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Māori Parents at School.

The Role of the Māori Parent Community

in the

Delivery of Te Reo Māori School Curriculum.

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Abstract.

This thesis represents the results of a three-year intervention study of a group of Māori language teachers, their pupils and Māori parent communities in the Northland region of New Zealand. The study was motivated by the problem of continuing low academic achievement for Māori students in state mainstream schools. The assumption that existing teaching outputs of Māori language were quite strong and so could be used to model improvements for other school subjects and teachers to follow for Māori students was examined. In fact this was found to be a mistaken assumption as serious problems were located for the teaching of the Māori language.

Two school policy areas were examined to locate possible solutions: Treaty of Waitangi policies in school charters and the operation of Māori Language Resourcing. It was found that the operation by school managements tended to exclude any active role for the Māori parent community.

An action research model of intervention was designed and implemented to offer teachers inservice assistance in the provision of practice examinations to help better prepare students in their school certificate written examinations. Teachers were also encouraged to work directly with their Māori parent communities in order to improve teaching, student learning and outcomes. A case-study demonstrates that a dramatic rise in pupil performance occurred when parents worked along side the teacher in the classroom.

The thesis argues that the nature of the Treaty of Waitangi provides a rationale for Māori parent participation, for direct involvement into school management (teaching issues) both for Māori students and the Māori language. It is concluded that a successful school for Māori students depends both the strength and shape of the tripartite relationship between the school, the home and the students.

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Oneroa?

A G (Oneroa) Stewart.

Kerikeri.

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