



Māori Achievement Collaborative

Measurable Gains Framework;

	MGF Rubric 2.2: <i>Effective educational leadership; culturally responsive learning contexts and systems</i>	MGF Rubric 2.1: Culturally responsive effective teaching for Māori learners	MGF Rubric 2.5: Effective parent, families and whānau engagement	MGF Rubric 4: Māori enjoying and achieving education success as Māori	MGF Rubric 3.1: Māori learner progress and achievement (including proficiency in te reo Māori)
	<p>Core Concept: To what extent have leadership and management been successful in creating and maintaining a welcoming and inclusive learning culture and systems that support Māori learners enjoying and achieving education success as Māori?</p>	<p>Core Concept: To what extent is there evidence of highly effective, culturally responsive teaching practices for Māori learners?</p> <p><i>[Research shows that high quality teaching makes the most difference to learner achievement across the sector. This rubric also incorporates the concept of 'ako' - 'learning from each other' where 'culture counts' (knowing where learners come from and building on what learners bring with them).]</i></p>	<p>Core Concept: To what extent are parents, family and whānau effectively engaged with the educational institution in supporting the learners' education? How informed, demanding and determining are they in their engagement?</p> <p><i>[This rubric incorporates the concept of 'ako' - 'productive partnerships' where Māori learners, parents, families, whānau, and educators work together to produce better outcomes.]</i></p>	<p>Core Concept: To what extent are Māori learners</p> <ul style="list-style-type: none"> enjoying and achieving education success "as Māori"? experiencing the big learning gains needed to ensure they are achieving across all curriculum areas or courses/programmes of study – particularly in areas of high priority/high need (to feed downstream career choices/options)? 	<p>CORE CONCEPT: How well and how rapidly does this initiative achieve progress for Māori learners that will allow them to start to excel in education as soon as possible? Is the rate of progress fast enough to be considered "minimally effective," "highly effective" (etc)? How well is the potential of Māori learners realised? Are they enjoying and achieving success "as Māori", realising their cultural distinctiveness and potential? How effectively is the initiative reducing disparities in education success?</p>
Highly Effective	<p>All of the following, with only a few very minor weaknesses:</p> <ul style="list-style-type: none"> There is clear pedagogical leadership with a strong focus on improving teaching practice for and with Māori 'Being Māori' is valued within the educational institution and its wider community and beliefs and practices in the educational institution affirm and reflect the inherent identity, language and culture of every Māori learner There is a shared 	<p>All of the following are evident and backed by sound evidence:</p> <ul style="list-style-type: none"> <u>Virtually all</u> educators are fully aware of the strengths, needs and agency with respect to teaching Māori learners; they generate contexts for learning that reflect and affirm identity, language and culture of every Māori learner; value and seek out expertise and resources as needed, including Māori learner, parents, families, whānau and/or hapū and iwi 	<p>All of the following are evident and backed by sound evidence:</p> <ul style="list-style-type: none"> Parents, families and whānau are extremely well-informed, skilled in using the information, confident and highly engaged in their children's education in ways that maximise the learners' potential Educational leaders, staff and educators can provide a range of examples from their own experiences which show 'why the focus on Māori learners' 	<ul style="list-style-type: none"> There is clear evidence that <u>the vast majority</u>² of Māori learners are enjoying and achieving education success <i>as Māori</i> by: <ul style="list-style-type: none"> Working with and leading others to make optimum use of appropriate learning and education pathways Excelling and successfully leading others to realise their cultural distinctiveness and potential 	<p>ALL of the following are evident and backed by sound evidence:</p> <ul style="list-style-type: none"> Māori learners are clearly excelling in education and reaching their potential in ways that reflect and affirm their inherent identity, language and culture The <u>vast majority</u>³ of Māori learners currently or previously identified as achieving below curriculum expectations are making a <i>useful rate of accelerated progress</i> and <u>virtually all</u> are making at least

	<p>commitment to every Māori learner succeeding at or above their peer level with effective teaching and that every Māori learner is each and everyone's responsibility</p> <ul style="list-style-type: none"> • The <u>vast majority</u>¹ of Māori learners, parents, families, whānau and Māori staff report feeling welcomed and included; that their perspectives and worldviews are respected and valued; and none feel like they need to 'check their cultural identity at the door' • There is a clear shared understanding that, for Māori learners currently or previously identified as achieving below curriculum expectations, accelerated progress is essential – and every relevant initiative in the school is geared to address that need • There is a clear, shared understanding among school leaders, educators, staff, parents, families and whānau about what it means to have Māori learners enjoying and achieving education success <i>as Māori</i> • <u>Virtually all</u> school leaders, educators, and staff can provide a range of examples from their own experiences which show 'why the focus on Māori learners' and how they have attended to the identity, language and culture of Māori learners <p>Successful Māori learners are highly visible in school leadership roles and are celebrated as role models for other learners</p>	<p>expertise and knowledge</p> <ul style="list-style-type: none"> • <u>Virtually all</u> educators can provide a range of examples from their own experiences which show 'why the focus on Māori learners' and how they have attended to the identity, language and culture of Māori learners • <u>Virtually all</u> educators value and engage in meaningful relationships with whānau, hapū and iwi in contexts where it makes sense for both parties to do so, such as governance and curriculum development. • The <u>vast majority</u> of Māori learners are directly involved in and take responsibility for leading their own learning, at a level appropriate for their age • The <u>vast majority</u> of Māori learners know educators care about their learning, have high expectations of them and help them to succeed • <u>Virtually all</u> educators have been effective in achieving high levels of performance with Māori learners, have high expectations for Māori and clearly believe that every Māori learner can learn and enjoy education success as Māori with effective teaching • <u>Virtually all</u> educators use pedagogies that are known to be highly effective for Māori learners • <u>Virtually all</u> educators provide opportunities for Māori learners to bring what they know to their learning and to express themselves as Māori through topics or contexts of learning which are culturally 	<p>and their understanding of the unique role that whānau, hapū and iwi play in the learning process</p> <ul style="list-style-type: none"> • Parents, families and whānau knowledge and perspectives are well respected, highly valued and fully integrated in ways that benefit Māori learners' education <p>Māori context, content and language are clearly evident and infused into teaching and learning in ways that reflect and affirm the inherent identity, language and culture of Māori learners and their parents, families and whānau</p>	<ul style="list-style-type: none"> ○ Inspiring others and often taking lead roles when participating in and contributing to Te Ao Māori – whānau, hapū, iwi ○ Gaining the universal skills and knowledge needed to successfully participate in and contribute to Aotearoa/New Zealand and the world, and guiding others to do so <ul style="list-style-type: none"> • Inspiring others to lead their own learning so as to maximise their skills and talents • Māori learners are achieving equitable outcomes across the education system in all curriculum areas or courses/programmes of study, and have a similar range of study and career choices/options to non-Māori learners <p>Māori distributions of performance are <u>similar to or better than</u> non-Māori learners (as evidenced in progress against various standardised assessments and qualification achieved)</p>	<p>some accelerated progress relative to (a) curriculum expectations and, if data are available, (b) the usual rate of progress for the most relevant comparison group</p> <p>The accelerated progress of Māori learners is fast enough to ensure that <u>virtually all</u> are achieving well enough to allow them good opportunities at the next level in their education (or work), including transient learners and those with special needs, in accordance with their abilities and potential</p>
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<p>Consolidating Effectiveness</p>	<p>All of the elements listed under Developing Effectiveness (below), plus <u>several</u> of the elements listed under Highly Effective (above), with only a few minor weaknesses</p>	<p>responsive</p> <p>All of the following are evident and backed by sound evidence:</p> <ul style="list-style-type: none"> • The <u>vast majority</u> of educators create, for and with Māori learners, learning contexts that reflect and affirm identity, language and culture of every Māori learner • <u>Virtually all</u> educators have been effective in achieving high levels of performance with Māori learners • The <u>vast majority</u> of educators can provide a range of examples from their own experiences which show ‘why the focus on Māori learners’ and how they have attended to the identity, language and culture of Māori learners • The <u>vast majority</u> of educators value and engage in meaningful relationships with whānau, hapū and iwi in contexts where it makes sense for both parties to do so, such as governance and curriculum development. • The <u>vast majority</u> of educators are reflective practitioners – fully aware of who their Māori learners are, as well as their strengths, needs, aspirations and diverse backgrounds – and use this knowledge to enhance the effectiveness of their teaching • The <u>vast majority</u> of educators can articulate what teaching practices and other support/resources will be required to address the needs and aspirations of Māori learners <p>The <u>vast majority</u> of educators purposefully and selectively use a range of evidence-based teaching strategies, using evidence of impact and feedback to inform decisions about what to continue with</p>	<p>All of the following are evident and backed by sound evidence:</p> <ul style="list-style-type: none"> • Levels and quality of, parents’, families’ and whānau engagement are very high and provide strong support for their children’s education • Educational leaders, staff and educators can provide a number of examples from their own experiences which show ‘why the focus on Māori learners’ and their understanding of the unique role that whānau, hapū and iwi play in the learning process • Parents, families and whānau report that they are able to engage <i>as Māori</i> in culturally appropriate and mana-enhancing ways <p>Māori content and language are evident in teaching and learning in ways that reflect the inherent identity, language and culture of Māori learners and their parents, families and whānau</p>	<ul style="list-style-type: none"> • There is clear evidence that <u>substantial numbers</u> of Māori learners are enjoying and achieving education success <i>as Māori</i> by: <ul style="list-style-type: none"> ○ Working with and encouraging others to engage with appropriate learning and education pathways ○ Excelling and successfully encouraging others to realise their cultural distinctiveness and potential ○ Participating in and contributing to Te Ao Māori – whānau, hapū, iwi – and encouraging others to do so ○ Gaining the universal skills and knowledge needed to successfully participate in and contribute to Aotearoa/New Zealand and the world and encouraging others to do so • Encouraging others to lead their own learning so as to maximise their skills and talents • Much improved representation of achievement across the education system in all curriculum areas or courses/programmes of study, and Māori learners are beginning to have a similar range of study and career choices/options to non-Māori learners <p>Māori distributions of performance are <u>approaching but still noticeably short of</u> those for non-Māori learners (as evidenced in progress against various standardised assessments and qualifications achieved)</p>	<p>ALL of the following are evident and backed by sound evidence:</p> <ul style="list-style-type: none"> • There is evidence that Māori learners are enjoying and achieving education success and reaching their potential in ways that reflect and affirm their inherent identity, language and culture • <u>A clear majority</u> of Māori learners currently or previously identified as achieving below curriculum expectations are making a <i>useful rate of accelerated progress</i> and the <u>vast majority</u> are making at least <i>some</i> accelerated progress relative to (a) curriculum expectations and, if data are available, (b) the usual rate of progress for the most relevant comparison group <p>The accelerated progress of Māori learners is fast enough to ensure that the <u>vast majority</u> are achieving well enough to allow them good opportunities at the next level in their education (or work), including transient learners and those with special needs, in accordance with their abilities and potential</p>
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<p>Developing Effectiveness</p>	<p>All of the elements under Minimally Effective and in addition:</p> <ul style="list-style-type: none"> • There is evidence of pedagogical leadership with some attention to improving teaching practice for and with Māori • The <u>vast majority</u> of school leaders, educators, and staff can provide a range of examples from their own experiences which show 'why the focus on Māori learners' and how they have attended to the identity, language and culture of Māori learners • <u>A clear majority</u> of Māori learners and their parents, families and whānau generally believe that <u>most</u> school leaders (including the board of trustees), educators and staff have a genuine commitment to education success for all Māori learners • The <u>vast majority</u> of Māori learners, parents, families, whānau and Māori staff report feeling welcomed and included at school • There is evidence of a system-wide focus on Māori learners' needs (or the needs of their educators in strategic and systemic planning i.e. resourcing, professional development) <p>There are increasing numbers of Māori learners succeeding in all areas of the curriculum and having their successes celebrated and recognised by the school</p>	<ul style="list-style-type: none"> • Teaching practices show evidence of MOST of the success factors listed under Consolidating Effectiveness, or all/most of them with just a few weaknesses AND <p>May also be seeing SOME emerging elements from the lists under Highly Effective and Consolidating Effectiveness</p>	<p>All of the following are evident and backed by sound evidence:</p> <ul style="list-style-type: none"> • Levels and quality of parents', families' and whānau engagement are high enough to support their children's education well, although there is still some room for improvement • The educational institution's curriculum is informed by advice from parents, families and whānau and generally reflects their cultural context, values and worldviews • Educational leaders, staff and educators can articulate 'why the focus on Māori learners' but have limited examples that show this or their understanding of the unique role that whānau, hapū and iwi play in the learning process <p>Parents, families and whānau report that they are able to engage in culturally appropriate ways</p>	<ul style="list-style-type: none"> • There is clear evidence that <u>increasing numbers</u> of Māori learners are enjoying and achieving education success <i>as Māori</i> by: <ul style="list-style-type: none"> ○ Working with others to confidently determine appropriate learning and education pathways ○ Confidently realising their cultural distinctiveness and potential ○ Confidently participating in and contributing to Te Ao Māori – whānau, hapū, iwi ○ Gaining the universal skills and knowledge needed to successfully participate in and contribute to Aotearoa/New Zealand and the world • Confidently leading their own learning so as to maximise their own skills and talents • There is evidence of <u>improved representation</u> of achievement across curriculum areas or courses/programmes of study, but Māori learners still access a more limited range of study and career choices/options than non-Māori learners <p>Māori distributions of performance are <u>significantly improved but still substantially short of</u> those for non-Māori learners (as evidenced in progress against various standardised assessments and qualifications achieved)</p>	<p>ALL of the following are evident and backed by sound evidence:</p> <ul style="list-style-type: none"> • There is evidence that Māori learners are starting to enjoy and achieve greater education success in ways that reflect and affirm their inherent identity, language and culture • <u>Most</u> Māori learners currently or previously identified as achieving below curriculum expectations are making a <u>useful rate of accelerated progress</u> and <u>a clear majority</u> are making at least <i>some</i> accelerated progress relative to (a) curriculum expectations and, if data are available, (b) the usual rate of progress for the most relevant comparison group <p>The accelerated progress of Māori learners currently or previously identified as achieving below or well below expected achievement levels is fast enough to ensure that <u>most</u> of those learners are achieving well enough to allow them good opportunities at the next level in their education (or work), including transient learners and those with special needs, in accordance with their abilities and potential</p>
<p>Minimally Effective</p>	<p>All of the following:</p> <ul style="list-style-type: none"> • Credible efforts are underway to build and support a school culture that is welcoming and inclusive for Māori learners and their parents, families and whānau, although 	<ul style="list-style-type: none"> • <u>Some evidence</u> of the above-listed success factors in teaching practices but significant room for improvement <p>Some teaching practices listed under Ineffective may be evident,</p>	<p>All or most of the following are evident:</p> <ul style="list-style-type: none"> • Levels of parents', families' and whānau engagement are just sufficient to support their children's education, although there is significant room for 	<ul style="list-style-type: none"> • <u>Some evidence is emerging</u> that Māori learners are beginning to enjoy and achieve education success <i>as Māori</i> by: <ul style="list-style-type: none"> ○ Beginning to work with others to determine appropriate learning 	<p>All of the following generally apply, with only minor variations:</p> <ul style="list-style-type: none"> • There is evidence that Māori learners are starting to enjoy and achieve greater education success in ways that reflect and affirm their inherent identity,

	<p>evidence of traction may still be somewhat weak</p> <ul style="list-style-type: none"> • A shared understanding of the needs, strengths and aspirations of Māori learners is beginning to emerge, although there is still considerable room for improvement • While there is evidence of pedagogical leadership, this is minimal in relation to improving teaching practice for and with Māori • There is evidence that Māori language and culture is increasingly being included in the curriculum and wider activities <p>The educational institution has specific educational targets relating to Māori learners in the strategic plan, and regularly reviews performance relative to these</p>	<p>but are <u>not</u> widespread AND are being actively addressed</p>	<p>improvement</p> <ul style="list-style-type: none"> • Programming is beginning to be informed by advice from parents, families and whānau and is beginning to reflect their cultural context • Educational leaders, staff and educators show some understanding of Māori culture and the concept of whānau but are not able to articulate ‘why the focus on Māori learners’ or the unique role that whānau, hapū and iwi play in the learning process <p>Advice is generally sought from parents, families and whānau before making decisions about the educational institution’s curriculum or services</p>	<p>and education pathways</p> <ul style="list-style-type: none"> ○ Beginning to realise their cultural distinctiveness and potential ○ Participating in and contributing to Te Ao Māori – whānau, hapū, iwi ○ Beginning to gain the universal skills and knowledge needed to successfully participate in and contribute to Aotearoa/New Zealand and the world <ul style="list-style-type: none"> • There is evidence that Māori are learning to lead their own learning so as to maximise their own skills and talents • There is evidence of <u>slightly improved representation</u> of achievement across curriculum areas or courses/programmes of study, but Māori learners still access a significantly more limited range of study and career choices/options than non-Māori learners <p>Māori distributions of performance have shown <u>some non-trivial improvement</u> relative to non-Māori learners (as evidenced in progress against various standardised assessments and qualifications achieved)</p>	<p>language and culture</p> <ul style="list-style-type: none"> • <u>At least some</u> Māori learners (i.e. a significant number, but likely to be fewer than half) currently or previously identified as achieving below curriculum expectations are demonstrably making a <i>useful rate of accelerated progress</i> and <u>most</u> are making at least <i>some</i> accelerated progress relative to (a) curriculum expectations and, if data are available, (b) the usual rate of progress for the most relevant comparison group <p>The accelerated progress of Māori learners currently or previously identified as achieving below or well below expected achievement levels is fast enough to ensure that <u>at least some</u> of these learners are achieving well enough to allow them good opportunities at the next level in their education (or work), including transient learners and those with special needs, in accordance with their abilities and potential</p>
<p>Ineffective</p>	<p>At least one of the following is evident:</p> <ul style="list-style-type: none"> • Educators are generally left with sole responsibility for understanding the needs and strengths of Māori learners, with insufficient support/resources to identify or meet the needs • There may be pockets within the educational institution where some of the ‘detrimental’ practices or thinking are evident, but they 	<p>A small number of teaching practices listed under Detrimental <u>may</u> be evident, but are being actively addressed. In addition, some or all of the following are likely to be evident:</p> <ul style="list-style-type: none"> • Inadequate matching of tasks and activities to the current or changing strengths, needs and aspirations of Māori learners • A rigid, inflexible or generic approach that fails to be culturally responsive to the 	<p>Any one or more of the following:</p> <ul style="list-style-type: none"> • Levels of parents’, families’ and whānau engagement are lower than what is needed to adequately support their children’s education • It is assumed that parents’, families’ and whānau non-attendance at meetings and events reflects a lack of interest in their children’s education <p>Information is inadequate in quality and/or frequency to allow</p>	<ul style="list-style-type: none"> • <u>No evidence</u> is yet emerging that Māori learners are beginning to enjoy and achieve education success <i>as Māori</i>: <ul style="list-style-type: none"> ○ Not yet working with others to determine appropriate learning and education pathways ○ Not yet realising their cultural distinctiveness and potential ○ Limited participation in and contribution to Te 	<p>Māori learners currently or previously identified as achieving below curriculum expectations are generally progressing at about the expected rate of progress against NZC/TMoA and/or at about the same pace as the most relevant comparison group (i.e. parallel to the comparison group’s trajectory), with few making accelerated progress</p>

	<p>are not widespread and are being addressed</p> <p>Educational leaders may have begun addressing other areas of weakness within the school culture to improve inclusiveness for Māori learners and their parents, families and whānau, but insufficient progress has been made to date</p>	<p>needs and aspirations of Māori learners</p> <ul style="list-style-type: none"> Learner progress data being tracked but not used effectively <p>Minimal but not particularly effective efforts to remove barriers to learning</p>	<p>meaningful whānau involvement</p>	<p>Ao Māori – whānau, hapū, iwi</p> <ul style="list-style-type: none"> Not yet gaining the universal skills and knowledge needed to participate in and contribute to Aotearoa/New Zealand and the world <ul style="list-style-type: none"> Māori learners are not yet leading their own learning There is no evidence of <u>improved representation</u> of achievement across curriculum areas or courses/programmes of study, and Māori learners access a significantly more limited range of study and career choices/options than non-Māori learners <p>There has been <u>no improvement</u> or <u>no deterioration</u> in Māori distributions of performance relative to non-Māori learners (as evidenced in various standardised assessments and qualification achieved)</p>	
<p>Detrimental</p>	<p>There is evidence of any one or more of the following:</p> <ul style="list-style-type: none"> There is evidence that ‘deficit thinking’ about underachieving Māori learners is generally accepted <u>or</u> widely known but not addressed There is a generally low expectation of success for Māori learners who are achieving below or well below expected achievement levels <p>Educational leaders, educators and/or staff see Māori learners who are achieving below or well below expected achievement levels as “not their problem” – there is no evidence of genuine inquiry to try and understand the nature of the strengths and needs or how to address them.</p>	<p>One or more of the following teaching practices is widespread OR there are some quite serious examples that are not being actively addressed:</p> <ul style="list-style-type: none"> Discriminatory or inappropriate attitudes about Māori learners or their potential Low expectations of (or about) Māori learners Māori learners report being talked “at” or down to, patronised, made to feel unwelcome, or that their perspectives are disrespected or sidelined Educators are unable to identify Māori learners who are struggling – unaware of where learners should be in the progressions Māori learners are encouraged into less ambitious career and learning pathways or those that do not 	<p>Any one or more of the following:</p> <ul style="list-style-type: none"> Levels of parents’, families’ and whānau engagement are extremely low or are deteriorating – to an extent that adversely impacts on their children’s education Parents, families and whānau report being talked “at” or down to, made to feel unwelcome or stupid, or that their perspectives are disrespected or sidelined <p>Information is withheld in ways that prevent meaningful involvement by parents’, families’ and whānau in their children’s education</p>	<ul style="list-style-type: none"> There is evidence that changes have led to a <u>reduction</u> in Māori learners enjoying and achieving education success <i>as Māori</i>: <ul style="list-style-type: none"> Reluctant to work with others to determine appropriate learning and education pathways Rejecting their cultural distinctiveness and potential Unwilling to participate in and contribution to Te Ao Māori – whānau, hapū, iwi Does not see the relevance in gaining the universal skills and knowledge needed to participate in and contribute to Aotearoa/New Zealand and the world Māori learners are not being enthused or motivated to lead 	<p>A number of Māori learners currently or previously identified as achieving below curriculum expectations have been progressing <i>at a slower rate than the expected rate of progress</i>, i.e. they have fallen even further behind curriculum expectations over time</p> <p><u>Note</u>: It may not be considered ‘detrimental’ for some Māori learners with special needs to be progressing more slowly than national peer norms – it will be necessary to consult with special education specialists to determine whether these children are progressing adequately relative to their strengths and capabilities.]</p>

		<p>match their aspirations</p> <ul style="list-style-type: none"> • Blame and/or “outsource and forget” – Māori learners’ needs are the problem of parents, families or whānau, or of outside assistance • Needs and aspirations of Māori learners overlooked (e.g. given “busy work”) • No serious effort to consider or remove barriers to learning for Māori learners • Excessive use of whole class teaching • Māori learners are excluded from potentially effective opportunities to learn based on predictions of failure • Poor management of class – energy is spent on behaviour management not teaching/learning • Deliberate suppression of Māori language and culture <p>Learning contexts are set by the educator with no consideration of local context or Māori learners’ interests</p>		<p>their own learning</p> <ul style="list-style-type: none"> • There is evidence of <u>deteriorating</u> Māori achievement across curriculum areas or courses/programmes of study, and Māori learners are accessing a an even more limited range of study and career choices/options than non-Māori learners <p>There is evidence of a <u>deterioration</u> in Māori distributions of performance relative to non-Māori learners (as evidenced in various standardised assessments and qualification achieved)</p>	
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¹ Virtually all = close to 100%, with only small numbers of reasonable exceptions, as noted

The vast majority = usually about three quarters or more

A clear majority = *significantly* more than half

Most = more than half

At least some = a significant number, not just a handful, but likely to be fewer than half