Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.
Beginning Teachers’ Preparedness to Teach Māori Children

A thesis presented in partial fulfilment of the requirements for the degree of Doctor of Education at Massey University, Manawatū, New Zealand

Peti Mihiroa Mere Jessie Kenrick

2010
Abstract

The preparation of teachers is complicated by a plethora of competing elements seeking consensus as to what a teacher education curriculum might look like for those entering the teaching profession. Ideally the preparation of teachers needs to be an exact science to ensure and secure the future of the teaching profession and educational outcomes for all New Zealanders. Unfortunately, teaching is not an exact science. In New Zealand, education, and teachers as agents of the education system, has not always served all students and groups well. Failure to serve all well challenges the education system and teacher educators’ preparation of teachers to teach. This research focuses on beginning teacher preparedness and whether they enter the teaching profession prepared or not. Beginning teachers represent the future of the teaching profession (Education Review Office, 2005). More specifically, and in light of growing diversity, disparity and rights, this research examines beginning teachers’ perception of their preparedness to teach Māori children. The consequence of a prepared or unprepared teacher is reflected in the student achievement and educational outcomes. A profession that does not prepare their professionals to perform the job they are charged with do a disservice to their clients. Sadly, poorly prepared teachers are too common, particularly when it comes to teaching Māori children. Concerns raised by participants in this study point clearly at the lack of preparation during their teacher education and later during their induction programme. However, this study did also find teacher education had not completely ignored preparing students to teach Māori children but the approach was limited. Unfortunately, the consequence for Māori children is poor educational outcomes that are too often mirrored in the workforce.

Peti M.M.J. Kenrick
2010
Acknowledgements

Ehara taku toa i te toa takitahi, engari he toa takitini.
Success is not the work of one, but the work of many.

There are many that have contributed to the development and final submission of this thesis without whom this task would have been impossible to achieve. First and foremost I give thanks to my family and friends who did not hesitate to give of their time, support, knowledge and guidance. To you all: my beautiful sisters; my confidante, my sounding board and sister-in-law; my caring brothers; my friends who travelled so that I could have someone to talk ‘shop’ with and provide advice, my love and appreciation knows no bounds. It was good to know that for all the birthdays, dinners, family and friend times I missed and sacrificed you continued to stand beside me, pushing me, nurturing me and all the while understanding. This has been a journey for many.

Thanks indeed must be extended to my initial supervisors, Dr Ruth Kane and Professor Richard Harker, who guided me gently towards shaping and developing my thesis. To Drs Jill Bevan-Brown and Huia Tomlins-Jahnke I express my sincere and heartfelt gratitude for your wonderful guidance and support in completing this work. I consider myself blessed and honoured to have had such renowned, knowledgeable and patient people to walk beside me and sometimes carry me through those difficult times when nothing seemed to be going right.

My utmost gratitude has to be extended to my participants who willingly gave up their valuable time and allowed me to share their beginning teacher experiences. Their participation will provide food for thought for teacher educators, Ministry of Education, and future beginning teachers. Words cannot express how honoured I feel to have been given a glimpse into a piece of each of their lives.

Finally, to two of the most influential people in my life, I give thanks. Although my father, Katoa Henare Kenrick, passed away long before I began this journey he walks
with me. He was there when I struggled to continue; he was also there when I was pleased things were going right. To Te Rautangata Kenrick, the strong matriarch of our family, words cannot express how proud and honoured I am to call you Mother. Your strong, supposedly unnoticeable, support of me and my life allowed me to choose my own path and make my own choices. Most importantly, thanks for blessing me with a family that gives me strength and love.
Table of Contents

Abstract ........................................................................................................................................i
Acknowledgements ...................................................................................................................ii
Table of Contents ....................................................................................................................iv
List of Tables ............................................................................................................................ ix
List of Figures ........................................................................................................................... ix
Preface ......................................................................................................................................... x

Chapter 1 Introduction ........................................................................................................... 1
  Diversity ................................................................................................................................. 2
  Disparities .............................................................................................................................. 5
  Quality Teaching ..................................................................................................................... 7
  Overview ................................................................................................................................ 10

Chapter 2 The Beginning Teacher ....................................................................................... 12
  Induction Programmes .......................................................................................................... 13
  Providers and Pathways ........................................................................................................ 14
  Reality Shock ........................................................................................................................ 16
  Prior Experience .................................................................................................................... 18

New Zealand Research on Beginning Teachers’ Preparedness to Teach Māori Students ..... 19

Chapter 3 Being Māori ......................................................................................................... 25
  The Development and Conceptualisation of Identity ............................................................ 25
  Māori Identity Today ............................................................................................................. 30

Chapter 4 Development of Teacher Education ............................................................... 34

Chapter 5 The Quality of Teachers and the Struggle to be Good ................................... 45
  To Standardise or Not to Standardise .................................................................................. 48
  What do Teachers Need to Know, Do and Think? ............................................................... 53

Chapter 6 Methodology ....................................................................................................... 61
  Introduction ........................................................................................................................... 61
  Constructionism ................................................................................................................... 62
  Symbolic/Social Interactionism ........................................................................................... 65
  Grounded Theory ................................................................................................................. 66
Making learning fun................................................................. 96
Fostering positive relationships.............................................. 96
Self-reflection......................................................................... 97
Engaging in evaluation............................................................ 97
Knowledge about learners and learning................................. 97
  Knowledge about children .................................................... 97
  Diversity ............................................................................. 98
  Relationships ..................................................................... 103
Knowledge about Māori children ........................................... 104
Knowledge about learning .................................................... 105
  Nature of learning ............................................................. 105
  Barriers to learning .......................................................... 106
  How learning should progress .......................................... 106
Knowledge about the context of teaching and learning .......... 106
  Knowledge about difference .............................................. 106
  Difference exists ................................................................ 107
  Difference counted or made a difference ......................... 107
  Differences do not matter ................................................. 107
  Influences upon difference .............................................. 108
Knowledge about a positive environment ............................ 108
Knowledge about a positive Māori environment .................. 109
Knowledge about organisation ............................................. 109
Knowledge about parents and the home .............................. 109
Knowledge about culture .................................................... 110
Knowledge about professional development ....................... 110
Categories of Concerns ......................................................... 111
Concerns about teachers and teaching ................................ 112
  Teaching .......................................................................... 112
  Differences ....................................................................... 113
  Behaviour management ................................................... 113
Concerns about being a beginning teacher ............................ 114
Concerns about teachers of Māori children and teaching Māori children ........................................ 114
  Teaching .......................................................................... 114
  Behaviour management ................................................... 115
List of Tables

Table 1: Ethnic Share of New Zealand Population, 2001 (base) to 2021 .........................2
Table 2: Teaching Career and Standards Movement ...................................................... 52
Table 3: Reliability Check #1 ..................................................................................... 72
Table 4: Reliability Check #2 ..................................................................................... 74
Table 5: Example of Similarities Between Codes...........................................................75
Table 6: Reasons for Non-Participation in Research ...................................................... 83
Table 7: Shared (MNM) and Specific (M) Categories of Knowledge ......................... 911
Table 8: Sub-Categories of Knowledge About Children ............................................... 98
Table 9: Types of Diversity Identified ....................................................................... 99
Table 10: Types of Relationships .......................................................................... 103
Table 11: Categories of Preparatory Concerns ......................................................... 112
Table 12: Categories of Satisfaction ....................................................................... 120

List of Figures

Figure 1: Teaching qualification of primary and intermediate beginning teachers who took the 2004 teacher census .......................................................... 42
Figure 2: Basic elements of the research process (adapted from Crotty, 1998, p. 4) ......................................................................................................................... 62
Figure 3: Model of content analysis processes adapted from Berg (2004) ................. 70
Figure 4: A sampling of the levels of coding and categorisation process ....................... 76
Figure 5: Model of knowledge required to teach Māori children ................................ 90
Figure 6: Darling-Hammond and Bransford’s (2005) model of preparatory requirements for beginning teachers ................................................................. 127
Figure 7: A model of participants’ perceptions of preparedness to teach Māori children .................................................................................................................... 1377
Figure 8: A framework for teaching Māori children .................................................... 1611