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No BioNote

Assessment in Māori Medium Education: Challenges, Compromises and Responses

Schools have become critical sites for regenerating Māori language and culture in New Zealand. Educational initiatives such as Kōhanga Reo, Kura Kaupapa Māori, kura ā iwi and other Māori medium programmes have evolved out of a history where colonising social and political forces have made the survival of both the language and culture tenuous.

As Māori have identified in their pursuit of self determination in education, they need to be able to control curriculum content and its delivery as well as define achievement on their own terms. State funded Māori medium programmes however are subject to and regulated by the same compliances that apply to English medium programmes. Assessment frameworks and procedures valued by and developed for English medium classrooms have been imposed upon and sometimes readily adopted by educators in Māori medium programmes. Māori have also elected however, to take pre-existing assessments in English and reconstruct these into Māori. There is an even smaller body of work initiated by Māori that has resulted in the development of assessments and assessment frameworks that attempt to blend traditional Māori epistemologies with new knowledge to address contemporary expectations in assessment.

This presentation provides examples of these different approaches and discusses the implications for Māori medium education in addressing increased demands for evidence of student achievement in these ways.