



## Rae Munro Award 2013

*Rosina Shandley*

This thesis makes an outstanding contribution to kaupapa Māori education. Rosina sourced an extensive body of literature by Māori educationalists together with theories of supporting bilingualism as the foundation for the original literacy tools developed in this study. The research is firmly grounded in classroom practice and involved rich fieldwork over an extended period of time. The use of both quantitative and qualitative methodologies serves to illustrate the effectiveness of the literacy tools.

The thesis is original in being the first substantial study to focus on peer scaffolding processes to identify and enhance meta-cognitive and meta-linguistic capacity in a Māori immersion classroom. The study demonstrates an effective pedagogy which models students' *rangatiratanga* over their learning process. The pedagogy also engages students in a peer-support learning scaffolding and assessment process which reflects the aspiration of 'ako'. The researcher was able to apply her theoretical knowledge and critical lens to her own practice as a teacher, refining her pedagogy in response to data regarding children's learning in order to improve the teaching tools over the course of the study. An external examiner commented that the strategies produced in this thesis are a significant contribution as a model for successful intervention in Māori medium education. A *whānau* member of the *kura* commented that "If more Māori medium teachers explored and utilised methods such as this it is my belief that Māori achievement rates would improve, but more importantly the quality of Māori speakers would improve."

This work has practical relevance for classroom teachers, not only in Māori immersion settings but more widely in English-medium classrooms and in settings where English is a second language. Rosina's research must therefore be recognised as making a contribution not only to Māori immersion pedagogies and to literacy education in general; but also to supporting the educational, cultural and linguistic aspirations of parents, *whānau* and *iwi Māori* for *tamariki Māori*; and to the wider concern of sustaining *te reo Māori*.

She is a worthy recipient of the Rae Munro Award 2013