

“She says that I’m good at reading.”

A Case Study of Engaged Māori Beginning Readers

By

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Abstract

The impetus and reason for this study has been a desire to discover and capture the 'spark' that causes Māori children specifically, to have a love of reading, to be enthusiastic about reading and, in turn to be confident and competent beginning readers. Research in Maori education often focuses on problems of student underachievement. This study by contrast has aimed to highlight aspects of positive practice by recording the learning behaviours of a group of Maori children across two low decile primary schools, who are not only engaged in the beginning approach to reading but who are clearly motivated by and enjoying the process.

This study explores the reasons why Māori children are engaged and motivated beginning readers and aims to see if it is possible to capture any of these attributes in order to support other Māori learners in becoming successful readers. The value of this research is in its potential to contribute to frameworks or initiatives that support Māori children achieving well, in this case, in the area of literacy.

This study is a qualitative research under the tradition of a case study inquiry and is embedded within a Kaupapa Māori paradigm. A total of 17 participants (two literacy advisers, two teachers, six children and seven parents) were interviewed using flexibly structured interviews. The interviews were transcribed and analysed through themes that came from the data itself. Common themes from each participant group allowed for analysis in relation to the key research questions: What is the spark that causes Māori children to have a 'love of reading? What does this spark look like? What sparks Māori children into enjoying reading? And what are the factors and influences that contribute to reading engagement and motivation for Māori children? Classroom observations and

video filming were also methods of data gathering in order to gain full and deep contexts of descriptive data of the children and teachers in their natural everyday classroom environment.

The six children observed in this study were strongly engaged in classroom reading contexts and motivated to read. Both teachers and parents had a firm but relaxed approach to the reading experience. Strong and supportive home-school relationships with open communication were evident. Māori tikanga (practice) was incorporated naturally into planning. Teacher planning and practice was in line with best evidence for effective literacy practice. The practice of the two Pakeha teachers was in many ways consonant with Maori pedagogical approaches and this gave support to the children as Māori learners. The observations and interviews showed beginning readers who were comfortable and relaxed in their learning. They were making clear progress in reading, and approaching national norms in achievement.

The 'spark' that leads children to be highly motivated readers, concentrating on reading tasks and clearly loving the process of learning to read is an intangible quality, hard to measure in practice. But high levels of concentration, enjoyment of reading, and a desire to learn can be observed and recorded. All these things were seen in this study. It is possible to nurture and grow the enthusiasm, engagement and motivation that these children have if teachers demonstrate open hearts and minds in wanting to know their learners. The 'spark' or motivation in this study was also nurtured through the interconnected relationships the children had with their teachers and families and the effective teaching and learning practices displayed by the teachers. Using te reo (language) and tikanga Māori as a 'normal' part of daily practice contributed to the holistic wellbeing of the Māori children in this study, alongside strong home-school relationships. The combination of good teaching practice, good relationships and a firm

but relaxed approach provides a model in action for success in supporting Maori children's beginning reading.

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*My success should not be bestowed onto me alone,
as it was not individual success but success of a collective*

Table of Contents

Abstract.....	2
Acknowledgments: Mihi Whakahirahira.....	5
Table of Contents.....	7
List of Tables.....	8
CHAPTER 1 Introduction.....	9
CHAPTER 2 Review of Literature.....	19
CHAPTER 3 Methodology.....	49
CHAPTER 4 Findings.....	63
4.1 Introduction.....	63
4.2 Literacy advisers: “Let them be like sharks feeding around reading”	64
4.3 Teachers: “You want them to just love looking at books”	71
4.4 Children: “Yep I like reading because it help me learned how to read”	95
4.5 Whanau: “Even if we’re tired and our kids ask us, can we read this book or can you read with me, it should always be yes”	99
CHAPTER 5 Discussion.....	110
CHAPTER 6 Conclusion.....	127
References.....	131
Appendices.....	137

List of Tables

Table 4.3.2a: Reading timetables for teachers in the study.....	72
Table 4.6.1: Children’s Data March & July 2011.....	106
Table 4.6.2: Children’s Data November 2011.....	107
Table 4.6.3: National Standards, Reading: Years 1-3.....	107

Chapter One

INTRODUCTION

The impetus and reason for this study has been a desire to discover and capture the ‘spark’ that causes Māori children to have a love of reading, to be enthusiastic about reading and, in turn to be confident and competent beginning readers.

In my observations as a practising teacher I have seen the motivation and enthusiasm evident amongst Maori children being taught in the media of both English and Te Reo Māori. I know that they can be successful beginning readers.

This study supported anecdotal evidence from practice with empirical evidence of early reading success in Maori children through observation, interviews and data collection. It sought to find some of the factors and influences that contribute to this engagement and motivation.

1.1 Purpose

There is much concern in education circles in New Zealand about the underachievement of Maori children at all stages of the education system. The beginning years of reading lay the foundation of success for all education and some research studies and reports point to the underachievement of Māori children in the early years of school as part of a wider pattern of underachievement. For example results from the National Education Monitoring Project; (Crooks, Smith and Flockton (2008) showed Māori achievement lower in most reading assessment tasks.

Researchers such as Hook (2006) have discussed the way our New Zealand educational system dissociates Māori culture from education resulting in both the degradation of Māori culture and the disengagement of Māori students from education.

But there is a danger that a focus on the negative leads to a deficit approach to the problem. This research study by contrast aimed to accentuate the positive by recording the learning behaviours of Maori students who were not only engaged in the beginning approach to reading but were clearly motivated by and enjoying the process. Through interviews with literacy advisers, teachers, children and their parents and classroom observations, this study sought to uncover some of the factors in teaching approaches and whānau support that underpin this motivation.

The study selected and observed a group of Maori beginning readers who had started their journey of reading and demonstrated both engagement with and enjoyment of reading. Their teachers (who were both Pākehā) had also demonstrated their ability to develop this kind of engagement and motivation.

The aim of this research approach has been to provide one snapshot of successful practice in the field, a snapshot that may in the future provide some useful insights for other teachers in New Zealand schools attempting to develop reading success among Māori children.

The approach taken by this study is in line with that indicated by *Ka Hikitia-Managing for Success: The Māori Education Strategy 2008-2012*. (Ministry of Education (MoE), 2008), where a 'Māori potential approach' is discussed that involves "a move away from a focus on deficit, problems, failure... to a focus on making the most of opportunities for success" (p. 11).

Other research that takes an affirmative approach includes McRae, Macfarlane, Webber and Cookson-Cox (2008) who carried out a study which investigated Māori secondary

school students experiencing success. The study actively shifted the emphasis from deficit thinking to an emphasis that highlighted the positives in Māori achievement. Similarly, Rau (2001) in her literacy study within Māori medium schools argues for research to 'illuminate' Māori achievement rather than have a focus on underachievement.

The research by Rubie-Davies, Hattie and Hamilton (2006) explored differences in teachers' expectations and judgements among diverse students in a New Zealand setting. They found teachers' had higher expectations than actual achievement for all ethnic groups other than Māori, and maintained the same expectations for Māori children throughout the year which was attributed to the students' limited progress. They maintain the importance of having high expectation for all students.

The international study carried out by Unrau and Schlackman (2006) in a study of middle school students, found a significant decrease over time for both intrinsic and extrinsic motivation to read. If this is the case, it is of particular importance and relevance that Māori children have the best possible start to advance their learning success.

1.2 Research Aims

This particular research aimed to paint an holistic picture of what successful engagement and achievement with reading looks like for a small sample of six Year 0-2 Māori children across two primary schools. In gathering information from two teachers, the children's parents, two literacy advisers and the children themselves, the emerging picture shows the things that drive and encourage this group of Māori children in their reading enthusiasm, ability and achievement.

As this study has a focus on Māori children's engagement and motivation of reading in English, the criterion for choosing the schools is based on the number of Māori children entering school at Year 0 within a mainstream setting. Detailed information on the participants involved in this study is discussed in more detail under 'Methodology'. The key questions provide a means to explore the motivating factors that might explain a child's desire to read and have a love of reading.

1.3 Key Questions

- 1. What is the spark that causes Māori children to have a 'love of reading'? What does this spark look like?*
- 2. What sparks Māori children into enjoying reading?*
- 3. What are the factors and influences that contribute to reading engagement and motivation for Māori children?*

1.4 Sub-questions

The sub-questions have been a guiding framework that has supported the development of interview questions and served as a basis for creating the observation tool.

1. What are key factors that contribute to motivation of the students in this study?
2. What does motivation in reading look like for the Māori children in this study?
3. What factors in teacher pedagogy, planning and practice, classroom delivery and climate, and monitoring of progress can be identified as contributing to reading success? Do these resonate for the Māori child?
4. What factors in the wider background to reading, family support and home-school relationships, can be identified as contributing to reading success? Are any of these of particular significance for the Māori child?

5. How far can a holistic picture of a successful Māori beginning reader be developed from these observations and interviews?
6. How might the findings of this research be used to benefit the learners involved in the study, or Māori readers generally, in today's schools?

1.5 Rationale

This study is timely in that it explores the reasons why Māori children are engaged and motivated beginning readers and if it is possible to capture any of these attributes in order to support other Māori learners in becoming successful readers. The value of this research is in its potential to contribute to frameworks or initiatives that support Māori children achieving well, in this case, in the area of literacy.

McNaughton (2002) discusses the success of a cohort of Māori & Pacific new entrants engaging in reading. He carried out a study that looked at teacher efficacy, the importance of teachers having high expectations for every child and the need to have a “relentless focus on the success of every child” (p. 205). Through a professional development intervention, the teachers were able to see shifts in the children's reading achievement. His findings indicated that teachers, who have high expectations for their children and a sense of self efficacy, are able to influence the academic achievement of children from diverse cultural backgrounds.

There is a growing body of studies in terms of Māori children and examples are discussed in this section. Bishop, Berryman and Richardson (2002) identify effective teaching and learning strategies in reading and writing within Māori medium settings and McGee and Fraser (2001) discuss core characteristics of effective pedagogy. These

researchers emphasise the need for high expectations, a holistic view of the child and respect based in whanaungatanga (relationships).

Philosophical models have also been developed for Māori pedagogy, including Pere's Te Wheke (1991) and Durie's Whare Tapawha model (Durie 1994, Ministry of Education 1999). Their simple metaphors of the octopus and the house symbolise all the elements of holistic wellbeing that need to be taken into account when education is seen from a Māori perspective. In other words recent research and thinking has focussed on the importance of seeing the child as a whole being in Māori education.

As a result of the inclusion of Māori pedagogy and Māori cultural practices within English medium a number of studies have been undertaken, such as that carried out by Bateman, Macfarlane, Glynn and Cavanagh (2007) in educational settings with high numbers of Māori students. These researchers stress the importance of creating culturally-safe schools and draw on theoretical frameworks from both a life partnership analogy as well as on a socio-cultural perspective. In their professional development study, Tuuta, Bradnam, Hynds, Higgins and Broughton (2004) put forward a cultural framework as a starting point for reframing Māori student experiences in mainstream schools. This research demonstrates that improvements can be made in the environment, context and settings in which Māori and Pākehā interactions occur.

The research conducted by Bishop, Berryman, Tiakiwai and Richardson (2003) in *Te Kotahitanga Phase 1*, saw the development of the Effective Teaching Profile created from student narratives and parent interviews in order to improve educational achievement of Māori students at secondary school level.

Ka Hikitia-Managing for Success: The Māori Education Strategy 2008-2012 (Ministry of Education (MoE), 2008), places an emphasis on the concept of *ako* – highlighting the

effectiveness of a reciprocal teaching and learning relationship between teachers and learners. This research study then follows in a strong current tradition of looking for positive ways to improve practice, and to find approaches that do work well in practice for Māori learners.

While the study does not follow all the elements of an Appreciative Inquiry (AI) framework as discussed by Finegold, Holland and Lingham 2002, it is in tune with the ethos of this research approach, where the starting point is what is already working well. The children observed were selected for the study precisely because they were already engaged and achieving as seen in school entry data, running records and other teacher tools used to monitor reading progress. The enthusiasm, engagement and motivation of the children were then observed through classroom observation and interviews with them. Some of the wider context for this success is captured through observation and interviews with the classroom teachers and interviews with the parents. A slightly wider insight into the literacy strategies used in two specific New Zealand classrooms is provided through interviews with two literacy advisers.

As well as recording and examining conditions that have led to success in beginning reading, this study has also had a further focus on how far the methodologies and approaches used in the classroom, and in home-school relationships, reflect aspects of Māori pedagogy and other approaches already identified as supporting success among Māori children.

1.6 Significance of the Study

It is important in a period of concern about Māori achievement in schools that as much data as possible is available that focuses on conditions for success. A deficit approach to the education of Māori is demoralising both for students approached in this way and

for the teachers who seek to support them. But there is another narrative that can be told. As Hemara (2000) has demonstrated there is a proud history in the acquisition of written literacy among Māori in the 19th century in Aotearoa New Zealand. Studies that demonstrate the conditions for success are invaluable in their own right in redressing deficit thinking and so this study contributes to an important field of data.

By taking an affirmative and holistic approach to the business of beginning reading it has the effect of generating data that would not otherwise become available to practitioners in teaching. The implications of using an affirmative approach are quite subtle. To shift from the view of 'a problem to be solved', to one of 'what already works well and how can we improve on it' immediately places the research in a positive place. My own personal experience confirms that this can raise self-esteem and confidence for Māori because it is framed in a constructive way.

The participants involved in the study have possibly contributed readily to conversations because they can see their contributions could add to the wellbeing and success of all young Māori learning to read and could support their teachers. It is also an affirmation for Māori whānau in expecting the best for their children.

The study adds to research on engagement and motivation in early reading in general, particularly in the area of motivation. There is an important relationship seen between motivation and achievement in reading. Deci and Ryan (1985) who developed the 'Self-Determination Theory', contend that people are motivated to achieve or accomplish something through goal orientated action, which can be self determined or controlled. Baker and Wigfield (1999) in their research of fifth and sixth graders claim that motivation is multifaceted and that children are motivated to read for different reasons and purposes.

The impetus for this study is to capture the factors that cause or create a child's 'love of reading' and the approach of the teacher is an important aspect of this. The document, *Effective Literacy Practice* (Ministry of Education, 2003) states that

an effective teacher connects to each student's interests, experiences and sense of identity, shares a love of reading and writing, and generates excitement and a sense of purpose – all this gives heart to a teacher's practice (p. 22).

The data from this study confirms this thinking in the wider field of motivation in reading. It also shows that Māori pedagogy as part of a teacher's practice, contributes significantly to the motivation of the Māori child in reading.

As already indicated this study supports the approach of the recent Ministry of Education document *Ka Hikitia* which itself argues for taking a positive rather than deficit approach to Māori achievement. It also provides a useful supplement to the Education Review Office evaluation (Education Review Office (ERO) 2009) on reading and writing in Years 1 and 2, which highlights successful practice in literacy in English medium schools.

The importance of establishing positive home-school partnerships to support children's learning and achievement can be seen in the study carried out by Glynn, Berryman, Grace and Glynn (2004) who focused on the success of a home school partnership within a mainstream primary school. This has particular relevance to this study which involves parents and teachers. Their research found that traditional imbalances of power between school and community and teacher and parent roles were addressed by implementing the 'Tatari, Tautoko, Taiawhi' reading tutoring programme, through mutually known cultural contexts.

A study by Baker and Scher (2002) looked at the relationship of parental beliefs and beginning readers' motivation for reading. They found a correlation between parental belief that reading is pleasurable and the child's developing reading skills. They reiterate that "educators should be aware that efforts to promote reading motivation are incomplete unless parents are included in the process" (p. 262).

The Effective Literacy Practice document (Ministry of Education, 2003) states that building strong home-school relationships are important and forms a "network of significant people" (p.160) all with an interest in the child's learning.

This study adds to current research on the conditions for success of Māori children in general. In his article, 'Identity, Access and Māori advancement' Durie (1997, p.45) states that the aim for Māori is "being able to live as Māori, retaining a Māori identity and enjoying ready access to Māori cultural and physical resources, while still being able to participate fully in society, and in the communities of the world." The findings from this study may add a 'drop in the river' of making these aspirations an everyday expectation for and by Māori children.

This thesis is presented in six chapters. Chapter One introduces the study and discusses the significance and rationale for carrying out this research. Chapter Two provides a review of the literature that informs this study about Māori children who are engaged and motivated to read. Chapter Three outlines the methodology as a qualitative research inquiry that uses a case study approach in order to describe and interpret the participants within their natural settings. Chapter Four is a description and analysis of the findings. Chapter Five discusses the findings in relation to the literature and Chapter Six draws together the findings of the study.

Chapter Two

Review of Literature

2.1 Introduction

The inspiration for this study has been a freeze-frame picture in my mind of a group of Year five and six children I taught in a Māori medium class, who were ‘on fire’ with reading. They were totally engrossed and excited as they read through their texts, almost oblivious to anything else. That image has helped me to frame this study in terms of the key questions; what is the spark or motivating factor that causes Māori children to have a ‘love of reading’ and what does it look like? These children were interested and gaining enjoyment from what they were reading.

Guthrie, Hoa, Wigfield. Tonks and Perencevich (2006) describe being captivated by a particular text in a specific situation and with a host of environmental supports, as a moment of situational interest. For me, this example goes beyond a situational point in time but is indicative of intrinsic motivation which Müller (2004) explains is associated with curiosity, exploration, spontaneity, and interest. This observation of the children totally absorbed and enjoying their reading is also consonant with Csikszentmihalyi (1993) and is what he terms as the ‘flow’ theory and is linked to intrinsic motivation. The discussion about intrinsic motivation has led to a further question about what the factors and influences could be, that contribute to reading engagement and motivation for Māori children.

The literature aims to discuss existing material that informs this study about Māori children who are beginning readers, engaged and motivated to read. The literature will demonstrate the importance and timeliness of this study about successful Māori

engagement and intends to provide a framework for investigating the key and sub-questions (Denscombe, 2002).

In her study measuring motivation among Māori, Kidman (2009) discusses how we are constantly bombarded in the media about Maori children failing at school but there are no clear understandings as to why this is happening. Kidman's sentiments mirror my own and this negative focus has been the motivation for my research to consciously highlight the positive, Māori children engaged and motivated in reading, and to uncover conditions that are conducive to this success.

The review of literature will be discussed under four themes in relation to the key questions. The first theme of Māori epistemology, will discuss literature concerned with Māori ways of being that could enlighten our understandings and give pertinent insights into the origins of where the motivation for these Māori children may come from. The second theme, Notions of success will consider literature that highlights success for the Māori children in this study and includes a sub-theme on motivation. The next two themes are concerned with teacher knowledge. The third theme of effective practice for diversity will focus on literature that discusses best practice by teachers in order for children to have optimum conditions that are conducive to their diverse needs and includes a sub-theme on cultural responsiveness. The fourth theme examines the features of effective literacy practice in relation to the unique needs of each child.

2.2 Māori epistemology

Māori have a distinct way of being and knowing in the world. Much of the literature about nurturing the whole being is about epistemology in relation to tribal knowledge and to learning in te reo Māori. Williams and Henare (2009) describe the Māori world as holistic and that it encompasses the cosmos. They say

A feature of Māori philosophy and knowledge is the inter-connectedness of transcendental and phenomenological levels of understanding. It reflects a holistic and vitalistic view of the world (p.3).

Māori writers and researchers often frame their discussion with Māori traditional knowledge. Respected elder and emeritus professor, Ranginui Walker (2004), talks about Māori epistemology as knowledge that originates from the gods. Tane in his search for enlightenment separated his parents Ranginui and Papatūānuku and brought te ao marama, the world of light into being. Tane's inquisitive nature as the progenitor of research pursuits, ascended into the highest levels of heaven in search of the three baskets of knowledge, showing the importance of knowledge. Tane was obligated to share this knowledge and scattered it upon the earth for human beings to discover and use for their spiritual, social, physical and psychological wellbeing.

A main aspect underpinning the search for knowledge for Māori is that it should be of benefit to humankind. Hopa, Paulin, Taitoko, Apiti, Maniapoto and Meredith (2005) make the point that Māori scholars of today have the same obligations to disseminate knowledge that benefits the people. Penetito and Sanga (2002) support this when they say that the underlying reason for research must be for the "positive good" to those communities being researched. Linda Smith (as cited in Pihama, Smith, Taki & Lee (2004)) also points to the sacred nature of knowledge and that it should serve the interests of the collective. Rose Pere (1987) makes the point that while individuality was fostered and encouraged, group activities to promote co-operation and broad-mindedness was an objective.

The individual learns that the quality of her own life and the survival of the whole are dependent on the contribution she makes to the group and on how well she adjusts to the demands that the group imposes (p.70).

Therefore the individual and the collective benefited from the transmission of this knowledge (Nepe, 1991).

I have included discussion about 'being Māori' because it affirms the identity and knowing of who we are and where we come from as Māori people. It is relevant to my study as most of the participants are of Māori descent. Pihama, Cram and Walker (2002), in their reference to the kaupapa Māori framework (Smith, 1997) state that "to be Māori is both valid and legitimate, and in such a framework to be Māori is taken for granted" (p.36). Penetito and Sanga are also mindful of conditions that support the ability for people to be Māori or Pacific:

Māori and Pacific people are demanding the sort of research that helps them to survive, to contribute, and 'to be' in the world as Māori and Pacific peoples (Penetito & Sanga, 2002, p.21).

Wally Penetito (2010), says that a common response to some of the ways to 'be' Māori, is if you know your Māoritanga. He cautions that it is important to

take responsibility for that knowledge by being humble and in helping others to acquire some of that which you have got... (and not use the knowledge) as a banner behind you saying 'Here I am, I have all this knowledge and if you want it, come and get it' (p. 39).

Rawiri Hindle (2010), in his Master of Education thesis about the inclusion of 'being' in arts education describes knowledge as a 'way of being'. He recalls his first experience of being Māori when he was taught an action song by a local Māori woman. He discusses the profound effect it had on his life in terms of igniting the desire and potential to learn and find out what it meant to be Māori. Expressions of this intangible quality may or may not be observed or identified within this study.

Several authors (Te Rangi Hiroa 1949, Makareti 1986, Hohepa 1990, Ka'ai 1990, Pere 1991, Royal-Tangaere 1992) as cited in Pihama, Smith, Taki & Lee 2004, have discussed early education of Māori children as being taught within the structure of 'whanaungatanga'. Particular members of the whānau were chosen as teachers because of their knowledge and skill in a specific area and a young child's first learning experience was often from her grandparents. The child lived within an environment that embraced at least three generations and she was nurtured and educated by her elders. Rose Pere (1982, 1987) states that "Teaching and learning was not a "bits and pieces" process but was an integrated developmental type of philosophy" where the learner was knowingly placed in a situation conducive to her learning and where the teacher worked alongside. An example given by Te Rangi Hiroa (as cited in Pihama et al. 2004) was of a friend brought up by a grand-uncle who thought

the young chief should be trained to become a successful military leader. They slept in the same room in separate beds. In the early mornings, the old man went outside to satisfy certain needs. On his return, he slapped the sleeping child and went back to his bed muttering his disappointment. This went on for some time until one memorable morning the now apprehensive child heard the old man leave the room. When he returned to slap the sleeper, the child gazed up at him with wide open eyes. A pleased look came to the old man's eyes and he returned to his bed saying, "Now I have a grandchild who will be a bulwark of defense to his tribe." After that they played a game. Some mornings the man got up earlier, others later but always the child gazed up at him wide awake. The training had had its effect and the child roused at the slightest sound (p. 15).

This experience of ako is described by Pihama et al. (2004) as everyday teaching and learning, something that was informal and ongoing, embedded in the everyday life of the community. Insights are provided by Smith and Smith (as cited in Pihama et al. 2004) in their documentation of precolonial education that "affirm the existence of a traditional functional system of education" (p.13). Smith and Smith (as cited in Pihama et al. 2004) discuss the learning as being both informal and formal. "In the informal learning and

teaching process, important life skills related to survival were taught through everyday living and activities” (p.14).

2.3 Notions of success

Ka Hikitia-Managing for Success: The Māori Education Strategy 2008-2012 (Ministry of Education, 2008) (MoE) is a response to continued underachievement statistics of Māori students. It puts the onus on the education system to take responsibility in ensuring Māori children are achieving educational success as Māori. This strategy sees all education communities including iwi, whānau and government working together in partnership to bring about the children’s success. *Ka Hikitia* “supports self development and self determination and represents a move away from a focus on deficit theorising, failure and risks, to a focus on making the most of opportunities for success” (MoE, p.11). McRae, Macfarlane, Webber and Cookson-Cox (2010) in their study about Māori children experiencing success, align with *Ka Hikitia* when they discuss the significance of their study as one that “actively shifts the emphasis from deficit thinking (looking at the negatives - Māori educational failure) to affirmative repositioning (highlighting the positives - Māori achievement)” (p.1). McRae et al. discuss this approach as one they anticipate will provide evidence to inspire educators in New Zealand to be responsive and authentic in terms of enhancing achievement for Māori students.

The question of how Māori may view the world in terms of success and education has been considered under Māori epistemology but the comment by Evelyn Stokes (1985) is still relevant in the present day:

It cannot be assumed that there is a uniform Māori view on things. Opinions and attitudes are just as varied and contradictory in the Māori world as they are in Pākehā society (p.7).

The many whakatauki in relation to attainment, collective acknowledgement and perseverance illustrate the importance placed on these qualities within traditional Māori epistemology. Relevant examples personally known include:

Whāia te iti kahurangi, ki te tūohu koe, me he maunga teitei
Pursue excellence – should you stumble, let it be to a lofty mountain

Tangata i akona ki te kāinga, tūnga ki te marae, tau ana
A person trained at home will stand on the marae with dignity.
A child who is given proper values at home and cherished within his family, will not only behave well amongst the family but also within society and throughout his life.

Ehara taku toa i te toa takitahi, engari he toa takitini
My strength does not come from one alone, but from many

He moana pukepuke e ekengia e te waka
A choppy sea can be navigated. (Perseverance)

These whakatauki are a means of inspiration and motivation for both the whanau and the individual and in terms of kaupapa Māori, are a reminder of the reciprocal obligations an individual has for the whānau or collective good (Smith, 2003).

2.3.1 Motivation

There is an important relationship between motivation and achievement in reading. Like the ‘spark’ that is apparent when children are willing participants in reading activities it proves harder to define motivation as we move closer to it. This is particularly the case with beginning readers. Motivation in beginning readers is hard to capture and may not be stable. There are few studies of motivation with beginning readers outside the western ethnic norm, something that makes this study unique.

In *Effective Literacy Practice from Years One to Four* the New Zealand Ministry of Education (2003, p. 22) states a general belief: “When students are motivated, and have developed positive attitudes that will lead them to become independent readers

and writers, they gain long-term benefits.” This introduction to reading also argues that, “motivation is affected by self-concept and a sense of self-efficacy” and “that motivation and engagement increases when [children] have ownership of their literacy learning and are familiar with the language and the tasks expected of them.” It also argues that: “when these learners’ cultural values and knowledge are incorporated into their learning activities they are more motivated to learn.”

But just what is motivation, and what is motivation as it relates to reading? In *Motivating humans: Goals, emotions, and personal agency beliefs*, Ford (1992) describes motivation in terms of the three aspects of the title, goals, emotions and beliefs, the elements that “essentially regulate a child’s behaviour and influence his or her developing self-system” (Lepola, Poskiparta et al, 2005). The influence of the self-system on motivation in reading affects things such as willingness to engage in or a preference to avoid reading tasks, concentration and persistence (Henk & Melnick, 1992).

The Self-Determination Theory (SDT) as developed by Deci and Ryan (1985) argues people are motivated to achieve or accomplish something through goal-orientated action “which may be either self-determined or controlled” (as cited in Brophy 1998). “We engage in intrinsically motivated actions because we want to” (p. 7), and these actions include features such as “curiosity, exploration, spontaneity and interest in one’s surrounding.” Intrinsic motivation develops in situations which support feelings of competence, autonomy and relatedness. The importance of intrinsic motivation was found in a study of teacher-librarians, whose work included working with early readers by Small (2009). Small argues that “intrinsic motivation is the enthusiasm to engage in

a task for its own sake out of interest and/or enjoyment” (p. 31). In this study students’ intrinsic motivation was nurtured by: modelling reading behaviour, having enthusiasm for reading activities, understanding what motivates students to read, offering the broad range of literacy resources and providing praise and encouragement for students engaged in reading.

Importantly however, for this study, Chapman and Tunmer (1997) found that a significant relationship between children’s views of themselves as learners and their success in reading could not be established until the third year of school (or until children were about eight years old). Quirk, Schwanenflugel and Webb (2009) have more recently discovered an earlier link between motivation to read and the reading skill of fluency. They find a significant correlation between children’s motivation and reading skill at the middle of their second grade year. We need then to be careful about making any over-generalised claims about the relationship between motivation and success in this study of children in their first year of reading.

There is clearer research on motivation and older school children. Baker and Wigfield (1999), in a study of fifth and sixth grade students, found that children’s reading motivation is multifaceted, and that “children are motivated to read for different reasons and purposes, and it is important to distinguish between them” (p 29). Unrau and Schlackman (2006), in a study of urban middle school students, found a significant decrease over time for both intrinsic and extrinsic motivation to read. They also found a stronger positive relationship for intrinsic motivation and reading achievement for Asian than Hispanic students. Edmunds and Bausemann (2006) conducted a study to discover what motivated fourth grade children to read by interviewing 91 children. They found children were motivated by topics of personal interest, external characteristics

such as the design of the book cover, humour, action-packed plots, and having choice when reading narrative texts. They liked to read texts they were personally interested in, to gain information from and have choice in reading expository texts. Generally they enjoyed books that were funny or scary and had great illustrations. The children's interest was "sparked" by "family members (especially mothers), teachers and themselves," and "through buying or giving the children books and reading to them" (p 420).

While there has been considerable research on the relationship between the development of reading and motivation in older children (Baker & Wigfield, 1999; Wigfield & Guthrie, 1997; Guthrie, Hoa, Wigfield, Tonks & Perencevich, 2006; Cole, 2002; Applegate & Applegate, 2010; Quirk, Schwanenflugel & Webb, 2009), there is less research about motivation in beginning readers. Nolen (2007) contends that this is due to the "difficulties of applying traditional approaches of motivation research to young children" (p.219). Similarly, Baker and Scher (2002) agree it is "because there are few instruments appropriate for children who are not yet conventional readers" (p.241).

The work by Baker and Scher (2002) and Nolen (2007) is particularly relevant to this study. The first study, by Baker and Scher (2002) looks at the relationship of parental beliefs and beginning readers' motivation for reading. This study notes that "empirical evidence linking parental beliefs and children's motivation for reading is scarce" (p.240), as is "research on motivation on children from different ethnic and income groups" (p 242).

Baker and Scher (2002) in their study involving first graders (6 year olds), designed the Motivations for Reading Scale that looked at four components: enjoyment of reading, perceived value of reading, perceived competence in reading and interest in library-

related situations. The children responded to questions through the use of two stuffed animals and chose which of the two stuffed animals they were more like. One animal portrayed a negative view of the test item and the other portrayed a positive view. The scale had been pilot tested and revised and then tested on five year olds to ensure the children understood the format and questions. The researchers were concerned to show that reading motivation is multi-dimensional, even in beginning readers. All the beginning readers interviewed in the study were strongly motivated to read. They preferred some elements of reading more than others. While few questioned that they would be good readers (11%), some (43%) felt less positively about looking for books by themselves. Motivation levels did not differ significantly because of socioeconomic background. Positive parental views on the pleasure of reading correlated with children's reading motivation. How often children had been read storybooks or taken to the library did not correlate with motivation to read (but it should be noted all participants reported reading story-books). But in low income families another child rather than the parent was more likely to read to the child. Basic skill books were negatively associated with reading motivation. The most important finding of this study was the correlation of parents' belief that reading is pleasurable and the child's developing reading skills. Baker and Scher conclude: "The results demonstrate once again the importance of the home environment in literacy development; educators should be aware that efforts to promote reading motivation are incomplete unless parents are included in the process" (p262).

Nolen's (2007) longitudinal study examined changes in individuals' motivations to read and write over three years. The focus was on the development of motivation in struggling readers and writers in social contexts. Instruments to measure this development took the form of firstly, classroom observations of the target children engaged in any literacy activity across the curriculum and secondly, child interviews. At

Grade one level the interviewer used a monkey hand-puppet that 'asked' the children open ended questions about reading and writing; "Tell me about reading (writing) this year in school? What do you /don't you like? What's fun about it? What kinds of things do you read (write) in school? Do you read (write) at home or outside of school? What kinds of things?" (p.228). Nolen indicates that it was possible to gain a sense of the different literacy motivations that were most important to children of different ages and in different contexts. A significant finding in this study was that children's interest and motivation in reading was increased when "teachers provided ways t.o see reading as an opportunity for enjoyment and learning" (p249). The teachers used the study of books as an opportunity for social interaction, so the children spontaneously discussed books and stories they were reading. This finding however tends to reflect the Grade two and three children in this study rather than the beginning readers.

Several of the studies already discussed found that mothers play an important role in reading motivation. In the Edmunds and Bauserman (2006) study about what motivates children to read, the children showed the importance of family in reading motivation. When asked, Who gets you interested and excited about reading? The most frequent response was their mothers. "The children's frequent mention of family members, especially their mothers, showed that family had a positive effect on children's reading motivation by exposing them to books" (p. 419). An interesting find from Baker and Scher (2002) was that the quality of a shared storybook experience was poorer for the kindergarten aged child if read by an older sibling than if it was read by their mother. A further finding showed the quality of shared reading between first graders and their mothers influenced the child's reading of more challenging material at third grade level.

As already discussed classroom practice is important for reading motivation. Nolen (2007) discusses the strategies used by teachers to raise the children's motivation to

read such as “use of good children’s literature, books on interesting topics, emphasising social aspects of reading and the incorporating art, music and poetry into communicating about text” (p. 241). The teachers wanted to develop a ‘love of reading’ through the use and incorporation of interesting activities and texts. At Grade one level, teachers motivated the children by “positioning reading and books as interesting, informative and enjoyable” (p.241).

2.4 Effective practice for diversity

When a child enters primary school they are excited about learning and have expectations for themselves to learn. They come with a ‘spark’ of motivation and the teacher, as an effective practitioner will recognise this spark and look to his or her practice to inform themselves of how best to nurture and grow this spark in the most optimum conditions conducive to learning. What is meant by an effective practitioner and what does an effective practitioner look like for the Māori child? There is a growing body of evidence that realises the significance of effective teaching practice in relation to Māori students (Alton-Lee, 2003; Carpenter, McMurchy-Pilkington & Sutherland, 2002; Bishop, Berryman & Richardson, 2002; Bishop, Berryman, Tiakiwai & Richardson, 2002; 2003; Tuuta, Bradnam, Hynds, Higgins & Broughton 2004; McNaughton 2002; Rubie-Davies, Hattie & Hamilton 2006; Education Review Office, 2009).

Adrienne Alton-Lee, (2003) in her best evidence synthesis *Quality teaching for diverse students in schooling* (BES), discusses the “ten characteristics of quality teaching derived from a synthesis of research findings of evidence linked to student outcomes. The central professional challenge for teachers is to manage simultaneously the complexity of learning needs of diverse students” (p. v). The comprehensive list of the 10 characteristics intended to “optimise achievement (including social outcomes) for

diverse students” (p. 93) includes, “Quality teaching is focused on student achievement, pedagogical practices enable classes and other learning groupings to work as caring, Inclusive, and cohesive learning communities, effective links are created between school and other cultural contexts in which students are socialised, to facilitate learning, quality learning is responsive to student learning processes, opportunity to learn is effective and sufficient, multiple task contexts support learning cycles, curriculum goals, resources including ICT usage, task design, teaching and school practices are effectively aligned, pedagogy scaffolds and provides appropriate feedback on students’ task engagement, pedagogy promotes learning orientations, student self-regulation, metacognitive strategies and thoughtful student discourse and teachers and students engage constructively in goal-orientated assessment” (pp. vi – x).

A further study relevant to my research because it relates to low-decile schools is that of Carpenter, McMurchy-Pilkington and Sutherland (2002). Their work celebrates “highly successful teachers in low decile schools” (p. 4) and found a combination of eleven attitudes and beliefs integral to being successful teachers in a low decile school. The eleven attitudes and beliefs are: that teachers are goal driven and work towards their goals, they engage in personal and public reflection, seek consistent professional development, they read children non-judgementally as individuals, have high expectations of every child, demonstrate an unconditional form of love for their students, they make conscious attempts to understand what it is like to be the other, they are strong in teaching core basics and bring creative interactive dimensions to their teaching, have classrooms that extend into and draw from the wider community, purposefully model successful learning and social interactions and empower their children by reinforcing an internal locus of control (pp 5-7). They conclude that “these

teachers' attitudes and beliefs encompass a great deal of what other researchers have discovered about what makes a successful teacher" (p. 7).

The research carried out by Bishop, Berryman and Richardson (2001) was to "identify effective teaching and learning strategies, effective teaching and learning materials, and the ways in which teachers assess and monitor the effectiveness of their teaching in Māori-medium reading and writing programmes for years 1-5" (p. v). Of particular relevance from their findings, were the effective teaching and learning strategies they observed and identified, including "passionate about what they do, teachers have high expectations, excellent class management, friendly but firm, effective pedagogical characteristics and respect through whanaungatanga" (Bishop, Berryman & Richardson, 2002, p. 49).

In their research, *Te Kotahitanga: The Experiences of Year 9 and 10 Māori students in mainstream classrooms*, Bishop, Berryman, Tiakiwai and Richardson (2003) "sought to investigate, by talking with Māori students (and other participants in their education), what was involved in improving their educational achievement" (p.1).

Through their narratives, the students clearly identified the main influences and discussed how the teachers could make a difference with changes to their approaches and practice. The students suggested that teachers

"in changing how they related and interacted with Māori students in their classrooms, could create a context for learning wherein these students' educational achievement could improve" (p.1). From these narratives, Bishop et al. (2003) were able to develop an Effective Teaching Profile (ETP) where deficit theorising is totally rejected as a "means of explaining Māori students' educational achievement levels and where teachers "know and understand how to bring about change in Māori students' educational achievement" (p. 191). The ETP shows that an effective teacher

demonstrates the following characteristics: *manaakitanga*, they care for the students as culturally-located human beings above all else, *mana-motuhake*, they care for the performance of their students, *ngā tūrango takitahi me ngā mana whakahaere*, they can create a secure, well managed learning environment, *wānanga*, they are able to engage in effective teaching interactions with Māori students as Māori, *ako*, they can use strategies that promote effective teaching interactions and relationships with their learners, *te kotahitanga*, they promote, monitor and reflect on outcomes that in turn lead to improvements in educational achievement for Māori students” (p. 191). Bishop et al (2003) conclude that deficit theorising by teachers is the “major impediment” to Māori students’ educational achievement and that there is a “need for teachers to challenge their own deficit theorising and its impact on Māori students’ educational achievement as well as changing their performance in their classrooms” (p. 2).

Building on the work of Bishop et al. (2003), *Te Kauhua* (Tuuta et al. 2004), an exploratory professional development pilot programme, sought to provide opportunities for schools to work in partnership with Māori communities to support Māori students’ achievement in mainstream settings. Gorinski and Shortland-Nuku (2006) discuss Te Kauhua as part of a ‘productive partnership’ and that “Te Kauhua is premised upon the belief that for teacher change to be sustainable it must be grounded in authentic practice settings that are facilitative and enable teachers’ critical reflection on challenges in their beliefs about Māori culture and identity. It suggests that teachers modify and develop their practice, enveloping whānau in the process” (p.3). The Te Kauhua findings show an emergence of six key themes; relationships, tikanga Māori principles, leadership, refined research methodology and professional learning communities. The findings clearly show that sustainability is made possible in school learning communities where their policies and practices support an “ongoing cycle of

continuous improvement through professional development” (p.21), based on action research (Higgins as cited in Gorinski & Shortland-Nuku 2006).

Being inclusive of Māori families and communities is also relevant for literacy learning. Building strong home-school relationships are important and forms a “network of significant people” (Effective Literacy Practice (ELP), MoE. p.160), all with an interest in the child’s learning. ELP (2003) discusses effective partnerships with all partners having “shared expectations, shared knowledge about the learner, shared knowledge about literacy teaching and learning and shared knowledge and valuing of the learner’s background of experience” (p.160).

The success of a home school partnership can be seen in the study carried out by Glynn, Berryman, Grace and Glynn (2004) within a mainstream primary school. The students participating in the study had been identified as “experiencing difficulties with reading and writing” (p.14). The Māori parents and families were able to support their children by taking part in a reading-tutoring programme called ‘Tatari, Tautoko Tauawhi’, which had been developed from an English language reading-tutoring programme called ‘Pause, Prompt, *Praise*’; *pausing*, when a reader makes an error to allow time for self-correction, using different *prompts* to support the reader to work out meaning or letters and sounds when an error has been made, and the use of specific *praise* that reinforces the readers independent use of strategies such as self correction. The home school partnership worked because the parents and whānau were able to successfully implement the programme with their children. The partnership was also successful because of the home school liaison person, Hiro Grace. Through her “professional educational and cultural expertise and her mana (acknowledged authority and standing), Hiro was able to engage Māori parents and whānau actively in the home and school project” (p.14).

The findings indicate two key lessons for success in the home-school partnership: firstly, the successful implementation of the three strategies (Tatari Tautoko Tauawhi) by parents and whanau and therefore illustrating “culturally focussed pedagogy” (Ladson-Billings as cited in Glynn et al. 2004). The three strategies are described as symbolic of concepts from a Māori worldview and those of ako (reciprocal teaching and learning roles), tuakana-teina (relationships, responsibilities recognised between older and younger siblings), whakamana tangata (having a respect for a person’s integrity and dignity), and mana (a person’s acknowledged authority and standing) are discussed in relation to relevant examples from the project.

The second key lesson was the “pedagogical power that came from activating whānau structures” (p.28). These pedagogies were culturally centred, incorporating concepts and principles conducive to Māori students facing difficulties within mainstream education. This project shows that the traditional imbalances of power between school and community and teacher and parent roles were addressed by implementing the specific learning strategies through mutually known cultural contexts.

Having high expectations goes hand in hand with effective teacher practice. The confirmation of this statement can be seen in examples from the literature. As discussed earlier McNaughton (2002) conducted a study of Maori and Pacific new entrants as they engaged in reading. A professional development intervention was employed for the teachers to effect changes in the children’s academic achievement in reading. His findings point out that teachers who have high expectations and a sense of personal and collective efficacy can influence the academic achievement of students from diverse cultural and language backgrounds.

In the work carried out by Rubie-Davies, Hattie & Hamilton (2006) which “aimed to explore differences in teachers’ expectations and judgements of student reading performance for Maori, Pacific Island, Asian and New Zealand European students”,(p.429), they found that teacher expectations for students in reading were significantly higher than actual achievement for all ethnic groups other than Māori with the least gains made by Māori students over the year. The conclusions made suggest that the learning opportunities given to Māori students maintained their achievement at similar levels throughout the year and this could attribute to Māori students’ limited progress. In contrast, positive self-fulfilling prophecies may have been operating for the Pacific Island, Asian and New Zealand European students. These findings reiterate the importance of having high expectations for all children if they are to achieve successfully.

The Educational Review Office (2009) (ERO) in their report on Reading and Writing Years 1 and 2, discuss international research where there is “a pattern of teachers underestimating and predicting least accurately the responses of low achievers” (Gottfredson, Birdseye, Gottfredson, & Marcimak(as cited in ERO. 2009, p.5). They reiterate the importance of high expectations and add that these are not enough on their own to facilitate children’s achievement but “Expectations for high standards must be accompanied by good teaching that is mindful of the diverse nature of children’s learning needs” (p.5).

2.4.1 Culturally responsive pedagogy

The studies discussed in the previous section all embody the quality of cultural responsiveness. Cultural responsiveness is not new. In simple terms it can be explained as responding to culture, knowing who your learners are and responding to

their diverse needs, responding to the diversity of your learners. Gay (2000) discusses culturally responsive teaching as a “contextual and situational process and therefore it is most effective when ecological factors, such as prior experiences, community settings, cultural backgrounds, and ethnic identities of teachers and students are included in its implementation” (p.21). In the work carried out by Earl, Timperley and Stewart (2008), they highlight the complexity of understanding cultural responsiveness in different curriculum areas and the challenges inherent in teaching students from diverse backgrounds with different cultural histories. Effective Literacy Practice (ELP) MoE (2003) acknowledges the growing diversity evident among students in New Zealand schools and makes the point that teachers need to have a “theory of learning” that is based on concepts discussed previously, developmental perspective, the socialisation model and multiple pathways to successful literacy. More importantly, ELP(2003) stresses the importance of teachers having a “detailed knowledge of the learner” (p.47).

In the context of this study, knowing the Māori learner means having an awareness of the tangible and intangible, and the ability to use all the senses and not rely on just what is said or what is seen. In creating a culturally responsive relationship, by developing an awareness of the mannerisms, body language and cultural nuances important in communication with Māori children and their families, one can ascertain what is really being said. In a similar way, Bishop et al. (2007) use the terms visible and invisible when discussing a culturally responsive pedagogy of relations as part of Te Kotahitanga:

The visible are the signs, images and iconography that are immediately recognizable as representing that culture and that theoretically create an appropriate context for learning. The invisible are the values, morals, modes of communication and decision making and problem-solving processes along with the world views and knowledge-producing processes that assists individuals and groups with meaning and sense-

making. Hence the notion that the creation of learning contexts needs to allow for the existence of both visible and invisible elements (pp. 30-31).

In her article about culturally relevant pedagogy, Ladson-Billings (1995) starts by introducing a “usual” response when she is asked by educators to share her research about excellent teachers of African American children. “But that’s just good teaching!” She argues there is no “magic bullet” (p. 159) and defines culturally relevant teaching as a pedagogy of opposition, one that is committed to collective empowerment. She points out that culturally relevant pedagogy is underpinned by three components: “students must experience academic success, students must develop and/or maintain cultural competence and students must develop a critical consciousness through which they challenge the status quo of the current social order” (Ladson-Billings 1995, p.160). The teachers in her study were initially selected by the parents because of the “enthusiasm their children showed in school and learning, the consistent level of respect they received from the teachers”, and the parents felt the teachers “understood the need for the children to work in the dual worlds of their home community and the White community”(p.160). In the three-year study involving observations and interviews with teachers she saw different examples of practice, structured, unstructured, and some eclectic. She admits that initially she could not see any common threads that pulled their practice together but then realised after revisiting the gathered data that she had to look beyond the “strategies” to the “philosophical and ideological underpinnings of their practice” (p.162). She found the similarities lay in how they thought of themselves as teachers and how they thought about others such as the students, the parents and other community members. Equally important was their structuring of “social relations within and outside the classroom and how they conceived of

knowledge” (p.163). Ladson-Billings concludes by reiterating the need for replication of her research to find out more about the practices of successful teachers of African American children and “others not well served by schools.” Her research shows that to find out about classroom practice is to look within the “naturalistic” classroom setting itself, and through the voices and lived experiences of the teachers (p.163).

MacFarlane (2007) discusses having a culturally- inclusive curriculum that links academic learning with life-world experiences. His request for changes in the Ministry of Education curriculum documents to be “grounded on, where appropriate, principles and values that incorporated biculturalism” (p. 29), stems from his discussion that “the aim of a multicultural education system is predicated on a bicultural understanding” (p.29). He acknowledges that Māori initiatives such as kohanga reo, kura kaupapa Māori and wananga have played an important part in the “revitalization of the culture and the language” (p.33), and concludes by saying “the new national curriculum document is positioned to advance the cause” (p. 33) and it would be inexcusable not to do so. It is MacFarlane’s discussion of biculturalism that leads to the source on which cultural responsiveness in this country is based, the Treaty of Waitangi. The Ministry of Education (2007) makes reference to the Treaty of Waitangi when discussing the New Zealand Curriculum and Te Marautanga o Aotearoa documents: “Together, the two documents will help schools give effect to the partnership that is at the core of our nation’s founding document, Te Tiriti o Waitangi / the Treaty of Waitangi” (p.6). Responding to the needs or struggle of Māori in terms of kaupapa Māori is the principle of Tino Rangatiratanga, which is embodied in the Māori version of the Treaty of Waitangi and is discussed in terms of sovereignty, autonomy, self determination and independence (Pihama, Cram & Walker, 2002). In some ways the two perspectives in

relation to the Treaty of Waitangi are the same. They both want to bring about transformation of Māori learners, Māori people. The difference is one is self-determined and the other is part of a Ministry of Education directive. It is perhaps providing a space in this country for debate on what Penetito (2010) describes as an

...imbricated form of acculturation whereby Māori and mainstream education are officially mandated as the two recognised education systems. Some aspects would operate independently of each other and there would be other aspects that would be integrated and require cooperation from each other. Yet other aspects would remain intact within the parent body but have areas of negotiated overlap where collaboration is required in order for either party to meet its obligations (pp.16-17).

2.5 Effective literacy practice

Children are often highly motivated to read when they start school at age five or six years and bring with them different literacy and knowledge experiences. As ERO (2009) contend, “How well this experience and knowledge is recognised and used in their education on a daily basis is, to a large extent, in the hands of their teacher” (p. 1). These comments align with *Effective Literacy Practice (ELP) from Years One to Four*, (Ministry of Education, 2003): “The child who arrives at school is on a pathway of development and has learned a great deal already. It is the business of schools to foster processes of development in all learners” (p.20). Similarly Marie Clay (1991) talks about research that has shown “many children have begun literacy learning before they enter school” (p. 9) and teaching practices need to consider “what children can already do with print when they come to school” (p.10).

ELP (2003) discusses three key concepts for teachers to understand in terms of children’s literacy learning: firstly that the pathway for children’s literacy learning is a developmental one; secondly, it is “social and cultural” practices that shape each child’s literacy learning; and lastly, “children take individual and multiple pathways to literacy”

(p.21). The three concepts discussed in ELP (2003) show a complexity of learning that occurs in the classroom and one that is in many ways manipulated by the teacher.

This is described more aptly in Cambourne's (2000) research carried out in Australian schools where he looked at the conditions needed for literacy learning and discusses three main aspects in an attempt to describe the complexity within a formal classroom setting. Firstly he points out the "inanimate physical paraphernalia present in the setting" that teachers and students used as part of their everyday literacy teaching and learning. Things such as print saturating the walls and used by teacher and students, furniture arranged to encourage and coerce "verbal interaction between students", lots of display space and a large variety of "books, magazines and other texts" (p. 512).

Secondly he discusses the "human behaviours that takes place in the midst of this paraphernalia." He describes these as interactions where "the humans who enter the classroom setting engage in a wide variety of interactions both with one another and with the physical paraphernalia there." He adds that the teacher plays the role of "main initiator" in the classroom and has the "executive power to do things and make things happen." Cambourne (2000) also sees the teacher as someone who "manipulates the discourse that pervades the setting." In discussing the discourse he talks about a strong "proreading/prewriting" ethos and describes this as something similar to climate, atmosphere, or tone. He describes each term as "a rather ubiquitous, ethereal "thing" that pervades all that takes place in a setting but is not immediately obvious to observers and is difficult to capture in language." He adds that it is only after "prolonged immersion" in these settings that one becomes aware of it. Other discourse features he discusses are: specific language use with examples such as open questions; "(What else could you do to improve the draft you're working on?)", justification questions "(Why do you think that?)" and clarification questions, "(What do you mean by that?)",

spontaneous acts of teaching to showcase student examples of work and asking the class to “Stop what you’re doing and listen to the persuasive piece that Le Minh’s just drafted, I think it’s a good one because... Now go back on with what you were doing.” Further discourse features include the communication of expectations such as “All members of this learning community are capable of becoming effective users of literacy. No one can fail to do it” (p.513).

The third aspect that Cambourne (2000) discusses in terms of classroom complexity is that of the programme, that is, the routines and events “that typically occur within settings.” He uncovers two levels of programmes, one he calls “macroprograms” with an example being a set of broad outcomes or expectations as part of a teacher’s planning. Examples of these broad outcomes could include: [the student] “has positive attitudes towards learning” and “has confidence to discuss learning.” At another level he identifies “microprograms” or schematic representations such as the 3 minute individual conferences. Cambourne (2000) concludes by saying that classrooms are “very complex settings” and teachers need to be able to deal with “unexpected student responses and behaviours” (p. 515) in ways that continue to support the student’s learning.

Cambourne’s (2000) deliberations about the complex settings of classrooms also form part of the internal complexities such as that which Marie Clay (2001) discusses in her book *Becoming Literate: the construction of inner control*, where she looks at how children use reading and writing opportunities to construct an inner control over literacy tasks. She says that while learning interactions take place “with parents and teachers... they [the children] gradually come to control ways of working on print which free them to learn independently from literacy encounters” (back cover).

In terms of supporting the student in their literacy learning, and to gain independency, the research undertaken by the Education Review Office (ERO) (2009) focused on “how effectively reading and writing was taught in the first two years of schooling, and how well teachers used assessment information to plan and evaluate their teaching” (p. 4). The research looked at how school leaders and boards of trustees “set and monitored achievement” and how this information was disseminated to parents. The reasoning for a focus on the early teaching of reading and writing was that “Children’s success in all learning is largely the consequence of effective literacy teaching. Literacy learning builds cumulatively on each learner’s existing proficiency. Teachers of Years 1 and 2 have a vital role in getting children off to a good start” (p. 4). An overview of the findings is discussed under four headings: teaching practice, using assessment information, using instructional reading strategies in the classroom and improving and monitoring achievement. *Teaching Practice* (ERO, (2009), found that

about 70 percent of teachers made good use of a range of effective reading and writing teaching practices in Years 1 and 2 classes. Effective teachers were more likely to inquire into ways of improving their teaching, and work collaboratively with other staff to share good practice. These teachers had a sense of urgency about developing the child as a reader and writer. Their teaching was evidentially based, deliberate and gave children opportunities to practise new skills and knowledge during the instructional classroom programme (p.1).

The ERO research found there was a wide range in the quality of teaching reading across and also within schools but those children receiving high quality teaching were achieving at advanced reading levels. In comparison, however,

the remaining 30 percent of teachers had little or no sense of how critical it was for children to develop confidence and independence in early reading and writing. These teachers had minimal understanding of effective reading and writing teaching, set inappropriate low expectations and did not seek opportunities to extend their own confidence in using a wider range of teaching practices. In these classrooms learning opportunities to motivate, engage or extend children were limited (p. 1).

The consequence of “poor quality” teaching meant the children had difficulty in developing or acquiring early reading knowledge and skills.

Using assessment information:

The ERO (2009) report found that most teachers used assessment information well in order to “reflect on and improve their teaching of reading and writing” (p.1). Teachers used this information skilfully to make judgements about the children’s literacy progress and achievement. Using a ‘teaching as inquiry’ process enabled teachers to find out what children knew and what changes needed to be made in their teaching as they considered the children’s next learning steps. Examples of effective assessment from case studies include teachers developing assessment approaches together, the implementation of school entry assessments, running records being analysed to show progress through the book levels, and highlighting skills the child is using well and those needing more practice.

In contrast, “less effective teachers kept sporadic or incomplete reading assessments” collected by other people, and not used by the teacher in their daily teaching.

Assessments included items such as word lists or letter names and did not necessarily “contribute to a rich reading programme”. While some teachers set about taking running records, they did not use these as a diagnostic tool or just used them to find out a child’s reading level. Other points included no processes to highlight progress over time, and poor assessments meant “some children were given text that was too difficult or not challenging enough for them to read or understand” (p.10).

Using instructional reading strategies in the classroom:

The report discusses the attributes of effective teachers and how they create a positive learning environment conducive to the “needs of diverse children and focused on

success" (p.13). Effective teachers are able to create positive environments conducive to learning. Through their skills and knowledge they promote quality learning through a choice of "interesting and motivating" literacy activities, their interactions with the children and their "passion for reading" (p.13). The findings of things that were working well in schools is comprehensive but indicative of effective teachers engaged in successful literacy practice. Examples included, implementing lessons and activities based on children's analysed data, schools read literature about best teaching practice, the teacher encouraged curiosity about books and had an extensive repertoire of reading strategies, modelling books were used to highlight learning intentions and success criteria and displayed reading goals, modelling books and task boards provided visual prompts that encouraged children to read and use print independently (p.15). Examples from the case studies include teachers using deliberate acts of teaching through modelling, prompting, questioning, giving feedback, telling, explaining and directing. Teachers structured guided reading to support the children's decoding, reading comprehension and fluency.

Some examples of things that were not working so well included: teachers having limited ability in teaching methods because of their lack of confidence in using instructional reading strategies, beginning teachers given responsibility of junior children's reading programmes, reading programmes and materials were not linked to the children's needs or interests and problems with effective classroom management limited some teachers' ability to implement a high quality reading programme (p.16).

Improving and monitoring achievement:

The report points out that while "teachers used assessment information well", school leaders were unsure about how to use data "to set and monitor appropriate reading and writing achievement expectations for children in Years 1 and 2." The report points out

concerns that only a quarter of school leaders set expectations that “strongly promoted high levels of reading and writing achievement for children in their first two years.”

They also made the point that over two thirds of school leaders had poor processes in place to “monitor the progress and achievement” of these Year 1 and 2 children.

Effective schools “set clear well-founded expectations for achievement” that challenged these young children to succeed and in the best schools, school leaders “understood how to use achievement data in their self-review” to find out what was working well in terms of teaching practice and what changes or resources were needed to support the children’s success. The report concludes by stressing the importance for teachers, schools, leaders and board members to be clear in their roles of “setting achievement expectations and monitoring how their teaching practices and processes help Years 1 and 2 children to be successful young readers and writers” (p.2).

In her international study, Cole (2002) looked at what motivated her second grade students to read, and states that the answer is as “multi-faceted” as the question. As the classroom teacher, she wished to “become more responsive to the literacy personalities of her students and provide a classroom culture that fostered their strengths, honored their voices, and met their needs” (p.334). She concludes with a list of factors to motivate and meet the needs of her students as literacy personalities. They include having a wide range of books available across a wide variety of topics, levels and genre; reading experiences that foster engaged reading such as sustained silent reading, shared stories and buddy reading; having opportunities for students to express their opinions; engaging in thematic units and author studies and, arranging opportunities for students to take part in social interactions. These factors are synonymous with effective literacy learning and practice and support children in their motivation and engagement to read.

2.6 Summary

Inspiration is what can drive and motivate a person to acquire or transform something. Remembering that specific group of children enjoying and engaged in reading has led me to find out why and how this happens. What are the underlying reasons why children get 'on fire', 'lost in the moment', 'in the flow', 'sparked' into reading? There are many ways to describe this phenomenon which has framed this study and created the key questions. What is the spark that causes Māori children to have a 'love of reading' and what does it look like? The exploration of literature in terms of intrinsic and extrinsic motivation has contributed greatly to understanding some of the reasons concerning the 'spark'. A further key question - what are the factors and influences that contribute to reading engagement and motivation for Māori children? - has meant considering literature that discusses effective teaching and literacy practice attributed to the children being engaged and motivated. Another aspect of discussion was the fact that these children were of Māori descent. Exploring literature that gave insight into Māori 'ways of being' and 'ways of learning' was a foundation in terms of culturally locating these children and their families. Naturally leading on from this was literature concerned with culturally responsive pedagogy. What teachers think of themselves and what they think of others such as their students, and how they create social relations in the classroom are important features of this pedagogy as exemplified in this chapter.

It is clear that negative experiences can also induce change. The continuous barrage of negative achievement statistics about Māori children has brought about this study, which intentionally highlights the positive and starts from a point where Māori children are already doing well, are engaged and motivated to read.

Chapter Three

METHODOLOGY

3.1 Introduction

The rationale, aims and significance of this study have been introduced and provide a contextual setting for this study. This chapter is concerned with the research design that underpins the study and the methods used to enable the following key questions to be answered.

- *What is the spark that causes Māori children to have a 'love of reading'?*
- *What does this spark look like? What sparks Māori children into enjoying reading? (motivation) and*
- *What are the factors and influences that contribute to reading engagement and motivation for Māori children?*

The key questions explore the motivating factors that enthuse and excite Māori children to read. Asking what, and who are the the influences in this motivation forms the basis of this study.

3.1.1 Kaupapa Māori theory

Kaupapa Māori theory initially developed by Graham Smith (1997) is a foundation of this study and the following key points are important aspects that have been considered by me, as a researcher, carrying out research in Māori communities with Māori participants.

He contends that the research

- Is related to 'being Māori'
- Is connected to Māori philosophy and principles

- takes for granted the validity and legitimacy of Māori, the importance of Māori language and culture and
- is concerned with the struggle for autonomy over our own cultural wellbeing

The crucial *change* factors developed by Smith (1997) include the following principles or elements of kaupapa Māori theory: *tinio rangatiratanga* (self-determination) is the need for Māori to have control over their own life and cultural wellbeing; *taonga tuku iho*, where to be Māori is taken for granted, validates and legitimises Māori ways of knowing, doing, and understanding of the world; *ako* (culturally preferred pedagogy) describes the inherent teaching and learning practices that “effectively connect with the cultural backgrounds and life circumstances (socio-economic) of Māori communities and individuals” (p. 468). This principle also utilises universal methods that are not necessarily traditional, but again, preferred by Māori. *Kia piki ake i ngā raruraru o te kainga* (socio-economic mediation) seeks to alleviate social, economic and home difficulties felt by many Māori communities that affects learning. This principle places an emphasis on kaupapa Māori research needing to be of positive benefit to Māori communities and *kaupapa* (collective philosophy) refers to the collective vision, aspirations and purposes of Māori communities. Smith (1997) discusses kaupapa Māori initiatives as having a collective philosophy or vision that “usually embraces elements of conscientisation, resistance and praxis” (p. 472).

I also include kaupapa Māori tikanga as discussed by Linda Smith (1999) because they are also important aspects to keep in mind when working with Māori people. They are also more easily observed and enacted in a small study such as this. The tikanga of *aroha ki te tangata* is concerned with respect for others and valuing the contributions made by them, *kanohi kitea* is to present one’s self face-to-face, *titiro, whakarongo – kōrero* or ‘look, listen – respond’, *manaaki ki te tangata* in its simplest form is about

being a good host, sharing and showing generosity; *kia tūpato* which is to ‘be cautious’, is concerned with using discretion in situations so as not to offend people. *Kia tūpato* is also about ‘keeping safe’. The researcher’s interpretations are to consider the physical, emotional and spiritual wellbeing of the participants and also of the researcher herself. *Kaua e takahia te mana o te tangata*, or don’t trample on the mana (prestige) of a person, means the main obligations of the researcher is not to belittle people but to recognise their knowledge and what they bring to the research. It is also a reminder to the researcher that everyone has mana and all participants should leave with this intact; they should feel uplifted and inspired by the meeting. The last tikanga is *kaua e mahaki* or don’t be boastful, a reminder that the research is about the participants not the interviewer.

Kaupapa Māori underpins every aspect of this study from its inception through to the data collection, findings and analysis. The explanations above will serve as a reference as I discuss the procedures in this chapter.

3.1.2 Sharing findings with the participants

I have intended for the participants to be involved in the research as it unfolds. It is an important part of tikanga (Smith, L. 1999) and kaupapa Māori (Smith, G. 1997) and shows respect, to share the findings that have actually come from them. After interviewing the participants, transcriptions of the interviews were sent to them to make any changes and to also confirm that the integrity of what they had said was intact. There was informal contact when I was making observations in the schools where the teachers and parents would ask how things were going and where was I up to. The next meeting was at each of the two schools. The parents were invited and I provided a morning tea to thank the schools, the two teachers, and the parents (the children

received family book vouchers). At this morning tea I was able to share some of the findings to date from each participant group. The next sharing of information will be a presentation of the summary of findings where all the participants will be given a copy of the summary, as will the principals from both schools. They have all said they would like to receive a copy. Those unable to attend will be sent a copy electronically or by post.

3.2 Research Design

3.2.1 Qualitative Research

This study is a qualitative research inquiry that uses a case study approach (Cresswell (1998). It uses both participant observation where data is gathered in the natural setting and in-depth interviewing that uses open-ended questions to promote the gathering of rich data and participants respond from their own terms of reference (Bogdan & Biklen1992). The data collection draws on “multiple sources of information” (p.62) including interviews, observations, assessment data, audio and video recordings. An “holistic analysis” of the data gives a picture of the entire case study through emerging themes (p. 63).

3.2.2 Appreciative Inquiry (AI)

This study is undertaken using elements of an Appreciative Inquiry (AI) approach as introduced earlier. Finegold et al. (2002) discuss AI as grounded in social constructivist thinking and the focus of knowledge comes through our relationships where we create our reality through conversations and social interactions. In viewing the main features of AI, Finegold et al. (2002), talk about four phases in the process of Appreciative Inquiry: Discovery, Dream, Design and Destiny. Within each phase “carefully crafted” (p.239) questions are asked that encourage narratives from the participants in order to discover

the potential and positive capacity of the group and to build on what is already working well. Dreams are built around narratives that ask, “What might we become if our exceptional moments were the norm?” (p.239). The *Design* phase is described as one of changes. This phase looks at designing principles that will inform systems and policies toward realising the dream. With the final *Destiny* phase, the community involved moves towards fulfilling its destiny. Through new eyes, the community “invites possibility, forges new networks of relationships and ultimately affects the direction and meaning of one’s actions” (p.240). Giles & Alderson (2008) argue that AI moves beyond deficit-based language and research based on identification of a problem and instead gives attention to evidence of successful practice. In a similar way, this study involves a move away from deficit-based theorising to a positive focus that asks, What are successful models of Māori children achieving well? Why are they achieving well? What are some of the factors and conditions contributing to this success?

3.3 Setting

There were seventeen participants interviewed in this study: six children, two teachers, two literacy advisers and seven parents - five Mums and two Dads with one Mum and Dad being interviewed together. The children were interviewed at school and the other participants chose the place they preferred to meet. Most opted to meet at their child’s school, and staff provided me with a space to conduct the interviews. One parent was happy for me to interview her in her home, while another parent came to my home. One of the teachers also came to my home while I met the other one at a local cafe. I carried out the interview with one literacy adviser in my office while the other literacy adviser was interviewed through a Skype video meeting as she lived out of the region. All the other participants were from an urban suburb situated in a major New Zealand city. I

offered my own house as a place to meet because I was mindful of not wanting to intrude on their privacy and, as all the parents had more than one child, it could have been distracting for the families if I imposed myself on them.

3.3.1 Selection of participants

The participants in this study as previously stated included two literacy advisers, two teachers, six Year 0-1 Māori children across two primary schools, and the children's parents. The literacy advisers were identified as experts in their field because they were National Advisers delivering professional development to school communities. The two Pakeha teachers were identified as effective practitioners by the literacy advisers and this was confirmed by the school principals and this was also evident in the teacher's summative assessment data. In consultation with the classroom teachers, six children of Māori descent (verified through school enrolment and anecdotal information), were selected for this study.

They were identified through school entry assessments and running records and their starting reading levels ranged between level two (Red) and six (Yellow). The parents/caregivers of the children were also invited to be interviewed in order to provide a broad picture of the home-school relationships that support the learning outcomes of the children.

3.3.2 Ethical considerations engaging with Māori communities

There were ethical considerations to think about in working with both the Māori and non-Māori participants. The ability to establish a rapport as advocated by Fontana and Frey (1998) was an essential consideration if the participants were going to feel comfortable contributing to questions being asked and also if the researcher was going to gain an understanding of the participants' thoughts and perspectives. Establishing a rapport is concerned with the growing and nurturing of positive relationships. Taina Pohatu (2004) defines these relationships as "reflecting the many layered nature of Māori thinking, language and so the complexities of Te Ao Māori" (p. 17). He contends that relationships can be nurtured and progressed through these reflections that have already been developed and utilised by Māori people.

A concern was to ensure the interviews and observations were non-threatening for the participants and in the case of the teachers, that there were no judgements made about their practice. The purpose of the teacher interviews was to have them discuss and expand on their current effective practice and reasons why it worked so well.

Linda Smith (1999) talks about the tikanga of *manaaki ki te tangata* (being a good host, to show generosity) and this was a consideration when meeting with the participants to have food and drink available (where possible) at hand for them and to make them feel 'looked after'.

When working with the children I was mindful of making sure they felt safe with this 'unknown person' and decided that the interviews would take place in a corner of the classroom or in a place where they had a view of their teacher and classroom.

Arranging where interviews would take place was an aspect that I carefully considered. While all the children were interviewed within the school setting, the remaining participants chose where the interview would take place. It was important for me that the participants did not feel I was being invasive and so I purposefully did not ask to meet at the participants' houses. Instead they could meet at the school, at my house or at another place where they felt comfortable. This example relates to Linda Smith's (1999) tikanga of *kia tupato* or being cautious, where considerations were made to create a comfortable atmosphere and where tikanga such as *karakia* (prayer) were mutually agreed upon as part of the interview and meeting protocols.

All participants (parents on behalf of their children) were given a letter of information inviting them to participate in the study. This was an opportunity for me as the researcher and interviewer to meet the participants, '*kanohi kitea* or face to face (Smith, 1999) to present the study in person and be available to answer any questions. The information letter gave a clear description of what the research was about, how it would be conducted and the limits of how this information may be disseminated in the public arena. The participants had the opportunity to take the information away to read before giving consent and, to minimise any pressure, were informed of their right to withdraw from the study at any time up to the end of the data collection. All participants chose to receive a summary of the research.

3.4 Carrying out the research

3.4.1 Data gathering - implications for the researcher

The study involved interviewing each participant once. Initially there was to be two in-depth interviews with all participants except for the literacy advisers who would be interviewed only once. Due to time factors and deadlines, it was only possible to interview each participant once and with a review of the collected data I decided there was sufficient to allow much discussion in terms of answering the key questions. Apart from the children's interviews which took up to 15 minutes each, the remaining interviews each took up to an hour and a half. The interviews were recorded on digital voice recorder and transcribed in order to make comparisons and find emerging themes. Transcriptions of the interviews were sent to the participants (the parents/caregivers received their children's transcripts) for verification, comments and changes before the final data analysis conclusions were drawn.

3.4.2 Interviews

The data-gathering process began with my thinking about the participants and which methods were most appropriate to find answers to the key questions. Kvale's (1996) conceptual frames of reference for conducting interviews were appropriate as they enabled me to understand the interviewee's point of view through narratives and conversation. Flexibly-structured interviews (Whyte, 1979) were suitable not only because the responses involved narratives and personal perspectives but the interviews

allowed for comparisons to be made between participant responses to gain a depth of understanding. These were audio recorded.

The tikanga described by Smith, L. (1999) is most applicable with face-to-face meetings such as these. By the researcher asking the questions and then just observing and listening before making any comments, it allows the interviewee time to think and consider their responses (titiro, whakarongo – kōrero). Other aspects include having discretion in my role as a researcher especially in regards to confidentiality, enabling tikanga such as karakia to happen at the participants' discretion and considering the mana of the participant was kept intact by being genuine in my responses and affirming in their narratives. The tikanga of humility or *kaua e mahaki* (not to be boastful) as described by (Smith 1999) is important in situations such as this. Having this humility is more conducive in establishing and nurturing a respectful relationship that has a mutual focus on the children.

The interview questions for the teachers covered four general areas including: knowing the reading process, effective teaching practice, working with Māori children and their whānau and culturally responsive pedagogy.

With the children's interviews the children started by reading a familiar book to the interviewer to help them feel at ease and then they were asked the interview questions before ending the session by reading another familiar book. The thought behind ending with another book was to end with something they were comfortable and confident with. It was interesting to see how easily I slipped back into 'teacher mode' as they read their books and how I could recall and use different reading strategies.

As I asked the children the questions, I realised that some were too open ended and the children weren't sure how to respond or shrugged their shoulders. Questions such as

“What are the different reading activities you do at reading time?” meant I was rephrasing during the interview. I found that it worked much better when I named the different activities and asked them to talk about them.

Nolen (2007) and Baker and Scher (2002) used hand puppets to ask questions when they were interviewing the children but I was not comfortable with using these tools. It came more naturally for me to be ‘another teacher’ and make them feel at ease by asking about them and their family and the kinds of things they enjoy doing before asking them to choose a story to read from their reading box.

The literacy advisers in their capacity as experts in the area of professional development in literacy were asked questions relating to what they thought an effective teacher of reading looked like and what it looked like for beginning Māori readers. They were also asked to share examples of Māori pedagogy that had successfully been integrated into teacher practice.

The interviews with the parents asked open ended questions about the aspirations they had for their children and the kinds of things they enjoyed doing as a family. They were also asked about home reading routines and they talked freely about their home-school reading experiences with their child’s teacher.

3.4.3 Observations

The observations were carried out with different types of rationale in mind. Initial observations of three visits for each school over two weeks were to familiarise myself with the environment and the children and teachers in their everyday routines. As the study progressed, nine formal observations in each school were undertaken over a

period of four weeks. An observation tool (see Appendix H) was used to record the physical aspects of the classroom, evidence of effective teacher practice, observations of target children interacting with texts and an experimental framework of target children showing enthusiasm and enjoyment. Bogdan and Biklen (1992) say these observations form part of the rich, full and deep contexts of descriptive data.

Classroom observations were a necessary part of this study. Lee & Newby (as cited in Cooper, Lewis & Urquhart, 2004) contend that through observation of the participants, responses to key and sub-questions can be made. It allows the researcher to see everyday life reality and to make sense of the symbols and meanings that are a part of the daily social interaction. Observations of the teacher and children within the natural setting of the classroom and myself as the researcher being in the midst of the action allowed me to make sense of the dynamics and try to understand and interpret it.

3.4.4 Video

Gathering video footage enabled a more rounded picture of the teacher's interaction with the children during the reading sessions. The videos also captured more detail to review and gave a visual sense of the atmosphere or class climate encouraged by the teachers. While I recorded several short clips during different reading sessions, I was disappointed with the quality. Some content was not really helpful in my analysis because clips were too short and did not contain enough useable information being only 10-20 seconds in duration. I decided to use only two clips, one of each teacher engaging in reading activities with the children and these provided rich contextual data for analysis within what Bogdan and Biklen (1992) term the 'naturalistic' or natural setting of the classroom.

It was useful to have a video recorder that was unobtrusive, similar to the size of a small camera, and sat on a mini tripod. Most times the children and teacher were unaware they were being filmed which meant I could capture a true picture of what was happening.

3.5 Analysing the data

The analysis of the data was ongoing throughout the research. Punch (1998) points out that there is no single right way to carry out qualitative data analysis but it is important to integrate the method of analysis from the start of the research.

The framework presented by Miles and Huberman (1995) was the approach that could be applied to this study, where data was collected, coded and themed, displayed, and conclusions made in a cyclic way before, during, and after the data collection.

Data analysis began with the children's data that was collected before the interviews and observations began. Informal conversations with the teachers helped us to decide together which students would be most suited for the study and met the criteria of being Māori and had already progressed beyond Level 1(Emergent pink) and in the Year 0 – 2 range.

The process for analysing the interviews started with the printed transcripts and highlighting the main points. This process was ongoing as the interviews were carried out. From these main points came emerging themes that were then written on wall charts under each participant group. The main points were then placed under the emerging themes. I realised not all the main points fit under the initial themes and others fit into more than one theme. A constant revisit saw themes being added and changed as the data was collected. I decided that these themes would become sub-themes for

discussion and they were presented under the participant groups - Literacy advisers, Teachers, Children, and Whānau. Janesick (as cited in Hindle 2010) states that staying close to the data while adding ones own interpretation is a powerful analysis procedure (p.49).

3.6 Summary

This study is a qualitative research inquiry that uses a case study approach bound by a group of Māori children. Kaupapa Māori theory underpinned and guided the researcher as she carried out the research involving both Māori and Pakeha participants.

Seventeen participants were interviewed using in-depth interviews. Observations and video film were used to gain a sense of the interaction between the teacher and children within the natural setting of the classroom. The holistic analysis of the data gave an overall picture of the entire case study through the emerging themes that were discussed under each participant group.

Chapter Four

FINDINGS

4.1 Introduction

In response to the key questions:

- What is the spark that causes Māori children to have a 'love of reading' and what does this spark look like?
- What sparks Māori children into enjoying reading?
- What are the factors and influences that contribute to reading engagement and motivation for Māori children?

The findings bring to light some examples of children 'sparked' into reading, showing enjoyment and a love of reading. The findings also uncover some of the factors in teaching approaches and whānau support that underpin the engagement and motivation of the Māori children in this study.

The observations look at the interactions between the teachers and the children and discuss the tangible and intangible aspects of the classroom as the people within it go about their daily classroom routines. The interviews give insights about reading and the reading processes from each of the participants and also reveals thoughts about the relationships between home and school.

The findings are presented under emerging themes from each of the participant groups. The literacy adviser themes include knowing the learner, professional knowledge and effective practice. Themes from the teachers include getting children ready to read,

teaching reading, whānau relationships and being culturally responsive. The themes from the children's findings include reading, teacher support and whānau support. Emerging themes from the children's parents are discussed under aspirations and values, whānau activities, reading routines at home, talking about reading and teacher communication.

The chapter ends with a summary of the findings as conveyed through the emerging themes.

4.2 Literacy advisers: “Let them be like sharks feeding around reading”

The findings from the two literacy advisers are discussed under the three key themes of knowing the learner, professional knowledge and effective practice. The responses from the literacy advisers give a clear indication of professional knowledge and practice required by practising teachers. The literacy advisers provide guidance and solutions in terms of answering the sub-questions posed in this thesis including, What does motivation in reading look like for the Māori students in this study? and What factors in teacher pedagogy, planning and practice, classroom delivery and climate, and monitoring of progress can be identified as contributing to reading success?

I have given descriptions of the findings under each theme and include relevant quotes from the literacy advisers, whose pseudonyms are Annie and Kiera.

4.2.1 Knowing the learner

The literacy advisers were consonant in their views that knowing the learner included not only the need for teachers to know all about their learners, but to also to be

enthusiastic about reading themselves and to nurture and believe in the success of the children.

If there was a consistent message coming through from both literacy advisers it was for teachers to know their learners. There were several questions posed for teachers by Annie in order to try and find out as much as they could about each child. She stressed to let the children know that you are interested in what they have to say and focus on being a *really* good listener:

The first thing I think is, knowing the learner. For me it is who is this little child, what's their inner world like as best they share with me as a teacher. What do they do in the rest of their life outside of school and what do they think about and how do they make sense of it. How do they think in school and how do they process stuff. So it would be watching and listening to what they've got to say really carefully even though in the first couple of years it's that whole thing of kids coming at me...but really listening and discussing it and remembering and asking about who are you and I'm interested in it, talking about their experiences with their family. (Annie)

"Good teaching is good teaching but it involves knowing who the kids are." (Annie)

Both advisers were enthusiastic themselves, as they spoke about the need for teachers to be enthusiastic about reading. Kiera spoke about teachers modelling reading and showing enthusiasm for it. When asked how teachers support and encourage enthusiasm in the children she said:

They are modelled to. Being good role models ourselves. Favourite books we need to read and reread being absolutely enthusiastic models, we've gotta love it. We need to love it as teachers and show this. Relating to the lives of the children in the texts we're choosing for the children and being creative with those texts as a whole experience not just reading a book...relating to their real world. (Kiera)

When Annie was asked the same question her response was similar:

I think the first thing is being read to, and being read to every day and sometimes with a choice of what to read and sometimes being given something different by the teacher. I think the teacher needs to be excited

about reading to the kids as well, not just technical. I also think that being read to about their stories, about their experiences with role models that are like them. (Annie)

She added that the attitude of the teacher was imperative in portraying the importance of books and talking to the children about reading and to have them play at reading even before they can read. Annie discussed the children using the language structures and being encouraged to experiment with the language, the literacy language and exploring the cadence in reading language that is different from spoken language. She concluded that in encouraging children to be enthusiastic about reading there was also a need to think about having a range of interesting books including new, bright and colourful fiction and non-fiction and New Zealand books.

In terms of nurturing and belief in the success of the children, Kiera talked about consistency being really important, where the children know things are going to be followed up and how this expresses caring for the children and high expectations. Annie said she would nurture success by being excited about reading as a teacher and there would be books everywhere and she would ensure that the children take lots of books home and regularly visit the school and local community libraries and encourage involvement from home. For her, nurturing success meant

“...making sure that kids were successful from the very first day that they came to school and I would believe that they could be.” (Annie)

4.2.2 Professional knowledge

There were two main areas of discussion in relation to the professional knowledge of reading - knowing the reading process and using the data.

Kiera likened 'knowing the reading process' to the three literacy pou (support posts) used in Māori medium: te reo Matatini – the Māori language, mohiotanga (literacy knowledge) and pehea te whakaako (pedagogy), saying that these aspects are a part of an effective literacy programme.

It's about actually teaching, particularly in reading, not just listening to reading, being clear about reading process and understanding comprehension strategies, how are we going to go about teaching those to ensure that they're relevant to the students. (Kiera)

Annie endorsed this by saying that in being enthusiastic about reading, the teacher needed to know the reading process and the prompts needed at the different levels. She talked about teachers knowing the comprehension skills involved and to be able to teach these skills across curriculum areas.

[T]he teacher has to know what the reading process is, what the comprehension skills are and how to teach it all of the time in other curriculum areas so that when you're talking about science you say oh you inferred that just like we do when we read...I wasn't sure about this bit, do you reckon you could make me see it more clearly...putting it across the curriculum so the kids make the links without even knowing... what the reading process is and the kinds of prompts that you need to use at different stages. (Annie)

Using the data to inform next steps was discussed by both advisers. Kiera said being effective was about targeted and focussed teaching and having a knowledge of where the children were at, for example through running records and utilising school wide programmes such as Assess to Learn (AtoL) (see link in Appendix I) and knowing the next steps for the children.

Annie said that indicators of engagement with text could be gleaned from the children's data.

(The children's data can tell us) how they're moving through the colour wheel, (see Appendix J) what they're using so it's about being really clear about which processing strategies they're using, me observing as a teacher, which comprehensive strategies they're using, which ones they can talk about meta-cognitively, that by choice they'll read sometimes,

that they know what reading's for, that it's for fun, that it's for information.
(Annie)

The use of observational and written data as affirmed by both literacy advisers saw the children able to talk about reading and answer and ask questions about reading at their level. The teacher would observe the children using vocabulary from their books and using a range of reading strategies to work out the words. Both Kiera and Annie talked about the need for the children's reading to make links to their writing so that when they read and re-read their writing, they could gain meaning from it. Annie sums this up when she says:

It would be my use of analysing, collecting good data, analysing it and making sure that I was teaching next steps really carefully and trying not to be just a technician, trying to make it so that they're like sharks feeding around reading, they just want to be in there. (Annie)

4.2.3 Effective practice

While knowing the learner and using the data is part of effective practice, the findings discussed in this section are based on additional responses from the literacy advisers to the question, what are the most important features of effective practice in supporting Māori children's literacy achievement? Kiera's response was

Absolute connection with student and their whānau. A two way process but whānau being involved from the start in determining what they see as important for that child to be taught and being part of the process in the literacy programme...sharing your world and their world, that's all part of it. (Kiera)

Similarly in relation to whānau and parents, Annie said:

Work with parents as best you can, listen to what their experiences of school are, what they do with their kids and what they want from me as a teacher, what could I do differently...and believe the parents have high expectations as well, and respect who the parents are, my life is different from theirs but it doesn't make it better...and I might not know theirs but I could shut up and listen. I could use family information and change my

teaching practice to capitalise on what they value or the skills that are in their family. (Annie)

Making effective links between school and other cultural contexts was something both Kiera and Annie touched on, incorporating the children's experiences into what happened in the classroom.

Not assuming they know how to make kete or they go to kapahaka or they sleep on a marae but who is this person in urban Wellington, what do they know, what do they do. I would give them experiences with all of us in the classroom and out of the classroom and we would use them as part of our literacy, we'd write stories together, we'd have photos, we'd discuss it and read books about whatever it was. (Annie)

Another example of effective practice discussed by the literacy advisers was effective scaffolding. Kiera talked about the children having choices in what they wanted to read and gaining control over what they wanted to learn, not just what the teacher deemed important for them. She pointed out that the children needed scaffolding in making these choices, about how to choose books.

Annie discussed teachers filling a toolbox of strategies when facilitating and scaffolding the children's learning:

Good texts, home, skill in what I do, data, thinking carefully about where to next and keeping filling up my toolbox, try this, try that, try something else, problem solved. Problem solving, how do I need to change what I do...and have responsibility for all kids with it and that's what I see in really good schools is they bring it to the table, I've tried this and this and this. (Annie)

Both advisers spoke about their observations and experience of Māori and culturally responsive pedagogy such as ako (reciprocal teaching and learning) and tuakana-teina (older/younger sibling relationship) and how this related to successful teacher practice. Kiera shared an example of tuakana-teina shared reading where children who were tuakana (older sibling) were taught questioning strategies to ask their teina (younger sibling) in order to help their understanding of the text.

In terms of shared reading between tuakana-teina, I remember in our unit we developed tuakana(older siblings) to have specific roles, They were taught how to ask questions, how to probe children to gain meaning, they really related to it and wanted to do everyday. Tuakana-teina shared reading was really really important. (Kiera)

Kiera discussed ako as an important pedagogy for teachers to share as well.

(For teachers to) show the idea of ako, learning off each other for example through moderation, sharing work, their successes, that they are showing themselves to be learners as well as teachers, with other teachers, with the students and with whānau as well. Everyone should be seen in the role as the learner. (Kiera)

Annie related back to 'knowing the learner' as she discussed aspects that supported strong achievement gains for Māori children. These examples of effective practice, consonant with being culturally responsive to the learners, included knowing who the children were and letting them know how precious they were, being authentic in the use of Māori language and practices in the classroom and acknowledging that the children may know more about some things than she did.

It would be knowing each of those little kids in my class, who they were in terms of Māori elements as best I could and acknowledging that it's different and they are experts in some things that I won't be, it's listening to what they're saying, using language, using contexts that are relevant to them. (Annie)

Kiera talked about Māori pedagogy that supports and is conducive to reading, such as rangatiratanga where the child has some power in the relationship and is taking control of their own learning and has choices. She talked about manaakitanga (caring, to be welcoming) and whanaungatanga (relationship building) not only as part of the reading programme but as part of effective practice.

Annie discussed tuakana-teina as something she had observed and that working together was important. She talked about manaakitanga and being hospitable and having a culture in the classroom where you are welcoming and how this was something she could relate to from her own experiences of growing up on a farm and

how this was part of her farm culture. Annie's closing quote directs us back to the focus of knowing our learners and meeting their diverse needs.

I also think that little kids, five- and six-year olds, know that they are the centre of the world and that the teacher is put there, and the other children, to circle around them. So their story matters and if we listen to each of those stories, then we can meet needs and that's what I think it's about. (Annie)

4.3 Teachers: “You want them to just love looking at books.”

4.3.1 Introduction

The teacher's findings are from three sets of data - interviews, classroom observations and video - and the key themes are discussed under these sub-headings. In terms of the key and sub-questions, both teachers discuss examples of pedagogy and practice that

enthuse and 'spark' the children into having a love of reading. The findings show that the work ethic of each teacher and the relationships created with the children's parents and wider whānau has contributed to the reading success of these children. The interviews and observations give a clear and well developed holistic picture of what a successful Māori beginning reader looks like.

The two teachers have the pseudonyms Margaret and Marion.

4.3.2 Teacher planning

As a means of framing the teacher's findings, I will begin by providing a general overview of each teacher's daily literacy programme with details and times for reading (see Table 4.3.2a).

4.3.2a Reading timetable for the Teachers in the study

Times	Marion		Margaret
8.55 – 10.40	Whānau karakia & waiata Fitness	9.00-9.30	
	News, alphabet songs and basic words	9.30-10.00	
	Printing <u>Brain break 10 minutes</u> Story writing -teacher modelling class story -children drawing/writing story -sharing of stories	10.00-10.30	Printing Letter of the week Shared reading, (teaching skills:eg.punctuation, prediction) Fruit in schools
10.40-11.00	Morning tea,	10.30-11.00	Morning tea
11.00-12.00	Fruit in schools Shared story or chapter book Letter of the week, poems Independent reading from boxes	11.00-11.30	News Letter and word activities Guided reading with groups -Listening post
12.00-12.20 12.20-1.20	<u>Lunch</u> Guided reading with groups -listening post -poetry activities -letter/word activities Reading activities	11.30-12.00	-poetry activities -letter/word activities Story writing -alphabet songs letter activities -Teacher modelling class story
1.20-2.00	<u>Play break</u>	12.00-12.30	Children drawing/writing story Children share stories Lunch

Both teachers discussed aspects of their planning for reading.

Marion said all children were monitored when they came into school through a programme specially developed by their cluster of schools that is appropriate for their children, and uses aspects of the School Entry Assessment. Those children identified as needing a boost in alphabet letter skills take part in the Talk to Learn programme for two weeks approximately. 'The Talk to Learn' programme gives the children lots of language and book experiences and builds on oral language and fosters the enjoyment of books. Those children needing a lot of language development spend 15 to 20 minutes four times a week with one of the teacher aides, specifically trained in the Talk to Learn programme, to build their knowledge and confidence in speaking. She has a weekly work plan that includes the weekly set of books governed by the words and other skills she is building up with the children. The workplan has the different reading levels with specific learning intentions and success included. These criteria were provided by the Literacy adviser. She has worksheets that match each level. These worksheets have come from different sources such as those published by Learning Media and Ready to Read. The children have work books for activity sheets and other activities such as cutting and pasting pictures from magazines related to a specific book. She tries to make an effort to include interesting activities that they can engage with. She has reading activities that are useful for her when teaching broad letter or picture items including lotto and bingo type activities and big alphabet puzzles. "These are just things that go alongside." She adds that because of her experience, she knows what is in the reading books, she does not write all the detail in her planning, but she knows from her planning that all things are matching up from week to week for each of the groups. Formative running records are taken every month for the children.

Marion discusses reading goals with the children. She asks questions that prompt the children to think about what they can do and timeframes as to when they might achieve these goals. Photos of the children are placed on the wall with the goals they want to achieve. Their photos are shifted to the next level as they progress. It provides a visual presentation for the children. In relation to this process Marion said:

We spend a lot of time on it, putting the kids through it, their results out and you've got to have it done...I think it does lift the standard, we make it that everyone is reading either at or above their age level by the end and we've got particular bench marks that we set. (Marion)

Margaret talked about the process of reading when new children enter school. Most start at Magenta or Level 1. These colours and levels are based on the Ready to Read series which is the core instructional reading series for New Zealand children in Years 1-3. At the beginning of each year she usually drops the children back a level for a couple of weeks to revisit skills and strategies learnt before their holiday break. With her reading groups, Margaret has children doing follow up work from the guided reading group session or letter/word and poem activities. She felt that introducing poems to the children was important because they were a different genre for them.

"We go through a different poem every day and they're expected to find the letter of the week in the poem."

Each group is taken for guided reading three times a week. On the fourth day, the listening post book is taken home as their home reader and in their home notebook she writes 'read together book.'

When they do the listening post they're expected to draw a picture about the story and I was looking at it today and I was thinking, oh is this relevant, but it is actually crystallising their thoughts and putting it down.

She uses the learning intentions and success criteria provided by the Literacy adviser and these are written into the group modelling books.

They're written each day into the modelling books so at the beginning I'll say, oh today we're looking for ___, and that's come from my planning. I'm looking to see if you can point to each word as you say it, that sort of thing.

When Margaret is planning for reading she has a reflection of opportunities where she is thinking about the next steps. She uses the learning intentions as a reference point to focus on what the group has achieved. Even during the lesson while she is writing in the modelling book with the children, she will be considering what they will need to be doing the next day. The assessment tools she uses are the same as Margaret's and includes regular running records, an adapted form of School Entry Assessment and Junior Oral language Screening Test (JOST).

4.3.3 Interviews

It has already been determined that the teacher participants were effective practitioners of literacy. The interview questions were a means of finding out why these teachers were successful practitioners when working with Māori children and how they successfully supported these children to be engaged and motivated beginning readers. The four main themes that emerged from the teacher interviews are discussed under the following headings: getting children ready to read, teaching reading, whānau relationships and being culturally responsive.

4.3.3a Getting children ready to read

Both teachers talked about a period of preparing the children to read. The teachers placed importance on this because through school entry assessments they found that some children had little experience of books. The teachers wanted to create positive experiences with books to help get them engaged and enthusiastic about reading. In order to help build and extend their verbal language and confidence, the teachers

exposed the children to new and different experiences. Equally important for the teachers was drawing on the experiences that were familiar to the children and familiar to the place where they live, such as the beach. For one teacher, preparing the children for reading was through creating a love of books and showing the children her own enthusiasm for the storywriters.

You want them to just love looking at them (books) and reading old favourites and telling them how much I love Joy Cowley and what a lovely lady she is, how she gets all these amazing ideas. (Marion)

Margaret included language experience activities as part of getting ready to read.

These were designed to build and extend upon the children's vocabulary and their ability to articulate ideas and experiences.

I like the language experience activities often centred around letters of the alphabet like "I" (then) we'll have ice-cream. I also try to bring in lots of things that perhaps kids haven't been exposed to before like when we're doing "th" ...I brought in a thorn from a rose. I'll look up on youtube... I also use the newspaper quite a lot, like focussing on the earthquake. (Margaret)

Margaret talked about choosing relevant contexts related to the children's experiences and using the children's words or language when talking with them.

I try to choose things that... are relevant to them... focussing on their lives, like what happens at the beach ...or they go to the Centre, it's not North City, if you use North City, it's not the appropriate word, they call it the Centre. (Margaret)

In order to gauge the children's oral language confidence, one teacher administered the junior oral language screening test (JOST) and the other teacher utilised both the JOST and Talk to Learn resources,

(Marion discussing the 'talk to learn' teacher) ...has done that very successfully with quite a few of the children, you can just see them (children) blossoming and wanting to talk about things, and knowing what it's all about ...it's much more to do about talking, that's why it's called the talk to learn programme.

(Margaret) (with) the JOST I think oh they can't tell me what that story is about so we need to work on that, and that would probably be more of the

shared work like prediction skills, like we're reading a story and you think, oh what's going to happen on the next page.

4.3.3b Teaching reading

This theme brought many aspects common to both teachers. Both teachers had long and short term reading plans. The weekly plans included the current instructional reading groups, the set of books for each group as governed by the words and expected skills focus and the appropriate learning intentions and success criteria. While all children were initially tested on entry to school, regular running records were carried out to monitor progress through the reading levels. Margaret set reading goals for each group and assessment of these goals was made at the end of each term. This assessment informed the reading goals for the next term.

Marion set literacy, numeracy and personal goals each term with the children in the class. These were discussed with whānau at parent interviews and at informal meeting times. The goals were laminated as table mats and referred to on a daily basis.

When a child has been at school for four to eight weeks, both teachers administer the School Entry Assessment (SEA). There are three components to this tool which assesses emergent literacy, the oral use of language through storytelling and a game to assess numeracy. The children are placed at appropriate reading levels according to SEA results and their running record scores. One teacher commented that it was her long term experience that supported her knowledge of the reading books and planning of the reading programme. Marion comments:

I suppose it's hugely experience but because I know what's in the books and where to go for them, I find that providing I know what they are, I don't write it all out but I know from my planning that all these things are matching up.

Both teachers discussed their reading programme which included the components of guided, independent and shared reading. During guided reading sessions the teacher and children would discuss learning intentions and success criteria. These were written into modelling books and referred to and used as they read. The modelling books are used to illustrate teaching points such as learning basic words and are a shared experience where both teacher and children write in the book. Independent reading allowed the children to choose their own reading material such as library books, poems, topic books or big books. Independent reading was also a time for reading mileage. The children chose previously read books from their individual reading boxes to practice reading out aloud and to practice their phrasing and fluency. Shared reading took the form of reading and sharing stories with the children.

As I've said lots of shared reading which pulls everyone along with them really, being read to, encouraging them to go to the library having that daily time with their little red boxes doing their reading practice. (Marion)

Stories were often told for enjoyment and included the rereading of many favourites. At other times the teacher had a particular goal in mind such as teaching prediction or questioning skills. Basics such as punctuation, grammar capital letters and word recognition were a regular feature of shared story experiences.

I try and make a time every day to read to the children and engage with them, have fun, read books that have got amazing pictures, let them laugh about things and let them predict. (Marion)

Both teachers could not talk highly enough about the learning intentions and success criteria guide, provided by one of the literacy advisers. Appropriate learning intentions and success criteria were informed from the children's data that the teachers gathered and were analysed at the different reading levels 1-20. The teachers found the learning intentions and success criteria were a useful guide because prompts were also given to formatively assess the children's confidence and competence at the different levels.

The sheets that I have got for their learning intentions for each level which are absolutely brilliant... it transformed the whole way I did things.
(Margaret)

During the guided reading session while one group was with the teacher, the rest of the class were engaged in teacher-directed activities. Over a week, each teacher planned for groups to complete an alphabet sheet and a poem sheet based on the focus letter of the week and all the children participated in a listening post activity. Both teachers had reading activities that included alphabet and word matching, lotto type games, alphabet puzzles, completing closed sheets and worksheets relating to a specific book. Marion was enthusiastic about meaningful worksheets that reinforce the children's learning and were fun and engaging.

Workbooks are good to reinforce things like yesterday the group did 'What's in the cake tin?' and that worksheet was just a big cake tin and I gave them a whole lot of magazines and they just cut out the pictures...and then they had to write what's in the cake tin, so it's not just boring worksheets, you can set up really cool activities for them to do. You can't do it every time but I like to do one activity they can engage with. (Marion)

Both teachers received some form of literacy support. One teacher had a teacher aide that assisted in administering the JOST testing, read stories to the children and also listened to the children read. The other teacher had a literacy aide person who had been trained to assist in preparation of reading activities, to read and share stories with the children and take responsibility for specific reading groups. Both teachers had children receiving support from the Reading Recovery programme.

Each teacher discussed their aspirations and high expectations for the children such as that expressed by Margaret:

Oh I want them all to do well. I sometimes will wake in the night thinking like teachers do, I can't understand why I haven't moved ... why isn't he moving, what can I do and sometimes you think, I know what I'll do, I'll try this...you want them to do as best you can, they only get one shot at it.
(Margaret)

Another example of high expectations was one Marion shared about a child who set high expectations for himself and his motivation to be at the same level as his peers. Each class had photos of the children and placed them on the wall under the different colour/level groups. The boy was at Green level (level 12) and could see many of his peers at Turquoise level (level 17). In order to move forward he had to read to the teacher and score 95% or more in a running record for each level. While Marion was not sure whether the competitive aspect would work, in reviewing summative data of this boy, she saw he had progressed to Turquoise level.

He drove (his teacher) mad, can I read to you, can I please read to you, can I please read to you? His teacher said he drove her insane, he saw the rest up there and he said, I have to be there too!

With the advent of National Standards, children at the end of their first year of instruction are required to be at Green level in order to meet that reading assessment. When asked whether National Standards had meant changes to their reading programmes, both teachers voiced similar concerns. It had not meant any changes to their reading programme but they felt strongly that while not all children may achieve Green level at the end of their first year, they had all made a huge amount of progress.

I mean Jamie (pseudonym) had to learn to actually look at a page, ...(learn)the front of the book...It's really depressing for parents but they've made a hell of a lot of progress. (Margaret)

Similarly Marion has discussed her feelings about the gains made by the children.

I've tried not to get myself into a nervous breakdown but say some of the kids have come from knowing one or two letters or maybe knowing no letters and at the end of the year they know 45 letters(and sounds)... these kids have come an awful long way.

On a positive note, Marion felt the introduction of National Standards had lifted the goal setting in the school and her being accountable for the children's shifts in reading.

A further common factor with the teachers was a home reading system where the children took books home daily to read to their families. Both teachers had a system of communicating with whānau, and Margaret had set up notebooks for parents to fill out and make comments in and she included reward stickers when the children had achieved milestones of reading for 25 nights, 50 nights and so forth.

4.3.3c Whānau relationships

Regular formal and informal communication with the children's parents and caregivers was a key aspect discussed by the teachers. Both teachers were well known in the community and talked about the advantage of knowing the families and the relationships within the families such as siblings, parents, and grandparents in supporting the children in their class. One teacher spoke of her awareness of how difficult it is especially in big families for parents to even hear their children read. Consequently the children are not progressing as well as they might so she makes attempts to speak with the families at every opportunity to build up a relationship with them.

We've always invited them (families) to come along and when their children are involved, I always say, this is an open door classroom and you can come in any time you want to...the ones who are in a big family...I think the whole thing is a bit of a slog, and the home readers only come back once in a blue moon, and you find those kids lagging behind so then the next time I see them, I try every day to go outside and talk to them, just build up a relationship, that way you're not leaving it until the end of the year when it's too late, you've had the first year and they've frittered away the time. (Marion)

Margaret was similar in her efforts to make the children and their families feel welcome by talking with the parents and getting to know them and their children. While she had observed that some children starting school are brought in by older siblings and she

does not always meet the parents, she is accepting of the fact that these parents may have their own negative experiences of school.

They probably don't like the school system so they don't want to go to school. I've often thought that they might have had a really hard time themselves. (Margaret)

The positive relationship between whānau and teachers was also seen in the numerous ways the parents supported the school. Both teachers always had considerable numbers of parents to help on class trips and outings. There was also volunteer support for lunch and fruit in schools organisation, listening to children read, school fundraising, concerts and kapahaka events.

We have fantastic support when we're going on trips, the parents are all queued up and we send them off on 1:2 adult - child supervision. It's great, they love it and I think because we've been here so long and are very familiar with the community and familiar with the children's families, that they just see it as that's the way we do things. (Marion)

4.3.3d Being culturally responsive

These teachers have each taught for more than thirty years and the findings indicate that they not only model effective teaching practice but have an instinctive awareness of how to respond to the Māori children's cultural backgrounds and ethnic identities. Both teachers think about the community the children live in and acknowledge the prior experiences the children bring with them into their daily practice.

Margaret discussed how she incorporates what the children do and places they talk about into the class daily talks and writing. When the children bring Māori language into their stories and writing, she automatically builds it into the everyday class language. She tries to do as much Māori as possible with the children and is always trying to develop her own knowledge.

I love expanding my own knowledge of Māori. I'll often ask ... (Māori staff) so that I can take it back to kids in class or if I'm planning a unit of work I'll

try and make it relevant...I love having that extra dimension in the class because I think they come with different knowledge, different skills, family background Rawiri (pseudonym) can do the haka and if I had a go...he was able to and help me and help the other kids...sometimes they'll teach me, I've had little children who would often correct me or give me another [Māori] word, I love that aspect of it. (Margaret)

Marion pointed out the children's strength in singing and utilised this in the literacy programme. The children sang alphabet and word play songs and also nursery rhymes.

The teacher and children made up little songs with clapping and repetitive patterns from the shared books and the teacher commented that this built on the children's confidence reinforcing the things they can do and what they know they can do.

Marion also discussed the school's strong family focus and how weekly events such as kapahaka sees brothers and sisters coming together and looking after each other and she relates this to the concept of tuakana/teina.

The use of te reo and tikanga Māori was a daily part of classroom routines. Margaret incorporated te reo Māori into the days of the week and telling the time. She made an effort to build te reo Māori into the classroom language including books in Māori and words that children bring from home such as puku (stomach).

I try and build Māori words and Māori language into things, especially words that you hear at home. Like I know that Maraia's (pseudonym) mum will say, 'Is your puku full?' so you try and use those sorts of words that you know the kids are using in Māori based stories, there's a lot more now ...although I can't read them, I get the English version which involves Māori families and readers with Māori kids in them...which is cool.
(Margaret)

A further example was the Junior whānau (family) at Marion's school who met daily for karakia (prayer) and waiata (songs) to start the day. Marion used te reo Māori readily throughout the day and as a management strategy to gain the children's attention. She said she was thankful to have the teacher aide who was Māori and from the local iwi and community to support te reo and tikanga Māori in the school.

4.3.4 Classroom observations

Initial classroom observations were informal so as to gain an overall sense of what happens during reading time. There was a total of 12 observations made at each school over a six week period, including three informal observations made at each school. Each observation took up to an hour and a half. Informal observations were also a chance for me to get to know the children and for them to get to know me. It also gave me an opportunity to observe the target children during reading time in a familiar environment. As part of the formal classroom observation sheets (see Appendix H) I will begin by discussing the layout of the classrooms pointing out features common and then specific to each teacher and then describe observations made of each teacher while taking a reading lesson.

Secondly, I will highlight examples of effective teaching practice as observed during the reading lesson and describe target children interaction with texts before discussing evidence to show target children displaying enthusiasm and enjoyment with reading.

4.3.4a Layout of the classrooms

Classroom plans were sketched out to show where the children and teacher sat during the reading session and where resources were kept for use by the children and teacher. While the layout of each classroom was different, the components were similar. Both classrooms had work tables where children completed activities such as alphabet or poem sheets, independent and group reading. There was a large mat space for children to listen to and share stories and news and also for group and independent reading. The teacher had a seat in this space and close at hand was a whiteboard for modelling stories, letters, words and other teaching points. There was

also a display board to hold big books and other items of discussion such as newspaper clippings. Both classrooms had a listening post that was utilised on a daily basis and also a computer. There was a book corner in each classroom and spaces that housed activity and play equipment. Resources used by the children such as activity books, reading group boxes, tote trays with activity sheets and home reader covers, were labelled and placed at child level, allowing easy access by the children. The walls and display boards of both classrooms held alphabet letters, basic words, number charts and children's work. Both teachers had a timetable showing the reading detail of what each group would be doing and when they would be reading with the teacher. Marion had photographs of the children on the wall with a rocket shape and talked with them about 'blasting off to reach their goals'. Each child had a laminated table mat which showed their reading, maths and personal goal. Margaret utilised a wall chart with the children that helped them to learn the days of the week in English and Māori. Both teachers had a special topic area which at the time, featured butterfly chrysalis that were about to emerge.

4.3.4b Observations of reading time with Marion

The reading session with Marion starts with the children sitting and waiting quietly on the mat in a circle, showing their familiarity with the expected routines. . The teacher and children choose a story for the teacher to read and during the telling of the story she asks lots of questions to get the children to think about the story and to also encourage the children to respond and in turn, extend their vocabulary and articulation of their thoughts. Marion chooses a few poems and includes those that feature the letter and sound for the week. She encourages the children to read and sing them together and asks specific children to find basic words such as 'come' and 'the'.

There is a focus on the letter and sound for the week and the children engage in basic word recognition activities on the display board or singing of the alphabet vowels, consonants and basic words.

Before the children move to independent reading, Marion reminds the children of her expectations, that she is looking for people pointing with their fingers, and wants to see how many books each person can read. She is specific in her instructions and tells children to take all their books out of the box and as they read each book, put it back in the box to make it easier for them to count how many they've read that day. The children then move to their group tables to read independently from their book boxes for 5 minutes. Marion roves the groups and listens and interacts with the children as they read offering support and praise such as "high five". At the end of independent reading she asks the children to count how many books they've read. The children are enthusiastic in their responses and want to be the one who has read the most. The children then return to the mat and the teacher reminds them of their reading goal of learning 30 basic words. The class then call out the basic words that the teacher points to on the display board. The teacher also highlights these words in different contexts such as in poems and in their stories. Marion then discusses the day's reading timetable with the class and the children move to their group tables to complete the activity. Those children who need it receive explicit instructions on the given task and Marion roves to check everyone is settled to the activity before taking guided reading groups.

The group observed start with a matching game where they pull a card out of a bag and place it under the correct category of word, letter or picture. The teacher begins with reviewing the book the children had read the day before. In this second reading of the book, she questions the children about the story using the vocabulary that may be

new to the children such as “Is the daisy awake?” Reading strategies such as ‘make it match’ and ‘try that again’ are used by the teacher to encourage the children to self correct and read independently. Praise words such as “well done” are used often by the teacher. The new book for the day is introduced by the teacher and she links to the children’s experiences through different questioning strategies such as “Do you like having your photo taken?”. As well as previous reading strategies being utilised, the teacher also encourages phrasing and fluency by asking questions that readily support this such as, “How do you think Dad would say it?” Once reading of the story is completed, teaching points from the book are worked on with the children in their group modelling book. The new story is then placed in the home reading cover and the children are reminded to refer to the reading timetable to find out where they go to next and what they will be doing and they confirm this with each other.

4.3.4c Observations during reading time with Margaret

Similarly, the children in Margaret’s class knew the routines and were seated in a circle on the mat waiting to share news. Guided by the teacher, the children talk about what they did the day before and are prompted by the teacher to ask the group if they have any questions. The teacher also has a turn at sharing her own news with the class. Once news time is over, the children gather closer together to sing alphabet songs and rhymes. The teacher then directs the children’s attention to the reading task-board and goes through the activities for the day’s session. The children move off to complete their first designated task; an alphabet sheet, a poem, reading a story at the listening post or reading from their individual boxes. The teacher ensures the children are settled at their activities before calling on the first group to come for reading with her and also one group to work with the literacy aid person.

The guided reading lesson sees the children and teacher chatting and relaxed about their experiences in relation to the book for the day. One child shares her scrapes after falling off her bike and then the teacher returns to the book asking the children to take turns reading. As the children are reading the teacher gives animated explanations for words that may be new to the children such as 'goals'. She is consistent with reading strategies to support the children's reading and uses phrases such as "try that again" and "I like the way you went back and fixed that up." During the lesson another child comes to ask if the teacher can fill in her home reading book notebook. Margaret asks the child to have a go at trying to fill the notebook out by themselves. The reading group continue with the reading of their book and Margaret praises them for their work as she continues to listen and watch the strategies they are using. A teaching point is speech marks and she supports the children's learning by saying, "Put your fingers on the talking marks". Ongoing class management is evident and seamless during the reading lesson with the teacher saying, "Excuse me, we've got two children talking here, one child talking over there, oh dear me, lots of people over there talking, can you be a bit quieter?". Once the reading of the book is completed, the teacher focuses on the learning intention and success criteria for the day and the children work with her to complete word suffix substitutions in the group modelling book. At the end of the lesson the teacher asks the children for their home reader covers to write the name of the book going home and then asks them what they will be doing next. The children check the reading task board and the teacher roves to check the class are on task before calling for the next reading group.

4.3.4d Evidence of effective teacher practice during the reading lesson

Effective teacher practice is a natural part of teaching for the two teachers observed, and this is validated in the following examples. High expectations could be seen in the way the teachers related to the children, how they voiced what was expected and also in the positive way the children responded to the teachers, wanting to please and do well as seen with children seeing how many books they could read in five minutes.

Opportunities to learn and practise could be seen during guided reading sessions, with teachers using the modelling books to emphasise teaching points and have the children complete the learning examples such as suffixes and extending this knowledge by adding their own examples. Further practice was provided in the alphabet and poem worksheets. Daily reading from their individual boxes was a chance for the children to practise the reading strategies learnt and build up their reading mileage.

Both teachers had clear routines and class management strategies in place. This was observed as the children waited expectantly on the mat at the beginning of the reading session and their familiarity with what happened next such as looking at their reading tasks after news time and what to do once they have completed their activities.

The facilitation of learning was observed in the different groupings during the reading time. Whole class story, alphabet, singing and news sharing brought the class together at the beginning and end of the session with the teacher taking small groups and individual children in between.

Self management was encouraged as the children gathered their individual boxes and sat at their group tables for individual reading practice of familiar books.

There were several examples of the teachers scaffolding learning and giving effective feedback to the children during this time. During whole class story time both teachers would engage in questioning strategies to encourage the children to articulate their thoughts and use their meta-cognitive skills. During guided reading, the teachers would use reading strategies to encourage a specific skill such as self correcting and say, "I like the way you fixed that up" or "Try that again" to encourage rereading and thinking about meaning. General and specific praise could be heard during the reading session from "Well done" and "High five" to "Cool Charlie (pseudonym). Are you reading from your box? Fantastic, good boy."

Both teachers demonstrated knowledge of their learners, socially and academically. They readily engaged in conversation about home and family with the children during the reading of their books and discussed specific learning intentions and success criteria with them. This knowledge of the children was also seen in their assessing of appropriate reading levels, knowing the current and specific strategies to use with the children and knowing the goals and assessments for each child.

Both teachers demonstrated knowledge of the reading process as they used appropriate strategies for the children at their different reading levels and utilised relevant resources in order for children to attain set goals.

Effective practice includes creating a climate conducive to learning. Both these teachers had classrooms that felt relaxed and focussed on learning. The children knew the expectations and routines and the conversations reflected mutual respect between teachers and children. Māori language and tikanga was a natural part of both classrooms and during the reading lesson was observed during singing, in the use of classroom management strategies and also in everyday language initiated by both children and teachers.

4.3.4e. Target children interaction with texts

As part of finding out possible factors contributing to the children's engagement and motivation in reading, observations of the target children interacting with texts were made. The children were observed in guided reading groups with their teacher and also individually reading from their independent reading boxes.

All the children were confident with early learning strategies such as one-to-one pointing, directionality and making what they say match the words on the page. They all have a bank of basic words they can recognise and say confidently when seeing them in context and also written as isolated words. All of the children have some concepts about print including word, letter and sound knowledge, and punctuation. Both teachers model phrasing and fluency and this is evident as the children read familiar known text. Phrasing and fluency is also expected with the introduction of each new reading book.

4.3.4f. Evidence to show target children displaying enthusiasm and enjoyment with reading

This was an experimental framework in an attempt to capture the target children showing enthusiasm and enjoyment with reading. Guided by reference points in the classroom observation sheet (see Appendix H), observations were made of the children during the reading session.

In general they were all keen to read as seen when asked to go to the special reading table for reading and when reading in a group with the teacher. Enthusiasm was more obvious when the children were seeing if they could read the most books as in Marion's class. Enjoyment was expressed as they listened and participated in shared stories and

read known books with the teacher. They were focussed on the story-telling and responded to questions freely and also when asked by the teacher. The target children could self-select reading material confidently with library books, poem cards, big books and readers from their individual boxes as examples.

The children read to me with enthusiasm and were keen to read me all the books in their box as they were confident with them and could read them fluently.

Enthusiasm was shown in the reading session as the whole class looked at the reading task board and prepared to go to their first activity. The children knew the routines of where to get their reading boxes and home reader covers and also where the activity sheets were placed on completion.

Overall there was an atmosphere of enjoyment in reading whether it be a class story or poem or a new reading book with the teacher. Children showed their enthusiasm in the way they knew the routines, the way they responded positively to story reading and also in the way they read confidently as a group with the teacher or individually.

4.3.5 Video

The video excerpts were gathered to give a more rounded picture of each teacher's interaction with the children during parts of the reading session. I felt that video clips could add to the teacher interviews and classroom observations by giving a sense of what it feels like in the classroom and the atmosphere created by the teachers.

There are two video clips. One is Marion telling a story to the class and the second clip is of Margaret taking a reading group. I will give a description of each teacher as they interact with the children and then conclude with a summary of the video findings.

In the first video, we see Marion telling a story to the children. As she reads, she pauses to ask the children questions about the characters in the story and she affirms

their responses by repeating their answers. The children are seated on the mat and are helping themselves to fruit as part of the 'fruit in schools' programme. They are totally focussed on the story and even as they move to pick out fruit, their eyes remain on the story, and respond readily to the teacher's questions. The atmosphere is relaxed and the children are able to call out their thoughts during the story. The teacher is aware of those children not responding and asks them personally to describe a specific character in the story. She keeps the children on track by reminding them to tell her what the characters look like and not their clothes as they have already talked about that. She continues with the story and highlights interest words to the children. "Remember these words as they are what the writer tells us." The class engages in a discussion about what's happening in the story and the teacher confirms their conclusions by reading what is in the book. The story reading took five to seven minutes.

In the second video Margaret is taking a reading group of three children at their table. The teacher's language is encouraging and friendly as she introduces a new story to the group: "What can we see in the toy box honey?" She is focussed on her expectations, learning intentions and success criteria for the group. "Remember we don't slide do we [our fingers under the words]?" She asks the children if they need a pointer to help them. "Do you want Mr Pointer?" The reading of the story is a collaborative effort with the children calling out what they think is in the toy box and the teacher offering her own thoughts. The teacher encourages peer support by asking one child to help another child who is less confident with her reading. The teacher also has her ears and eyes on the rest of the class and only has to say, "listening post" for the children there to quieten down. The book is read a second time with the children taking turns. She reminds the children of their reading strategy: "Remember we point to the

words as we say them - match with your finger.” Another teaching point is recognition of the word ‘the’ and the teacher asks the children to find ‘the’ on each page as they read through the story and gives praise for the children as they find it. “Ok, lovely pointing everyone, well done Maria (pseudonym). On the next page show me ‘the’.” Margaret also gets the children to differentiate between upper and lower case letters and asks, “Why is that one different?” The children respond, “It’s got a big T!” The teacher responds in kind saying, “Fantastic, well done.”

The reading of the story continues in an affable manner and whole group reading of a page is encouraged with the teacher consistently asking, “Find me ‘the’, how do we say it? What’s that word? T H E - the.”

At the end of the reading the children choose special pens and the teacher asks them to write the word ‘the’ in the modelling book. She scaffolds them by saying, “Right I need the word ‘the’ whichever one you like (upper or lower case t). Look at your book if you need to. Write it again, write it fast, T H E the, fast and again, that’s it, and again.”

Once the children have practised writing the word ‘the’, Margaret writes a story for each child to complete. ‘___ toys are in ___ box.’ Each child completes the sentence and then reads it to the teacher. One child has written ‘Toy toys are in ___ box’ and the teacher asks her to read it to see if it makes sense. The child then works on correcting this. At the conclusion of the activity, the teacher sends the group off to their alphabet activity. This video observation was nearly 14 minutes.

In summary, there were common attributes observed in both teachers as they interacted with the children. Both teachers were relaxed and confident in their reading knowledge and in the knowledge of their learners. This was shown in their use of reading and questioning strategies with the children. Each teacher was competent with

appropriate classroom management skills as seen when one teacher just had to say, “listening post” for that group to quieten down. Experience and practice showed that they knew what was happening in each area of the classroom regardless of whether they were taking a reading group or telling a story. Both teachers were warm and friendly but firm in their expectations of the children. There was a sense of enthusiasm and enjoyment by them as they read to and with the children within what felt like a positive classroom climate conducive to learning.

4.4 Children: “Yep I like reading because it help me learned how to read”

The findings from the 6 children in this study show their thoughts about reading and knowledge of learning to read. They talk about their reading experiences at school and reading routines at home. In terms of the key questions - *What is the spark that causes Māori children to have a ‘love of reading’? What does this spark look like?* - the children themselves provide the answers not only in what they have said but also in the way they have responded, with enthusiasm and confidence. The children’s findings provide insight into the key question, *What sparks Māori children into enjoying reading?* as seen in the interview responses and observations in this section.

Their findings are discussed under the following three themes about reading, teacher support and whānau support. The children have been given the pseudonyms of Finn, Kotuku, Lucy, Sienna, Anika and Roimata.

4.4.1 About reading

In this section the children talk about reading and share some things that make reading easy.

Lucy showed her knowledge of the reading routines when she talked about what they did at reading time:

We do stories we have our story with Mrs Beacon (pseudonym). We do reading. (Lucy)

She described what happened at the listening post:

Yeah and we have to listen to the story and we have to open the page and get a piece of paper and turn it around and then we have to draw the picture, the one we want to draw. (Lucy)

Anika said she liked the teacher reading stories to them and at the moment the teacher was reading *Charlie and the Chocolate Factory*.

All the children had a bank of basic words they used confidently as observed when they read familiar books to the interviewer. They were able to point to and name items such as words, letters, page, lower case and upper case letters and basic words when prompted by the interviewer.

Finn could articulate his self corrections:

Finn: "Tiger, Lion is going to the river."

Interviewer: "How did you know that was Lion, what did you see?"

Finn: "A[n] L."

Interviewer: "Good fixing up there."

And Kotuku knew that words from the story that were in bold print were said with expression and should be said "loud".

In asking the children about what made reading easy or fun, Anika said, "because you can say it." Roimata said; "because it's fun." And Finn commented that "the pictures...the story and reading" made reading fun. Lucy said "looking and pointing" made it easy.

4.4.2 Teacher support

In this section the children discuss what they do when reading gets a bit tricky and how their teacher helps them. Some praise words used by their teachers are also included.

Anika commented when she gets to a tricky part, “I just fix up the letters...and she says (her teacher) that I’m doing it wrong, then I start it again.”

Roimata said she has to “think about the words” and her teacher says to “try and think about it.”

When asked what her teacher does when she gets stuck, Lucy said;

Mrs Beacon just tells us a little bit and then we say it and then we put the words what we know we have to say and the words what we don’t know we have to, we don’t do it and Mrs Beacon tell us.

Most of the children could articulate praise words and phrases used by their teacher such as “Good reading”, “High five” and “Thank you, you’re doing great”. One child, Kotuku, excitedly said “She (his teacher) says that I’m good at reading.”

4.4.3 Whānau support

Under this sub-heading, the children talk about who helps them to read at home and some home reading routines. They give a favourite book and also tell us what their parents say when they are reading well.

Finn said, “My Mum and Dad” when asked who listened to him read and his home reader was a favourite book he liked to read. When asked what his parents said when he read really well Finn said, “They say, look Mum, he’s reading so well.”

Similarly, Anika said, “My Mum and Dad” when asked who helped her to read and then added, “My sister helps me.” A favourite book she liked reading at home was *Mrs Wishy-Washy*.

Roimata talked about *Winnie the Pooh* being a home favourite and “Mum and Dad” were the ones who helped her to read at home.

Kotuku was emphatic that “Mum, Mum” was the one who helped him to read at home and he explained the home reading process:

She (teacher) writes in my book, in my whānau book and after school we have to read the book and Mum’s gotta sign it.

Kotuku was also excited about the number of nights he had taken his reader home and had it signed as he had received special stickers for achieving different milestones.

When asked how many nights he had read his book at home he said, “Oh I think it was 105, I still got it, I think I gotta have a look.” Two of his favourite books to read at home were his “Hot wheels book,” and his “Yu-Gi-Oh (trading card game) book.”

Sienna named most of her family when asked who helped her to read at home. “My Mum and my Dad, and my big sister, and my baby sister...and my big brother.” She said her home reader was the favourite story she read at home.

Lucy was also able to articulate the home reader process as Kotuku did, by saying,

Yeah that’s why we get all these books, all these things, book bags so we can put in our books and then we go home at home time and then we read it to our Mum and then they sign it.

When Lucy was asked who helped her at home to read, she said, “Just Mum, and Dad does the baby.” Lucy also talked about her home reading routine saying, “Oh we don’t do reading, only once, then when it’s night time we have a story and then we go to sleep.” Her favourite story at home was “Kitty Cat and Fat Cat.” She said she knew she was reading well at home, “Oh because our Mum thinks we do good and that’s why she says good reading.”

Lucy sums up this section by saying why she likes reading:

Yep I like reading because it help me learned how to read because once I was six and then we had to go down there (for six-year net testing) and then we, I couldn’t read it and then we read this one and then I started to know how to read it. (Lucy)

4.5 Whānau: “Even if we’re tired and our kids ask us, can we read this book or can you read with me, it should always be yes”

The whānau who were interviewed included the Mums of four of the children, one Dad, and one child’s Mum and Dad who were interviewed together. Responses from the families reveal the importance of home-school relationships and how these affect the reading success of the child. In answering the sub-question, *What factors in the wider background to reading, family support and home-school relationships, can be identified as contributing to reading success?*, the parents discuss some of these factors and provide key elements such as home-reading routines, that contribute to the reading success of their children.

The findings are discussed under key themes that emerged from interviews with the parents. Pseudonyms have been used for each family member.

4.5.1 Aspirations and values

The findings showed that all the whānau interviewed had aspirations and expectations for their children. Some parents talked about wanting their children to have an education, to go to university and to have a good career. Others said that they wanted opportunities for their children in order to do what they wanted in life. Peter said,

I just want them to do better than I’ve done. I can just teach them what I know and hopefully they can go on from there...I want to see whatever she wants to do later, as long as she’s got the opportunity. (Peter)

Some parents said they wanted their children to succeed in life and to learn all they can. When probed as to what success might look like, Ben said,

Well, what's successful these days, you know the economy's changed so it's actually not worth owning your own house, those sorts of things. As long as they're happy, if whatever they choose to do...as long as they're happy, it may not necessarily mean financial either. (Ben)

Alongside the aspirations, the families talked about the values and expectations they have for their children. Several parents like Ben said they wanted their children to be happy. Gina said,

haven't really thought too much of the future, just hopefully that they're happy really, choices that they make, making sure they know their consequences from right and wrong, good career. I have those foundations laid out first then they should be right hopefully. (Gina)

Lisa discussed the values she tries to instill in her children:

I know not everyone can become the big rugby player or have the good jobs and stuff like that but for them to be independent and happy and like I say, care for each other, love each other, treat people how they'd like to be treated. (Lisa)

Some of the parents spoke about their aspirations and thoughts in terms of reading.

Lisa wanted her children to enjoy reading and to see the importance and usefulness of it in terms of employment and for broadening their knowledge of the world. She talked about how her mother was a role model for the children:

My mother was a big reader as well. She used to love sitting, she'd sit there for hours with them reading, it was a whole bit of quiet time, sit there and just read. Amazing what they pick up. (Lisa)

Maraia supported her children's reading by taking them regularly to book shops and the library so they could feel as comfortable as they do when on the family farm:

Our middle son he's a reader, so what we try and do with all of them, at least once a month just going to Whitcoulls, it's all right to go in and buy a book...our two boys look like they should not be living in an urban city, they love the farm, my family farm and they prefer to wear gumboots or something like that to school. So I want them to be comfortable going into Whitcoulls or Paper Plus and even the library. (Maraia)

4.5.2 Whānau activities

The responses from the parents show they engage in many different activities as a family from tee ball and waka ama (outrigger canoe paddling) to visiting museums and shows. All of the parents took their children swimming either to the swimming pool or the beach. Ana's description is a typical response:

My kids are in swimming and running at the moment. Swimming and races whether it's with their skates or bikes, as long as they're racing and swimming. For a six year old and a five year old to be snorkelling, it just buzzes me out and they love it. So on the weekends if we're not at home letting them play on the computer or the games, we're out doing some kind of sporting activity. (Ana)

Participating in kapahaka (Māori performance) was a weekly event for one family and another parent spoke about involving the family in events and activities at both her and her partner's marae and trying to keep these links.

Three of the parents said they would support their children if they were interested in playing sports and when asked if her daughter was interested in any sports, one said,

only swimming at the moment. Haven't really gotten into summer sports or tee ball as of yet, she's only just started school so that was our big hurdle but we are looking at starting her in netball or something like that, rugby, see how it goes. (Gina)

Other activities discussed by the parents included watching television, playing X-Box or other computer type games and going to the movies.

4.5.3 Reading routines at home

The parents talked about the reading of school books as an expected and daily part of family routines. While the times differed when parents listened to their children, a common aim was to try and be consistent as Lisa says:

Be consistent, gotta go at it all the time, as much as possible, routine. My kids we try to do reading straight after school, it's a bit hard with her (preschooler)...because she's trying to grab the book and next minute it just turns out to be a big huge scrap. So we decided we do it at bedtime...they'll do anything to stay awake, so we usually have 20 minutes - half an hour of reading and I usually do the reading because father's not that patient...and we try to do it every night. Course you know

there's some nights when it's hard to if there's a birthday on during the week, you get home at eight o'clock, it's just shower and get to bed sort of thing. Sometimes it's a wee bit hard to fit in. (Lisa)

Despite work and study, the commitment of the parents to listening and supporting their children with their home reading was expressed by many of the parents in sentiments similar to Maraia:

One thing I've always said to my partner is even if we're tired and our kids come up to us and they ask us, can we read this book or can you read with me, it should always be yes, and occasionally he's tired and they may go up to him and say, dad can you read with me, and I'll say come here. We might be bothered and we might be tired but they're sitting there and they're ready but we can at least act like we're enthusiastic, even if we're not and we want to go to sleep. (Maraia)

The enthusiasm for reading came through in Ana's comments:

I read with them, we read with them, then they read it to us, then we read it to them, and then we read it again. We've always done our reading like that and before they go to bed, I'll give them one book each otherwise I'll be sitting there reading to them all night because they just love it. (Ana)

Marama's encouragement for her son also included her awareness of knowing when he wasn't in the mood to read:

I usually give him a high five. Well done son. I always compliment him on his reading but I know when he doesn't want to read because he's not interested so it's no use making him read, so you just set a time. (Marama)

Some parents shared their own strategies when listening to their children read:

We have a set of rules and the rules are, I'll only stop you if you've made a mistake. (Lisa)

Oh I praise them even if they're getting it wrong. I'll laugh at them and say no, try it again. If they still get it wrong I'll say okay, this is what it says, if you break it down, and if you sound it out properly, you're gonna get what the word is. (Ana)

I test her because kids have this awesome memory and this mornin when she was reading to me and I just kept going through the words as I was pointing at them because I thought okay, this is repetition so I went, well what's this word? and she goes 'to' and I went, well what's this word? and she goes, 'spider, hurry up Mum' you know because it becomes a pattern, I knew that she had learnt exactly what those words were. (Maraia)

4.5.4 Talking about reading

While this sub-heading is related to the previous section, I thought it warranted separate discussion as the parents responded to questions about what reading books and activities their children engaged in for pleasure and how they felt they could support their children in their learning to read. These questions also revealed concerns that some parents had faced for their children.

There was a range of favourite titles parents said their children enjoyed reading, from *Dora*, *Where's Wally*, and the Maui books, to non-fiction titles about cars, spiders and the Warriors, and traditional tales such as *Cinderella*.

One parent said she had tried reading *Red Riding Hood* to her children but she felt they didn't enjoy it because she didn't have enough expression or didn't sound as interesting as the teacher.

When asked what sort of encouragement they gave to support their children's reading, most of the parents said they just try and encourage them and praise them for their efforts such as with 'high five' and

"Well done" (Marama)

"Oh you're doing well" (Peter)

I suppose just listening to them, actually making the time to pretend you're actually listening to them especially with us both working and things like that...I think that's the best thing I can do for her at the moment with working. (Gina)

Yeah well I think the best thing to do is sit there with them. I mean my kids love it and that's why I do it, sit there and read with them as much as we can... It puts a smile on my kids face [at] reading time, Mum and Dad's going to come read with us and they're just sitting at the table smiling so we're like oh, okay, here we go. (Ana)

While Peter was very happy with the progress his younger children were making and that his daughter would bring him books to read to her and she could work out the words with his help, when asked if it was fun for his daughter, he gave a mixed response:

For her it is yeah she enjoys it. I don't know why she enjoys it but she does. Like with the older sister, she's hating every minute of it whereas this one's keen as, and so is her brother. (Peter)

Peter was concerned with his older daughter's reading development and frustrated that her teacher was saying things were fine when they felt things were not. Similarly, Maraia talked about thinking something wasn't right when their eldest son started school and he lost confidence and interest in his reading which she believed he had when he first went to school. In retrospect, she wished she had done something at the time:

I should have trusted my instincts but then again as it shows, how confident was I to challenge the expert? (Maraia)

Two parents talked about their children being self motivated in reading:

Yeah yeah he makes it fun. He makes it fun for himself. (Marama)

I think the difference with this kid is he just loves it too, so he's like pushing, pushing himself for it. (Ana)

4.5.5 Teacher communication

All the parents felt they had good communication with their child's teacher and spoke positively about them,

Yep, as soon as she sees us she always comes up and tells us how she's(their daughter) doing or what she's been doing, even in the street, down the road or whatever, yep, she's very open...she's really open to anything. (Gina)

Ana commented that the teacher always let them know what was going on and she liked to involve them:

Yeah, she's a real good teacher...involving me, yes and I guess it's because I like being involved too. (Ana)

And Peter said communication was more important if the children were having problems:

I think it is if they're not doing well but if they're doing alright, I don't think it's quite so important. (Peter)

Marama also felt positive about her son's teacher and that he was doing well for his age:

No they're alright (his teachers) because if they have to step up then I've got to step up...but at the moment I think it's all good for his age. Don't want to get him too clever. Leave me behind, might end up teaching the teacher. (Marama)

Ben talked about communication being important because of previous experiences they'd had at a different school:

I think that it is important that you can communicate freely with the classroom teacher, yeah because communicating with those teachers (at a previous school) yeah, you think you are, but sometimes you might not be. (Ben)

4.6 The children's data

This section provides information about the children in terms of their reading progress over the time of the study. Table 4.6.1 gives the details of each child's name, age and time when they started or entered school. When the research began in March 2011, four of the children (Anika, Finn, Roimata and Sienna) had only been at school between one and five months. The older children (Kotuku and Lucy) had been at school for a year and three months. Anika, one of the younger children was at Level 3 in March and had progressed three levels to Level 6 in July. She had been at school for five months. Roimata the youngest in the group was also at Level 3 in March and

had progressed to Level 5 in July. Sienna, who had been at school five months and at Level 3 in March, had made similar progress to Roimata and progressed to Level 5 in July after nine months at school. Finn had made good progress being at Level 2 in March and progressing to Level 9 after eight months at school. Kotuku was at Level 6 in March after having been at school for a year and three months and progressed to Level 10 in July. He was a candidate for Reading Recovery but his teacher said he just “took off” when he came back from the holiday break and he was utilising a list of reading strategies independently to support his reading. Lucy was at Level 4 in March and similarly had progressed to Level 10 in July. She began Reading Recovery after July 2011.

Table 4.6.1 Children’s Data: March & July 2011

Child	DOB	Reading level March 2011	Age	Reading level July 2011	Age	Time at school (to July 2011)
Anika	16.01.06	Level 3	5.1	Level 6	5.5	5 months
Finn	22.11.05	Level 2	5.4	Level 9	5.8	8 months
Roimata	20.01.06	Level 3	5.1	Level 5	5.5	5 months
Sienna	15.10.05	Level 3	5.5	Level 5	5.9	9 months
Kotuku	26.01.05	Level 6	6.3	Level 10	6.7	1yr 7months
Lucy	02.01.05	Level 4	6.3	Level 10	6.7	1yr 7months

In viewing Table 4.6.2 we can see the children’s data gathered in November 2011.

Finn has met the National Standard of being at Level 12 after a year at school. Sienna has progressed to Level 10 after a year and one month at school but has progressed five levels since July. Anika, Finn and Roimata have all progressed three levels each since July 2011 and Anika and Roimata are on track to meet the National Standard of Green, Level 12 as they turn six. It is unfortunate that records for Kotuku and Lucy

were not available as comparisons from their July data would have added significantly to this study.

Table 4.6.2 Children's Data: Nov. 2011

Child	DOB	Reading level Nov. 2011	Age	Time at school (to Nov 2011)
Anika	16.01.06	Level 9	5.9	9 months
Finn	22.11.05	Level 12	6.0	1 year
Roimata	20.01.06	Level 8	5.9	9 months
Sienna	15.10.05	Level 10	6.1	1 year 1 month
Kotuku	26.01.05	Record unavailable due to shift to new class		
Lucy	02.01.05	Record unavailable due to move to a different school		

As can be seen in Table 4.6.3, National Standards requires that children be at Green Level 12 after one year at school. Anika, Finn, Roimata and Sienna are expected to meet this standard after a year at school. While Kotuku and Lucy have not met these standards after a year at school, with the boost of Reading Recovery, they can be expected to meet the National Standard required after two years at school, Turquoise Level 18, as seen in Table 4.6.3.

Table 4.6.3 National Standards Years 1 -3

<u>After one year at school:</u>		Reading at Green level 12, 5.9 – 6.0 years
Running Record (with at least 90% accuracy and 80% comprehension, using a book from the Ready to Read series or a Benchmark example)		
<u>After two years at school:</u>		Reading at Turquoise level 18, 6.5 – 7.0 years
Running Record (with at least 90% accuracy and 80% comprehension, using a book from the Ready to Read series or a Benchmark example)		
<u>After three years at school:</u>		Reading at Gold level 22, 7.5 – 8.0 years
Running Record (with at least 90% accuracy and 80% comprehension, using a book from the Ready to Read series or a Benchmark example)		
STAR Standardised Test:		Stanine of 4, 5 or 6.
Overall Teacher Judgement using 6 year Observational Survey and anecdotal notes from instructional groupings.		

4.7 Summary

The findings have been presented under themes that have emerged from each of the participant groups. Through their voices, some factors have been uncovered, in teaching approaches and whānau support that underpin the engagement and motivation of the Māori children in this study.

This study observed children who were engaged and motivated in reading activities. They could articulate how they used the resources and what they were learning. They demonstrated the early reading skills required for reading at their level and could voice some of these. There was a positive classroom climate conducive to learning. Children were on task in the sessions observed, with high levels of concentration. There was a comfortable relaxed atmosphere in the classroom alongside high expectations. The children knew what to do and the teaching sessions were well organised with routines known by the children. The teachers set high expectations in the reading sessions and were firm but also positive and encouraging. Both teachers were confident with the reading process at all levels in the classroom. There was also a demonstrable level of mutual respect, and the children felt comfortable saying things that were happening at home. This is consonant with what the literacy advisers said about knowing the reading process, being effective practitioners and most importantly, knowing the children they teach.

Both teachers and parents described a positive and comfortable relationship between home and school. There was open and regular communication in both formal and informal settings such as parent interviews and when picking children up from school. Parents had high expectations for their children but also a balanced view of values. Children's reading was integrated into family routines in a 'no fuss' way.

Both teachers showed a sensitivity to and awareness of the cultural needs of the Māori children in their class with te reo and tikanga Māori being an everyday natural part of the classroom environment. Planning was inclusive of topics from te ao Māori with welcomed support from Māori work colleagues and whānau community.

The overall feel from the findings in terms of the interconnected relationships between the teachers, parents and children was one of 'firm but relaxed'.

Chapter Five

DISCUSSION

5.1 Introduction

This study provides a picture of Maori beginning readers who clearly have that inner “spark” that leads to a love of and enjoyment of reading. This “spark” could be observed in children’s behaviour in the classroom, their intense concentration and both intrinsic and extrinsic motivation to read. This reading was supported by good classroom practice, home support for reading and a good home and school relationship. There was a “relaxed but firm” quality to the interactions of both teachers and parents with the children about reading practices. Elements of the approaches of the two Pakeha teachers were consonant with Maori pedagogical practice and above all there was no sense of conflict for these children between home and school belief systems – this relationship was also open and relaxed but one with clear expectations on both sides. The spark to read was observed in a video that captured my great-niece reading a book. She was 18 months old at the time and although no-one could understand a word she was saying, she read *The Three Little Pigs* aloud to herself. It was not only that she was absorbed and interested in the story but the fact was that she had already picked up reading behaviours modelled by those who read to her. She would look at a page and talk, pause as she turned the page and then start talking on the next page and she continued this pattern to the end of the book. The experience of having whānau support her in these informal learning situations reflects holistic and traditional Māori ways of learning. Smith and Smith (as cited in Pihama et al. 2004) discuss the informal learning and teaching process as important life skills related to survival and were taught through everyday living and activities (p.14).

As easy as it is to spark a child into loving books and reading, it can be just as easy to have that motivation squashed. I remember myself as a child of five and having just started school. I was punished for some minor thing like drawing on the blackboard and sent to sit out in the corridor. I was glad to see my cousin also sitting outside his classroom for a similar misdemeanour. It was when both of our teachers came out and started talking in front of us and making derogatory remarks about our family that I felt such a sense of shame. This attack on one's identity is enough to halt any sort of motivation and sense of wellbeing that a person may have. Unfortunately, many Māori share similar experiences from our education system. It is narratives such as these that have triggered the kinds of transformation or change as seen in kaupapa Māori theory, initially developed by Graham Smith (1997).

Rather than following in the negative stories of the past, the ethos of Appreciative Inquiry (AI) (Finegold, Holland & Lingham, 2002), allowed me to approach this study from the starting point of what is already working well. Appreciative Inquiry as presented by Giles and Alderson (2008), moves beyond deficit-based language and research based on identification of a problem and instead gives attention to evidence of successful practice.

What does a successful beginning in reading look like for beginning Māori readers? A successful beginning for these children goes beyond reading and encompasses the holistic dimensions of a person: taha tinana (physical wellbeing), taha hinengaro (emotional and psychological wellbeing), taha wairua (spiritual wellbeing) and whānau (social relationships) (Durie, 1994). By nurturing these dimensions within the classroom environment, conditions conducive to the child's engagement and motivation for reading are being nurtured and strengthened. These dimensions are not separate entities taught in isolation but are incorporated into the everyday classroom programme. For instance,

having tikanga and te reo Māori as part of the everyday reading routines actually nurtures all these dimensions. What might this look like? It could be saying karakia to start the session, singing of waiata and reading poetry in Māori or poems that use Māori words such as anuhe (caterpillar). It is the teacher having an awareness of concepts from a Māori world such as whakamā (shyness) where a child may be shy or hesitant to participate in a reading activity but having had it explained to them and leaving them to go to it in their own time with one or two of their peers to work with them, fostering tuakana-teina and ako. Further examples of te reo and tikanga Māori could include children learning and saying their mihi and using this regularly especially when there are guests in the room. Māori rhymes where the children respond in te reo is an effective classroom management strategy to gain the children's attention. Books about Māori and with Māori characters and also books in te reo would be part of the variety of reading material in the classroom. Most importantly, the teacher would know the child, their family and the relationships within the family. It is through what they say, and how they say it, their body language and nuances, that they show the child that they value and respect them, and that they expect great things of them.

In reality, a successful beginning for a Māori beginning reader is less about reading and more about creating a cultural context on which to base their learning and success as beginning Māori readers. It was exactly this sort of holistic caring for the child that I saw demonstrated by the pakeha teachers in this study.

The discussion in this chapter will be presented under the following themes. Firstly, 'The children with the spark.' The children had the spark and I was able to observe this. In this section I will describe all the ways these children were happy in their reading and what they said, a kid's eye view. The second theme of 'parents' values and supporting reading at home' will discuss the aspirations and values the parents have for their

children and their home reading routines. The third theme, 'good home-school relationships' will discuss the 'comfortable' relationship between the teachers and the families. The fourth themes, 'good classroom practice' will talk about the examples observed that exemplify good practice. The fifth theme, 'progress' will discuss the children's progress in terms of a sound trajectory for success. The final theme of 'Māori pedagogical practice and beliefs' will discuss how Māori pedagogical practices and beliefs are culturally located within school practices.

5.2 The children with the spark

These children had the spark and it was something I was able to observe. They were happy in their reading and it showed in many different ways.

They could articulate why they enjoyed reading - "because it's fun" , "the pictures...the story and reading" - and were confident in voicing what reading was about: "We do stories, we have our story with Mrs Beacon", "We do reading".

The children had knowledge of basic words and letters as seen when reading familiar books to the interviewer and they read familiar books with fluency and confidence. One child said she liked the teacher reading stories and that the teacher was reading *Charlie and the Chocolate Factory*.

The children could articulate praise words and actions used by their teachers: "Good reading...", "High five", "Thank you you're doing great", "She says that I'm good at reading." Both Small, (2009) and Nolen, (2007) talk about teachers developing a love of reading in their students. This love of reading can be seen by the children in this study as they talk about what they enjoy about reading and how they enjoyed listening to

stories as well. They showed that they knew when they were doing well in reading through articulating some praise words used by their teacher.

The children could talk about what they did when they got to a tricky part in the book, and in doing so were articulating reading strategies they had learnt. “I just fix up the letters... and she (teacher) says that I’m doing it wrong, then I start again.” “think about the words,” “Mrs Beacon just tells us a little bit and then we say it and then we put the words what we know we have to say and the words what we don’t know we have to, we don’t do it and Mrs Beacon tell us.” Cambourne (2000) discusses conditions for literacy learning and gives a list of expectations that teachers would include in their planning. He calls these ‘macroprograms’ where the child ‘has confidence to discuss learning’ and ‘has positive attitudes towards learning’. Responses from the children show them willing and confident to talk about their learning and they were confident in discussing what they did when they got to a tricky part.

The children’s enthusiasm showed in the way they prepared for reading. They knew the routines such as being ready on the mat after the break or where to put work once it was completed. They could use the task board as a visual confirmation of what they were doing and could articulate what they did with their home readers:

Yeah that’s why we get all these books, all these things, book bags so we can put in our books and then we go home at home and then we read it to our Mum and then they sign it.

She (teacher) writes in my book, in my whānau book and after school we have to read the book and Mum’s gotta sign it.

The Ministry of Education document, *Effective Literacy Practice* (2003), points out that effective practice includes appropriate structures and routines to support students' learning.

Observations and video footage shows the children able to voice what they were learning in their lessons. They knew what the lessons were about. The children were also familiar with working in modelling books with their teacher.

Yep I like reading because it help me learned how to read because once I was six and then we had to go down there (for six-year net testing) and then we, I couldn't read it and then we read this one and then I started to know how to read it.

The Education Review Office (2009) discusses effective teachers as those who make the purpose and goals for learning clear to the children with modelling books being an effective tool to convey these.

The children's responses are examples of both intrinsic and extrinsic motivation. Intrinsic because of their enthusiasm shown in examples such as when getting their reading boxes ready for reading, in waiting expectantly for the teacher to read a story, in fetching their book bags to take their books home, in showing an enjoyment in reading their books both with the teacher and independently, in talking about reading, and in articulating their activities such as the listening post.

Yeah and we have to listen to the story and we have to open the page and get a piece of paper and turn it around and then we have to draw the picture, the one we want to draw. (Lucy)

ELP (Ministry of Education, 2003) argues that motivation increases when children are familiar with the language and tasks expected of them. Brophy (1998) says that intrinsic

motivation develops where feelings of competence, autonomy and relatedness are supported. Edmunds and Bauserman (2006) endorse this by saying that children are motivated when they have a variety of texts and also have a choice of what they want to read. This was also supported by the literacy advisers interviewed in this study. Cole (2003) in her study to find out what motivates students to read puts forward ideas for teachers to promote intrinsic motivation and suggests a wide variety of reading experiences that foster engaged reading, such as small group reading and storytimes.

Extrinsic examples were evident when children engaged enthusiastically in reading from their independent boxes and had to count how many they could read in five minutes. It was also evident in the example where the children received stickers when they had read for so many nights at home. One child was excited because he had read over one hundred nights.

Chapman and Tunmer (1997) found that a significant relationship between children's views of themselves as learners and their success in reading could not be established until the third year of school (or until children were about eight years old). Quirk, Schwanenflugel and Webb (2009) have more recently found a significant correlation between children's motivation and reading skill at the middle of their second grade year. We need to be mindful about making any over-generalised claims about the relationship between motivation and success in this study of children in their first year of reading.

The children's spark was most notable in the video clip showing the children seated on the mat listening to their teacher reading a favourite book as they ate fruit together (from the free 'fruit in school' programme). The children were listening intently to the story and responding readily to questions being asked by the teacher. Their intense focus and

engagement in the story became more obvious when they moved to get pieces of fruit but kept their eyes and attention firmly focused on the book.

These examples of children happy in their reading show their engagement in learning to read and both their intrinsic and extrinsic motivation in reading. These observations show the enthusiasm they have for reading and are indicative of the spark being nurtured and grown in ideal conditions for learning. This is supported by Baker and Scher (2002) who suggest that young children have strong motivation in reading because they are “positive in their outlooks and beliefs regarding their potential for success” (p. 260).

5.3 Parents’ values and supporting reading at home

The parents had many aspirations for their children including going to university, having an education and having a good career. They discussed values important to them, that they hoped for their children, but it was their children’s happiness that came through most strongly:

“As long as they’re happy in whatever they choose to do, as long as they’re happy, it may not necessarily mean financial either.”

“...just hopefully that they’re happy really, choices that they make, making sure they know their consequences from right and wrong...”

“...for them to be independent and happy...care for each other, treat people how they’d like to be treated.”

These sentiments are related to the comments in ELP (MoE, 2003) about having shared expectations between home and school and for both parents and teachers to communicate these in support of the child's learning. There seems a dearth of research that includes the aspirations and values Māori parents have for their children as beginning readers.

The parents were alike in their approaches to home reading and routines for listening to their children read. For all the parents interviewed, this was an expected routine that was carried out in a 'no fuss' way, irrespective of how the parents were feeling themselves:

Be consistent, gotta go at it all the time, as much as possible, routine... we try to do it every night, there's some nights when it's hard to if there's a birthday or something...

...even if we're tired and our kids come up to us and they ask us, can we read this book or can you read with me, it should always be yes...we might be bothered and we might be tired...but we can at least act like we're enthusiastic even if we're not and we want to go to sleep.

Baker and Scher (2002) point out the importance of the home environment in literacy learning and that educator's efforts to include parents in the process will raise the children's reading motivation.

There is research to show that mothers play an important role in reading motivation. In the study carried out by Edmunds and Bauserman (2006), the children were asked who got them interested and excited about reading. The most frequent response was their mothers. They also found that family had a positive effect on children's reading

motivation. When the children in this study were asked who helped them to read at home, the children said,

“Just Mum, and Dad does the baby.”

“Mum, Mum”

“My Mum and my Dad and my big sister and my baby sister...”

The findings in this study are similar to the findings by Edmunds and Bauserman (2006). Most of these children said their mothers helped them to read and some said other family members. The responses show that there was always someone who listened to them read, or read to them.

5.4 Good home-school relationships

The home school relationships have been described by the teachers, parents and the literacy advisers. Clear and open communication were seen as important aspects of this relationship with both parties feeling positive and confident about sharing celebrations and concerns or even just to say ‘Hello’.

I’ve always invited them (parents and whānau) to come along...I always say, this is an open door classroom and you can come in any time... (when seeing parents she only saw occasionally) I try everyday to go outside and talk to them, just build up a relationship... (Teacher)

Yep as soon as she sees us, she always comes up and tells us how she’s (their daughter) doing or what she’s been doing, even in the street, down the road, whatever, she’s really open to anything. (Parent)

I think it's important that you can communicate freely with the classroom teacher, yeah because communicating with those teachers (at a previous school) yeah, you think you are but sometimes you might not be.

In describing important features of effective practice in terms of supporting Māori children's literacy, the literacy advisers responded with the importance of whānau inclusion, which is built around positive home school relationships:

Absolute connection with student and their whānau. A two way process but whānau being involved from the start in determining what they see as important for that child to be taught and being part of the process in the literacy programme...sharing your world and their world, that's all part of it. (Literacy Adviser)

Work with parents as best you can, listen to what their experiences of school are, what they do with their kids and what they want from me as a teacher, what could I do differently...and believe the parents have high expectations as well, and respect who the parents are, my life is different from theirs but it doesn't make it better...and I might not know theirs but I could shut up and listen. I could use family information and change my teaching practice to capitalise on what they value or the skills that are in their family. (Literacy Adviser)

The ELP (MoE. 2003) document contends that effective partnerships are collaborative where all partners have shared expectations, and shared knowledge about the children. They also have shared knowledge about literacy teaching and learning and also shared knowledge of valuing the experiences a child brings with them to school. Glynn, Berryman, Grace and Glynn (2004) discuss culturally centred pedagogy and this was seen in this study 'in action' with the teachers having an open door policy for parents and whānau. It was a successful partnership because it was a cultural paradigm that parents and whānau were comfortable and familiar with.

5.5 Good classroom practice

I was able to observe both teachers as they articulated and enacted examples of good classroom practice as described in a number of national and international studies

(Ministry of Education, 2003; Education Review Office, 2009; Bishop Berryman & Richardson, 2001; 2002; McNaughton, 2002; Carpenter, McMurchy, Pilkington & Sutherland, 2002; Bishop, Berryman, Tiakiwai & Richardson, 2003; Alton-Lee, 2003; Rubie-Davies, Hattie & Hamilton, 2006; Cambourne 2000).

The teachers had established routines that children were familiar with and enthusiastic about carrying these out. The teachers expressed high expectations both verbally and in the way they interacted with and affirmed the children. There were examples of general and specific praise used by the teacher to encourage the children in their reading;

“High five!”

“Well done!”

“Cool Charlie, are you reading from your box? Fantastic! Good boy.”

“I like the way you fixed that up.”

An example of this was seen when children had guided reading with the teacher. She began by clearly expressing what they would be learning that day and would then write the learning intention into the group modelling book. It was also seen in their interview responses:

Oh I want them all to do well. I sometimes will wake in the night thinking like teachers do, I can't understand why I haven't moved... why isn't he moving, what can I do and sometimes you think, I know what I'll do I'll try this...you want them to do as best you can, they only get one shot at it. (Teacher)

Both teachers thought about learning contexts that related to the children's experiences and made efforts to use the children's language when talking with them.

I try to choose things that...are relevant to them...focussing on their lives, like what happens at the beach...or they go to the Centre, it's not North City, if you use North City, it's not the appropriate word, they call it the Centre. (Teacher)

The classrooms had a feeling of 'firm but relaxed.' The children knew the routines and expectations of the teachers and responded positively to these. The teachers did not need to berate the children but just talked firmly, expressing the behaviour they wanted.

Sometimes a teacher just had to say one word and the children knew the required expectation such as when one teacher said, “listening post”, that group knew they were being a bit noisy and quietened down. Another example was ” Excuse me, we've got two children talking here, one child talking over there, oh dear me, lots of people over there talking, can you be a bit quieter?”.

This ‘firm but relaxed’ atmosphere of the classroom is what Cambourne (2000) describes as a classroom with a strong “proreading/prowriting” ethos. He sees the terms ‘atmosphere’, ‘climate’ and ‘tone’ as ethereal or ubiquitous things that pervade all that takes place in a setting but is not immediately obvious to observers and is difficult to capture in language.

There were examples of the teacher incorporating children’s experiences naturally into the guided reading lesson. One observation showed the children and teacher guiding a group through their new book and there is a pause as one child shares an experience about falling off her bike. The teacher shows her interest by asking questions about the experience and then skilfully redirects the group back to the reading of the book.

There is much evidence to confirm these teachers as effective practitioners with sound classroom practice, as highlighted by Alton-Lee (2003) in her best evidence synthesis of ten research-based characteristics of quality teaching.

The evidence is also consonant with the 11 attitudes and beliefs integral to being successful teachers in low decile schools, as discussed by Carpenter et al (2002).

The Education Review Office (ERO) is the New Zealand government department that evaluates and reports on the education and care of students in schools and early childhood services. In their ERO Report (2009) they discuss what effective schools are

doing well in the areas of teaching practice, use of assessment data and the use of instructional reading strategies. Their findings also support the findings from this study that show these teachers as effective teaching practitioners.

5.6 Progress

When the research began in March 2011, four of the children (Anika, Finn, Roimata and Sienna) had only been at school between one and five months. The older children (Kotuku and Lucy) had been at school for a year and three months. Anika, one of the younger children was at Level 3 in March and had progressed three levels to Level 6 in July. She had been at school for five months. Roimata the youngest in the group was also at Level 3 in March and had progressed to Level 5 in July. Sienna who had been at school five months and at Level 3 in March, had made similar progress to Roimata and progressed to Level 5 in July after nine months at school. Finn had made good progress being at Level 2 in March and progressing to Level 9 after eight months at school. Kotuku was at Level 6 in March after having been at school for a year and three months and progressed to Level 10 in July. He was a candidate for Reading Recovery but his teacher said he just “took off” when he came back from the holiday break and he was utilising a list of reading strategies independently to support his reading. Lucy was at Level 4 in March and similarly had progressed to Level 10 in July. She began Reading Recovery after July 2011 (see Table 4.6.1, p.106).

In viewing Table 4.6.2 (p.107) we can see the children’s data gathered in November 2011, Finn has met the National Standard of being at Level 12 after a year at school. Sienna has progressed to Level 10 after a year and one month at school but has progressed five levels since July. Anika, Finn and Roimata have all progressed three levels each since July 2011 and Anika and Roimata are on track to meet the National

Standard of Green Level 12 as they turn six. It is unfortunate that records for Kotuku and Lucy were not available as comparisons from their July data would have added significantly to this study.

It is important to discuss the way the teachers felt in regards to National Standards. While the implementation had not meant any changes to their reading programme, Margaret felt it was not an accurate picture because not all the children had been at school a whole year. With their birthdays being in May/June, some children were recorded at the end of the school year as failed to reach Green level. Both teachers felt strongly that while not all children may achieve Green level at the end of their first year, they had all made a huge amount of progress.

On a positive note, Marion felt the introduction of National Standards had lifted the goal-setting in the school and her being accountable for the children's shifts in reading. Māori children's achievement and motivation is unlikely to improve with the National Standards in its present form, if anything the 'one size fits all' approach will have a negative affect on Māori children and their families.

5.7 Māori pedagogical practice and beliefs

This study is an example of school practices in harmony with Māori pedagogical beliefs. Both teachers in this study engaged in practices that culturally located the Māori children within the classroom environment. The teachers showed an enthusiasm for things Māori and used tikanga and te reo Māori as an everyday part of their practice. One of the teachers discussed how she incorporates the children's experiences into the class talks and writing on a daily basis. She also said that when the children bring Māori language

into their stories and writing, she automatically builds it into the everyday class language. Gay (2000) describes this culturally responsive teaching as a contextual and situational process where “prior experiences, community settings, cultural backgrounds, and ethnic identities of teachers and students are included in its implementation” (p.21).

Ladson-Billings (1995) would consider these aspects as, “just good teaching” and qualifies this by adding that culturally relevant pedagogy is underpinned by three components “students must experience academic success, students must develop and/or maintain cultural competence and students must develop a critical consciousness through which they challenge the status quo of the current social order” (p.160).

Examples of Māori pedagogy were observed and also voiced by the teachers. Margaret discussed the strong family focus and how weekly kapahaka brought brothers and sisters together. She talked about how they all looked after each other showing the concept of *tuakana/teina*.

Marion discussed her enthusiasm in learning te reo and encouraged the children to correct her if she mispronounced or got the meanings wrong for words and phrases. The children were encouraging and supportive towards her efforts and also did not hesitate to correct her. This is a pertinent example of the concept of *ako*.

The significant home school partnership built between teachers and parents exemplifies *whānau*. It is a relationship built on clear and open communication with both parties feeling positive, confident and comfortable with sharing issues or concerns and also positive events. This is consonant with the ELP (MoE (2003) document that talks about being inclusive of Māori families and communities. It states that building strong home school relationships are important and forms a “network of significant people” (p. 160). Whānau is an element of kaupapa Māori theory. Smith (1997) sees it as an important

cultural structure which allows for Māori cultural practice. He describes it as a culturally oriented 'people' structure to support in the alleviation and mediation of social and economic difficulties, parenting difficulties, health difficulties and other impediments to learning (p. 471). Although not enacted in its true holistic sense, this element of whānau can be seen to be working at a simpler level between the teachers and the parents and wider whānau.

Most importantly, the findings show that the teachers promote holistic caring through their effective teaching practice and culturally responsive pedagogy. All dimensions of the child's being are nurtured and in so doing, the spark in every child is nurtured. Māori theorists who discuss a holistic view of a person include Pere (1991) and Durie (1994).

5.8 Summary

This chapter highlights some central themes from the study that have a focus on the child and the spark that leads them to have a love of reading. Through discussion about the home school partnership and the relationships between the children, their parents and their teachers, we see an holistic picture of support that nurtures the whole child.

Chapter Six

6.1 CONCLUSION

It seems relatively easy to talk about the importance of theory as part of good educational practice. I know this from my experience as a teacher educator. It has been encouraging and affirming for me to see the theory working in practice amid the challenges of everyday life.

The value of this study has been in providing a model of good practice for beginning Maori readers within the mainstream education system of New Zealand. This finding looks to support and encourage other practising and beginning teachers.

The other value of this study can be seen within its holistic nature. It has looked at good practice in the classroom through observation and interviews with the teachers. It has also been able to capture some of the children's voice through interview and most importantly, the perspectives of the parents.

The result is a snapshot of an educational process essentially working in harmony.

Education does not stand still or work in a vacuum away from the realities of daily routines. One of the children in this study moved away before it was completed. Some of the children had not reached their sixth birthday before the final collection of data. The teachers in the study did not see themselves as exemplars of great practice and were sometimes diffident about the approaches they were using. The literacy advisers discussed some of the constraints and realities for teachers working in low decile schools. The parents in the study were juggling many demands and some shared experiences of limited success in reading with the other children in their families.

The other side of this picture can be seen in the approach to learning that was both low-key and matter-of-fact and full of caring. The teachers implemented much of good practice for reading as discussed by the literacy advisors and evidenced in the ERO report on reading and writing practice. They had established sound learning routines, and utilised varied approaches to reading. The children were secure in the expectations of their behaviour in the classroom. Their motivation to read and learn was high. The teachers not only knew the children but also their families and the community. Daily happenings in the children's lives were seamlessly incorporated into the learning process. There was no dissonance – the teachers spoke the children's language. This knowing and understanding of the community was enhanced by both teachers' willingness to weave aspects of Maori tikanga and te reo into the fabric of the day. The teachers, like the children, were strongly committed to learning and improving.

This study also paints a picture of the value placed on education by the parents of these children as beginning Māori readers. Home reading was incorporated naturally into the routines of daily family life. Reading was of high importance but implemented in a low key 'no fuss' way. The children could articulate the positive affirmations they had for their reading at home, and at school. Mothers played a key role within a system that showed mutual support. One child articulated this system when asked who heard her read: "Just Mum. Dad does the baby."

Reading was part of busy family routines that included activities like swimming and time to relax with the X-Box. This study provides not only a positive model of learning at school for Maori children, but a positive and real-life model of support for that learning in the home. There is a need for such models to counter deficit views of Maori parenting which emerge from time to time in the media.

I began this research wanting to uncover the mysterious “spark” that is clearly seen in children enthralled by the process of learning to read. Like the Maori concept of wairua (spiritual aspect) which is so central to Maori views of learning, the intangible “spark” is easier to understand intuitively than it is to describe.

Researchers of reading have tried to approach this mysterious mixture of enthusiasm, concentration and enjoyment through the psychological concept of motivation.

As previously cited in this study, some researchers have argued that reading motivation related to a child’s sense of self or self-concept, does not settle or stabilise until their third year of reading. Notably, it is hard for five and six year olds to talk about aspects of their motivation to read.

A further study that follows the development of this self-concept or self belief would be a valuable extension of this thesis. But that deep concentration and enthusiasm, that “spark” for reading was observable in this study. It seems particularly important, given the plethora of bad statistics for Maori achievement, that this “spark” is not smothered at the very beginning of this important learning process.

There is a long history now of a desire for *tino rangatiratanga* or self-determination by Māori which has seen the advent of Kohanga Reo, Kura Kauapapa and Wharekura movements. Maori parents do not only want their children to have the opportunity to learn te reo Maori, they also want their children’s cultural identity to be a natural part of their life at school as it is at home. The reality is that most Maori children will continue to be educated in the mainstream education system. Given that this is the case, it is important that the connection between home and school is as natural for Maori children as possible. This is the value of this study – it shows just how natural and attainable such a good home-school relationship can be.

As a researcher, I have been privileged to work with the teachers, parents and literacy advisers who opened up to me, sharing their knowledge and experiences of Reading. The parents were generous in 'lending' me their children who have been the 'spark' and focus of this study.

*Ma te huruhuru, Ka rere te manu
Adorn the bird with feathers so it can fly*

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Appendices

APPENDIX A: INFORMATION LETTER FOR PARTICIPANTS (adapted to each participant group)

Research Title: Māori students, enthusiastic and successful beginning readers.
This research has been approved by Victoria University of Wellington (VUW) Faculty of Education Ethics Committee. (Reference Number: 18096)

Tēnā koe e te rangatira

Nei rā ngā mihi maioha ki a koe e pīkau nei i ngā taumahatanga o ngā whakaakoranga mō a tātou taonga, ā tātou mokopuna, rātou e tū nei hei rangatira mō āpōpō.

Ko Meri Marshall tēnei e tū ngākau iti nei ki mua i te aroaro o te iwi, o te hapū, o te whānau, me ngā herenga waka, ngā herenga tāngata e hono ai tātou ki a tātou. E mihi ana ki a koutou, nō reira, tēnā koutou, tēnā koutou, tēnā rā tātou katoa.

My name is Meri Marshall and I am a Master of Education student at Victoria University of Wellington, Faculty of Education. I would like to invite you to consider participating in a research study. The purpose of this study is to highlight the factors that contribute to Māori children being motivated and enthusiastic about reading. It will provide a 'snapshot' of conditions where Māori children achieve success in early literacy, specifically reading. Another main question to be asked is, what is the 'spark' that motivates these children to have a 'love of reading' and what does it look like.

What will the study involve?

The research will take place in English medium settings across two schools from Year 0 and up to Year 2 level. If you agree to be interviewed you will be one of two literacy advisers participating in the study. As a literacy expert, your input and experience would add greatly to the body of knowledge in terms of what influences children to be or become enthusiastic and competent with their reading. I am also interested in differentiation and specific methods or strategies that you have found to be more effective when working with Māori children in particular. I would like to interview you once during this study and audio record your responses. Interviews will take up to 1 hour and will take place at a negotiated time and location. Possible interview questions are attached. The information gathered will provide factors and frameworks that could further foster and encourage Māori children to be enthusiastic and successful readers.

Confidentiality

Any information that is obtained in connection with this research and that can be identified with you will remain confidential to myself and my two supervisors and will be disclosed only with your permission, except where disclosure is required by law. The transcripts from the interviews will be transcribed by myself and returned to you within a week for verification and any te reo Māori that is used will be quality assured by a Māori language expert to ensure my interpretation/translation of the text is that of which the interviewee intended. Any Māori language expert who provides assistance with this research will be asked to sign a confidentiality agreement. The results of this research will be presented in a thesis as well as written and verbal reports, but you will not be identifiable in any of these documents or reports.

Please note that you are under no obligation to give consent to participate in this study. Your decision about whether or not you want to participate will not affect your present or future relationship with Victoria University of Wellington. If you decide to participate, you have the right to withdraw your consent before data collection is complete and discontinue your participation (I will notify you of this date).

Ethics

My practice as an emerging researcher based in Te Kura Māori, Ako Pai, is informed by the VUW Faculty of Education Human Ethics Committee and the ethical application has been approved. (Reference Number: 18096). If at any time you have any questions or concerns about your treatment as a research participant in this study, contact Dr. Allison Kirkman, Chair of the Victoria University of Wellington Human Ethics Committee (Telephone: 04 463 5676; Email: allison.kirkman@vuw.ac.nz).

Data Storage and Deletion

All paper-based and audio data will be stored in a locked filing cabinet in a locked office at VUW. The electronic data will be kept in a password-protected file. As required by copyright, the data will be stored for 5 years after publication and then deleted/ wiped/ shredded after the 5-year storage period.

Reporting/Dissemination

The results of this research will be submitted for a Master of Education degree, for publication in research and or professional journals and may be presented at a conference. A copy of any such reports can be obtained from me.

Thank you for considering involvement in this research. If you have any questions about the study now or at any time in the future, please feel free to contact myself or my supervisors using the contact information below.

Ka mutu i konei i runga anō i te hiahia ka whai kiko te mahi nei mō ngā kura, arā, ko ngā tamariki mokopuna, ngā mātua, ngā kaiako, me te whānau whānui. Tēnā anō tātou katoa.

Nāku noa

Nā Meri Marshall

Researcher contact details

Supervisors contact details

APPENDIX B: CONSENT FORM FOR PARTICIPANTS

Research Title: Māori students, enthusiastic and successful readers.

This research has been assessed and approved by Victoria University of Wellington Faculty of Education Ethics Committee (Reference Number: 18096)

Please tick the appropriate box to indicate your agreement/disagreement with the statements and to provide informed consent for participation in this research.

Yes No

☐ ☐ I have been given and have understood an explanation of this research project. I have had an opportunity to ask questions and have them answered to my satisfaction.

☐ ☐ I understand that I may withdraw from this research (before data collection is complete) without having to give reasons or without penalty of any sort.

☐ ☐ I understand that the data collected will be kept confidential to the researcher and her supervisors. Any Māori language expert who provides assistance with the quality assurance for te reo Māori will be asked to sign a confidentiality agreement.

☐ ☐ I understand that the published results will not use my name or include descriptions that in any way identify me.

☐ ☐ I understand that the video recordings, audio recordings and the interview data will be electronically wiped within five years of the publication of the research.

☐ ☐ I agree to be interviewed and audio recorded twice, at a location and time negotiated by the researcher and myself.

☐ ☐ I agree to be observed and video recorded 4-6 times during the Reading time.

Name of Participant:

Email: _____

Date: _____

Signed:

☐ I would like to be sent a copy of this research.

Please return this Consent Form in the envelope provided. Thank you.

APPENDIX C CONFIDENTIALITY AGREEMENT - TRANSCRIBER

Research Title: Māori students, enthusiastic and successful beginning readers.

This research has been assessed and approved by Victoria University of Wellington
Faculty of Education Ethics Committee (Reference Number: 18096)

I, will be transcribing
scripts for the research project " Māori students, enthusiastic and successful beginning
readers."

All information that is provided to me to transcribe will be deemed confidential and I will
ensure that it is not released to any third party.

Name: _____ Date: _____

Signed: _____

APPENDIX D: Literacy Experts - Interview Questions

Case Study: Māori students, enthusiastic and successful readers.

Literacy Experts - Interview Questions

This research has been assessed and approved by Victoria University of Wellington Faculty of Education Ethics Committee (Reference Number: 18096)

1. What do you believe makes children enthusiastic about reading? How is it that some children bring this with them to school? How is or could this be nurtured during their first two years?
2. What would be clear indicators for you that Year 1 & 2 students are competently engaging with texts?
3. What would be clear indicators for you that Year 1 & 2 students are competently gaining meaning from texts?
4. What are some of the most important *features* of effective practice that support Māori student literacy achievement?
5. Can you give of any examples of 'success' in your role as Literacy Adviser, particularly in terms of fostering effective literacy teaching for Maori students?
6. What do you believe are some *characteristics* of teachers who promote strong achievement gains with children in Reading?
7. Are there additional or different characteristics when working with Māori students in mainstream classes?
8. As a Literacy Adviser, can you share any examples of Māori pedagogy eg. 'Ako' that have successfully been a part of teacher practice?

Ka Hikitia - Managing for Success // Māori Education Strategy (Ministry of Education, 2008) is an evidence based and outcomes focussed Māori potential approach. It aims to make transformative shifts within the education system for and with Māori. Part of the approach is the concept of 'Ako'. It is grounded in the principle of reciprocity between educator and learner and also recognises that the learner and whānau cannot be separated.

Ako incorporates two aspects:

Culture counts: knowing, respecting and valuing who students are, where they come from and building on what they bring with them.

Productive Partnerships: Māori students, whānau, hapū, iwi and educators sharing knowledge and experience with each other to produce better mutual outcomes. Māori children and students are more likely to achieve when they see themselves, their whānau, hapū and iwi in the teaching content and environment and are able to be 'Māori' in all learning contexts.(MoE, 2008, p. 20).

APPENDIX E: Teacher interview questions

Case Study: Māori students, enthusiastic and successful readers.

[1. Teacher Interview Questions Part 1](#)

This research has been assessed and approved by Victoria University of Wellington Faculty of Education Ethics Committee (Reference Number: 18096)

1. Tell me about your approaches to teaching reading to beginner readers and the things you have found successful in the past? (prompt: eg. language experience activities, reading aloud, shared, guided activities)(ELP p.90)
2. What works well in terms of fostering effective literacy teaching for Maori students in particular?
3. Are there particular classroom practices you use that are effective for Maori students in developing their literacy skills and knowledge?
4. What are the opportunities you can think of in terms of teaching Māori students? (prompt: use of te reo, whānau involvement)
5. How is your reading programme organised? (how are children grouped? how are reading levels decided? What reading activities/resources are planned? Discuss and include guided, shared, independent and also buddy or pair/peer reading, silent reading, reading to children?
6. Tell me how you plan your reading lessons? Daily? Weekly? Formative assessment? What are these based on? Next steps? Reflection opportunities?
7. How do you measure the children's progress ie. Diagnostic, formative assessment tools you use?
8. How often are the children tested ie. running records? Other internal assessments (prompt: SEA, 6 year net. External assessments?
9. What are the expectations you have for the children and how might these be expressed in your everyday practice? (ELP p.152)
10. Have the goals set by National Standards to have children reading at Green or RR levels 12/13/14 by the end of Year 1 meant any changes to your programme? What are the goals you would have set for the children's reading achievement?

1. Teacher Interview Questions Part 2 (post observation)

- I. Can you talk me through some of the reading approaches that you used during this session?
- II. Something I have observed you doing.... Can you tell me more about this? (Relate to 'content aspects' of Obs. Sheet)

1. Teacher Interview Questions Part 3 (specifically about target students in the study) (mostly a checklist for Meri)

The target children for this study are Māori students who are proficient readers, and who have progressed through reading levels since starting school.

- I. How were the children's SEA assessment results? Strengths children already came with? Areas that will need more attention? Starting level of reading? What about reading behaviours? Enthusiasm for reading?
- I. What are their current reading levels?
- II. Have they made expected progress since starting school?
- III. What assessments have already been carried out? What further assessments will be carried out over the rest of the year?
- IV. What areas of knowledge and skill do each of the students need particular support with? (Results of SEA or other school entry assessment, running records)
- V. Can you describe each child's attitude and motivation for reading? Are they enthusiastic about reading?
- VI. How is the child supported with their reading at home? What communication between home and school supports the child's reading progress?

APPENDIX F: Parent interview questions

Parent/Caregivers - Interview Questions 1

This research has been assessed and approved by Victoria University of Wellington Faculty of Education Ethics Committee (Reference Number: 18096)

1. What are the aspirations you have for your child/children?
2. Can you tell me about the kinds of things your child enjoys doing? Sports? Leisure activities?
3. What type of reading activities does your child enjoy at home? Prompt: books; nonfiction, fiction... computer games, library, signs or symbols, geographical?
4. What is it about reading that is fun for your child? Prompt: accomplishment at being able to read? Being read to? pictures, rhyme, sound, familiar contexts?
5. What is a favourite story your child likes reading or has read to them?
6. What sort of encouragement do you give to your child when they read well?
7. What do you think is the best way that teachers can help your child to learn to read? Can you tell me why?
8. Are you happy with the progress your child is making with reading since starting school?
9. Are you able to communicate freely with the classroom teacher in regards to your child's reading progress?
10. What do you think is the best support you can give your child to support their reading? (ability, confidence and enjoyment)

APPENDIX G: Children interview questions

Case Study: Māori students, enthusiastic and successful readers.

Children - Interview Questions 1

This research has been assessed and approved by Victoria University of Wellington Faculty of Education Ethics Committee (Reference Number: 18096)

- When I saw you on(day) I saw you....(activity). What are the different activities you do at reading time?
- What makes reading fun for you? Can you tell me why?
- Is reading easy for you? What are the things that make it easy?
- Are there some things about reading that are a bit tricky for you?
- How do you know when you are doing really well with your reading?
- How does your teacher help you to read? What are the things she/he does to help you to read?
- What's a favourite story you like to read or have someone read to you?
- What things do you like reading when you're not at school?
Prompt: computer games, xbox, home reader, story books at home, magazines, library books, nursery rhymes, cd-story/book...
- Who helps you to read at home?
- Is there a book from your reading box that you could read to/with me?

APPENDIX H: Observation tool

Case Study: Māori students enthusiastic and successful readers

This research has been assessed and approved by Victoria University of Wellington Faculty of Education Ethics Committee (Reference Number: 18096)

Observation Schedule / Tool

School:	
Date:	Time:
	
Number of students:	Level:
	

Purpose:

- *To record classroom organisation during the Reading time*
- *To record effective teaching practice when teaching Reading*
- *To record student interaction with texts*
- *To record evidence of target children showing enthusiasm and enjoyment*

1. Physical aspects note:	Draw a diagram of seating: Teacher = X; Students = ooo. Note changes in seating positions (movement of teachers and children and reasons for movement)
<ul style="list-style-type: none">• Where does the teacher sit?• Where do the children sit?• Where are the materials stored?• Comment on access to materials.• How are they organised?• What are regular routines observed?• T. (Teacher) has a variety of texts within classroom (eg. big books, poems, songs, wall charts, alphabet)• T. uses supporting activities (eg. alphabet and word games) and technology that involves reading, viewing and listening• T. uses modelling books• T. uses task boards and/or visual prompts that encourage independence	

2. Effective teaching practice	Note specific examples if observed
<p><i>note:</i></p> <ul style="list-style-type: none"> • T. (Teacher) is enthusiastic and excited about reading • T. knows the diagnosed needs of the children and plans accordingly (whole language learning and phonics based methods) • T. asks questions about the text to nurture children's curiosity • T. demonstrates a wide range of reading strategies • T. makes reading fun through humour and enjoyment of the rhyme and rhythm of the text • T. uses effective questioning (note examples) <ul style="list-style-type: none"> • open ended • closed • clarification • elaboration • justification • T. encourages children to share ideas • T. encourages children to explore the meaning of new words • T. shares Learning Intentions and/or goals with children • T. can respond to a teachable moment. • T. allows children many opportunities to practice skills being learnt • T. has lessons that are well paced • Children are reading or using print throughout entire reading lesson • T. has sufficient levelled readers in children's reading boxes • T. is fostering a class culture and environment that facilitates learning; respect, collaboration, effective classroom management and organisatio <p><i>Ref: Education Review Office 2009</i></p>	

4. 'Target Student' interaction with texts

- * child has some 'concepts about print' (letter and word knowledge, punctuation)
- * child has some reading strategies; eg. rereading, attempting unknown words, reading ahead, self correcting
- * child will be able to explain what he/she is reading about (meaning)
- * child can read with fluency and phrasing
- * child listens attentively to stories being read
- * child responds confidently to questions being asked
- * child confidently uses a variety of IT. resources
- * child shows focused attention when reading (independently, shared and guided)
- * Any other aspects observed

5. Experimental framework : Observations of 'Target Students' showing enthusiasm and enjoyment

'Evidence that Target Students' will:

- * be eager to read
- * show a love for or interest in reading everything; signs symbols, text
- * know the reading routines
- * be independent readers and will self-select material
- * enjoy reading to themselves and others
- * be confident with their

Make a note only of those points observed during one particular session

<p>reading</p> <p>* have fluency and phrasing when reading aloud</p> <p>*be able to use and read te reo Māori as part of their everyday learning if they choose</p> <p>* will read different texts and genres</p> <p>* be able to articulate confidently what they're reading about</p> <p>* feel positive about reading</p> <p>* ask questions</p>	<p>Make a note only of those points observed during one particular session</p>
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APPENDIX I: Assess to Learn (AtoL) link:

<http://assessment.tki.org.nz/Using-evidence-for-learning>

APPENDIX J: Colour Wheel link:

http://www.tki.org.nz/r/literacy_numeracy/professional/teachers_notes/ready_to_read/literacy/rtr_f_teach_supp_e.php