developed for literacy (used differently e.g. individually) were also used for assessment.

8. Resources / Documentation

A range of integrated resources were developed to use in the various trials. These included:

- Matrices (identified learning outcomes, skills and, knowledge)
- Lesson Plans (identified learning activities, links to units, literacy and numeracy resources)
- KWTD Maps (provided an overview / picture of the units to be assessed in the activity)
- Evidence schedules (assessment schedule and checklist for marking off evidence and where evidence could be found). We added a number to reflect an area, e.g. E1 (entry), E4 (cultural)
- Explicit resources (embedded literacy and numeracy, integrated assessment)
- Other documentation / resources, e.g. literacy and numeracy

Developing the resources (Matrix KTD and KWTD Maps) was initially an arduous task with lots of changes. Thinking across induction, learner entry, cultural outcomes, and course documentation such as brochures, induction handbooks, interview forms, curriculum, policies and procedures and likely "cause and effect" was extremely challenging. Developing resources was time consuming.

Mentors were taught how to use the resources e.g. KWTD maps (using an "Interwrite" board, or projector using PowerPoint). Deliberate, explicit resources were developed to support learning as well as assessment activities. Evidence was captured using a variety of methods e.g. camera, video, peer observation, written reflection, feedback, question and answer sheets alongside the Evidence Schedule.

9. Pre and Post Moderation

Assessment resources were pre and post moderated (internally and externally). Learner work using the newly developed Evidence Schedules were post moderated and sent out for external moderation to an NZQA moderator, however no feedback was provided about these other than that they were approved.

10. Team Teaching / Peer Observation / Peer Assessment

Mentors engaged in team teaching (noho marae), and peer observation during the trials to improve teaching practice after deciding on a focus area for development such as trialling a new literacy resource. Students engaged in peer assessment of each other, and assessors recorded results using an evidence schedule. An example of this was when students engaged in a team activity as part of the noho marāe and evaluated each other's performance at the end using the Evidence Schedule.

Feedback about the impact of an individual's performance was analysed by the group using questions such as; was the outcome affected, did the person meet the expectations of their role and responsibilities, and did they deserve to be signed off? In the case of the team cooking tea, the outcome was affected because dinner was supposed to be at 6pm but was not ready until 7pm because two people in the team went away for two hours and as a consequence, there were fewer people to prepare dinner. The general consensus of the group was that they should not be signed off as having achieved the unit standard.

11. Individual Learning Plans (ILP)

An individual learning plan identified the learning outcomes to be achieved by the learner. Three models were used either individually or simultaneously (depending on individual creativity):

- Traditional; two page sheet identifying personal, work and goals learning outcomes.
- Portfolio folder; added to progressively, e.g. CV, goals, personal records, career information, achievements etc.
- Wall chart; visual interpretation with sticky notes, photos etc.

The ILP provided naturally occurring evidence towards achievement of outcomes linked to the CV and Career Plan as well as literacy unit standards. Some students included their pepeha and whakapapa in their portfolio (CV), photos of whanau on their wall charts, and shared stories about whānau with peers that provided evidence of achievement linked to cultural units.

On reflection, students seemed to be more engaged when they had the opportunity to use their creative skills such as adding their own designs to their ILP. Retention and recall increased when students wrote down information in their own words.

12. Lesson Plans

The Lesson Plan is a key element for delivering an integrated assessment model. One lesson plan can cover many units, outcomes etc. Lesson plans were developed for the activities and linked to units e.g. problem solving, speaking and listening; cultural safety e.g. knowing the kawa of the marae, roles and responsibilities etc. As we were working with achievement of whole units for this project, the lesson plan examples (in our resources at the end of this report) reflect achievement of one unit only e.g. Pōhiri, Whakapapa, Māori Communities. This is easier for tutors to work with.

The lesson plan could also be used as evidence for a moderator (along with the Skills Matrix and evidence schedule) to evidence integrated assessment (if listing all the units) and demonstrate to NZQA evaluators how literacy and numeracy were embedded in the activity (see resources).

13. The Learner Trials

The learner trials commenced in October / November, 2009, using activities ranging from induction, to pōhiri and noho marae using the Matrix, KWTD maps/learning mats, evidence schedules and workshop resources that also integrated assessment.

In preparation for the trials, students were informed of the trials, the timeframe, and their purpose. Student responses were positive, particularly when they realised there were no workbooks involved. Most of the comments from participants reflected on how "awesome" it was going to be not having to fill out the workbook although there was apprehension as well from a couple as "workbooks" were all they knew about assessment.

The trials occurred as a natural part of the course environment, and took place in activities which learners were involved in such as:

- *Induction*
- *Interview*
- *Developing ILP's e.g. Portfolio/Wall Chart/Traditional*
- *Needs assessment*
- *Cultural activities e.g. Noho Marae, Pōhiri, sharing one's whakapapa, looking at the structure of a Māori community*
- *Teamwork - relative to completing tasks involving a small group across skills relevant to a marāe and a workplace*
- *Classroom activities using reading, writing, speaking and listening strategies and resources*
- *Performance e.g. students filmed while performing, and performance critiqued by Mentor/student afterwards*
- *Employment related activities, e.g. producing a CV for an interview*

14. Trial Resources / Analysis

- **Matrix;** a variety were developed for skills/knowledge/attitudes across the course and workplace context, or to achieve specific unit standards, or groups of unit standards within a course curriculum
- **KWTD (Knowing What To Do) Mind Maps/Overviews/Learning Mats**; developed for use with an interactive write board, PowerPoint presentation, or as a classroom table resource (these had to be in color and laminated)

- **ES (Evidence Schedules);** linked to the following; Matrix and KWTD Maps, detailed units/elements/pc's, records where evidence documentation is located, achievement results, recognition of prior learning, assessor judgments, signatures of individual assessors, groups of learners e.g. peer assessment.
- **Workshop resources;** for activities and workshops to use with learners e.g. word/meanings (groups match the words with the meaning), for all the words used in Pōhiri, we developed 4 groups of words/meanings which can be used in a group exercise (break into 3 or 4 groups), koha / gift (can also have a discussion re gift e.g. money, food etc.), and listening and speaking skills assessment.
- **Other documentation;** e.g. "Integrated Pre Assessment Checklist"
- **Individual Learning Plans**; Wall chart, Portfolio and traditional ILP
- **Literacy and numeracy resources;** e.g. attitude to reading survey**,** clines, cloze exercises, and pair definitions. Note that the KWTD maps can be used as a literacy resource to provide an overview of units and outcomes. Refer to the resources at end of this report for examples of some of the resources. The key to these is the "how" you use the resource.

Initially, a series of matrixes were developed that linked into activities students were engaged in, and identified the skills, knowledge, attitudes, literacy, numeracy, cultural elements or tasks related to the activity. These were primarily developed for use by the Mentors involved in the trials. A variety of matrices were developed, from learner entry information and support, to expected learning outcomes.

Structured Overview KWTD (*knowing what to do)* maps provided an overview of the activity, units, elements and pc's linked to the activities learners engaged in during their course. They were resources for use with an interactive "write board", or as learning placemats to sit on classroom tables.

Evidence Schedules (ES) documented learner achievement/non achievement of unit standards linked to the NCES, judgement calls, RPL (recognition of prior learning), unit standards, elements and pc's. They also stated where evidence could be located, e.g. student file or course file, and contained signatures of learners, mentors, assessor or peer assessors.

For the trial we deliberately chose unit standards which were linked to the National Certificate in Employment Skills, where all elements and performance criteria could be evidenced at the same time (with some electives).

The use of literacy and numeracy resources were maximised to build learner comprehension, and evidence achievement. For example the Attitude to Reading Survey linked to units such as reading and filling in a form.

Assessment resources were pre and post moderated internally and externally and student work was moderated by an external NZQA moderator.

An example of one trial is described below using a "systematic and deliberate approach" to integrated assessment as a viable assessment methodology:

1. Cultural

Processes for Embedding Integrated Assessment to achieve Cultural Learning Outcomes

- Identify student cultural learning outcomes desired by organization (refer Strategic & Business Plans)
- Identify student needs – Cultural Needs Assessment Matrix, and Individual Learning Plan (ILP)
- Analyse organizational documents, e.g. brochures, student handbook, policies and procedures, course brochures etc. for opportunities to "embed" integrated assessment
- Analyse activities for "common themes", and naturally occurring assessment opportunities
- Create a matrix across the cultural skills, knowledge, and attitudes required against a cultural activity/learning outcome to identify and link to achievement regarding units/elements/pc's *(for tutors)*
- Identify relevant cultural unit standards e.g. Pōhiri, Whakapapa, structure of a Māori community
- Develop a KWTD map, an overview of cultural units/activities/learning outcomes/skills/knowledge/attitudes for both Mentors and Students. These can be used with an interactive write board or a PowerPoint presentation, or as learning placemats for classroom tables during the learning (colorful and laminated).
- Create an evidence schedule that identifies units/elements/pc's, prior learning and records achievement, signatures etc.
- Create explicit resources to address literacy (or numeracy) e.g. word matching, pair definitions, clines etc.
- Create explicit resources that embed the cultural learning outcomes. The student handbook*:*
    - Included a pepeha *(cloze exercise)* for use in daily class activities for practicing and sharing whakapapa
    - Included karakia for opening and closing hui and for blessing food *(use communication skills)*
    - Included waiata (Ngāti Porou, Turanganui a Kiwa) – students share whakapapa through waiata
    - Included a Māori/English vocabulary list of words used in assessment activities/events such as Pōhiri e.g. whakanoa/lifting the tapu, and providing an explanation in the about how we do this *e.g. after pōhiri, a kapu tī is held to lift the tapu (whakanoa)*
    - Included explanations of tikanga and kawa, e.g. what a Pōhiri is and an explanation about our process regarding Pōhiri, e.g. we hold one Pōhiri each term to welcome new students/tauira.
    - Listed Māori support people within the organization e.g. Kaimahi, Pouarahi
    - Outlined our commitment to Te Tiriti o Waitangi
    - Explained cultural values of the organization (Te Kaupapa o Matapuna)
    - Included Te Reo Māori, Māori learning opportunities, Assessment in Te Reo

Practical example of activity to achieve cultural, communication skills and literacy outcomes

- Cultural units linked to Pōhiri, Whakapapa, Māori Communities, Communication Skills units, Literacy units/elements/pc's across reading, writing, speaking and listening

Māori youth learners (approx. 20) participated in a noho marae at Anaura Bay Marae, Hinetamatea on the East Coast. The preparation prior to the noho involved youth learning about the tikanga and kawa of the marae, protocols around whaikorero on the paepae, storytelling, photographs and whakapapa.

As part of the preparation, consent forms had to be signed and returned. Protocols regarding personal health and safety, and roles and responsibilities (individual and groups) were discussed with mentors and students (which involved speaking, listening, students asking questions to clarify understanding etc.) Students also learnt a waiata to prepare for the pōhiri.

For one student, Hinetamatea was her tūrangawaewae (where she grew up) and her nanny was the kuia on the marae. She asked if she could do the karanga. She stepped up and displayed assertiveness. She talked about how her nanny was likely to give feedback about her performance (assess her ability and skill at doing the karanga), and what she needed to do to improve her performance (predicting, critical thinking), and who might help her such as another peer who had done a karanga before.

Her nanny "assessed" her performance (and was very proud that she had given it a go as she thought it was the best way for her mokopuna to learn, essentially, "on the job"). The nanny's feedback contributed not only to the Pōhiri unit standard but also to the student's learning, and achievement of pc's across other unit standards such as those about assertiveness, cultural performance and karanga, speaking, and listening. Her peers "assessed" her performance by providing positive and negative feedback.

Mentors and Māori youth engaged in pōhiri, whaikōrero and waiata roles, while being welcomed onto the marae, as manuhiri, by the tangata whenua.

Mentors and students split into teams, and were responsible for the completion, and rotation of jobs such as cleaning, preparing and cooking of meals, setting tables, and washing dishes. Students evaluated each other's performance at the end of the noho to provide feedback about whether the group as a whole had exceeded their expectations, e.g. who were the best cooks through a fun noise continuum exercise (loudest claps/approval).

During the noho, wānanga was held using explicitly developed workshop resources and deliberate acts of assessment e.g. students learnt Taku Manawa, a Ngāti Porou song about whakapapa, shared their pepeha and engaged in wānanga by listening to kaumātua talk about the whakapapa of Hinetamatea. Other supporting evidence was gathered through observation, photographs and feedback from staff/peers. Individual performance was measured by the participants during a debriefing session at the end of the noho, with individual performance critiqued and analysed to contribute to Unit 3503 – Participate and communicate in a team to complete routine tasks. The ES schedule was then signed off by the Assessor. Feedback from other staff collating naturally occurring evidence also contributed to the decision making of whether one had met competency (or not).

At the end of the noho, students engaged in poroporoaki and cleaned up the marāe. Feedback from youth involved in the noho included vernacular such as “awesome, mean” etc.

In the context of the Māori learner, the skills that one learns on a marae can be transferred into the workplace e.g. working as a team to welcome people, or preparing for a hākari (feast) because it involves “roles and responsibilities” and people working in unison to achieve an outcome.
Actively engaging in noho marae and processes such as Pōhiri provide the opportunity for students to “experience” the role and to show responsibility and leadership.

Analysis:

- *We deliberately embedded integrated assessment by looking at the roles and responsibilities, tasks and opportunities for capturing naturally occurring evidence prior to the event.*
- *We captured a lot of evidence across a range of units, elements, and pc’s through the fact that the noho marāe is a “multi-dimensional assessment” event, e.g. assessment occurred throughout the process from the planning and preparation, what occurred during the noho marae including the student’s own evaluation and self review of their performance and contribution (and of their peers).*
- *Some of the evidence included observation and listening by mentors while students engaged in activities, discussion, reflection and evaluation.*
- *The marae noho provided a real context which was important to the assessment process because a workbook is often very “clinical”.*
- *During the noho, there were many opportunities to link achievement to other units e.g. literacy, communication skills, performing a karanga, Te Reo Māori units/elements/pc’s.*
- *For the trials, we chose to do only units that could be achieved in total (achievement will depend on the tertiary provider’s accreditation).*
- *Ensuring each individual had met competency across units was challenging for some group activities, but when considered against a range of tasks, validity, consistency and reliability were still prevalent.*
- *Achievement of literacy units for reading, writing, speaking and listening were integrated and embedded into the resources and activities at the same time (evidenced in the lesson plans).*
- *Students reflected on the foundation and workplace skills achieved during the debriefing session at the end of the noho marae.*
- *Continuums were used during and after activities and assessment events to evaluate effectiveness and understanding (as an interactive opportunity to get people moving and engaged)*

The most useful learning gain from engaging in embedding is actually the process itself, i.e. your thinking broadens to include the whole of the organization, mentor/teacher and the student rather than just the actual assessment of a unit standard.

Other learning gains included the realization that some units we were accredited for and had been using for years were not necessarily suitable for youth aged 16-17 years. This project actually made us relook at our units to see if there were equivalent ones that we could use that were more appropriate for youth and if so, we sought accreditation for those.

Other feedback from the trials

- *Teaching practice – Mentors appeared re-energized and more motivated*
- *Responses from Mentors/staff involved in the trials were significantly positive.*
- *Responses from Māori youth learners involved in the trials included "awesome!", "Mean Māori mean!"*

Moderate learner assessments

- *Internally, this has been quite straightforward. Ensuring documentation was signed off for group assessment activities was the only real issue, but this was able to be managed. Examples of student work were submitted for post moderation as an integrated assessment package for external moderation, and was approved (although, without effective feedback).*

Track achievement against current data

- *A spreadsheet was used to track achievement. Prior to being involved in the project, credit achievement was below expectations. The data for students involved in the trials against those who did not participate (Māori youth learners in same age group) indicated that achievement was increased in a shorter timeframe. The highest Māori Youth achiever from the trial achieved 58 credits for 2009, with 38 of those achieved during the trials.*

- *Teaching staff feedback and student response has been extremely positive from the trials.*

- *Trial and error occurred while developing resources, e.g. which ones would work best resulting in a number of different communication matrices, different styles etc.*

- *The timeframe was a little out of kilter with the aims of the project (end of year).*

- *There was some apprehension about this style of assessment, not from those using the resources but from tutors and learners who are comfortable using a workbook, especially students who are capable of working independently. One 18 year old chose to use a workbook for a particular assessment for personal reasons as the trials mostly involved "group" work and she wanted to work on her own.*

Outcomes from Action Research Project

- *Youth credit achievement improved by 20-30 credits plus.*

How did we know?

- *Feedback and evaluations (student, Mentor, others).*
- *Data collected.*
- *Achievement reported to NZQA.*

Teachers/Mentors/Māori Youth Learners – What didn't go so well?

- *Signing off documentation was tedious.*
- *Timing of the project was too short.*

- *Video of an assessment activity involving learners and mentors giving feedback seemed "prescribed". Although students agreed to be filmed, full group shots were limited so individuals had to be asked questions directly.*

What actions do we need to take?

- *Continue building internal capability.*
- *Make changes to documentation.*

Organisational Learning re. Māori Youth Learners/Mentors/Assessors/Evidence Gatherers

- *Training Mentors to use the resources was challenging due to prior, perceived assessment history, e.g. the concept of assessment without using a workbook is a process mentors are unfamiliar with.*
- *Mentors were proactive re new ideas and developed additional resources specific to their specialist field.*
- *Mentor responses were positive re using the resources once they had gained the confidence to use them.*
- *Only Youth Training Mentors were used for the trials rather than Training Opportunities Mentors.*
- *Māori youth learners' responsiveness to the integrated assessment trials was overwhelming, laughter, talking and having fun during assessment is normally unheard of in the "assessment process".*
- *Maximising a range of evidence gatherers could be prone to inconsistencies in feedback.*
- *Feedback from peers was honest and without prejudice as it mostly consisted of discussion and agreement of the group of whether the person had met competency.*

Track achievement against current data

- *Initial cohort of Māori youth achieved a minimum of 20-30 credits; the highest received 58 credits.*
- *Development of new models e.g. Portfolio assessment.*

15. Moving Forward after the Trials

A decision was made to accelerate work on integrated assessment 2011-2012

16. Challenges in 2010

During the period of the project, unit versions changed significantly, impacting on the resources that were developed and trialled in the project, effectively making some of those obsolete.

As a result of all the version changes to units linked to the NC in Employment Skills which is currently under review (this was not known at the start of the project), some of the unit standards and resources developed in the trials may not be relevant to the new National Certificate in Employment Skills qualification being rolled out in 2010-2011.

17. Implications for Māori Youth Learners

Māori youth learners entering tertiary education for the first time tend to conform to the systems within an organisation and do whatever is asked of them without question. Often, students have already demonstrated competency through naturally occurring events or their course activities but usually we wait until the actual assessment event to capture the evidence. The students experience failure when they do not complete the workbook which many providers use to provide evidence of achievement. The implications for Māori youth learners are that this is unlikely to change unless providers become pro-active and committed to investing time and resources to building their internal capability around integrated assessment.

18. Significant Change – NZQA 2011

NZQA have just released the new draft literacy and numeracy unit standards and the special notes reflect a significant change in assessment practice. For example, it is not anticipated that a one off assessment event will be used to assess learners.

That change reflects the theory behind some of the concepts of this project where during the learning and instruction process, work produced and achievement of a given task during learner activities are used to support evidence of achievement and competency.

19. The Learning – for our organisation

It has been challenging changing our mindset. Trying to move away from using workbooks has not been easy. Getting people to grasp the concept of integrated assessment and maximising opportunities that provide evidence (naturally occurring, developed for literacy or teaching purposes) is not easily understood. Getting buy in about using the learning that is part and parcel of the journey, the discussions, feedback, analysis, reflection and evaluation before, during and after are what contribute to comprehension and understanding for learners at this level. It is challenging when you are used to a system that has been driven by unit standards and is measured by the "completion of a workbook". We need to remember that the units we are working with are at level 1. Our learners are not academics, yet.

Note from the author: The method of integrated assessment described in this project is not conclusive, needs more development and continues to be work in progress.

20. Recommendations

- Tertiary providers maximise funding to build their internal capability to embed literacy and numeracy and integrated assessment at the same time.

- Tertiary providers access and maximise funding from available resources e.g. Ako Aotearoa, Te Ara Piki Ako, Te Puni Kōkiri, Ministry of Education, Ministry of Social Development, Youth Justice, Ministry of Youth Affairs, ACE funding, or TEC via their Innovation Fund.

- Tertiary providers maximise Learning Progression literacy and numeracy resources and professional development opportunities from Te Ara Piki Ako (Waikato University) Literacy and Numeracy Centre, maximise webinars and professional development.

- Tertiary providers link with other similar providers of the same qualifications to build their internal capability and share resources.

As an evolving tertiary organisation, we will continue on this journey as we have not yet reached our destination. Our Mission Statement "Whakamanatia Te Tangata" is our mandate to continue the work to ensure students achieve their potential and succeed in both the Māori and the Pākeha world.

21. Conclusion

The most important learning from this project has been the feedback from Mentors and Māori Youth engaged in the project along with the realisation that this work will take time.

The key short term objectives have been met; the resources developed have been useful, and responsiveness from learners, mentors and others to the project framework concepts of embedding integrated assessment have been positive and highly supportive. However, a key long term objective has only been partly met. For example, it has been difficult to affect and influence "sustained" long term change in teaching and assessment practice regarding integrated assessment.

The thinking, systems and practice about assessment and moderation have been "ingrained" over many years and the early focus on needing "written evidence" has created barriers to achievement. Small Māori tertiary providers with limited funding, limited resources and staff capability find it very difficult to make a sustained change to alternative methods of assessment. So we continue to do what is easier such as using workbooks and providing options such as being able to be assessed orally.

Resistance to change from staff who use the workbook method (it is easier), or who were not involved in the project, combined with other internal issues e.g. changes of staff, has meant that it has been

quite difficult implementing change in a sustainable way, even for our small organisation.

Overall, this project was successful for the Māori youth learners involved in the trials because achievement increased and their cultural identity and values were acknowledged. Students' fear of assessment decreased significantly when they realised that the learning experiences described above were all activities that provided opportunities to gather evidence of achievement and competence.

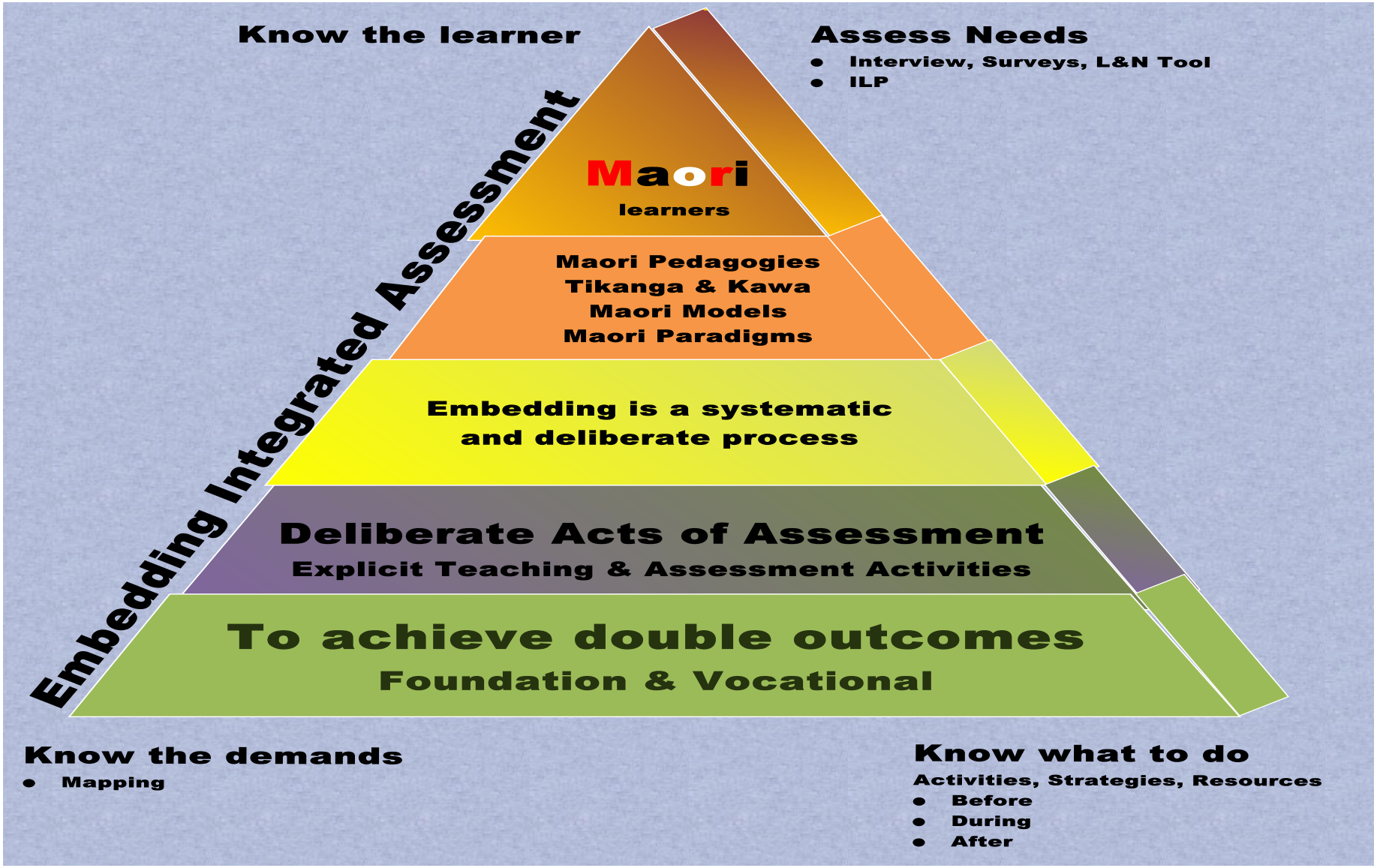
For our organisation and staff, this "integrated assessment" remains a priority. We have a passion to evolve this work to the next stage of its development.

22. Acknowledgement

I would like to thank and acknowledge Ako Aotearoa for providing the opportunity to engage in this project. This has been an empowering process but is only the start of our journey. One day in the future, we might be able to say, we have climbed the mountain and we have arrived.

23. Appendices

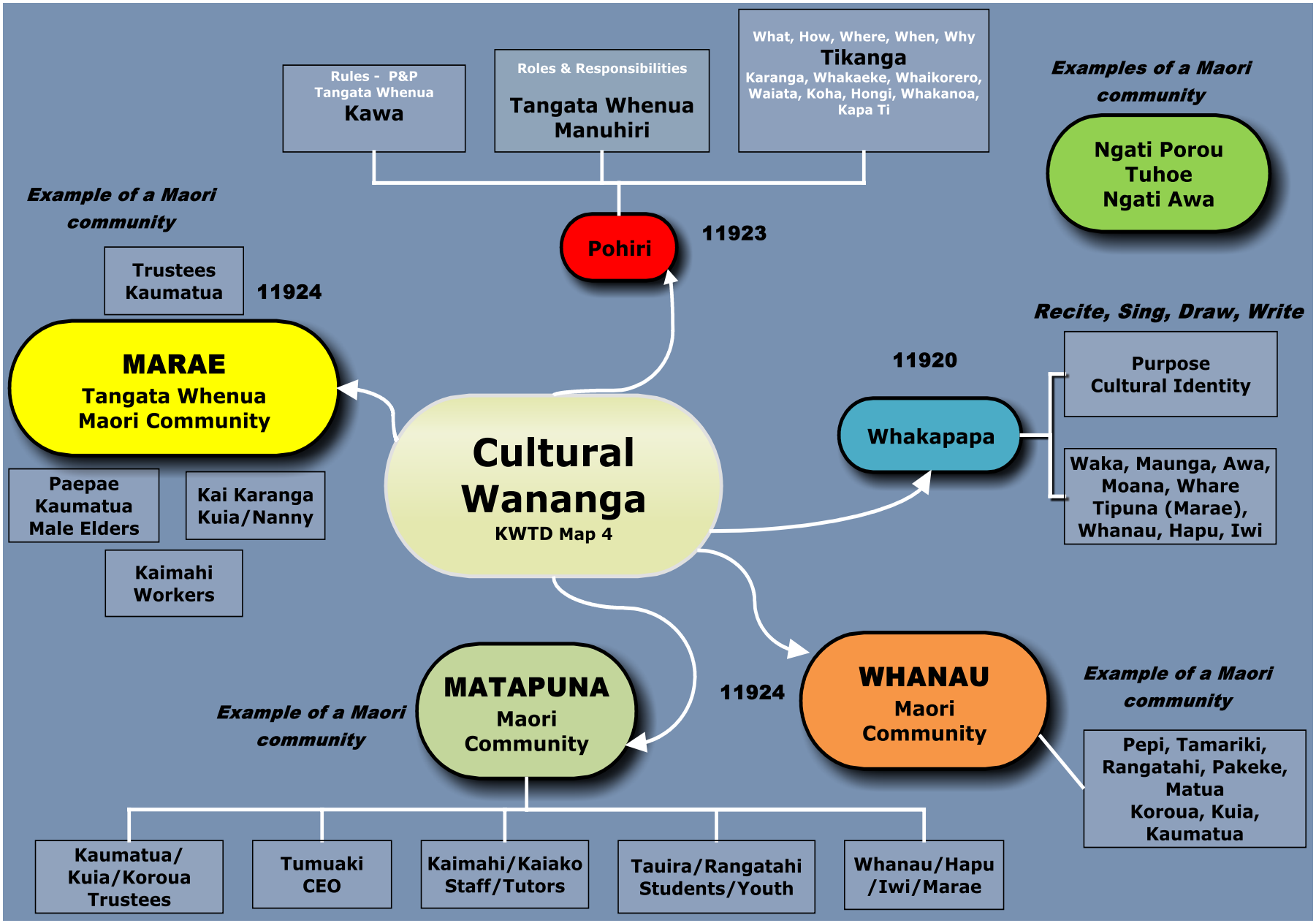
Appendix A: Project Framework



Appendix B: Cultural Matrix 4

Cultural Matrix 4	Kotahitanga Uphold our values	Manaakitanga Learn in a safe & nurturing enviroment	Whanaungatanga Support and respect each other	Matauranga Realise your potential Achieve your goals	Rangatiratanga Pursue leadership and excellence	Wairuatanga Respect the spiritual wellbeing of all	Aroha Engage with passion & positivity	Awesome Attitude	Celebrate being Maori Speak Te Reo Engage in learning
Achieve your potential	●		●	●	●	●	●	●	●
Engage in Karakia	●	●	●	●	●	●	●	●	●
Attend Panui, Hui, Wananga	●	●	●	●	●	●	●	●	●
Participate in Pohiri	●	●	●	●	●	●	●	●	●
Sing Waiata, Moteatea	●	●	●	●	●	●	●	●	●
Know your whakapapa	●	●	●	●	●	●	●	●	●
Share Whakatauaki	●	●	●	●	●	●	●	●	●
Respect our Kawa and Tikanga	●	●	●	●	●	●	●	●	●
Respect our Kaimahi, whanau and manuhiri	●		●			●	●	●	●
Respect our wharenui and resources	●	●				●		●	

Appendix C: Cultural Wananga KWTD Map 4



Appendix D : Individual Learning Plan Wall Chart Example

Appendix E: ES4 – Evidence Schedule

Units Outcomes	E.R.	Outcomes	Other Evidence Judgement Call (JC) Evidence of prior learning	Location of Evidence
11920 **Level 1** **Version 5** **2 credits** Identify and share own whakapapa in a supported learning context	1.1 2.1 2.2 2.3	**Identify the purpose of whakapapa.** Range includes belonging, relationships, kinship. **Share some aspect of own whakapapa.** Own whanau name is stated in whakapapa. Turangawaewae is named in whakapapa. Range should include but is not limited to: maunga, moana, awa, waka, marae (may extend to include whanau, hapu, Iwi, mahi)	**Identify purpose of whakapapa (JC – 1)** ☐ Complete interactive cloze and answer question to identify purpose of whakapapa **Share some aspect of own Whakapapa using one of the following: (JC – 1)** ☐ Written (e.g. write short story, write your Pepeha (shorter version of whakapapa) ☐ Spoken (e.g. recite whakapapa with others, share story about tamoko / whakapapa etc) ☐ Sung (waiata, moteatea, haka) **Turangawaewae** and **whanau name** must be stated in whakapapa in accordance with personal circumstances.	**FILES** ☐ Course ☐ NZQA ☐ Enrolments ☐ Student ☐ General ☐ Archives ☐ Intranet ☐ Photo ☐ Video ☐ Attached ☐ Other
11923 **Level 1** **Version 5** **3 credits** Participate in a Powhiri in a supported learning context	1.1 1.2 1.3 1.4	**Participate in the Powhiri process.** Participation is consistent with cultural protocols (karanga, whakaeke, whaikorero, hongi, koha, whakanoa), dress code and behaviour code e.g. (listen, remain quiet during whaikorero, participate in waiata, hongi, haruru and cup of tea to complete the powhiri process) is consistent with the formal nature of the occasion and process.	**Participate in a Powhiri (JC – 1 of each)** Powhiri can be on marae or onsite. ☐ Attestation (ES4) - Student participated in a Powhiri, They dressed tidy, behaved appropriately and participated in waiata. ☐ Attestation (ES4) – Student followed the cultural protocols associated with Powhiri e.g. removed shoes before entering wharenui. Other supporting evidence to verify the above could include: ☐ Photographs, video evidence, peer feedback	**E.R**. Evidence Requirements
11924 **Level 1** **Version 5** **4 credits** Identify Structure of a Māori community in a supported learning context	1.1 1.2 2.1	**Identify the people in a Māori community –** age range (tamariki, rangatahi, matua, kuia, koroua, kaumatua, name one kaumatua, kuia, koroua or matua in a Māori community **Describe the roles and responsibilities of people in a Māori community** - 2 of either kaumatua, kuia, koroua or matua	**Identify Structure of a Māori community (JC – 1 of each)** ☐ Interactive Cloze / Māori Communities ☐ Student Worksheet 2 (ages identified, one person named in a Māori community and roles and responsibilities of 2 people identified)	

11920	Achieved	Not yet achieved	11923	Achieved	Not yet achieved	11924	Achieved	Not yet achieved

Student: **Signed:** **Date:**

Assessor: **Signed:** **Date:**

Appendix F: Lesson Plan Whakapapa

Student Assessment

11920 Identify and share own whakapapa in a supported learning context

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Name: **Date:**

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1. **Identify the purpose of whakapapa – Outcome 1 – 1.1**

The Assessor will use the Evidence Schedule Assessment (ESA) to mark that you have answered the questions and/or completed the task correctly.

Whakapapa

Select words from the Word Bank below to fill in the gaps.

Whakapapa is your …….. tree linking you to your whanau and …….. (ancestors). Whakapapa is about ……, knowing who you are, where you come from, knowing your family and your family …….

It is important to know your ……. and your ……. because these things give you …… like the roots of a tree. These roots will allow you to grow and be ……. of your identity. To grow, we need ……role models.

The place I call home is called my _____.

Word Bank

proud culture tipuna whakapapa strength identity
Turangawaewae links family positive

2. In your own words, describe what is the purpose of Whakapapa to you?

Appendix G: Lesson Plan Māori Communities

Tutor/Assessor Instructions

11924 Identify the structure of a Māori Community

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1. Māori Communities – Structured Overview (Pairs/Groups)

Tutor/Assessor Using the labels/SO samples, ask students to put together the structure of a Māori Community for the following:

- Business
- Marae
- Whanau
- Māori Education Provider

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2. Assessment (Individual)

Tutor/Assessor Use the **Whanau SO sample/labels** to complete the following assessment to achieve Outcome 1 and Outcome 2.

Use the Evidence Schedule form (ESA) to mark that the student has answered the questions and/or completed the task correctly.

Outcome 1 – 1.1,1.2

- Match the labels/resources for pepi to kaumatua and put into "age range"
- Name one kaumatua, kuia, koroua, whaea, matua in a Māori community

Outcome 2 – 2.1

- Use the Roles and Responsibilities labels/resources (or use own words) to describe two people in a Māori Community, e.g. Kuia, Koroua, Kaumatua, Matua.

As part of this process, the student will need to talk (or write) about these people eg who they are, what they do, their relationship to them (if any) or any other information that they may know or want to share about them eg they are well known in the community; Matua does the whaikorero for our marae etc

Appendix H: Student Worksheet: A Māori Community

Student Activity Worksheet 1

11924 Identify the Structure of a Māori Community (in a supported learning context)

Interactive Cloze Exercise (Individual or Pairs)

A Māori Community

Select words from the Word Bank below to fill in the gaps.

A Māori community is a group of people who have something in …… that brings them ……. such as your own ……

Communities give a person a sense of ……..and contribute to……..

A Māori community could be a …… committee, or the whanau who ……the marae for hui, powhiri or tangihana.

A Māori community could be a business …… such as a ……Trust, an Iwi, a Māori education provider or a youth …… that meets to perform kapa …….

Word Bank

Māori community group whanau marae haka
prepare organisation common together belonging identity

Appendix I: Student Worksheet: Pepeha Whakapapa

Student Activity Worksheet 1

11920 Identify and share own whakapapa

Interactive Cloze (Individual)

Pepeha

Ko …….. te waka

Ko …….. te maunga

Ko …….. te awa / te moana

Ko …….. te marae

Ko …….. te hapu

Ko …….. te iwi

Ko ……..ahau

You can say your Pepeha to introduce yourself to other people.

You may want to add your parents (matua), and your grandparents (tipuna) or other whanau.

You may want to insert your Pepeha into your CV e.g. if you are doing a targeted resume for a job working with a Māori employer.

Appendix J: Student Worksheet: Pōwhiri

Student Activity Worksheet 1

11923 Participate in a Powhiri

Interactive Cloze

The Powhiri

A powhiri is a ……. process that we (Māori) ……. in to welcome visitors. The tangata whenua are the ……. who come from the marae and are often referred to as "people of the land". The manuhiri are the …….. The whaea or …… calls the people onto the ……. and she is called a kaikaranga. The kaumatua of the marae say a whaikorero (a ……. speech of …….). And then they ……. a waiata. The manuhiri respond by also doing a …… and a waiata. Sometimes a koha is ……. An ……. part of the pōhiri is the Hakari or Cup of Tea. You feel really ……. after the pōhiri.

Choose a word from the Word Bank to fill in the gap.

Word Bank

good sing given important participate

formal cultural people visitors

kuia marae welcome whaikorero