Master of Teaching & Education Leadership
Symposium Programme

This programme provides the abstracts for all presentations that will take place at the *Master of Teaching and Education Leadership Symposium*. This symposium marks the end of the programme for the C18 cohort and showcases the practice-based change projects participants have been completing in 2019.
Each participant is allocated a 20min slot (10-15min presentation, with the remaining time for questions).

Venue: Unitec, Mt Albert Campus, Te Puna Building
9 am - 4 pm, Friday 8th November 2019

Welcome (9:00) (Te Puna Foyer)

Session 1

Time	Group 1 Room: 115-1008	Group 2 Room: 180-2043	Group 3 Room: 180-2045
9:45 - 10:05	David Elijah Otto (9:45 - 10:45)	Amanda	Avi
10:10 - 10:30		Liziana	Angela
10:35 - 10:55		Jess	Dom
11:00 - 11:20	Jamus	Laz	Emma
11: 25 - 11:45	Jeff	Toá	Sarah W
11:50 - 12:10	Jordan	Stacey M	Mitchell
TML Staff Present	Joni; Te Mihinga; Justin	Hancine; Rochelle; Craig	Hayley; Philly; Tim

LUNCH (12:15-1:00) (Te Puna Kitchen and Lunch Space)

Session 2

Time	Group 1 Room: 180-2045	Group 2 Room: 115-1008	Group 3 Room: 180-2043
1:00 - 1:20	Alice	Tayla	Arihana
1:25 - 2:10	Stacey C Melissa	Teresa	Moana - Aroha
		Sam	Teina
2:15 - 2:35	Thelma	Nate	Herena
2:40 - 3:00	Laurel	Xavier	Taylor W
3:05 - 3:25	Ethan	Nik	Taylor R
TML Staff Present	Hayley; Philly; Craig	Rochelle; Tim; Hancine	Joni; Te Mihinga; Justin

Session 1: Group 1

Tamatoa Mentoring Collaboration: David Ryan, Elijah Stevenson and Otto Wendt
David Ryan This project reviews the lack of confidence that Pasifika boys from low-socio economic areas have and how this makes them at-risk students. Tamatoa mentoring endeavours to build the self-confidence of Pasifika boys from a low socio-economic decile school through effective mentoring. In this project I have used a qualitative approach using talanoa to gather data from the mentees around the effectiveness of the programme. Mentees were impacted positively through the mentoring programme as they gained and grew in self-confidence. This growth in self-confidence was a result of positive and strong connections built over a length of time between mentor and mentee, but also mentee and their peers on the programme. These findings suggest that Pasifika boys are able to build self-confidence through effective mentoring that keeps relationships at the core. Through frequent and consistent time spent with mentees, relationships are able to be strengthened. The outcome of this is mentees feeling valued, cared for and loved which will allow for growth in self-confidence to transpire. Elijah Tuuga Stevenson The leadership project that I have engaged in is mentoring Pasifika boys. Tamatoa is a mentoring programme targeted towards Pasifika boys aged 13 years and in Year 9. The programme's purpose is to draw on our Pasifika boy's cultural heritage to promote leadership, good character and academic success. In this project I have utilised a qualitative approach through Talanoa to gather students-voice around the value of the programme for my students. The findings suggest that success, according to Pasifika boys, is seen as something that is connected to a community or family group. That is to say that success is defined by one's ability to sow back into their families and communities. Additionally, effective mentoring requires consistent, persistent and caring relationships which encourage and hold mentees to a high account. These relationships must be established well before any formal or official mentoring can take place. This research was conducted through a collaborative framework of talanoa. Talanoa was used as it allows for open conversation championing the students, teachers or parents that were engaging. The leadership and

social justice aspect of the research was evident in the bringing together of the many parties who informed this research.

Otto Wendt

Deficit thinking and Pasifika cultural identities have been identified as two key factors affecting the learning for Pasifika students. Through a Pasifika collaborative approach, these issues of deficit thinking and cultural identity have been both explored and challenged within the debate team. The research referenced within this thesis is reflective of the nature of the project itself – looking to infuse Pasifika cultural identities within a western educational framework - debating. Though on the surface, it appears that there is no correlation between high school debating and Pasifika culture, after an in-depth analysis, the findings proved otherwise.

Raukura Performing Arts Academy
Jamus Webster

The positioning of Māori epistemology in Aotearoa (New Zealand) and its education system has for a long time been one of the afterthoughts and excluded from mainstream education. It has been acknowledged but not implemented formally causing it to be devalued. The advent of Kohanga Reo (Early Childhood Centre) through to Wharekura (Māori immersed secondary schools) has changed the landscape of education. Built on the backs of pioneering Māori educators, this flux in teaching transferred to a movement within mainstream education through the Kotahitanga research project, which aimed to define what worked for Māori learners to increase achievement. Māori Performing Arts is one such area dismissed and undervalued in the education sector, where it is still not an approved University Entrance subject. Overall society view this practice as something being done for an occasion and not as a transformative tool that can increase Māori academic achievement, improve school attendance and mitigate antisocial behaviour. This research looks at current literature on Kapa Haka focusing on what works within Performing Arts classes and models a teaching and learning pedagogy based around Sir Apirana Ngata's whakatauākī (proverb).

Mahi-a-Toi
Jeff Ruha

In 2016 a conversation took place that resulted in me starting a kaupapa of Mahi-a-toi which was inspired by the quote "Leading change through a Māori lens." This whakatauki was an avenue for us to help deliver programmes differently in our kura. Instead of a mainstream perspective we wanted to start looking in from a Maori perspective. Mainstream was not working for the majority of the students. We were struggling to meet the national standards of pass rates within the mainstream education system, hence the creation of Mahi-a-Toi.

Tōku Ahurea - My Cultural Identity
Jordan Tua

Ko tōku kaupapa matua mō tēnei kaupapa rangahau; ko te whakaako tētahi haka hou ki te katoa o te Kāreti. Ko te ngako o āku whakaaro, hei tūāpapa kia angitu te reo me ngā tikanga Māori i roto i te kura. He kura motuhake, he kura autaki, he kura ka kitea te tokomaha hoki o ngā kanohi parauri e whakapau kaha ana ki te tutuki o rātou wawata i roto i tēnei ao. Ina tū kaha tū kotahi ēnei tauira ki te whakaatu nei te haka ki te whānau o te kāreti o Tangaroa, ka rangatira ai ngā mahi, ngā kaiako, ngā tauira, ngā whānau me te hāpori me ngā tikanga Māori ki tō mātou kura. He tūāpapa hei hutia te marau me ngā tikanga Māori, whakapiki matauranga Māori, ā, ka whakapuaki te kaupapa Māori ki rō kura. Ko nuinga o te kura, ko te ao tūroa me te ao kanorau. He wero , ā, he āheinga hoki. 4% te hunga Māori ki te kura, ā, tokomaha ngā tangata nō Te Moana Nui a Kiwa. ko te wero matua, me pēhea e whakanui i ngā tikanga Māori me ōna āhuatanga ki ngā kākano maha ki rō kura, ā, ki te whakapakari matauranga me ngā tikanga Māori ā tinana, ā wairua, ā hinengaro, ā whanau kotahi. Ko te ngako o ōku whakaaro he wawata ta ku ki te kite i te reo rangatira e pi ata ki roto i te nei hunga o te ka reti o Tangaroa, o Otara wha nui. Ko te whakanui tō mātou ahurea tino rangatiratanga ki roto i te Kāretinā te whakaputanga mai o tēnei haka. Ko te nei ta onga kua whakatu ki te kura. He ta onga i ta kea mai a kui ma a koro ma a o ta tou ma tua tu puna i Hawaiki nui i Hawa.

Session 1: Group 2

An inquiry into the impact of curriculum integration on Year 9 students' agency and engagement in English
Amanda Asher

Evidence suggests that there is some potential for authentic and effective curriculum integration to have a positive impact on students' agency and engagement. However, there are barriers to the success of curriculum integration, particularly in the context of a traditional model of secondary schooling. This project aims to analyse the impact of a small scale curriculum integration unit in my Year 9 English class inside the context of a larger, more traditional model of secondary school. The findings suggest that curriculum integration improved Year 9 students' ability to make connections between English and their other subjects, as well as to start making more connections to their own lives and prior knowledge. However, the results about the impact of curriculum integration on their agency and engagement are inconclusive and further investigation would be beneficial.

An inquiry into the impact of Culturally Responsive Support Programmes for Pasifika in a Decile 4 Auckland Secondary School.
Liziana Fa'asolo

It is well recited in Education literature that students are more engaged when they can consistently 'see themselves' in their learning and everyday schooling is a true reflection of their realities. According to *Pulotu-Endemann,* 'Culture is the shelter for life' - a critical component to identity, wellbeing and meaningful success for Pasifika people in Aotearoa New Zealand's Education system (*Pulotu-Endemann,* 2009). In conjunction with culturally-responsive pedagogy by teachers, this can be realised through schools and institutions, at all levels of education, offering culturally-authentic support and co-curricular opportunities for Pasifika students to become more engaged, promote equity and take positive steps towards reversing harmful effects of negative stereotyping on Pasifika students' own internalised perceptions of cultural identity and ensuring a sense of Whanaungatanga and Hauora. This report contains supporting research and findings from my research-based leadership project which focused on the value of an equity-based support programme for Pasifika students within my school setting.

Collaborative Kete: Fostering Digital Technologies Agency
Jessica Petersen

As of 2020, all schools and Kura in Aotearoa New Zealand are expected to teach digital technologies as part of their core curriculum. Our digital world is rapidly expanding and in order to be successful in this space, our rangatahi (youth) need to be capable of both using and creating digital tools. Inequality of access to resources in this area, however, has left some of our nation's schools woefully underprepared to meet these new requirements. This project seeks to support secondary-school teachers of different subject-speciality areas to authentically integrate computational thinking concepts into their regular teaching practice. This was accomplished through a series of workshops and exploration phases, with a focus on critically reflective practice and ako (reciprocal learning). Questionnaires and observation were used to understand changes in teacher confidence in the areas of understanding, lesson design, and ability to give feedback in relation to computational thinking principles. Results of this research have shown that supporting teachers to learn and apply computational thinking in their classrooms positively impacts their agency in developing high-quality lessons that are aligned with digital technologies curriculum. The finding from this project are intended to support other schools in Aotearoa New Zealand to develop their own frameworks of professional development in this area.

How does student voice impact learner agency?
Laurence Earl (Laz)

This paper documents the research project which took a deeper look into how learner agency can be developed and grown using a practice student voice framework, which looks to encourage curiosity and solution-focused problem-solving. The author collated, collected and analysed both qualitative and quantitative data throughout the duration of the project. The paper seeks to answer the question of how does student voice impact learner agency? It is hoped this paper can be used as a guide to help other design and create other student voice frameworks.

The Kāinga Project
To'asivili Telea

This research started from looking at what leadership qualities would a house system have impacted on students. It went further than that as the journey of the house system turns into what a home may look like for students in school. Through the relevance of using Te Reo Māori names for the Kāinga and realising the importance of creating safe spaces for

students to not only survive college, but to thrive. The Kāinga project uses a qualitative method in data in which we realise that the Kāinga project is so much more than the house system that students want and need, it is a home. This research shows and understands what it means to be able to create leaders and facilitate the qualities of leaders we need to be able to create safe spaces.

Student Agency, Self-Efficacy and Mindset in Mathematics
Stacey Managh

This project looks to understand the impacts of supporting students to become agentic learners and what this means for their confidence, self-efficacy, mindset in mathematics and learning outcomes. This takes place in a NCEA level 1 maths class of 15-16 year olds in South Auckland, New Zealand. Interventions were put in place to support students and data collected in the form of surveys, group interviews and other holistic judgements. The findings of this research suggest that enhancing student agency can have positive impacts on noncognitive skills such as self-efficacy, metacognition, self-concept and confidence, however these impacts are greater for learners who are already highly agentic.

Session 1: Group 3

Self- Management and Collaborative Problem-Solving in the Classroom
Avi Dukor-Jones

This report will discuss the importance of collaboration and restorative practises in classroom behaviour management. The current problem in many mainstream schools is that disciplinary procedures and behaviour management systems often default to punitive measures rather than restorative practises that intend to restore the relationship and provide students and teachers with a model to restore harmony and avoid disciplinary action. There is inherent educational inequality and societal injustice at the core of such punitive processes as students from minority groups are more often singled out for behaviour because their ways of interacting differ from dominant, usually white, middle-class notions of what constitutes accepted relationship practice. In New Zealand, Maori students are three-and-a-half times more likely to be suspended than European/Pakeha students for failing to demonstrate positive behaviours. Difference from societal and organizational notions of what constitutes 'normal' is the driving force of practises of exclusion. By researching restorative justice models and collaborative problem-solving techniques, the purpose of this research was to apply elements of the traditional Maori hui whakatika to create a reflection and collaborative problem solving template for teachers and students to use in the classroom when faced with disruptive behaviour. Results showed that when students were given an opportunity to engage in conversation and explain the reasons behind their behaviour, and were allowed the time to deescalate and reflect, rather than react, they were able to understand their own behaviour and how it affected others. By collaborating with their teacher, they often felt heard and the behaviour didn't result in disciplinary action. However, the results also showed that teachers must have a relationship with their students already if collaboration and restoration is to be effective at all. The collaborative problem-solving process in many cases was ineffective when there was no positive foundation to build from.

The Use of Mindfulness as a Tool for Reducing Mathematics Anxiety
Angela Yen

Mathematics anxiety has a negative effect on mathematics achievement and mental wellbeing. It presents as an inhibiting emotion for students while learning and practicing mathematics. Youth from low socio-economic regions in New Zealand also tend to have a lower percentage of achieving NCEA level 1 numeracy and a higher risk of developing mental illness. This study introduces a mindfulness project to a level 1 mathematics class in a South Auckland school. Questionnaires, achievement tracking, observations and dialogical

tools were used to collect data. The findings of the study suggest that regular mindfulness practice creates a sense of calm and relaxation in students, constructs an inclusive and safe classroom environment and improves attention, focus and numeracy achievement. The conclusion can be drawn that mindfulness as a tool is effective for reducing mathematics anxiety in students and thus, improve achievement and mental wellbeing.

Arts Excellence: Building Bridges With the Local Community
Dominic Schryvers

This project set out to answer the question, "How could an Arts Excellence Festival contribute towards developing the beginnings of a connection between a school and its local community?" The project took place in a decile two, state-integrated special character school in the heart of one of Auckland's most affluent suburbs. It argues that a strategy which draws on the shared strengths of the school and its local community will build a foundation for developing community. Transformational leadership methodology in relation to collaboration is shown to be important for fostering a self-sustaining culture of artistic endeavour which will benefit the school both academically and socially. This project argues that an Arts Excellence Festival equipped students for the academic and social pressures of a diversifying school in a gentrifying neighbourhood.

Social-Emotional Learning and Streaming addressing the impacts of streaming on neurodiverse youth
Emma Thompson

Separating students based on curriculum level (streaming) is common practice in secondary schools, both in Aotearoa and internationally. This has shown to have profound impacts on students' wellbeing. The purpose of this research was to explore whether the explicit teaching of socio-emotional skills could be used to address the effects of streaming on sixteen Year-11 students in a secondary-school in Tāmaki Makaurau, Aotearoa. I was particularly interested in how a growth-mindset approach could be used to enhance the self-efficacy of students who had previously been streamed into the 'Learning Assistance' class. Over the course of three school terms, students engaged with a socio-emotional learning program to develop self-awareness and social-awareness, with a particular emphasis on growth-mindset. A mixed-methods qualitative approach was used to explore the impact of learning. Overall, students showed an increase on attitudes to growth-mindset and more positive attitudes towards the class. Crucially, there seemed to be an interaction

between streaming and mindset on the impact of learning. Results are discussed in the context of equity for neurodiverse students.

The Development of a Kaitiaki Program that Promotes Critical Thinking Skills in Science
Sarah Wilson

This report will explore and discuss how the implementation of a Kaitiakitanga project with the aim of understanding environmental sustainability will affect students' critical thinking. The problem investigated is the apparent lack of critical thinking skills in some students, as these skills are not being taught and developed in the junior year of science to the extent they require to reach academic success in senior years. The development of critical thinking is not isolated to the sciences, developing critical thinking skills is at the center of high levels of success in NCEA. The inquiry based research consisted of critical thinking assessment proceeding and succeeding the Kaitiakitanga project. This project took the form of monitoring and comparing local Auckland waterways and comparing results between two sites, with the long-term goal of disseminating data through community based work. The major trends seen in the development of critical thinking saw an increase from 19.25% to 36.75% in long answer questions when using thematic analysis of critical thinking when applied to the framework of Bloom's taxonomy. In multi-choice questions there was an increase of answers that require critical thinking from 80% to 86%. Throughout the report, the limitations of the critical thinking tests are explored however, the combination of long and short answer questions attempted to mitigate against these constraints. Overall, the Kaitiakitanga project appeared to assist in the development of critical thinking across the five-week period however, outside influences may have also contributed to this development.

On The Level - a practice-based research project
Mitchell Clark

Assessment, while a valuable technique
For cultivating efficacy's bloom,
 When tainted, paints a picture dark and bleak
Of scientific progress—we assume.
I carried out a full evaluation;
Our practice doesn't live up to the hype
But staff suggestions and collaboration
Developed equitable prototypes:

It's feedback and reflection that supports Robust inquiry in particular;
By leading from the middle, one resorts
To making contexts cross-curricular!
Through stories told and worries cast aside,
Let's spread these innovations REWA-wide.

Session 2: Group 1

What is the impact of implementing different strategies to challenge and engage all learners in mathematics taught in modern learning environments?
Alice Todhunter

Within modern learning environments (MLE's) there is a need for a range of strategies to allow for effective mathematics learning. This report focuses on different strategies to challenge and engage the range of students present within an MLE. It investigates two particular strategies to group students, and one strategy for students to self manage their learning. The grouping strategies were flexible curriculum level groups determined by a pre-test and overall teacher judgement, and a student choice 'choose your level of challenge' activity. It also investigates student's learning through the online platform 'Education Perfect'. Results were collected by comparing pre and post algebra test scores, conducting a mid and end of topic survey and an end of topic focus group. Overall it finds students are more engaged working within smaller groups within these MLE's to learn new math skills and having different levels of work to choose from. It also finds that grouping students based on curriculum level within a mixed classroom in an MLE only benefits the top curriculum level and is detrimental to the students at a lower curriculum level. Overall it shows there is a need to continue to investigate strategies for students to learn mathematics in large classrooms with multiple teachers.

Principles of Project-Based Learning and Self-Organised Learning Environments supporting student agency
Collaboration: Stacey Chan and Melissa Stevenson

How can the principles of Project-Based Learning and Self-Organised Learning Environments support students to develop agency over their learning and what impact will this have?
Stacey Chan

This project provides insights on how to implement innovative pedagogical approaches within a traditional high school environment. Critical implications can be gleaned from the voices of students by redefining success. In addressing factors that contribute to students' lack of intrinsic motivation to learn, as well as the inequities that exist as a result of a eurocentric education system, this research project demonstrates that providing students with more agency over their learning supports the development of 21st Century skills and plays a significant role in increasing self-efficacy.

How can principles of a Self Organised Learning Environment (SOLE) and Project-Based Learning (PBL) support my Year 10 students to have agency over their learning and to increase their overall engagement?
Melissa Stevenson

This project provides insights into how innovative pedagogical approaches can be implemented within a traditional high school environment. Challenges of student lack of internal motivation and inequity within a eurocentric education system were addressed by supporting student agency through the implementation of principles of project based learning and self-managed learning environments. Student voice and observations revealed that the implementation of these principles increased student agency, self-management, ownership of learning and engagement.

Increasing Pasifika academic achievement in science through scientific literacy.
Thelma Henry

Pasifika learners in New Zealand are underachieving in science. This research report focuses on how scientific literacy can impact the academic achievement of Pasifika students in science. In particular, the implementation of this initiative was on Pasifika students in a year 11 Medical science academy class. The MTEL Teacher Inquiry Framework was used to structure and carry out this research project. A focus group and class surveys were used to inform the decisions made. Through collaboration with experienced colleagues, literacy activities were selected to improve Pasifika learning in science. The results of this study have shown that there was a positive feedback relationship between the improvement in literacy skills and student confidence. As their proficiency in paraphrasing improved, their confidence increased, which further accelerated their development in scientific literacy. The impact of this was that the grades obtained by the Pasifika students had risen. For future reference, this initiative should be implemented over several classes to increase the sample size — furthermore, more research on the relationship between scientific literacy and Pasifika achievement in science is needed.

Māramatanga
Laurel Stone

This project investigates how will sourcing, refining and developing pedagogically sound resources (activities and tasks) and their implementation have an effect on year nine students engagement levels? This project is an act of social justice to tackle education inequality and the low numeracy levels achieved by as much as half the New Zealand adult population. The

project was conducted with classes of year nine students. Project lessons were created collaboratively using resources that were thought to be engaging to students and using proven pedagogy to implement. Students were surveyed before and after the project and after each lesson to establish their levels of engagement. A focus group was used to further understand what students found engaging. The results showed that although the resources are a contributing factor in engagement, perhaps to an even greater extent the variety of tasks and the relationship with the teacher are more influential. Students also clearly showed a preference for activities that are competitive in nature, and possible future research could look at the factors that are essential in the relationship between student and teacher.

Investigating information seeking behaviour and critical thinking in senior high school biology students.
Ethan (Yisheng) Yang

In an era of rapid information and change, the traditional teaching approach and standardisation of tests are becoming more insufficient to prepare students for their lives beyond the classroom. Of particular importance, students' ability to research and think critically in a digital age where the quantity of information available can make it hard to identify accurate materials and trustworthy sources, will have relevance to a students' life beyond school. Developing research and critical thinking skills is paramount for effective communication, reasoning and problem-solving abilities, participation in a democratic society, and make informed judgements about their lives and communities.

This report instigates the behaviours of senior biology students when conducting research coupled with the development of teaching practice with a constructivist foundation to develop critical thinking skills when searching for sources of information. Findings show that when faced with research tasks, students show a range of behaviours in line with previous literature, largely centred around the use of search engines, but with little understanding of how to best use them. Adopting a constructivist approach for teaching made some notable changes to students' critical thinking ability and seeking behaviours. To further iterate and continue developing critical thinking in my context, assessment for learning needs to be applied rather than the assessment of learning. This will better reflect real-world learning and mirror the constructivist approach to learning.

Session 2: Group 2

Structuring of the Prefect Leadership System to Foster Agency and Ownership Skills in Preparation for Post-School Life.
Tayla Brown

Student leadership is a tool used in many schools to give students the opportunity to enhance their leadership however, the skills are dependent on the program itself. The aim of this project was to investigate how the implementation of a reliable and coordinated prefect system supports the development of students' ownership and agentic skills in preparation for post-school in a small, low decile, South Auckland school context. I used an inquiry spiral methodology incorporating the Pacific methodology, Talanoa throughout this project. Mixed method data was collected and analysed using the research questions as a framework. Data was collected both pre and post-implementation of the prefect system. In this context, results supported the development of communication skills, shared student-teacher responsibility, initiative in completing tasks, and the indirect development of this skill in other students, however, data showed only slight changes. Further research could be done using the same participants for pre and post implementation data collection without mid-point statements as well as tracking changes over a longer period of time to see more conclusive findings.

Weaving together elements of teaching to promote success for our Māori learners and understand what success looks like to Māori
Teresa Tolua

This project focuses on different elements of teaching that can be woven together into a knowledge kete that promotes success for Māori learners. Success within the education system revolves around academic achievement and suits learners who have adapted to the Western ways of learning. Therefore, the success of our Māori learners has been identified as an area that needs to be fixed. This project aims to explore different ways educators can adapt their teaching practice to promote Māori success as well discover what Māori success looks like to Māori. From this point we can focus on lifting Māori success and not grades. It is not Māori success that needs to be fixed, but our education system.

TO'AGA
Sam Crichton

To'aga is the Samoan principle which means to commit, to strive or persevere and apply. Ideas conveyed by this principle are to hearten and encourage an individual to strive for success regardless of what medium or platform they're working in. The key is to understand that the struggle(s) an individual may experience throughout their journey to achieve success should be endured and expected as part of the learning and growing process. The main objective of my leadership initiative was to answer my inquiry: 'Why do students (specifically Pasifika) behave a certain way, which is seemingly more respectful in church, family and cultural spaces, and then are completely different within the classroom?'. These behavioural issues produce a barrier that hinders their learning, but also the learning of others around them, as well as the teacher's ability to teach and support their learning. particularly in low level or learning assistance classes. By finding an answer or a range of possible answers to my research question, I believe it would also help to initiate metacognitive conversations with students to also counter behavioural issues within the classroom.

Student journaling and collaborative test revision for developing metacognition in Junior High School science.
Nathaniel Burbery

There is a body of literature showing an achievement gap exists between science students, based on cultural preferences and different learning styles. The development of metacognitive skills has been linked to improved learning, particularly for students who have struggled more in an academic environment. These skills may empower students with the capacity to self-determine gaps in understanding and set goals for the 'next steps for learning.' It was hoped that by providing opportunities to complete structured reflection tasks in a project-based revision assignment, students would achieve improved results and become more confident, self-regulated learners.

The project was assigned to Year 9 Science students, and involved making a creative revision resource to present to their classmates. They were tasked with reflecting on how and what they had learned, which they were to record in a short journal at the back of their workbooks. Two lessons were set aside for 5-minute student presentations of their revision projects (eg. Poster, Kahoot! Quiz, PowerPoint), to help the rest of the class revise for their tests.

The project had mixed results, with a mild 5.4% reduction in test performance compared with the average outcome from all prior topics (based on test grading scale from 0-8); however improved results for the project mark for certain students. This was particularly true for Māori and Pasifika learners, who displayed a flair for the presentation and/or wrote up

comprehensive journals. However, the extremely low completion of the required "6 entries or more" in journals and general lack of any display of critical self-insight suggests low effectiveness of the student journals for developing metacognition. Upon inspection of their workbooks, an additional observation was a slight reduction in quality of course notes and less emphasis on taught content (with slightly more emphasis placed on topics researched at home). Linked with slightly reduced test results, this could suggest that more emphasis on real-time learning and lesson-specific, teacher-instructed reflective tasks may be a superior approach to achieving improved academic outcomes for learners.

Designing assessments aligned to the New Zealand curriculum key competencies
Xavier Manetto

The aim of this inquiry project is to apply research on alignment to an iterative assessment design process to ensure assessment practices reflect the key competencies of the New Zealand curriculum while being responsive to learner needs. New assessments stand as substitutes to preexisting year 10 assessments for a single top-stream class. In total there are 5 assessments corresponding to algebra, measurement (for which there are 2), statistics and trigonometry. Each assessment is evaluated through learner feedback surveys and further analysis in relation to Webb's alignment model. Impacts of this inquiry include improved ownership of learning for students, greater engagement with Māori learners over learning strategies and promoting responsive assessment design processes to the school mathematics department.

Laying the groundwork for social change through philosophy
Nicholas Parkin

In order for social injustice and educational inequality to be addressed, historically excluded communities must be enfranchised to allow them to make meaningful and positive change in their own lives. This project works towards developing students' critical thinking and analysis skills, to help them understand, evaluate, and address social injustice and inequality in their world. It argues that philosophy should be taught in New Zealand schools to develop the skills and knowledge required for change. Informed, empowered, and motivated students can lead future pushes for social justice and equality.

Session 2: Group 3

Kura Hautū - School of Leaders
Arihana Hakiwai

He tuhinga roa tēnei e pā ana ki te Hautūtanga i roto i tētahi kāreti. Ko te Kura Hautū te rōpū i whakamātauria ki ētahi akoranga kia kite mēnā he ara hei whakapūawai i ngā rangatira Māori o āpōpō. Ko te ingoa Kura Hautū nō ngā kupu Kura arā te wāhi ako me te kupu anō mō te taonga, me te kupu hautū mō te mahi. I whakamahia te tukanga kaupapa Māori hei ara rangahau, ā, ko ngā kura huna i puta ko te whangaia ki ngā tauira Māori ētahi whiwhinga e kite ai mātou ngā pūkenga hautū, he arotake he aha rā te manukura me te angitūtanga, he whakatauiratia te whakahirahiratanga o te reo me nga tikanga Māori, ngā kaupapa Māori me ngā tauira Māori. Ki tā tētahi o ngā tauira, 'If there were more Māori student leaders, I would strive to be like them'. Nō reira, he rangahau tēnei e ngana ana ki te tautoko i ngā tauira Māori kia eke ki ngā tūranga manukura. Ia wiki i tū ngā akoranga Kura Hautū, i reira ka ako, ka wānanga, ka kōrero, ka rangahau i ngā āhuatanga o tēnei mea te hautū. Ko te whāinga matua, kia poipoia ēnei tauira, kia akiaki, kia ako, kia tū rātou hei manukura o te kura ā tōna wā, kia kawe hoki rātou i ēnei pūkenga ki roto i ā rātou mahi katoa i ō rātou anamata. Ko te wawata mō te kaupapa nei kia puāwai ngā āhuatanga o te hautū ki roto i ngā tauira Māori i te kāreti, kia whiwhi hoki rātou i ngā āheinga hautū.

Ko ngā whāinga:-

- kia piki ngā mōhiotanga mō te hautūtanga i te kura.
- kia mōhio ngā tauira nei me pēhea e tū ai hei manukura o te kura.
- kia tū rangatira ēnei tauira Māori.

Whakamana i te tuakaha tauira Māori mā te mahi tahi ki te hapori
Empowering Māori student leadership through community engagement
Hīkoi Reo Māori- Whangārei
Moana-Aroha Henry

Ka tū ahau ki runga o Tahunakura ka titiro whakararo ki te moana o Whangārei, Terenga Parāoa, ki ngā poitō o te kupenga o Toi Te Huatahi. Ki te tupuna maunga a Manaia e tū kōhatu mai ana i te ākau. Ko te tīmatanga o Te Whare Tapu o Ngāpuhi. Ka titiro whakaroto ki te maunga o Parihaka, te pā o ngā mātua tūpuna, ki ngā wai o Waiarohia, ki te whare huihuinga o Rau Aroha ki te kura taitamawahine o Whangārei. Tau, tau, tau ana e.

'Ka puta mai i te kopu o te whenua, He kumara he tangata' 'From whence grew the kumara and the people'
Teina Wells-Smith

Underpinned by an Educational Leadership Framework that draws on tribal oral literature around the pūrākau of 'he kūmara he tangata' from Ngāti Hine, and viewed through a Kaupapa Māori lens, I lead a project that involved running workshops with students that offered them opportunities to learn from Māori scientists. It began with gathering a group of Māori students from the year 9 and 10 classes, and a few seniors (years 11-13). Holding workshops throughout the term where we had guest speakers come in and share their mahi and experiences as Māori scientists. I tried to find as many as possible that were also utilising mātauranga Māori in their mahi. The speakers were informed about the aim of the project and all said they aligned strongly with this kaupapa. Much like I was inspired by the stories of my tupuna and my whanau, I want to show them possibilities they have when it comes to science and the presenters wanted to take part in changing their way of thinking.

The project gathered student voice to identify whether the boys participating in these workshops were more likely to choose to take senior science. By gathering data both before and after the workshop it was clear that this intervention had a positive impact on whether they thought they would choose science in coming years and grew a curiosity.

Tōku reo, tōku mana motuhake
Herena Te Wano

Te Pōrere o Ngātoroirangi provides both a physical and symbolic backdrop to my Teaching as Inquiry project, "What is Mana Motuhake teaching practice?" In my report, "Tōku reo, tōku mana motuhake", I will provide insights into my experience as a te reo Māori teacher at a Māori immersion, iwi-based kura, and how this contributes to enhancing the mana motuhake of our uri, our school community, our whānau, hapū and iwi. From this perspective, I will discuss what I have learnt about leadership, collaboration and equity through education. Ethical issues, relevant teaching inquiry and clear plans to address, mitigate and manage these will be identified as they arise within my account.

My report begins by setting the scene, through a recount of my attendance and reflections on the recent commemorations held at Te Pōrere o Ngātoroirangi. I will then explain my research approach framed against the journey of Ngātoroirangi to Aotearoa. This provides the platform to introduce my research methods that consisted of two different surveys carried out across two different target groups. The first survey focuses on my Level Two Reo Māori students and their self-evaluation of their reo competency after two years of learning te reo Māori. The second survey, "Tōku reo, tōku mana motuhake", gathers public opinion on Mana Motuhake and te reo Māori. My goal is to use these findings to help evaluate the

effectiveness of my NCEA Te Reo Māori programme and teaching practice in relation to enhancing the Mana Motuhake of our uri, our kura, whānau, hapū and iwi.

He Waka Reo Mō Ngā Rangatahi o Paeora
Taylor Wanakore

He rautaki whakarauora reo 'He Waka Reo Mō Ngā Rangatahi o Paeroa 2019-2029' kua whakaritea mai mā ngā tauira. Mā ngā kaiako, mā te Poari Matua, mā ngā whānau, mā ngā hapū, mā ngā iwi hoki o Te Kāreti ngā tauira e tautāwhi.

Tōna 244 tauira e kuraina ana ki te kāreti i tēnei tau. Tōna 116 tauira, he Māori. Nā reira, tōna 50% o ngā tauira katoa he Māori. Tōna 17% tauira anake e whaiwhai ana i te reo Māori hei kaupapa ako mā rātou. Ahakoa ko Te Reo Māori tētahi reo kua whamanahia i te motu nei, kāore i te tino rangona, kāore i te kaha kōrerotia ki te kāreti.

E rere pai ai te waka reo nei me tana whakarauora reo i te kura kua whakaritea mai ētahi rerenga rautaki. Ko tētahi o ngā tino rerenga rautaki, ko te kapa haka. Kua 20 tau tēnei mahi rangatira e moe ana i te kura. Ka wheakotia hoki e ngā tauira katoa, Māori mai, Tauiwi mai, ngā mahi Māori i runga marae, i te kura hoki. Kei te roanga o tēnei tuhinga ngā whakamahuki katoa o te rautaki nei.

Kauria ngā kare-ā-roto - Wade amongst the ripples within
Ko te kapahaka hei kauwaka o ngā kare-ā-roto
Kapahaka as a medium for emotion - raising emotional intelligence
Taylor Ruwhiu

Throughout my life I have been exposed to multiple hobbies and passions, yet none have come close to, or endured as long as kapahaka. Kapahaka for me was the leading reason as to why I pursued te reo Māori, having been raised with minimal capabilities in te reo Māori. My ambition was to be a great composer and so in 2010 I enrolled in a tertiary level, one year, total immersion Māori course, which then led to further tertiary studies where I was able to complete a Bachelor of Arts majoring in te reo Māori. Kapahaka has shown me pathways and has opened doorways in regards to my involvement in the education sector. After finishing school in 2009 I was asked to return and teach a haka (war/posture dance) to the 1st XV Rugby team, of which the deputy principal was one of the coaches. He observed my lesson and noted that I had a natural ability for teaching, which was in a kapahaka context, and I was offered my first teaching position, and it was from here that I was encouraged to pursue my teaching qualifications. For these reasons, plus many more, I am well aware of the

potential that kapahaka possesses and the possibility for transforming our people, and especially our youth who have taken a major liking and keenness to kapahaka, and also the doors that can be opened, not just physically but mentally and spiritually. This has led me to this research project that is based around an amalgamation of kapahaka, and something of a personal interest of mine which is emotional intelligence, focussing specifically on youth, by using kapahaka as the vehicle to teach and enlighten our students at Pukemiro, and raise their awareness around emotional intelligence.