



Learning together to create a better tomorrow.

Ākonga Survey Results and Analysis

Term 4 2024

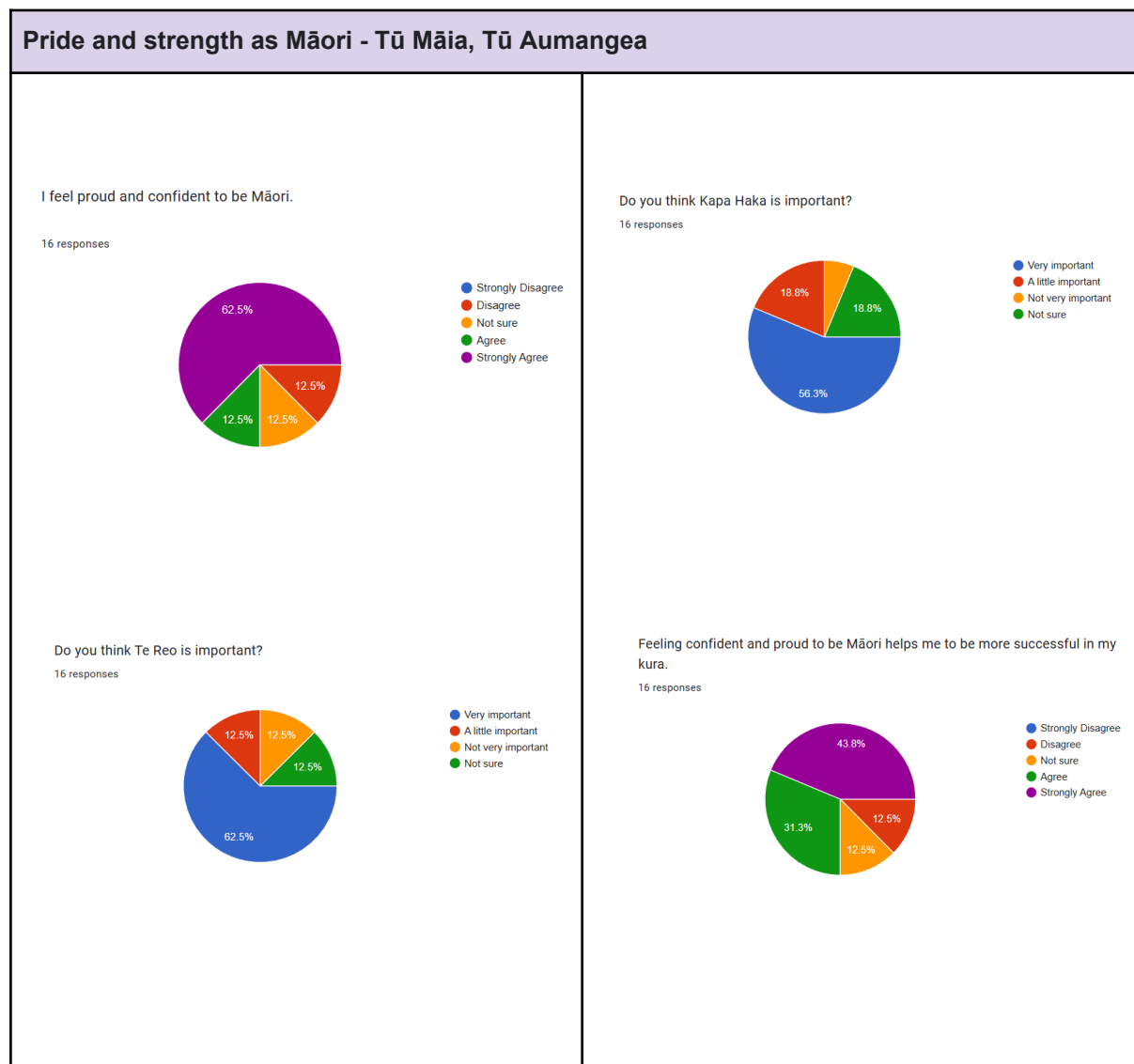
Feedback and Next Steps

Working with our Māori and Pasifika students to focus on our well being to reduce workload/ work life balance through collaborative practice, aspirations, pride and connections to build on our cultural responsibilities at Mairangi Bay School and to give effect to Te Tiriti o Waitangi

As we work to determine how programmes, processes and practices create the conditions and/or opportunities for ākonga Māori to achieve success *as Māori*, we seeked out the voice of the ākonga themselves. This survey focuses on:

- Pride and strength as Māori
- Relationships
- Use, attitude and ability to express themselves as a speaker of Te Reo Māori
- Understanding of the importance of whakapapa, mana, whānaungatanga and tūrangawaewae

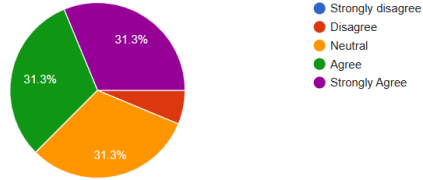
This data contains responses to survey questions aimed at understanding how Māori and Pasifika ākonga feel about their identity, connection to Te Ao Māori, and cultural practices at Mairangi Bay School. Here's a structured analysis:



Relationship with ngā Atua and Te Ao Māori

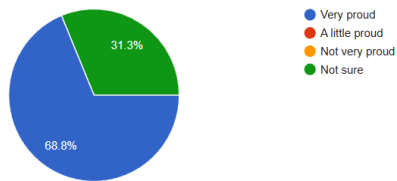
My teachers help me to feel proud to be Māori

16 responses



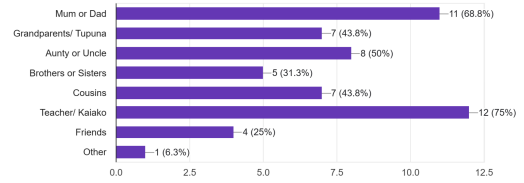
How does your family feel about you learning Te Reo and tikanga Māori?

16 responses



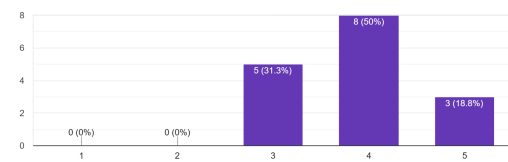
Who are the people who help you learn Te Reo Māori?

16 responses



My teacher is growing their knowledge of Tikanga, Te Reo and Te Ao Māori and using this in their teaching

16 responses



Give some examples of the ways this happens.

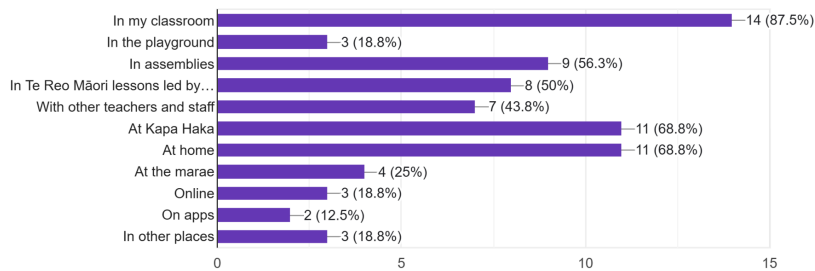
9 responses

- I don't know
- we do Paepae every morning
- i don't know
- As we do stuff she learns more and more as she teaches us
- the teacher makes us do the karakia every morning
- Karakia, songs, morning mat time
- Morning schedule, and using Te Reo through the day
- the day and date in te reo every morning

Use, attitude and ability to express themselves as a speaker of Te Reo Māori

Where do you learn/use Te Reo Māori?

16 responses



If you said other, please say where this is?

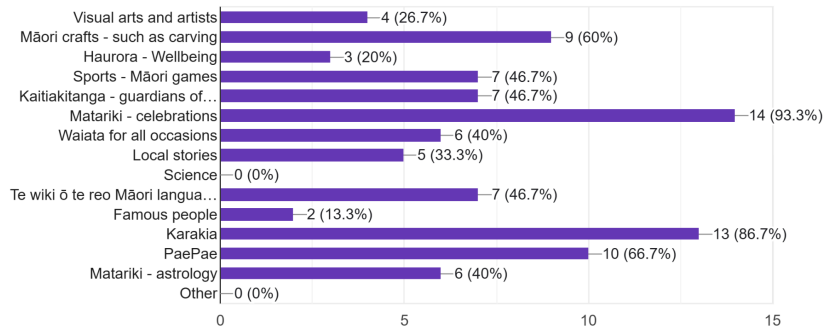
2 responses

when i'm with my cousins

at my cousins house

Please tick all the things about Te Ao Māori that you learn about at your kura

15 responses



What part of the programme do you enjoy the most?

16 responses

Matariki

Karakia

Paepae

the one about my family

i don't know

meeting more maoris.

matariki

Don't know

Learning te reo, kapahaka, celebrations

karakia, PaePae,

doesn't like

Crafts

Not sure

Unsure

kapa haka

What else would you like to see our kura doing to help you enjoy and achieve success?

16 responses

learn more about maori history

sharing your Pepaha to the school

more te reo moari so the other people that dont can learn

don't know

a maori club each year like maori culture club

lunch time Moari class optional

tell people not to be racist

maori language

More Tonga

More te reo,

Craft work and carving

nothing

Don't know

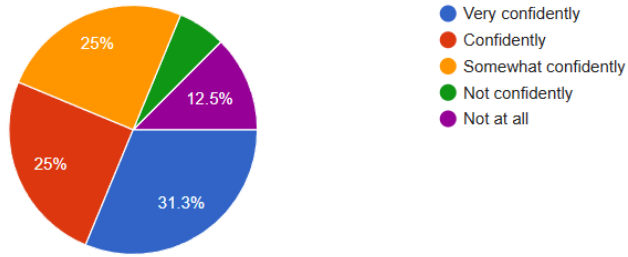
Not sure

Unsure

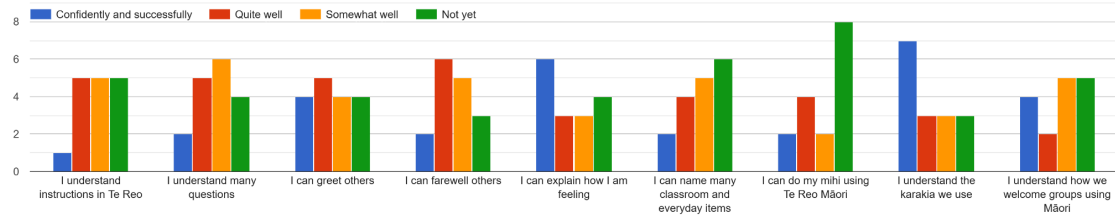
more kapa haka, more maori dances

I know and use different karakia

16 responses



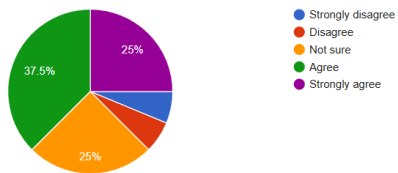
In using Te Reo Māori each day



Understanding of the importance of whakapapa, mana, whānaungatanga and tūrangawaewae

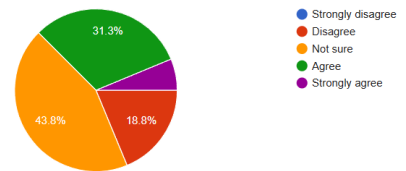
I know my whakapapa (genealogy). I know where I am from and where my ancestors come from.

16 responses



I can confidently share my pepehā.

16 responses



What is your main Te Ao Māori goal next year?

16 responses

learn my pepeha and learn more Kapahaka	learn My pepeha
my goal is to get involved in more Maori things	Maybe join Kapa Haka
know many many things in te reo moari	none
i don't have one	Learn more
to learn how to sing more waiatas,learn more karikias and learn more of the amazing language.	Not sure
to speak it fluinte	Unsure
I won't speak it fluinte	I don't know
to learn moari	
not sure	

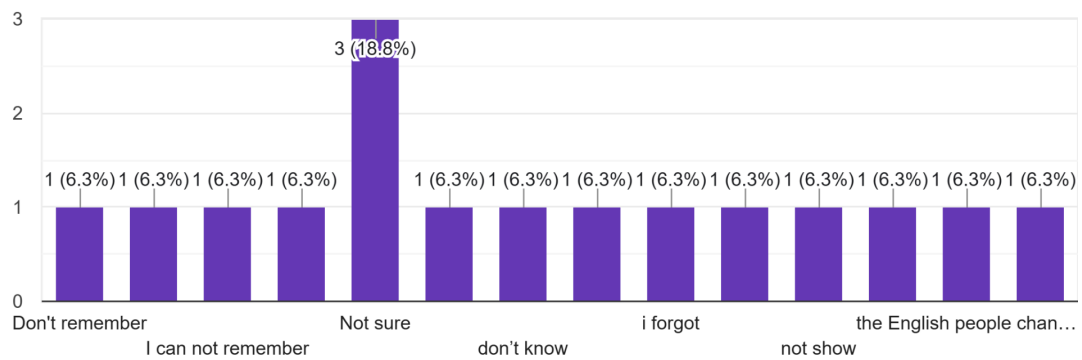
What help do you need?

16 responses

learn the language a bit more	Mum, dad, friends, teachers
more maori questions on the paepae	none
to be more confident in my Pepeha	Sing songs, listen to stories
learning more	Not sure
i don't know	Unsure
speaking more maori.	No
help in talking moari	
teachers and friends	
Not sure	

What have you learnt about He Whakaputanga and Te Tiriti o Waitangi?

16 responses



Our Strengths

- 1. Pride in Cultural Identity:**
 - A significant number of ākonga expressed feeling proud and confident to be Māori or Pasifika, with most responses being "Strongly Agree" or "Agree."
 - Many indicated that feeling confident in their identity contributes positively to their success at school.
- 2. Value for Te Reo Māori and Kapa Haka:**
 - "Very important" was the predominant response regarding the importance of Te Reo Māori and Kapa Haka.
 - This highlights strong cultural engagement and appreciation among ākonga.
- 3. Support from Whānau and Kaiako:**
 - Many students identified family members (parents, grandparents, aunts/uncles) and teachers as key supporters in learning Te Reo and tikanga Māori.
 - Whānau are seen as proud of ākonga for engaging in Te Ao Māori learning.
- 4. Daily Use of Te Reo Māori:**
 - Confidence is high in specific areas, such as understanding karakia and naming everyday items.
 - Several students reported confidently using Te Reo in everyday contexts.

Areas for Growth

- 1. Knowledge of Whakapapa and Pepeha:**
 - A significant portion of students either "disagree" or "are not sure" about knowing their whakapapa or confidently sharing their pepeha.
 - This indicates a need to focus on teaching ākonga about their genealogy and helping them articulate their identity through pepeha.
- 2. Understanding of Te Tiriti o Waitangi:**
 - Many responses about learning related to *He Whakaputanga* and *Te Tiriti* indicate uncertainty or minimal knowledge retention.
 - This suggests the need for deeper and more engaging lessons on these foundational aspects of New Zealand's history.
- 3. Clarity in Personal Goals:**
 - While many students expressed goals such as learning their pepeha or speaking more Te Reo, some were unsure or lacked direction.
 - This suggests an opportunity to guide students in setting and achieving personal cultural goals.
- 4. Varied Confidence in Language Proficiency:**
 - While some students feel confident, others are still at early stages ("Not yet" or "Somewhat well") in skills like delivering a mihi or understanding how groups are welcomed using tikanga Māori.

Recommendations for 2025

- 1. Strengthen Whakapapa and Pepeha Learning:**
 - Create classroom activities and whānau workshops focused on exploring whakapapa and crafting personal pepeha.
 - Continue partnering with local iwi, Te Kāwerau ā Maki, to support authentic learning experiences.

2. **Deepen Understanding of Te Tiriti o Waitangi:**
 - Embed *He Whakaputanga* and *Te Tiriti* in inquiry learning across curriculum areas.
 - Use storytelling, role-play, and creative media to help students connect with this content on a personal level.
3. **Set Clear and Culturally Responsive Goals:**
 - Introduce a goal-setting framework for ākonga to articulate their aspirations in Te Ao Māori.
 - Involve whānau in the goal-setting process to foster alignment between home and school efforts.
4. **Enhance Te Reo Integration:**
 - Increase the use of Te Reo Māori in daily classroom interactions, assemblies, and Paepae activities.
 - Provide targeted support for students still developing foundational language skills (e.g., through buddy systems, apps, or interactive games).
5. **Strengthen Kaiako and Whānau Collaboration:**
 - Build on professional development for teachers and embedding culturally responsive practices.
 - Continue whānau kōrero and kai evenings to celebrate learning and seek feedback for continuous improvement.
6. **Celebrate Cultural Achievements:**
 - Host more events like Kapa Haka showcases, cultural festivals, and waiata competitions to give ākonga opportunities to express pride in their identity.
 - Incorporate student voice in planning these events to ensure relevance and engagement.

Capturing Ākonga Voice

To ensure student voice remains central:

- Conduct regular surveys or focus groups to monitor progress and gather feedback.
- Use our student council or cultural leadership groups to co-design initiatives.
- Showcase ākonga stories, art, and learning journeys throughout the year.

These recommendations aim to build on existing strengths at Mairangi Bay School while addressing areas for growth to provide a more inclusive, empowering, and culturally responsive environment in 2025.