

Taranaki Secondary Assistant & Deputy Principals' Association

Venue: Okurukuru
Date 17 March 2011
Hosted By Spotswood College

THEME

"ERO does not consider any school to be high performing unless it can demonstrate that the majority of Maori learners are progressing well and succeeding as Maori," Graham Stoop ERO (Oct 2010)

(see attached article)

AGENDA

- 8.45am Coffee on Arrival
9.00 Whakatauki Daryn will lead this, attendees will be expected to introduce and say something about themselves – it does not need to be a mihi
Daryn Shaw – Kaupapa Maori / Ti kanga Maori / Deficit Thinking
- 10.30 Morning Tea**
- 11.0 Jude Barnes – Reviewing your schools performance and adapting school practices.
Carla Ralph - Aspiring Principals Project Report
- 12.30 Lunch**
- 1.15 Juliet Lewis – Relationship Development
- 2.15pm Grab a coffee and nibbles and continue meeting
AP/DP Association General Meeting
- 3.15 Finish**

Before attending on the 17th please access your Maori student achievement compared to non Maori for:

- NCEA Level 1, 2 and 3
- Level 1 literacy and numeracy
- UE literacy and numeracy
- University Entrance

Cost: \$60 per head – bring cheques with you on the day

Replies to Jude Barnes jbn@spotswoodcollege.school.nz by Friday 11th March

ERO: Schools not doing enough for Maori students

Published: 5:38AM Wednesday October 06, 2010 Source: NZPA



Source: ONE News

Most schools are not doing enough to help their Maori students achieve, a just released Education Review Office (ERO) report reveals.

"ERO has been asking questions and reporting on the achievement of Maori students for over a decade," chief review officer Dr Graham Stoop said today.

"It is disappointing that not all educators are doing as well for these students as they could."

ERO's report, Promoting Success for Maori Students: Schools' Progress, found a "substantial proportion of schools do not review their own performance in relation to Maori students' achievement", despite support being available.

It said most schools did not make good use of data to improve classroom programmes or use research in their curriculum and teaching development.

ERO also found a "sizeable minority" of schools did not consult Maori parents and whanau about their children's education or value the contribution those parents could make.

"The success of Maori students at school is a matter of national interest and priority," Stoop said.

However, since its last report in 2006, ERO found the majority of schools had taken some action to improve the achievement of Maori students, but the range of performance was wide.

Most still needed to monitor the effectiveness of their classroom programmes, and to improve the way they used achievement data to adapt school practices.

"ERO does not consider any school to be high performing unless it can demonstrate that the majority of Maori learners are progressing well and succeeding as Maori," Stoop said.

About 22%, or just under 167,000, students in New Zealand schools are Maori.

"ERO is serious about its own role in promoting success for Maori students," Stoop added.

In 2008, the Ministry of Education launched Ka Hikitia - Managing for Success: The Maori Education Strategy.

In its 2010 evaluation, ERO found schools that placed a high priority on success for Maori students were also more likely to have used Ka Hikitia to help them set and meet targets for Maori students.