

Ministry of Education Ngā Kete Kōrero Trial

Phase 2: Feedback on design of trial books

15 July 2019

Prepared by Te Paetawhiti Ltd & Associates

Contents

1. Executive summary	3
2. Introduction	4
Ngā Kete Kōrero	4
Evaluation.....	4
Purpose	5
Participating kura	5
3. First impressions – Book Cover	6
Book cover	6
Level stamp	6
Level colours	7
4. First impressions – Book Layout	9
Summary	9
Font size	10
Spacing	11
Font type	11
Images	11
Additional feedback	12
Appendix 1: Summary feedback by book.....	14
Appendix 2: Ngā Kete Kōrero Pātai	17
Appendix 3: First impressions survey He Anga Whakaaro Tuatahi.....	19

Disclaimer: The information in this document is presented in good faith using the information available to us at the time of preparation. It is provided on the basis that the authors of the report are not liable to any person or organisation for any damage or loss that may occur in relation to taking or not taking action in respect of any information or advice within this document.

1. Executive summary

1. This report provides an overview of feedback received from nine kura participating in the trial of Ngā Kete Kōrero revised resources. The feedback specifically focuses on design changes in particular:
 - a. The new level stamp and level colours
 - b. The placement of the stamp and colours
 - c. Design changes to the layout of the books including font size, font type, spacing and images.
2. Overall the changes were received well. Kura liked the placement of the new stamp and the full colour on the back cover making the level easy to identify. The most common improvement was a request for a strip of the level colour to come through to the left-hand side of the front book cover making it easier for the Kaiako to see the level at a glance. This feedback came from three of the seven kura.
3. A small group of respondents did not see the relevance of the circle and the design to the kete and preferred the old design and the placement at the centre of the book. This suggests that the design change requires some socialisation so kura know that the integrity of the kaupapa (kete korero) is still being maintained through the new design change.
4. Feedback regarding the changes to font and spacing were mixed. The font size followed by the spacing was liked the least. The quality of the images was mostly liked however 45% either liked a little or did not like the relevance of the images.
5. While the feedback leaned more towards liking the changes some arguments for disliking the changes are convincing. These are:
 - Font size is too small for tamariki learning to read as well as for use in shared reading.
 - Spacing is too close for readers still navigating text with their fingers.
 - Font type needs to support how tamariki learn to write and needs to minimize any confusion for tamariki around letter identification, especially the letter 'a'.
 - It is important images (and content) relate to the world of tamariki Māori.
6. Kura also commented on the inclusion of the word count and kupu whakamārama which was liked. Kura also requested consideration of larger books for shared reading; online resources making books more accessible at home; summaries and comprehension activities to support each reader and iwi-centred resources.

2. Introduction

Ngā Kete Kōrero

7. Ngā Kete Kōrero is a framework used to determine the reading difficulty of texts in te reo Māori. The framework was organised into four kete and 11 levels: Kete Harakeke (emergent); Kete Kiekie (early reading); Kete Pingao (early fluency) and Miro (fluency).
8. In 2016 the Ministry commissioned a review of the framework which was conducted by Kia Ata Mai. The review resulted in changes to the framework, most importantly transition levels were added to the framework increasing the number of levels from eleven to twenty. Recommendations were also made on design and content changes to the existing suite of Ngā Kete Kōrero books.

Evaluation

9. The Ministry has taken on board the recommendations of the review and re-levelled and re-designed existing Ngā Kete Kōrero resources. The Ministry then commissioned Te Paetawhiti Ltd to evaluate the resources in ten kura. The feedback from the trial and evaluation of the books will inform the continued re-levelling and republishing of Ngā Kete Kōrero reading resources.
10. Specifically, the Ministry required
 - a. Feedback from the sector on the design of the revised pukapuka.
 - b. Feedback on the revised framework, what works well, not so well (ideally relative to what they have been using prior).
 - c. Feedback on how best to successfully implement the framework across all Māori-medium schools including dual medium.
11. The evaluation was conducted in three phases as follows:
 - **Phase 1 (completed).** This phase involved engaging kura to participate and then delivering the books to key people in the kura. During the visit the evaluator discussed the framework; the purpose of the trial and the process for gathering feedback (refer Appendix One: Ngā Kete Kōrero Pātai).
 - **Phase 2 (completed).** This phase involved gathering feedback from the kura on the design of the books. Each kura was provide hardcopies of a short survey to complete asking their views on the new level stamp; the new level colours; and design changes to font type; font size and spacing. Where possible the evaluators met with the kura to discuss their design feedback.

- **Phase 3 (commencing term 3).** This phase involves gathering final feedback from kura on the implementation of the trial books into their reading programme (what worked, didn't work) and what advice they have for the Ministry on how best to roll out the new levels and associated resources.

Purpose

12. The purpose of this report is to share findings from phase 2 of the evaluation. The findings of the survey are drawn from a First Impressions Survey distributed to all participating kura to complete (refer Appendix Two: First Impressions Survey).

Participating kura

13. As at the end of June 2019 we had nine kura participating in the trial (refer table 1). The kura have not been named in this report in order to ensure anonymity of responses.

Table 1: Ngā Kete Kōrero Trial Kura

Location	Type	Location	Type
Northland	Kura-ā-iwi	Waikato	Dual medium
Waikato	Dual medium	Bay of Plenty	Kura kaupapa Māori – Te Aho Matua
Waikato	Kura-ā-iwi	Bay of Plenty	Dual medium
Waikato	Section 156 Special Character	Tairāwhiti	Dual medium
Horowhenua	Kura kaupapa Māori – Te Aho Matua		

14. By the end of term 2, we had received 21 completed surveys from across seven of the nine kura. Two survey respondents (individuals) provided general feedback across all books rather than a specific book. One kura sent in one response reflecting feedback from eight Kaiako.
15. Eighteen books were individually reviewed: Four from Harakeke; one from Harakeke | Kiekie; three from Kiekie; one from Kiekie | Pingao; and five from Pingao. A summary for each book reviewed is provided in Appendix 1.

3. First impressions – Book Cover

Book cover

What were your first impressions of the cover (front and back) of the book?

16. Kura respondents first impressions of the books were mostly positive with most of the feedback stating the book covers in particular were clear, simple and concise. Kura commented that the size and colouring of the title headings made it easy to read and the pictures generally related well to the topic of the book (and connected well to the realities of tamariki Māori).
17. Some design features were not clear to kura including conventions around capitalisation of headings in book titles and why some pictures on the front cover are smaller than others creating a lot of unused space.
18. All kura noticed and commented on the new stamp and colours which is covered in more detail in the following sections.

Level stamp

What did you like or dislike about the design and placement of the stamp?

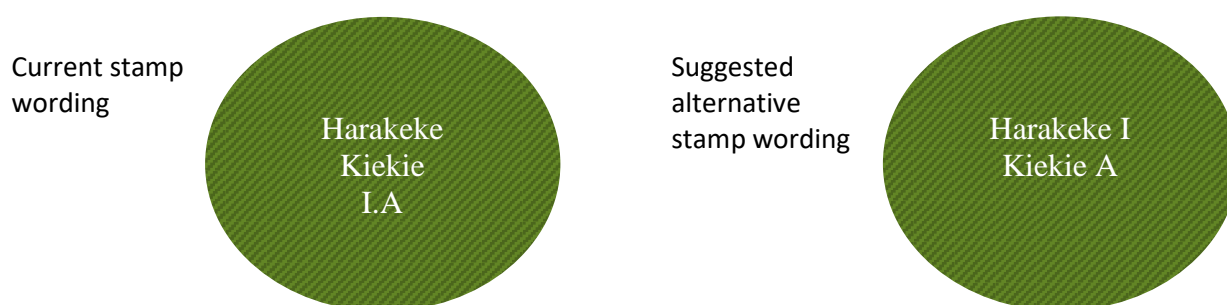
19. Comments from kura regarding the new level stamp and placement on the book were mostly positive. Kura thought the new level stamp design was appropriate; it was easy to identify the level; the level descriptor was large, clear to see and easy to read; the placement at the top corner of the book made it easier for the kaiako to locate the level.
20. Mostly the kura liked the consistent placing of the stamp and levels on the top corner of every book. There were three respondents that suggested placing the stamp on the front cover of the book, and/or the spine to make it easier for the Kaiako to locate the level. This view was countered by a different respondent (reading recovery teacher) who liked the fact that the front cover wasn't cluttered with the detail of the levels as this could create a distraction for the reader. Two respondents preferred the stamp when it was in the middle of the back cover.
21. There were two kura that questioned the appropriateness of the new design and thought the stamp should reflect a 'kete' as in previous books rather than a circle and whariki design as indicated in the following comments:

The circle doesn't represent a kete.

The design of the new Level Stamp – we didn't like this at all, we felt it was incorrect, inconclusive, small and confusing. We prefer the big kete that used to do show the level better.

The kete makes more sense as the collection is called Ngā Kete Kōrero.

22. This suggests the design change requires some socialisation so kura know that the integrity of the kaupapa is being maintained through the new design change.
23. One Kaiako questioned the layout of the transitional levels and suggested a clearer alternative as shown in the diagram below.



Level colours

What did you like or dislike about the new colours and colour placement?

24. The new colours and placement of the colours was again received positively with few exceptions. The kura respondents liked the fact that the whole back cover was coloured making it easy to identify the level. The kura liked the colours and thought they reflected well the concept of the harakeke and the natural environment. One respondent thought that the colour made it easier for the tamariki to identify the level book they are looking for as well.
25. Exceptions included comments that the colours were too dull and could be brighter so they are more appealing to the tamariki. One respondent thought the kiekie colour could be more defined so it replicated the stamp colour.
26. One kura had questions regarding the kupu Māori for the colours being used and the fact that some colours would be hard to find for those kura that are colour coding their storage boxes to align to the colours of the levels. One respondent noted that they would have to replace all the storage boxes for the books, not just Ngā Kete Kōrero books, when the new levelled books are introduced. This respondent thought it would be helpful if the Ministry made colour coded storage boxes available. This feedback will be explored further in phase 3.
27. The most common improvement was a request for a strip of the level colour to come through to the left-hand side of the front book cover making it easier for the Kaiako to see the level at a glance. This feedback came from three of the seven kura. Some of the feedback follows:

Great to have the colour and the back but also would be good to have a strip of the colour on front perhaps on left hand near bind.

Liked how back cover matches the colour level, perhaps continue around the front.

Is there a possibility of putting colour on left edge of all books?

Would be good to have a strip of that colour in front.

Add a strip of the colour in the front of the book as I don't look at the back of the book.

Love the new design, maybe a colour of level on spine in front on left.

28. One kura preferred to have the same colour used across all the levels. It was not clear from their feedback the rationale for wanting one colour to represent all levels.

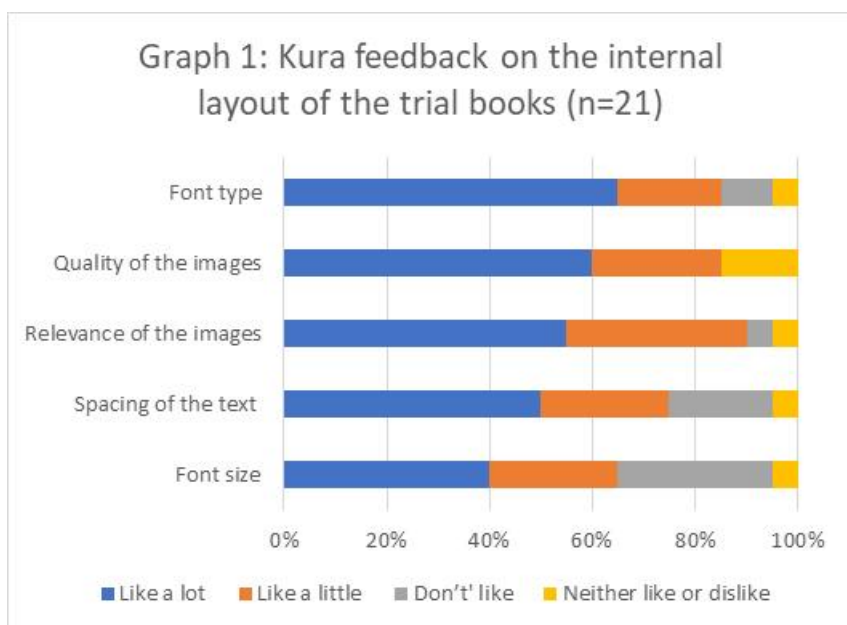
Miro and Muka

29. Kura were also asked their views on the name change of the final level from Miro to Muka. Fourteen of the twenty respondents agreed with the name change and felt that it related to harakeke and maintained the integrity of the kaupapa. The remaining respondents either didn't understand or see the relevance of the name change.

4. First impressions – Book Layout

Summary

30. Respondents were asked to comment on the internal design and layout of the books, indicating any areas that they thought were positive or could be improved. The respondents were then asked to rate the extent to which they liked or disliked the font size, font type, spacing between words and the images (quality and relevance).
31. At first glance the kura respondents noticed changes to the size of the text and the spacing between words was smaller than in the original books. Based on the survey responses (refer graph one) the font size followed by the spacing was liked the least. The quality of the images was mostly liked (60%), however 45% either liked a little or did not like the relevance of the images.



32. One kura provided specific feedback concerning about the quality of the texts being reviewed. The kura commented that the book internal design was inconsistent and the books looked cheap and sub-standard. The evaluation team went to speak with this kura following receipt of their feedback to ensure they understood the intent of the trial and the trial books. The kura stated they understood the purpose of the trial but stood by their feedback as follows:

In summary, we were distressed and disturbed by the quality and lack of basic thought that appears to be the outcome of this long awaited review. How can we ever have any confidence in the process or the powers in control if this is what is presented to us. We were excited to hear this was happening and looking forward to a better reading system moving forward for our students. Our students deserve fair and equitable educational resources and we can all attest to the basics being the power of literacy of which reading is a huge part and yet our Māori students continue to be provided with the crumbs hence my earlier comment about institutional racism. I hope that your work with regard to this research will give you an opportunity to advocate on behalf of us and our students to ensure they get the inspirational resources they so justly deserve, no better than mainstream but on par which has never been my experience.

Font size

33. Forty percent of respondents liked the font size, whereas 55% either liked a little or did not like the font size. Generally, respondents (from across three of the seven kura) preferred a larger font size. Reasons included readability for young readers especially those that are still encouraged to use their fingers to guide their reading.

The font is smaller to the original pukapuka. I like that my tamariki can wetewete ngā kupu and finger spacing. Please leave the font size the same – bigger.

34. Another respondent did not like the font size as it was too small for shared reading purposes.

These are shared readers used in bigger groups where kids further back from the front wouldn't be able to see the words.

35. Most respondents commented on the size with no explanation as to why a smaller font is preferred.

Some of the comment are as follows:

Kāore tino pai te rahi o ngā pū, me nui ake.

Prefer the larger font size in the original books.

Font size could be bigger.

Font - too small.

Everything has gone smaller what is the reasoning behind this? Is it the level?

Spacing

36. Fifty percent of respondents liked the spacing and 45% either liked a little or did not like the spacing. One kura commented the most on spacing noting specifically that the spacing was too close and the spacing needed to be wider. Other spacing related comments included spacing between lines which was considered to be good. It was noted by one respondent that the text was left-aligned leaving more white space around the text. This drew more attention to the pictures rather than the words which the respondent thought was good, *"I noticed the spacing of the text between the pictures. Good space so tamariki instantly look to the pictures than to the words"*. Another respondent however did not like the fact that sentences were being split due to what appeared to be a layout/spacing matter *"don't like splitting sentences when there is room on the page, not too appropriate"*.

Font type

37. Sixty-five percent of respondents liked the font type in the books they reviewed. The main concern was distinguishing the letter 'a'. Depending on the font type this could look like an 'e' or an 'ā' for the reader. The preference was for the comic sans type as it was easier to read, it aligned well with how students are taught to write and it was less likely to cause confusion. There was one respondent however who thought that 'ā' in the text (not comic sans) could be confused by readers with an 'o', especially with the smaller font size.
38. One kura commented on the use of bold font in one of the books (*Te Whakataetae Waka Ama*), which they thought was inconsistent and unusual for a professional reader.

Images

39. The images of the books were generally well received with a preference for larger, simple, more colourful pictures to support the text.
40. There were different views as to whether the text should be printed over graphics or not [refer *Piki rere runga hau* as an example]. In the example book, the kura commented that the text is printed on the graphic on one page and on another page the text is printed on white space under the picture. They questioned the inconsistency of the layout as well as the appropriateness of printing on the graphics. Only one other respondent thought the text should not be printed on graphics.

Additional feedback

41. A range of additional comments were received that were outside of the original brief of the survey, but were provided in the 'Further Comment' section of the survey. The responses are included as they have relevance to the improvement of publications. The comments were not common across respondents as they relate to improvements in specific books.

Word counts

42. Where word counts were included in books these were received well with one respondent noting that word counts help with pānui haere.

Show the total number of words in the book, easier for when doing panui haere.

Kupu whakamārama

43. Where kupu whakamārama were included in the books these were well received

Kupu whakamārama - great idea for key words and support for teacher and learners.

Summary

44. One respondent suggested a summary be included in the Kiekie/Pingao books.

Kki should it also have a summary? That is one of the whainga however it's hard to find books with a summary.

Book size

45. One respondent commented on the different book sizes and the challenges this creates with the same level book coming in different sizes.

Sometimes the size of the book doesn't fit in boxes we have. Managing the resource becomes an issue at times. So if you had four different series in one box - maybe some sort of dividers, just a whakaaro.

46. There was also a request for bigger books for shared reading. Only one of the trial books was a large book and the kura that provided feedback felt the font was too small for reading and also the kura didn't like the wire binding.

The wire binding on the big book is ridiculous, this type of binding solution never lasts, renders the books useless in a very short time frame. These also don't have a large enough font because these are shared readers and used in bigger groups where kids further back from the front wouldn't be able to see the words.

Comprehension activities

47. One respondent suggested including comprehension activities in the books to assist the kaiako to engage the reader.

Maybe think about comprehension activities attached to each book. These would be very helpful and time saving.

Online resources

48. Four kura made comments relating to online resources. Two kura thought that more online resources were needed in order to expose tamariki and whānau to resources in the home.

Online copies, audio copies, the more exposure our tamariki can get to hear quality examples of reading the better chance they have of increased fluency.

Online resources, so students and kaiako can access pukapuka at home. Also online assessment tools and teacher resources.

49. One kura recommended an online ordering system that keeps track of what schools have already ordered.

It would be good to have an online ordering system where you could see a record of what books your kura has ordered - that way a kura is not over ordering on the same books.

Iwi resources

50. One respondent recommended more books that reflected iwi stories, and reo ā- iwi.

Appendix 1: Summary feedback by book

51. The following table provides a summary of feedback against each book reviewed by the kura.

Table 2: Summary of feedback from kura by book reviewed

Name of Book	Level of Book	Level	Summary of feedback
Kei roto kei waho	KHe	Harakeke	He pai noa te ahua. He pai te kite rawa i te taumata o te pukapuka i ngā wā katoa. Kāore tino pai te rahi o ngā pū, me nui ake.
He Mamae	KHe.i	Harakeke	Title picture is relatively small compared to other books, lot's of unused space. Easy to read. Text starts quite far to the left hand side of page. Large pictures and quite small text. Like how each page linked with plasters in the corners. Size of the book is good, not too small. Would prefer slightly larger text and bigger spaces between words in lower level books.
Āna	KHe.i	Harakeke	Smaller font size, smaller gaps/spaces between. Some pictures are too busy. The ngeru distracts some readers.
Kānga papā	KHe	Harakeke	Nice and simple to read. Pictures were slightly bigger and wording was slightly smaller. Images could be clearer.
Ngā Kare ā roto	KHe.i	Harakeke	Noticed the the change of style of the 'a'. Smaller font inside of the book. Font is smaller to the original pukapuka. I like that my tamariki can wetewete ngā kupu and finger spacing. Please leave the font size the same - bigger.
Khi Books	KHi	Harakeke	Looked through all KHi books. Cover simplified, text more bold, fresh and simple. Keep bigger font. Like the simple layout.

Name of Book	Level of Book	Level	Summary of feedback
Mō wai?/Piki rere runga hau	Khi.KKa	Harakeke Kiekie	<p>Clear context, interesting, perhaps modernise. Font - too small.</p> <p>Font too difficult to read, better if handwriting style - comic sans, easier to read. "He Matakirikiri" - too closely set.</p> <p>Consistent space font size, font type, throughout each level.</p> <p>Text should not be laid over colours or graphics. For example, Piki rere runga hau - page 12 text is on white space in border, where other pages text is on the pictures. This is very inconsistent.</p> <p>Kupu whakamarama - great idea for key words support for teacher and learners.</p>
Ngā Taonga	KHi.KKa	Harakeke Kiekie	The 'a' in taonga looks like a tohutō on it - whakaāhua - whakaahua. Everything is smaller - like the font size.
Ngā Taonga	khi.kka	Harakeke Kiekie	The size of the book is great. Pictures inside are nice, clear and big. Awesome for our babies to make connections with what they know and the pictures in the text. The photo on the front cover could be bigger. Font size could be bigger. Pictures are great, colourful large and clear. Page 11 He rakau, hei hanga tokotoko mo....maybe over two pages to follow layout of previous pages.
Nōku ēnei hū	KKa	Kiekie	E pai ana te āhua. He pai ki ōku karu (te āhua o ngā pū, ngā momo tae). Kia rahi ake pea te momo tuhi?
I retireti atu au	KKi	Kiekie	The font size of the title easy to see/read. Noticed the spacing of the text between the pictures. Good space so tamariki instantly look to the pictures than to the words.

Name of Book	Level of Book	Level	Summary of feedback
Ko tōku moenga	KKi	Kiekie	Smaller pictures, looks more professional. Everything has gone smaller, what is the reasoning behind this? Is it the level? Like the kupu whakamārama. KKi should it also have a summary? That is one of the whaingā however is hard to find books with a summary.
Auē	KKi.KPa	Kiekie Pingao	Clear, clean, easy to identify. Ka kite i ngā kōrero mō te whakaputanga o te pukapuka. Kei te kite e hia ngā kupu o te tuhinga.
Engari koe karukaru	KPe.i	Pingao	Pai, e mārama ana te takoto. Tino pai (layout).
Te Kaikawe Kōrero	KPi	Pingao	Very simple changes to the layout. The kupu are larger and easier to read. Words are clearer to the tamariki, so the change in font/size. Ensure that all books are appealing to the reader.
Te Papa Rarepapa	KPa	Pingao	He pai rawa. Easy to read. like the 'ā' better than the 'a' as some kids get confused, thinks it's an 'e' or an ā
Nukunuku, Nekenekē Nukurau	KPe.i	Pingao	Great pictures and great design. Modern and relevant to children/child reading. Show the total number of words in the book, easier for when doing pānui haere. Maybe think about including comprehension activities attached to each book. These would be very helpful and time saving.
Hei koha huritau	KPa.e	Pingao	Clear, simple. As a reading recovery teacher, it is good to keep the front page clear of levelling and other distractions for the reader. And the fact that all that is on the back of the book is great. Like the pictures, relevant, language layout is good and spaces between lines are good. The ā and o look similar and as a smaller font this could be challenging for readers.

Appendix 2: Ngā Kete Kōrero Pātai

1. What is Ngā Kete Kōrero?

Ngā Kete Kōrero is a framework for assigning levels of difficulty to reading resources written in te reo Māori. The resources levelled using Ngā Kete Kōrero are generally used by Kaiako to support instructional reading programmes for tamariki.

Each level of the framework is represented by four distinct kete. In total there are eleven levels:

- Kete Harakeke A, E, I (emergent readers)
- Kete Kiekie A, E, I (early reading)
- Kete Pingao, A, E, I, O (early fluency)
- Kete Miro (Fluency)

2. What has changed in the refined Ngā Kete Kōrero framework?

There are two major changes to the framework.

- The framework has been expanded to 21 levels. The purpose of the change is to provide a more refined analysis tool that can be used to level reading resources.
- The last kete has been changed from Kete Miro to Kete Muka. This is only a name change.

Reading stage	Existing Kete	Abbreviation	Additional Kete	Abbreviation
Emergent	Harakeke A	Kha	Harakeke A.E	KHa.e
	Harakeke E	KHe	Harakeke E.I	KHe.i
	Harakeke I	KHi	Harakeke I. Kiekie A	KHi.KKa
Early reading	Kiekie A	KKa	Kiekie A.E	KKa.e
	Kiekie E	KKe	Kiekie E.I	KKe.i
	Kiekie I	KKi	Kiekie I Pingao A	KKi.KPa
Early fluency	Pingao A	KPa	Pingao A.E	KPa.e
	Pingao E	KPe	Pingao E.I	KPe.i
	Pingao I	KPi	Pingao I.O	KPi.o
	Pingao O	KPo	Pingao O Muka	KPo.KM
Fluency	Miro A	KM	<i>Replaced with Muka</i>	<i>KM</i>

3. What does the refinement mean for existing reading material levelled using Ngā Kete Kōrero?

The Nga Kete Kōrero refinement framework team have relevelled 433 existing texts. These texts are now in the process of being re-published by the Ministry.

4. Have there been any other changes to the books?

Yes. There have been some design changes to the books.

- a. The design of the level has changed from a picture of kete to a harakeke designed stamp.
- b. The colour of some of the levels has changed.
 - i. Harakeke green – no change
 - ii. Kiekie burnt orange – now buff
 - iii. Pingao maroon – now gold
 - iv. Miro blue – now grey
- c. The placement of the colour and level stamp is consistent across all books.
- d. There have been some changes to font type, size, placement of text inside the book and where required text improvements (e.g. macrons).

5. Have all the texts been published?

No. Approximately 200 books are ready for publishing across 19 levels. The Ministry is waiting for feedback from this evaluation before it continues the publishing process.

6. What am I being asked to provide feedback on?

There are three parts to this evaluation:

- i. Feedback on the design changes mentioned in question 4 above.
- ii. Feedback on the usefulness of the books, especially those books that are levelled at the new transitional levels.
- iii. Feedback to the Ministry on how it should consider implementing the relevelled books into kura in 2020.

Appendix 3: First impressions survey | He Anga Whakaaro Tuatahi



Ngā Kete Kōrero Te Anga Whakahoutanga | Arotakenga 2019

Puka Pārongo | Information Sheet

Tēnā koe

Introduction

The Ministry of Education has revised Ngā Kete Kōrero which is a framework for assigning levels of difficulty to reading resources. The framework was organised into four kete and 11 levels: Kete Harakeke (emergent); Keke Kiekie (early reading); Kete Pingao (early fluency) and Miro (fluency). The framework has been reviewed and the levels have been expanded from eleven to twenty-one.

The Ministry has now relevelled 200 titles using the revised framework and would like to trial the pukapuka in classrooms in kura across the motu in term two 2019. Your feedback will inform the continued re-levelling and republishing of Ngā Kete Kōrero te reo Māori reading resources.

Your participation

On behalf of the Ministry, thank you for agreeing to trial the re-levelled pukapuka in your classroom reading programmes. You do not need to trial all the books. The Ministry is interested in whether you are easily able to select a book based on your assessment of their child's reading level and whether the new levels help you to support and progress children's reading.

Please note these are not new books rather existing titles that have been re-levelled using the revised Ngā Kete Kōrero framework.

What will you be asked to do?

There are two parts to the evaluation:

Phase 1 (Term two): The first stage involves completing this questionnaire and returning to the evaluator. Estimated time commitment: 10-20 minutes. The evaluator may contact you to discuss your responses.

Phase 2: (Term 3): The second stage involves meeting with the evaluator to provide your feedback about the books and how well they worked for you in your classroom. Estimated time commitment: 50-60 minutes.

What will happen to my information?

With your permission, as well as notes being taken, the interview will be audio recorded and maybe transcribed for analysis purposes. Audio files, transcripts and research notes will be stored securely on the project teams password protected laptops. These files, transcripts and notes will be destroyed two years after the project is finalised. You, and your kura will not be identified in the evaluation report.

Whārangi Whakaae Kaitono/Whānau / Participant Consent Form

Kei te whakaae ahau kia uiuitia ahau ki tā te kōrero whakamōhiohia nā te rōpū arotake i hōmai ki ahau. Kei te mārama ki ahau:

- He mea tuku noa aku kōrero, ā, kei ahau te tikanga ki te whakamutu i te uiuitanga, ahakoa ki hea wāhi
- Ka āhai ahau te unu ake i aku whakautu kotahi wiki i muri mai o te uiuitanga whakamutunga
- Ka tirohia ngā whakautu takitahi e te rōpū arotake anake

I agree to be interviewed as outlined in the information provided to me by the evaluation team. I understand that:

- My participation in the interview is voluntary and I can stop the interview at any stage
- I can withdraw my answers up to one week after my final interview
- Individual responses will only be seen by the evaluation team

Kāore he takanga iho e pā mai ki ahau, me taku kura mēnā kāore ahau e whakaae ki te uiuitanga.

I runga anō i taku whakaae mai ki te uiuitanga, ka mau ā-tuhituhi, ka tuhi kōrero te kaiuiui, ā, tērā hoki ka āta tuhia te reo i mau ā-oro. Ka rokirokiā, ā, ka mau kīta nei, huna nei ngā kōrero arotake i runga i ngā rorohiko a te rōpū kaiarotake. E tiakina ana hoki ki ngā kupu muna a te rōpū nei. E rua tau whaimuri mai i te mutunga o te arotake ka mukua katoatia ngā kōrero.

I understand that my participation (or not) in this interview will have no impact on my.

The interview, with my permission, will be audio recorded, the interviewer will take notes and in some cases audio recordings may be transcribed. Audio files, transcripts and evaluation notes will be stored securely on the lead evaluator's password protected laptops and will not identify me. These files, transcripts and notes will be destroyed two years after the evaluation report is finalised.

Kua pānui ahau i te whārangi whakamōhiohia me te whārangi whakaae hoki. Kua whai wā hoki ahau ki te pātai i ngā pātai me te kimi whakautu pai ki aua pātai.

I have read the information sheet and this consent form. I have been given the opportunity to ask questions and have had those questions answered to my satisfaction.

Kei te whakaae ahau kia uiuitia ahau

Āe ☐ Kāo ☐

I give my consent to participate in this interview

Yes ☐ No ☐

Kei te whakaae ahau kia mau ā-oro te uiuitanga

Āe ☐ Kāo ☐

I agree to the interview being audio recorded

Yes ☐ No ☐

Mokotā:

Participant Signature:

Rangi: _____

Date: _____

Ngā Kete Kōrero Te Anga Whakahoutanga | Arotakenga 2019

First impressions questionnaire

Instructions: Once you have selected a book to review please read each question and answer as best you can. Your responses will be collated with others survey responses so your kura will not be identified.

Name of kura: _____

Name of book: _____

BOOK COVER

1. What were your first impressions of the design of the book?

2. Please comment on what you like or dislike about the design changes

	Like it because	Don't like it because	Neither like or dislike because
The design of the new level stamp			
The placement of the new level stamp			

	Like it because	Don't like it because	Neither like or dislike because
The new colour of the levels			
The placement of the colour			
The name change from Miro to Muka			

BOOK INTERNAL

3. What were your first impressions of the design and layout of the inside of the book?

LAYOUT OF THE BOOK

4. Select one option indicating the extent to which you like the following, or not.

	Like it a lot	Like it a little	Don't like it	Neither like or dislike
Font type				
Font size				
Spacing of the text				
Quality of the images				
Relevance of the images				
Any other comments about the design?				
Any other changes you would recommend to make the book more accessible?				

Thank you for completing this questionnaire

Ngā Kete Kōrero Te Anga Whakahoutanga | Arotakenga 2019

Te Anga Whakaaro Tuatahi

Ngā tohutohu: Kia oti rawa te tīpakotanga pukapuka hei arotake, pānuitia ngā patapatai e whai ake nei, kātahi ka whakautuhia. Ka kohikohia ngā whakautu katoa a tēnā Kura a tēnā Kura ki tēnei puka patapatai, heoi anō e kore rawa e whākihia te ingoa o te Kura nā rātau nei ngā whakautu.

Ingoa o te kura: _____

Ingoa o te pukapuka: _____

UWHI O TE PUKAPUKA

1 He aha ōu whakaaro tuatahi mō te hoahoa o te pukapuka?

2 He aha te mea pai rānei mō te hoahoa o te pukapuka?

	He pai, nō te mea	Kāore i te tino pai, nō te mea	Kāore he whakataunga pai rānei, nō te mea
Te hoahoa o te tohu taumata hou			
Te wāhi takoto o te tohu taumata hou			

	He pai, nō te mea	Kāore i te tino pai, nō te mea	Kāore he whakataunga pai rānei, nō te mea
Ngā tae hou mō ia taumata			
Te whakatakotoranga o ngā tae			
Te whakarerekē i te ingoa mai i a Miro ki a Muka			

PUKAPUKA-Ā-ROTO

3 He aha ōu whakaaro tuatahi ki te hoahoa me te whakatakotoranga-ā-roto i te pukapuka?

TAKOTORANGA O TE PUKAPUKA

- 4 Tipakotia tētahi o ngā kōwhiringa nei e whakaatu mai ana i te kaha rānei o tō whakaae ki ngā taukī e whai ake nei.

	He pai	He tino pai	Kāore i te tino pai	Kāore he whakataunga pai rānei
Momo tuhi				
Rahinga o te momo tuhi				
Takotoranga tiriwā o ngā kupu				
Kōunga o ngā whakaahua				
Hāngaitanga o ngā whakaahua				
He whakaaro anō ōu mō te hoahoatanga?				
He whakaaro anō ōu kia pai ake te pukapuka nei ki te katoa?				

Tēnā rawa atu koe mōhou i whakakī nei i tēnei puka patapatai