



# KA HIKITIA

Managing for Success // Māori Education Strategy

## 2008-2012

Updated 2009



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[www.minedu.govt.nz](http://www.minedu.govt.nz)

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*Ngā Haeata Mātauranga: the Annual Report on Māori Education* provides data on Māori education, as well as case studies about success. Copies are available from the Ministry of Education or download the report from [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz).

*Te Mana Kōrero Relationships for Learning* is one of the resources that the Ministry of Education has available to support realising Māori potential in education. It reflects the latest evidence showing what works in high quality teaching for Māori students. Order your copy on 0800 660 662 [Item number 11275].

# KA HIKITIA – MANAGING FOR SUCCESS:

## THE MĀORI EDUCATION STRATEGY 2008–2012

UPDATED 2009

**Personalising Learning: A professional,  
parental, and learner responsibility**

*REALISING MĀORI POTENTIAL*

## He Whakamārama

The triangle shape represents our mountains, our heritage, and our foundation, challenging us to ascend and strive for success.

The three sides represent people who focus on education learners, parents and professionals.

The three stylised koru represent the strategies that we must employ in order to be successful and the lenses through which we focus on those strategies.

The background shading represents *mai i te po ki te Ao Marama* – “from darkness to enlightenment.”

Each branch of this poutama pattern represents the shifts we are seeking through presence, engagement and achievement.

The poutama represent progressive development in stages, aspirations, reaching for more, the quest to realise potential.

## Ngā mihi

The Ministry of Education would like to sincerely thank all the people whose photographs and quotations feature in this strategy document.

Un-cited quotations have come from *Ngā Haeata Mātauranga 2006/07: Annual Report on Māori Education*, Ministry of Education 2008, from feedback during the consultation process on *Ka Hikitia Managing for Success: The draft Māori Education Strategy 2008–2012*, or from *Te Mana Kōrero Relationships for Learning Teaching Resource*.

## PEPEHĀ

Ko Te Rarawa tōku iwi

Ko Ongaro te maunga

Ko Rotokākahi te awa

Ko Mōrehu te marae

Te Te Uri-o-Tai tōku hapū

Ko Michael Anstis tōku ingoa

Triangular motif designed by Michael Anstis

The koru represent the different levels of achievement in learning through education and pathways in life.

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## Foreword from the Minister of Education

Pou hihiri, pou rarama. Tēnei te pou o te whare mātauranga, te kaupapa e tū nei. Ū te pou, māia te pou; kia hui te ora ki runga i a tātou, kia puta ki te whai ao, ki te ao mārama; e ngā nui, e ngā rahi, tēnā koutou, tēnā tātou katoa.

It is my pleasure to present this refreshed version of *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008 – 2012*.

This government is committed to lifting the performance of the education system. Achieving this for and with Māori is a priority. We need to move away from characterising the problem as the failure of Māori learners within the system to how the system can maximise Māori potential. Māori enjoying education success as Māori is what we are about.

There are still challenges ahead. While overall the New Zealand education system performs well above average internationally, there is an unacceptably wide spread of achievement.

Inequitable education outcomes for Māori have persisted for too many years. Lifting Māori educational achievement will help raise the overall performance of our education system, productivity and the economy. It is the right of every learner to be successful and the education system must deliver on this entitlement.

*Ka Hikitia – Managing for Success* gives us the opportunity to transform the system's performance for and with Māori, so that Māori are able to enjoy education success as Māori. It is about taking action and understanding that we are all responsible and accountable for achieving success. Learners, their families and whānau, early childhood centres, teachers, principals, schools, boards of trustees, tertiary institutions, the education sector agencies, through to me as Minister along with my colleagues, share responsibility for ensuring success.

*Ka Hikitia – Managing for Success* is not about doing the same things in a different way or different things in the same way. It is about a shift in thinking and behaviour, a change in attitudes and expectations. It is about personal responsibility and collective accountability.

Improvements will come from key government initiatives, including raising participation in high quality early childhood education that is culturally responsive, setting and monitoring expectations, for example through the National Standards on literacy and numeracy, ERO's strengthened scrutiny of under-

performing schools, the ongoing investment in professional leadership and development and the government's support to reduce barriers to participation, attendance and engagement through policies like the Youth Guarantee and Trades Academies.

Realising Māori learners' potential does not ask for, or require, a special response but rather a professional response. It is about commitment to doing better with what we have, not compliance, nor complacency. *Ka Hikitia – Managing for Success* is a call for action.

Change will not come if we wait for some other person or some other time. We are the change we seek. This government is committed to change for the better and looks forward to working with everyone in the sector to achieve our common goal. Success is our only option.

Hon Anne Tolley

**Minister of Education**



## Foreword from the Secretary for Education

Tēnā anō tātau e whaia nei tenei mea te mātauranga i te a, i te po.

He tau hou te tau, huri te tau, hua te tau, ā, tēnei tātau e whai whakaaro nei ki ngā mahi o *Ka Hikitia – He Kauhou Manawaora* kua tutuki i a tātou, hei whakatutuki tonu atu mā tātou, nō reira kia ū, kia manawanui ki te kaupapa.

*Ka Hikitia - Managing for Success: The Māori Education Strategy 2008 – 2012* has challenged us as a sector to work together with greater urgency to make real difference for and with Māori learners.

The refreshing of *Ka Hikitia – Managing for Success* reflects the government, sector and community's support for the strategy and reinforces the Ministry's commitment to leading change in the education for and with Māori learners.

Education is changing and children and young people need to live and learn in an environment where diversity is respected. Woven throughout the ministry's work is *Ka Hikitia – Managing for Success*, the strategy for improving equity in education for and with Māori. It is a broad reaching programme of action spanning the entire education sector, with demanding goals to be achieved by the ministry and across the sector by 2012.

This strategy challenges us to work together to make the difference we know is needed for Māori learners. It outlines the actions that the evidence shows will make a difference. I urge you to join me in bringing this strategy to life and in realising the potential of Māori learners.

At a system level, realising the potential of Māori is complex. It requires a range of varied responses and this is what *Ka Hikitia – Managing for Success* outlines in its approach, levers, focus areas, goals and actions. It attends to the conditions early in the system to ensure students in their early years and first years of secondary school are present, engaged and achieving, and strong relationships with educators, whānau and iwi are supporting them to excel.

In my foreword in the original version of this document, published in 2008, I noted that in many ways the momentum has started and work is underway.

It was therefore heartening to see in Ngā Haeta Mātauranga: the Annual Report on Maori Education 2007/08, published in

February 2009, that there is evidence of young Māori and their whānau increasingly involved in early childhood education, and gaining the foundation literacy and numeracy skills needed for a smooth transition to school and future learning.

Further improvements in education system performance for and with Māori learners will also come from key initiatives including implementation of the new National Curriculum, Te Marautanga o Aotearoa (the new curriculum for teaching and learning in Māori medium settings), National Standards in literacy and numeracy, fine tuning of NCEA, increased attention to raising achievement through investments in professional development of principals and teachers and the implementation of the Youth Guarantee policy.

The challenge was then, and remains, to build on success and share what we know more widely, effectively, consistently and quickly. This means working differently. It means making Māori education success the highest priority and doing everything we can – as part of an education sector committed to ensuring that every learner succeeds – to realise Māori potential in all that we do.

The Ministry of Education is committed to leading the change in the education system – and making a difference for our country by significantly improving education outcomes for and with Māori. We must constantly challenge ourselves to step up and keep using the knowledge we have to realise the potential of Māori learners.

Ngā mihi nui ki a koutou katoa

Karen Sewell

**Secretary for Education**







01

# REALISING MĀORI POTENTIAL

INTRODUCTION



# MIHI

*Tēnei ka hikitia, tēnei ka hāpainga  
Ki te tihi o te rangi  
I kakea ai e Tāne kia riro mai ai  
Ko te whakaaronui, ko te wānanga*

*Tēnei ka hikitia, tēnei ka hāpainga  
Ko te koha nui mōu, mō te tangata  
He mātauranga ka eke  
He manaakitanga ka tau*

*Tēnei ka hikitia, tēnei ka hāpainga  
Te kete nui o te ako  
Tikina, horahia ki te motu  
Hei oranga mōu, hei oranga mo tātau  
Ki te aotūroa*

*Haramai te toki, haumi e!  
Hui e! Tōiki e!*

*Be uplifted and raised on high  
To the heavens above  
Where Tane sought and received  
Understanding and knowledge*

*Be uplifted and raised on high  
This gift is presented thus  
'Tis knowledge to help achieve  
And care for the future*

*Be uplifted and raised on high  
This kit of learning  
Take it and spread the good word throughout the land  
For what will be of benefit for one will benefit the many  
In the days ahead...*



## STRATEGY AND SUCCESS

### TĒNĀ TĀTOU

Take a moment to think about education in the future.

When we fulfil the goals and actions outlined in *Ka Hikitia – Managing for Success* and achieve the education outcomes it encourages us all to work towards, what will the future look like?

Call into any early childhood education centre, *kōhanga reo*, school, *kura*, *wharekura*, *wānanga* or tertiary education provider across Aotearoa New Zealand and you will be greeted by learning-focused achievement-oriented students, teachers, leaders and communities. They share a common interest in our nation's future, and are proud of who they are and their individual and collective education success. Success in 2012 is built on strong, respectful, culturally informed and responsive relationships.

These are confident, capable and connected learners who are supported by their respective education communities, at home, in *te Ao Māori*, in Aotearoa New Zealand and in the global world. All these young people have presence, are engaged and achieving success in meaningful and relevant education. Many speak *te reo Māori*. Many have, and benefit from, *whānau* involvement being truly valued and actively sought no matter where they are in our education system. All are being supported – in a multitude of ways – to realise their potential. *Māori* learners, a diverse group from a wide range of cultural and social backgrounds, all enjoying education success as *Māori*.

*Māori* learners of all ages understand that participating in education is truly a lifelong journey, and the education system supports them to excel in whatever education pathway they choose. They have aspirations and expect to successfully achieve these. They are responsible, self-directed learners, with a strong sense of cultural identity, who attribute their learning success to their innate talents, heritage, *whānau* support, professional teachers and leaders, knowledge and skill holders who make up the wider learning communities of which they are actively a part.

Yet not one of these learners is the same. Each is an individual with their own understanding of what it means to be *Māori*, what it means to be a New Zealander and what it means to be a global citizen.

The Treaty of Waitangi is a valued relationship management tool, symbolic of our past and central to our future. The rich and unique contribution *Māori* bring to the country's identity, knowledge and economic prosperity is real and flourishing. In the minds of all, the success of our nation and that of *Māori* are inextricably linked. We no longer fear or believe that when others are successful it must be at someone else's expense. We can be, and are all, successful.

The evidence and measures used to monitor and track the education system's performance for *Māori* learners show the investment made in the past five years is delivering a return of phenomenal proportions.

*Māori* learners, families and *whānau* have cemented a place in our education system that is meaningful and rewarding. Learner presence, engagement, and achievement are excellent across the system. Schools and tertiary education providers are engaging *Māori* youth in education that realises their aspirations. They are working with *iwi* and *Māori* organisations, industry, and businesses to create relevant learning pathways and to develop the knowledge and technologies that will make the most of *Māori* innovation and enterprise.

The education sector, *iwi*, *Māori* and the rest of the nation agree that the much needed transformation – which began five years earlier – is now our norm. *Māori* are enjoying education success as *Māori*.

And as we look back on the last five years since the launch of *Ka Hikitia – Managing for Success* in 2008, we see it is time to *lengthen our stride!*

Heoi anō

Apryll Parata, MNZM  
**Deputy Secretary – Māori Education**  
**Ministry of Education**



# INTRODUCTION

*Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012* was released by the Ministry of Education in April 2008. It sets the direction for improving education outcomes for and with Māori learners.

The strategy has been refreshed and re-released to emphasise its ongoing importance to our education system and our nation's productivity and economy. As an education system, we must get away from the concept of failure of Māori learners, to how the system can and will maximise Māori potential. The system has to change to meet the needs and interests of learners rather than learners having to change for the system.

*Ka Hikitia – Managing for Success* is based on the evidence of what works. It is focused on a set of actions that together will produce a shift in performance quickly and effectively.

*Ka Hikitia – Managing for Success* is a strong contributor to realising key education policies and initiatives. This includes implementation of the new National Curriculum, Te Marautanga o Aotearoa (the new curriculum for teaching and learning in Māori medium settings), National Standards in literacy and numeracy, fine tuning of NCEA, increased attention to raising achievement through investments in professional development of principals and teachers and the implementation of the Youth Guarantee policy.

The strategy document has been re-released to emphasise that not only does *Ka Hikitia – Managing for Success* remain relevant, it is crucial to achieving a world leading education system that performs for every learner.





**AT THE HEART** of a strong economy and healthy society lies the educational success of all young people. *Ka Hikitia – Managing for Success* sets out the Ministry of Education’s strategic approach to achieving educational success for and with Māori through to 2012.

Māori students’ educational success is critical to Aotearoa New Zealand’s success. The strategic intent of *Ka Hikitia – Managing for Success* is ‘Māori enjoying education success as Māori’. This embraces today’s world where Māori live and contribute as Māori in te Ao Māori, Aotearoa New Zealand and the wider world.

The Treaty of Waitangi is central to, and symbolic of, our national heritage, identity, and future. *Ka Hikitia – Managing for Success* acknowledges the Treaty of Waitangi as a document that protects Māori learners’ rights to achieve true citizenship through gaining a range of vital skills and knowledge, as well as protecting te ro Māori as a taonga.

At its heart, *Ka Hikitia – Managing for Success* is about having a high quality education system that is accessible, equitable and responsive to different learning aspirations, ensuring every education option is a quality choice. Its purpose is to transform the education system to ensure Māori are enjoying educational success as Māori – a process that is already under way as set out in the ministry’s *Statement of Intent*.<sup>1</sup>

*Ka Hikitia – Managing for Success* recognises successful past and current work in education and uses the latest research evidence to identify the priorities, actions and targets for the next five years to enhance Māori educational outcomes. *Ka Hikitia – Managing for Success* draws on many perspectives, including those of iwi and Māori communities, researchers, academics, and education practitioners. The Hui Taumata Mātauranga process and the wider consultation with Māori on the earlier drafts of the Māori education strategies have shaped this final document.

*Ka Hikitia – Managing for Success* is primarily a strategy for the ministry, and its actions have the highest priority. It provides a lens through which other education strategies are able to personalise their approach to teaching, learning and engagement so it is tailored to ensure Māori education success. *Ka Hikitia – Managing for Success* focuses on building strong foundations for learning early in the system and at key transition points as a prerequisite for further education and qualifications. It provides a prerequisite

for participation in higher-level tertiary education consistent with the priorities of the *Tertiary Education Strategy 2007–12*.<sup>2</sup>

*Ka Hikitia – Managing for Success* is a collective call to action. The strategy requires everyone in the education system to take responsibility for Māori education success alongside whānau and iwi.

*Ka Hikitia – Managing for Success* builds on the Māori Potential Approach<sup>3</sup> which emphasises working together and sharing power. It supports Māori self-development and self-determination, and represents a move away from a focus on deficit, problems, failure and risks, to a focus on making the most of opportunities for success.

2008 was an important year for the Ministry of Education and the sector. It was the year that we collectively began the step up to realise the potential of all young people and make the difference for our nation by significantly improving education outcomes for and with Māori learners.

In reality, every year is an important one in education as we must constantly challenge ourselves to maintain forward momentum made. Refreshing and re-releasing *Ka Hikitia – Managing for Success* reminds us that we have the direction, we know what the evidence is telling us we must do, and we are measuring our progress, and our success. It is up to each and every one of us to keep making a positive difference and improving education outcomes for and with Māori learners.

‘Ka hikitia’ means to ‘step up’, ‘lift up’, or ‘lengthen one’s stride’. In the context of *Ka Hikitia – Managing for Success* it means stepping up the performance of the education system to ensure Māori are enjoying education success as Māori.

1 See [www.minedu.govt.nz](http://www.minedu.govt.nz) for the latest Statement of Intent.

2 Office of the Minister for Tertiary Education (2007).

3 This is based on the Māori Potential Approach developed by Te Puni Kōkiri in 2004 as the public policy approach for government.

# BACKGROUND

## The last decade in Māori education 1998–2008

### 1999–2005

- some significant improvements in education performance for Māori
- range of new initiatives
- major research initiatives and evaluations provide more information on student achievement
- Ministry of Education's skills, knowledge, and capabilities with Māori broadened through working with Māori in initiatives such as iwi partnerships

### 1999

First Māori Education Strategy published with three main goals:

- raise the quality of English-medium education for Māori
- support the growth of high quality kaupapa Māori education
- support greater Māori involvement and authority in education

### 2005

The 1999 Māori Education Strategy republished to reaffirm the ministry's commitment to Māori education

### 1998

Extensive consultation with Māori about developing a Māori Education Strategy



## ▽ 2006

First stage in the redevelopment of the Māori Education Strategy, including:

- *Ka Hikitia: Setting Priorities for Māori Education* – internal document setting out the proposed Māori Education priorities for the next five years
- engagement with Māori and key education sector groups
- *Ka Hikitia: Setting Priorities for Māori Education* contributes directly to the *Tertiary Education Strategy 2007–12*

## ▽ 2007

- *Ka Hikitia – Managing for Success: The draft Māori Education Strategy 2008–2012* released combining the earlier priorities with goals, actions and targets
- August – October: Public consultation on *Ka Hikitia – Managing for Success*

## ▽ 2008

- *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012* released

# KA HIKITIA – MANAGING FOR SUCCESS

“MĀORI ENJOYING EDUCATION SUCCESS AS MĀORI”



## ➔ Measuring Success



## ➔ Focus Areas

- Foundation Years
- Young People Engaged in Learning
- Māori Language in Education
- Organisational Success
  - Leadership
  - Accountability for Outcomes
  - Confident People
  - Using and Acting on the Evidence

➤ Professional learning and capability of educators

➤ Family, whānau and iwi

➤ Responsive and accountable professional leadership





## → Strategy Approach

- Ako
  - Language, identity and culture count
  - Productive Partnerships
- Māori Potential, Cultural Advantage and Inherent Capability

## → Broad Student Outcomes

- Māori learners working with others to determine successful learning and education pathways
- Māori learners excel and successfully realise their cultural distinctiveness and potential
- Māori learners successfully participating in and contributing to te Ao Māori
- Māori learners gaining the universal skills and knowledge needed to successfully participate in and contribute to Aotearoa New Zealand and the world

engagement in education

➤ Government agencies working together

➤ High quality Māori language in education





02

REALISING  
MĀORI POTENTIAL

STRATEGY



# STRATEGY

'If there is an emerging educational vision among Māori, it is the desire for an education that enhances what it means to be Māori: so simple and yet so profound.'

Penefito, 2002

## Strategic intent

The strategic intent of *Ka Hikitia – Managing for Success* is 'Māori enjoying education success as Māori'. This recognises the widespread aspirations of Māori to live and succeed as Māori in te Ao Māori, in Aotearoa New Zealand society and in the wider world.

In this strategy, 'Māori enjoying education success as Māori' means having an education system that provides all Māori learners with the opportunity to get what they require to realise their own unique potential and succeed in their lives as Māori.

Succeeding as Māori captures and reflects that identity and culture are essential ingredients of success.

The strategy takes a broad view of success and recognises the multiple concepts of success held by students, whānau, hapū, iwi, and education professionals and providers.

## Student outcomes

'Māori enjoying education success as Māori' requires Māori to achieve both universal outcomes and outcomes that are unique to each learner. The outcomes that Māori learners will experience as the strategy is implemented over the next five years are:

- Māori learners working with others to determine successful learning and education pathways
- Māori learners excel and successfully realise their cultural distinctiveness and potential
- Māori learners successfully participating in and contributing to te Ao Māori
- Māori learners gaining the universal skills and knowledge needed to successfully participate in and contribute to Aotearoa New Zealand and the world.



## Strategy approach

*Ka Hikitia – Managing for Success* takes an evidence-based, outcomes-focused, Māori potential approach.<sup>4</sup>

The strategy has been designed to concentrate on what evidence shows will achieve a transformational shift in the performance of the education system for and with Māori. This is why the strategy takes a ‘narrow and deep’ approach in its focus areas, goals and actions, rather than encompassing everything and therefore spreading the focus too thinly to achieve significant change.

## Māori Potential Approach

In the government sector, the Māori Potential Approach provides the context for the shifts in attitudes, thinking and practice required to achieve significant improvements in Māori education outcomes. This approach advocates investing in strengths, opportunities, and potential. It seeks to shift the focus from addressing problems and disparities to expanding on the successes.

A potential approach for Māori in education has three key underlying principles:

- **Māori Potential:** all Māori learners have unlimited potential
- **Cultural Advantage:** all Māori have cultural advantage by virtue of who they are – being Māori is an asset; not a problem
- **Inherent Capability:** all Māori are inherently capable of achieving success.

A Māori Potential Approach acknowledges and embraces the latent, creative and positive potential of a range of people and groups working together, and tapping into this to accelerate success for Māori.

This approach also acknowledges that there are many important parties in Māori education – learners, parents, whānau, iwi, educators, providers, Māori communities, enterprises, and government. Each has a positive and distinctive contribution to make and a range of talents, skills, knowledge, and resources that are essential to support quality education outcomes.

For government, this means shifting the emphasis towards potential-focused activities and making the most of the combined

‘A lot of kids had information and resources at home they could share with the class... They went home and asked their parents about greenstone and uncovered things they never knew were there...

Often kids would then be able to return home and share with their families the type of pounamu or greenstone it was – we had about six or seven types that we could identify.’

– Teacher

expertise and energies of everyone involved in education, as set out in table 1.

**Table 1: Māori Potential Approach in education**

<i>Less focus on...</i>	<i>More focus on...</i>
Remedying deficit	Realising potential
Problems of dysfunction	Identifying opportunity
Government intervention	Investing in people and local solutions
Targeting deficit	Tailoring education to the learner
Māori as a minority	Indigeneity and distinctiveness
Instructing and informing	Collaborating and co-constructing

<sup>4</sup> This is based on the Māori Potential Approach developed by Te Puni Kōkiri in 2004 as the public policy approach for government.



## Ako

We know that high quality teaching is the most important influence that the education system can have on high quality outcomes for diverse students.<sup>5</sup> Evidence also shows that effective teaching and learning depends on the relationship between teacher and student, and the active engagement and motivation of the students by the teacher.<sup>6</sup>

The concept of ako describes a teaching and learning relationship, where the educator is also learning from the student and where educators’ practices are informed by the latest research and are both deliberate and reflective. Ako is grounded in the principle of reciprocity and also recognises that the learner and whānau cannot be separated.

Ki te kore te iwi, e kore koe i kīā – he tangata  
Without the people you are diminished, you are nobody.

Ako incorporates two aspects:

- **Language, Identity and culture count** – 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 expertise with each other to produce better mutual outcomes.

‘I concentrated on building respectful relationships. I demonstrated that I was very interested in the experiences students brought to the classroom – their family connections, their interests, the correct pronunciation of their names.... Achievement levels have improved markedly.’

– Teacher

Culture and education are inextricably interwoven, in the education system as well as in the learning setting.<sup>7</sup> Māori children and students are more likely to achieve when they see themselves,

their whānau, hapū and iwi reflected in the teaching content and environment, and are able to be ‘Māori’ in all learning contexts. *The New Zealand Curriculum*<sup>8</sup> provides further opportunities to realise this by enabling schools to decide much of the content of, and contexts for, learning.

‘Our data, however, show that differences in what students learn, and differences in what they do on tests, are both created by differences in how they engage with classroom and testing activities. In both cases, these are a function of their motivation and the extent to which they share the purposes and culture of the teacher or tester.’

– Nuthall, 2001

Integrating an understanding of cultural identity into learning settings is most effective when it contributes directly, deliberately and appropriately to shaping teaching practices and learning experiences for specific students.<sup>9</sup> Effective teaching practices require learning contexts that are meaningful for the learner, accurate assessment, and responsive feedback that supports further learning.

Transforming the system will require a better understanding of the link between teaching practice and learning outcomes, particularly how students use their learning experiences to enhance their learning. An unrelenting focus on ako is at the core of *Ka Hikitia – Managing for Success* and is central to achieving a step up in system performance for Māori learners.

‘Some of my teachers have made me feel differently about the subject they are teaching me. For example, if I don’t like the teacher I do not do as well as I could be doing.’

– Teenager

5 Alton-Lee (2003); Benseman et al. (2005); May et al. (2004); Wylie et al. (2004).

6 Pere (1982); Nuthall (2001).

7 Bishop et al. (2003); Penetito (2006).

8 Ministry of Education (2007c).

9 Alton-Lee (2003).