



Te Huinga Kākākura
Mātauranga
evaluation associates

NZAI Conference 2025

Why haven't we made the shift for all ākonga?

Paengawhāwhā 2025 | April 2025

Doreen Bailey



Doreen Bailey

Ngāti Manu | Te Aupōuri | Ngāti Tarāwhai | Tūhourangi



Āku mahi

Teacher, South Auckland
1984 - 1996



SENCO, Tumuaki Tuarua
Whangārei Girl's High School
2004 - 2016



Teacher, Whangarei Boys' High
School 1996 - 2000



NCEA Level 2 Support
2016



RTL B S e c o n d a r y C l u s t e r
2000 - 2004

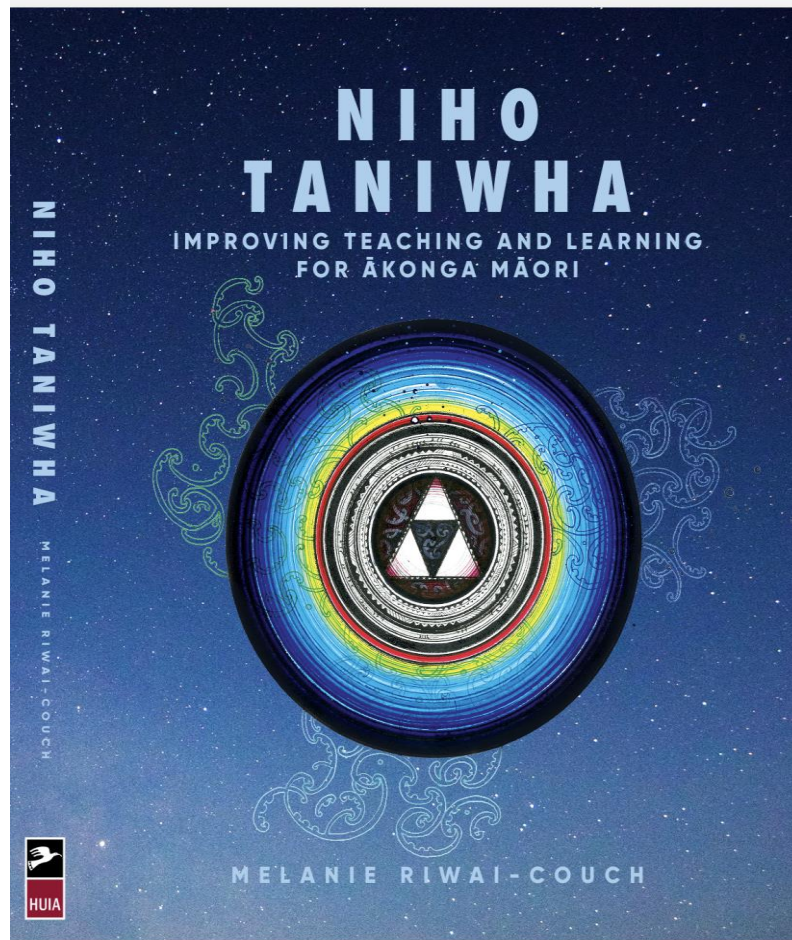


Tumuaki, Te Kura Takiwā o Taipā
2017 - 2020



evaluation
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Te Huinga Kākākura
Mātauranga

Niho Taniwha – he pukapuka pai



In this order... Te haerenga

WHAI Whakaaro tuatahi | Starter questions

Kōrero | Narrative

Kaupapa | Topic

AKO Ariā matua | Theory

Kairangi | What great looks like

MAU Aromatawai | Self-assessment tool

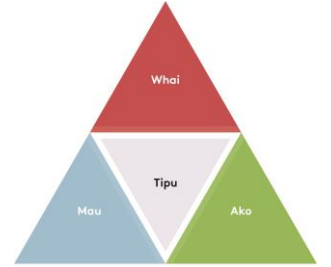
Rautaki whakapiki | Improvement strategies

TIPU Whakaaroaro | Active reflection



Ka WHAI | I close in

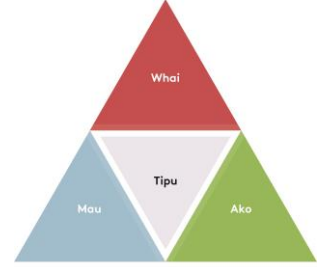
Whakaaro Tuatahi | Starter Questions



- ▼ What do you think of when we talk about equity?
- ▼ What do you visualise?
- ▼ Who comes to mind?



Ka WHAI | I close in

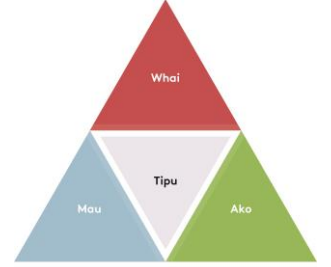


Whakaaro Tuatahi | Starter Questions

- Why haven't we made a positive shift in achievement in Aotearoa for all ākonga?
- Why are there not equitable outcomes for all ākonga?
- Who do we know is missing out? How do we know this? How do we explain this situation?
- What does it look like in your setting? Is there disparity between groups and how do you know? What does this mean for your practice?



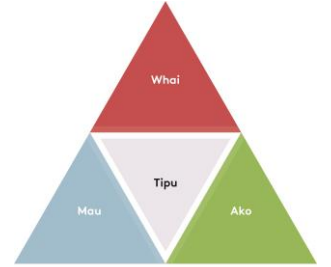
Ka WHAI | I close in



Kōrero | Narrative

- He kōrero – two case studies – two settings
- It has been my experiences as an education facilitator, and as a leader in schools, that we need to:
 - Know better & do better
 - Stand close together
 - Lift where we stand.
- This case study explores data and teacher voice from a single-sex secondary and a Kāhui Ako





Ariā Matua | Theory

- What do we know about effective assessment practice?
- NZAI** - The fundamental purpose of assessment is to promote and improve students' learning as they and their **teachers respond to the assessment information generated** (principles, practices, proof).
- NZQA** - The overarching purpose of aromatawai and assessment is to confirm the skills and knowledge acquired by students and ākonga, irrespective of their ethnicity, gender, religion, socio-economic status or disability, and provide them with **accurate, fair, and valid judgments that can be used to inform their further learning**. This applies across all learning contexts and delivery modes.
- MOE** - e-asTTle is designed to provide **reliable and valid assessment information for you and your students to enhance teaching and learning**. It supports the shift in best educational practice from an emphasis on assessment of learning to assessment for learning.



[illegible]

Table 1: School leavers with at least NCEA level 2 or equivalent by gender and ethnic group (2021-2023)

Group	Below NCEA level 2			NCEA level 2 or above			Percentage with NCEA level 2 or above		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	58	69	102	247	232	226	81.0	77.1	68.9
	0	0	0	0	0	0	na	na	na
Māori	32	37	73	62	67	94	66.0	64.4	56.3
European/Pākehā	34	45	64	205	192	176	85.8	81.0	73.3
Total	58	69	102	247	232	226	81.0	77.1	68.9

Responses to data

"I knew it was bad but not THAT bad!"

"Is that data actually ours?"

"Māori achievement is low because of their attendance"

"It's been like this for ages, but now all of our achievement is dipping"

"That was before my time"

"Our teachers need to be more data literate"

"Lack of data literacy amongst our HODs"

"Gaps in student learning and teachers struggling to do anything about this"

"Kids say lessons are 'boring' but they're not engaged and don't do their work"

"Need to move conversations to culturally responsive pedagogy front and centre"

"There's not enough time to plan anything different"

"We tried using adaptive easTTle tests but it got too hard"



Kāhui Ako

School leavers with at least NCEA level 2 or equivalent by gender and ethnic group (2021-2023)

Group	Below NCEA level 2			NCEA level 2 or above			Percentage with NCEA level 2 or above		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Female	27	43	50	71	63	87	72.4	59.4	63.5
Male	44	48	57	74	70	64	62.7	59.3	52.9
European	58	71	88	76	77	90	56.7	52.0	50.6
Pasifika	41	41	51	59	59	71	58.6	56.7	58.5
Māori	38	41	41	62	57	60	61.4	57.5	58.9
Asian	30	30	35	70	70	77	71.7	73.9	71.5
CoL Total	71	91	107	145	133	151	67.1	59.4	58.5
New Zealand Total	12,260	15,014	15,914	49,802	48,368	47,856	80.2	76.3	75.0



Responses to data

"Is this for our COL?"

"What are the high schools doing? Our tamariki leave primary mostly working at their levels"

"Our kids come us with low literacy and numeracy, we can't catch them up in Year 9"

"Our kids don't see the value in school and don't attend"

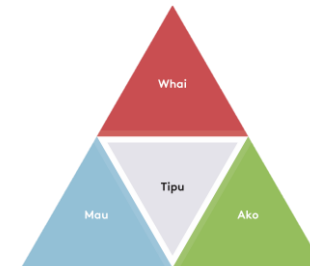
"We need to do our own whole school testing, the feeder schools rate the kids higher"

"Um, no, we don't collect whānau and ākonga voice"

"Whaea, this was my story when I went to school here, nothing has changed, what's going to be different this time round?"

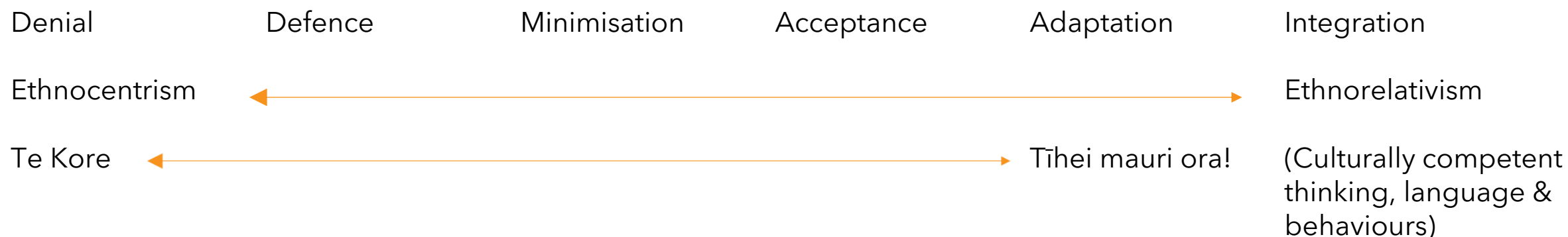


Ka AKO | I learn



Ariā Matua | Theory:

▲ Development Model for Intercultural Sensitivity (Bennett, 2011)



Quality teaching seems to be the universal way to move people to the right of the continuum....many of the attitudes that sit in the ethnocentric end of the continuum are generational and/or engrained and therefore can be very hard to move (Niho Taniwha, p.98)

Where on the continuum is your kura? Your kaiako? You?

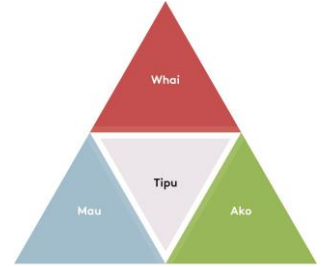


Arotake Whaiaro



ĀE marika! ĀE! KAO! KĀHORE!

Ka MAU | I grasp

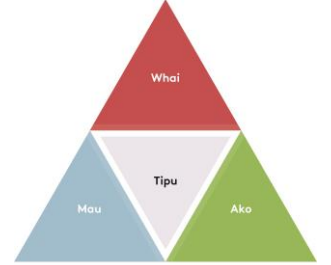


Aromatawai | Self-assessment tool: Arotake Whaiaro

- ▼ Me haere tātou...
- ▼ All ākonga Māori are achieving at and above national levels.
- ▼ All assesment practice in our school is reliable, valid, authentic and equitable.
- ▼ Our academic achievement data shows equitable outcomes for all ākonga.
- ▼ All kaiako in my school are knowledgeable about how to assess ākonga appropriately AND use this information to improve teaching and learning.
- ▼ All kaiako in my school are able to identify ākonga who need acceleration and are able to develop appropriate programmes to achieve this.
- ▼ I am fully equipped to initiate challenging and important conversations about how we use data to improve teaching and learning for all ākonga. KŌRERO!



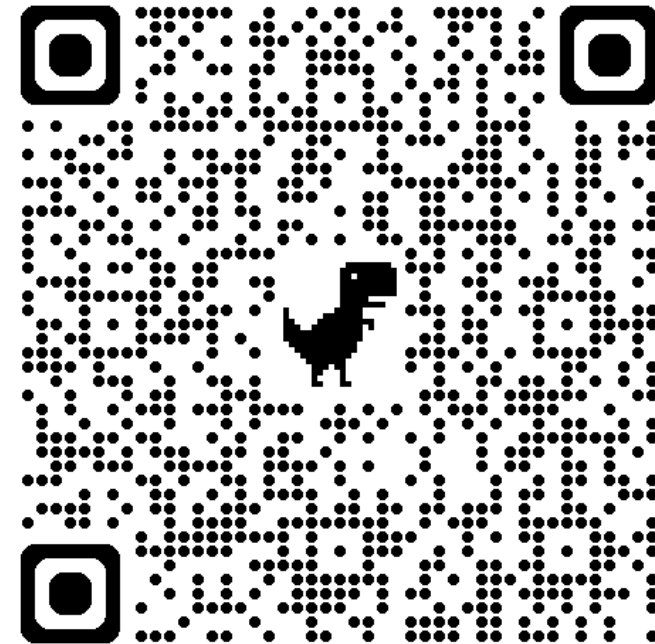
Ka MAU | I grasp



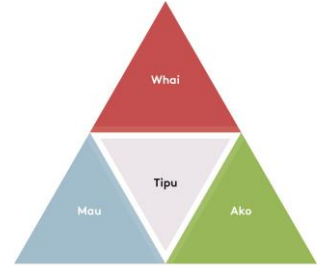
Rautaki whakapiki | Improvement strategies

▼ ...

<https://padlet.com/doreenbailey99/effective-use-of-assessment-which-deliberate-acts-need-to-oc-wi6qqubwy1yxml8f>



Ka TIPU | I grow



Whakaaroaro | Active Reflection

Identify an **opportunity** that you could improve upon.

Plan **actions** that need to take place. Consider who, what, when, where and how?

Consider what an **indicator of success** would be. What would this look, sound and feel like? How will this be measured?

Kia kaha, kia maia, ka manawanui!
Be strong, be brave, be steadfast!





Te Huinga Kākākura
Mātauranga
evaluation associates

Tūhono mai



@EvaluationAssociates



@EvaluationAssoc



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Mātauranga

