

# Kia Māia te Whai Dare to Explore Evaluation 2017/18

Jacob Otter

September 2018

Technical Report 2018/022







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## Executive summary

Kia Māia te Whai Dare to Explore (KMTW) is a popular summer reading programme for five to 13 year olds, created and delivered by Auckland Libraries. KMTW has been run annually since 2011/12, and the 2017/18 programme occurred between 9 December 2017 and 17 January 2018. KMTW has been evaluated by the Research and Evaluation Unit (RIMU), with the aim of providing evidence to Auckland Libraries of the successes of KMTW and where it might be improved. This evidence supports Auckland Libraries to improve KMTW, ensuring it meets the needs of Auckland's communities, including whānau.

KMTW 2017/18 was based on a bilingual English and te reo Māori booklet and a full te reo Māori booklet. The programme sought to contribute to a bilingual and bicultural experience for participants. Both booklets had the theme and story of kaitiakitanga. The booklets were structured around a variety of challenges for participants to complete and get signed off by an Auckland Libraries librarian. Upon completion of the challenges, participants were eligible to attend a closing party/prize giving hosted by Auckland Libraries. Individual libraries hosted closing party/prize givings during the week of 22 to 29 January 2018.

This evaluation is based on the analysis of several data sources – registration data, results from an online survey sent to registered participants after they had completed the programme, and interviews with whānau who participated in KMTW. A project team was formed around Māori Specialist Librarians to facilitate whānau input. Speaking with whānau kanohi ki te kanohi (face to face) was determined as the appropriate way to gain their input. The evaluation methods gained approval from the Human Participant Ethics Committee (HPEC) on 2 February 2018. The project team helped to prepare the interviews with whānau, and conducted the interviews.

A total of 12,533 registrations were received for the 2017/18 KMTW programme, with a majority from the target five to 13 age group. The online survey was sent to registrants who stated they were willing to provide feedback (45 per cent), receiving 427 responses (7.8 per cent). The project team interviewed 11 whānau from across the Auckland region.

Feedback received in both the online survey responses and whānau interviews was very positive. KMTW 2107/18 appears to have met or exceeded the expectations of the parents/caregivers that supported children to engage with the programme. The booklet content and engagement with libraries and staff was the highlight for many children.

There was also some critical feedback, although this was outweighed by the positive feedback. This feedback included concerns that the programme was too complicated, and that the programme may have been supported unevenly across the Auckland Library

branches; some feedback from participants suggests their local library did not engage sufficiently with the programme.

Feedback on the programme's engagement with Māori themes and te reo Māori was also very positive. Many parents/caregivers identified the te reo Māori in the booklets to be accessible, and supported the way in which it could be a learning experience for the whole family.

Whānau that talked about KMTW for the evaluation were universal in their support for the programme. They identified that their whānau increased in confidence with te reo Māori by engaging with KMTW. Whānau that used the full te reo Māori booklet were particularly grateful to have an opportunity to use te reo Māori at home. Whānau did identify some issues they experienced with the programme. Potentially, the most significant issue was the uneven experience of whānau across the individual libraries, particularly when whānau want to engage in te reo Māori and this was not able to be supported.

## Table of contents

1.0	Introduction .....	1
1.1	Background .....	1
1.2	The 2017/18 programme .....	2
1.3	Evaluation method .....	2
1.4	This report .....	3
2.0	An overview of participants .....	5
2.1	Age distribution .....	5
2.2	Ethnic distribution .....	5
2.3	Distribution by library cluster.....	6
2.4	Intention to use full te reo Māori booklet.....	7
2.5	Engagement with KMTW 2017/18 .....	8
3.0	Parent/caregiver rating of the impacts.....	14
3.1	Meeting expectations.....	14
3.2	Impacts on reading ability .....	14
4.0	What parents/caregivers thought children enjoyed about KMTW 2017/18.....	18
4.1	Booklet content.....	18
4.2	Interaction in the library .....	20
4.3	Support for parents/caregivers.....	22
5.0	Suggestions for improvement to the programme .....	23
5.1	Booklet content.....	23
5.2	Interaction with staff.....	26
5.3	Administration.....	28
6.0	How parents and caregivers experienced te reo Māori content .....	31
6.1	Positive responses.....	31
6.2	Negative responses to te reo Māori content .....	32
7.0	Whānau participation and experience .....	36
7.1	Whānau that participated in the evaluation.....	36
7.2	How whānau heard about KMTW 2017/18 .....	37
7.3	How whānau participated .....	39
7.4	Whānau visiting the library.....	41
7.5	Whānau accessing the website .....	43
8.0	How whānau experienced KMTW .....	44



8.1	Things whānau enjoyed.....	44
8.2	Things whānau thought could be improved .....	46
8.3	Impacts of the programme.....	50
9.0	Conclusion .....	54
Appendix One: Previous evaluations of the Dare to Explore summer reading programme .....		56
Appendix Two: Online questionnaire .....		57
Appendix Three: Interviews with whānau – research tools.....		60

## 1.0 Introduction

Kia Māia te Whai Dare to Explore (KMTW) is a summer reading programme run by Auckland Libraries for children aged five to 13. It aims to get children reading every day by encouraging them to complete a series of fun challenges presented in an accessible booklet. This year children could choose from a full te reo Māori booklet, or a bilingual te reo Māori-English booklet. Upon completing a challenge, participants take the booklet to an Auckland library where completion is verified (stamped) by a librarian. Upon completing four challenges, participants gain an invitation to a final party/prize giving hosted by a local library.<sup>1</sup>

This report describes the results of an evaluation of Kia Māia te Whai Dare to Explore (KMTW), that ran between 9 December 2017 and 17 January 2018.

### 1.1 Background

KMTW began in 2011 with the name *Dare to Explore*. At that time, an Auckland Libraries working group identified the following outcomes for the programme:

- children have fun, enjoy the programme, find it easy and flexible
- children increase their love of books, reading and the library
- children maintain and improve their reading ability and are comfortable and confident library users
- children and their families want to continue their relationship with the library beyond the programme and recommend libraries to others.

The following key points of delivery were agreed upon to achieve these outcomes:

- the programme will not be capped
- the programme needs to be flexible, mobile and consistent across all the Auckland Libraries
- there needs to be strong staff buy-in and commitment to the success of this programme
- there need to be celebratory events
- it was to cater for all ages between five and 13
- it was to be as easy as possible for the libraries to manage and deliver
- it had the potential to be used in the future.

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<sup>1</sup> Please note that Great Barrier Island does not participate in the programme.

These outcomes and points of delivery continue to inform the development of KWTW.<sup>2</sup>

A key evolution in the programme has been the focus on mātauranga Māori and te reo Māori. The name *Kia Māia te Whai* was used for the first time in 2014/15 to name the full te reo Māori section of the programme.

In 2015/16, Dare to Explore and Kia Māia te Whai were created independently and included in the same booklet.

In 2016/17, the programme was based on a bilingual booklet and a full te reo Māori booklet.

Both booklets were complemented by a website ([www.daretoexplore.nz](http://www.daretoexplore.nz)) where participants could find out more about the programme and access a series of challenges, as well as book reviews and events.

## **1.2 The 2017/18 programme**

The working group that developed KMTW 2017/18 formed the programme around a bilingual English and te reo Māori booklet, and a full te reo Māori version of the booklet. The bilingual version was modified following feedback from the 2016/17 evaluation, and sought to reformat the te reo Māori content to make it more accessible.<sup>3</sup>

The booklets were based around a story called The Guardians of the Forest Ngā Kaitiaki o te Ngahere. This story wove together mātauranga Māori – especially themes around kaitiakitanga – with the theme of caring for the natural world, including the contemporary issue of Kauri dieback disease.<sup>4</sup>

## **1.3 Evaluation method**

KMTW has been evaluated following delivery of each summer programme, with support from Auckland Council's Research and Evaluation Unit (RIMU).

The evaluation of Kia Māia te Whai Dare to Explore 2017/18 was directed and managed by RIMU. The evaluation is based on data collected from registrations, an online survey hosted by Ubiquity Engage, and kanohi ki te kanohi interviews with whānau that were supported by Māori Specialist Librarians. All parts of the evaluation

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<sup>2</sup> A history of the programme can be found in earlier evaluation reports of Kia Māia te Whai Dare to Explore, please refer to Appendix One for a list of previous reports.

<sup>3</sup> Huia Publishers were contracted to design the booklets and develop te reo Māori content appropriate to the 5-13 age target of the programme.

<sup>4</sup> Kauri dieback is a fungus-like organism that is threatening kauri trees throughout New Zealand with extinction. <https://www.kauridieback.co.nz/>

were approved by the Auckland Council Human Participants Ethics Committee (#2017-014).

Registration data was collected at the time parents/caregivers enrolled their children in the programme, with one registration per child. Information on demographics of participants, including their age and ethnic identities was collected, and which booklet they would be using. At registration, parents/caregivers were also asked if they would like to be emailed news/updates about KMTW, and they were offered the opportunity to provide feedback. Those who said they were willing to provide feedback were sent a link to the online survey following the completion of the programme.

The online survey asked a range of questions related to their children's participation and experience with the programme, including the extent to which it met their expectations, what children enjoyed about the programme, what could be improved, and how children experienced the te reo Māori content.

A focus of the 2017/18 evaluation was the experience of whānau that participated in KMTW. To gain an understanding of the experience of whānau, kanohi ki te kanohi interviews were conducted with parents/caregivers of whānau. The interviews were undertaken by a project team comprised of Māori Specialist Librarians, and conducted following kaupapa Māori principles. Participants were recruited from registration data. A sample of 15 was initially sought, based on the spatial and demographic characteristics of Māori in Tāmaki. However, trouble contacting whānau based on the registration data and contact information held by Auckland Libraries meant recruitment was completed once 11 whānau were contacted and interviewed. The diversity in spatial distribution and characteristics of these whānau suggests that these interviews provide a strong insight into their experience.

## **1.4 This report**

This report provides an overview of findings drawn from the registration data, the online survey feedback, and the interviews with whānau. Chapter 2 draws on both registration data and the online survey results to provide an overview of the demographic profile of participants. It also outlines how participants engaged in the programme, whether engagement in KMTW met their expectations, and what impacts parents/caregivers thought the programme had on their children's reading ability. Chapter 3 focuses on what parents/caregivers thought children enjoyed about KMTW, Chapter 4 discusses what they thought could be improved, and Chapter 5 addresses their responses to the reo Māori and mātauranga Māori content. The final two chapters focus on findings from the whānau interviews. Chapter 6 explores how whānau came to participate in KMTW, and how they engaged in the programme.

Chapter 7 discusses what whānau enjoyed about KMTW, what they thought could be improved, and the impacts of the programme on their tamariki.

## 2.0 An overview of participants

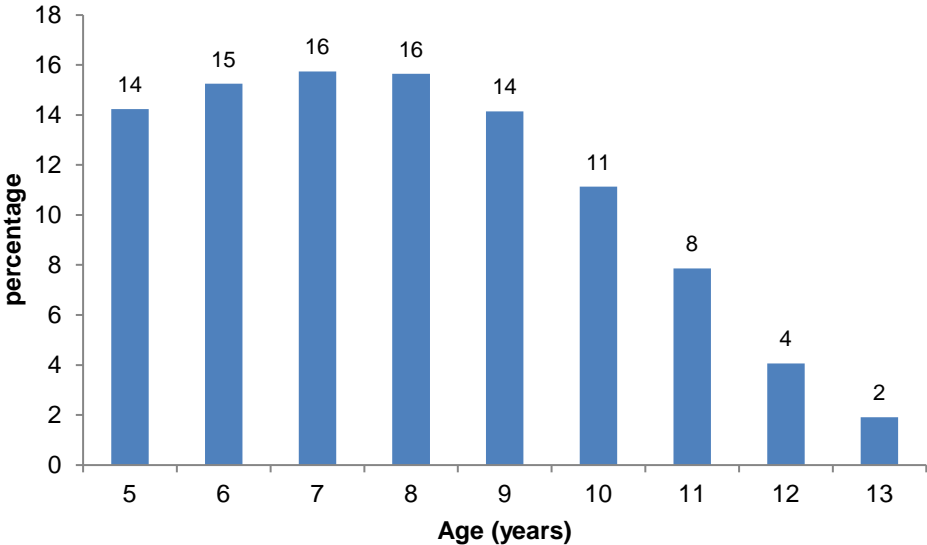
A total of 12,533 registrations for KMTW 2017/18 were received. Most registrations (11,990, or 95%) were received online, and that data forms the basis of analysis in this report.<sup>5</sup>

This chapter presents an analysis of registration data and the responses to the online survey to provide an overview of participants, how they engaged with the programme, and the impacts the programme had on literacy levels.

### 2.1 Age distribution

The target age for children participating in the programme is five to 13 people, and 98 per cent of online registrations were in this broad age group (n=11,727).<sup>6</sup> Among those aged five to 13, the largest proportion (63%) were aged five to eight (see Figure 1).

Figure 1: Age distribution of participants in target age range (n=11,727) (%)



Data source: KMTW 2017/18 registration data

### 2.2 Ethnic distribution

Children from a diverse range of ethnic and cultural backgrounds participated in the programme.

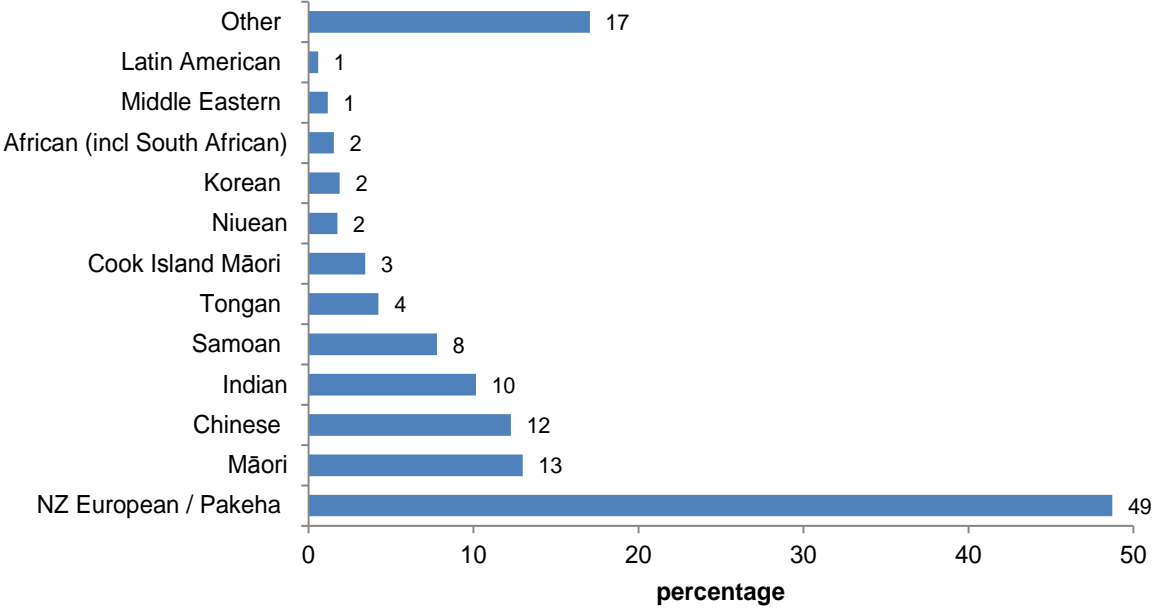
<sup>5</sup> The remaining registrations were mostly received via school holiday programmes run at leisure centres.

<sup>6</sup> Among the 265 registrations for people not aged between 5 and 13 years: 147 registrations were for children aged 0 to 4; 53 were aged 14 to 18; 32 were aged over 18; and 33 did not provide any information on age.

The registration form asked parents/caregivers (or children filling the form out themselves) to identify the ethnic group, or groups, that participants belonged to. Most (95%) provided a response, however 411 did not respond to the question, 90 stated they preferred not to say, and 32 respondents stated they did not know.

Almost half (49%) of those who nominated at least one ethnicity stated the participant was NZ European/ Pakeha. The next largest categories were Māori (13%), Chinese (12%) and Indian (10%). These are not mutually exclusive categories, and approximately 12 per cent of participants had more than one ethnic identity.

**Figure 2: Ethnic distribution of participants (n=11,457) (%)**



Data source: KMTW 2017/18 registration data – percentages are of those who chose at least one ethnic identity.

Figure 2 indicates a large proportion in the category of ‘Other’ This includes those who chose ethnic identities available on the form of Fijian, Tokelauan, Korean, Other European, Other Asian and Other Pacific, as well as those who identified specific identities that were not on the form, such as Sri Lankan, Pakistani and Filipino.

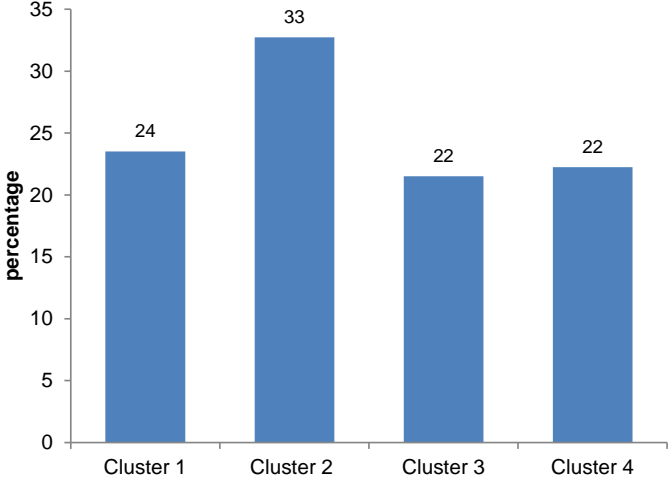
**2.3 Distribution by library cluster**

The registration form also asked parents/caregivers (or children filling the form out themselves) to indicate the library that they go to the most. Figure 3 shows the distribution of responses.<sup>7</sup> A third (33%) go to libraries in Cluster 2, the central Auckland libraries centred on the local boards of Albert-Eden, Ōrākei, Puketāpapa,

<sup>7</sup> A cluster is a spatial grouping of libraries defined by Auckland Libraries to assist with the management of the network of libraries in Tāmaki Makaurau.

Maungakiekie-Tāmaki, and Howick. Cluster one also had strong enrolment rates, particularly through the Māngere- Ōtāhuhu and Ōtara-Papatoetoe local board areas.

**Figure 3: Distribution of registrations across Auckland Libraries clusters (n=11,990) (%)**



Data source: KMTW 2017/18 registration data

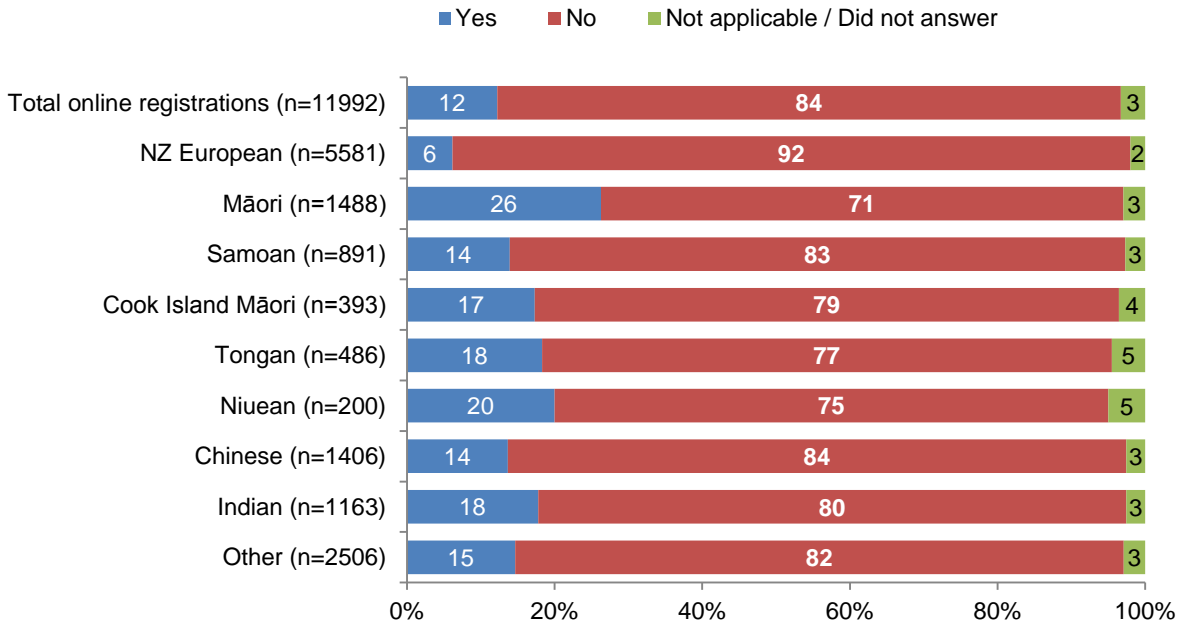
### 2.4 Intention to use full te reo Māori booklet

At registration, parents/caregivers (or children filling the form out themselves) were asked to indicate whether their child would be completing the te reo Māori booklet. Of those who registered online, 12 per cent indicated their child would do so.

Parents/caregivers who indicated their child/ren were Māori were more likely than others to indicate that they intended to use the full te reo Māori booklet (26%) (See Figure 4). Those of NZ European/Pakeha ethnicity were the least likely at six per cent.



**Figure 4: Intention to complete te reo Maori booklet by ethnic group (%)**



Data source: KMTW 2017/18 registration data

## 2.5 Engagement with KMTW 2017/18

The final part of this chapter presents results from the online survey administered at the end of the programme, completed by 427 people.<sup>8</sup> It focuses on how participants found out about the programme, which libraries they visited most often, and their use of the Dare to Explore website.

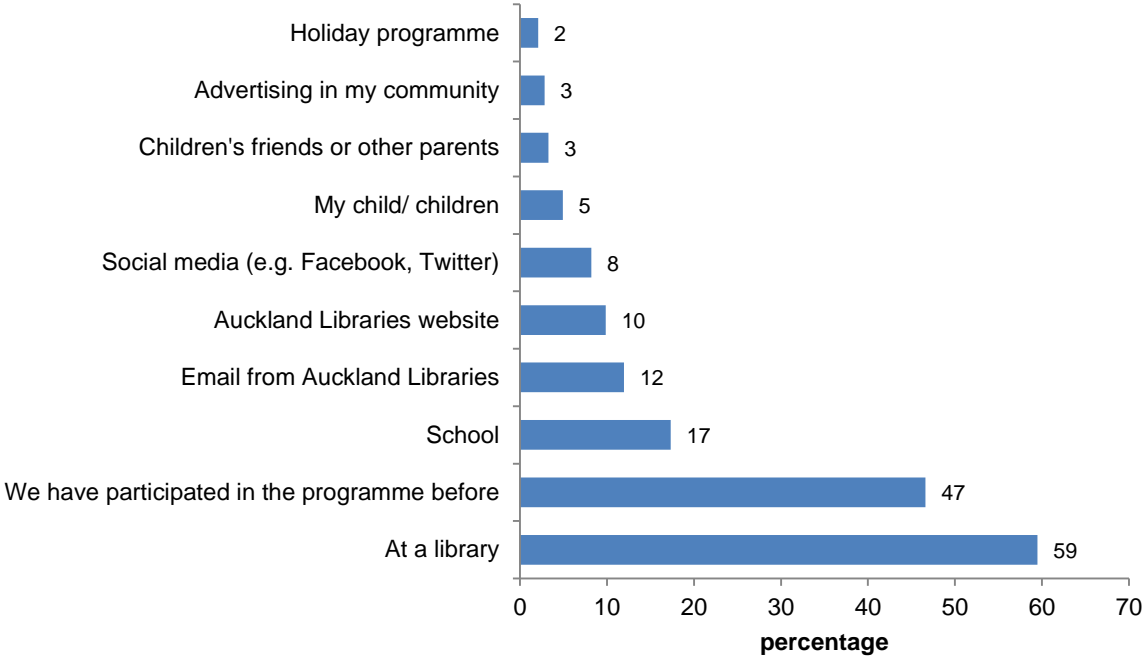
### 2.5.1 How respondents found out about the programme

Respondents to the survey were asked to indicate how they had heard about the programme. They could select more than one option.

The largest group (59%) stated they found out about KMTW 2017/18 through a library, and nearly half (47%) indicated they had participated in the programme previously. Enrolments through school holiday programmes were a new means of engagement and two per cent stated they had heard about it via school holiday programme.

<sup>8</sup> The survey did not ask respondents about age, ethnicity or gender of the child

**Figure 5: How respondents found out about KMTW 2017/18 (n=427) (%)**



Data source: KMTW 2017/18 online survey

Note: Respondents could choose more than one answer so percentages will total more than 100.

No respondents stated they had heard about the programme via kohanga reo/kura kaupapa Māori, radio, television or the newspaper.

**2.5.2 Booklets used by child/ren**

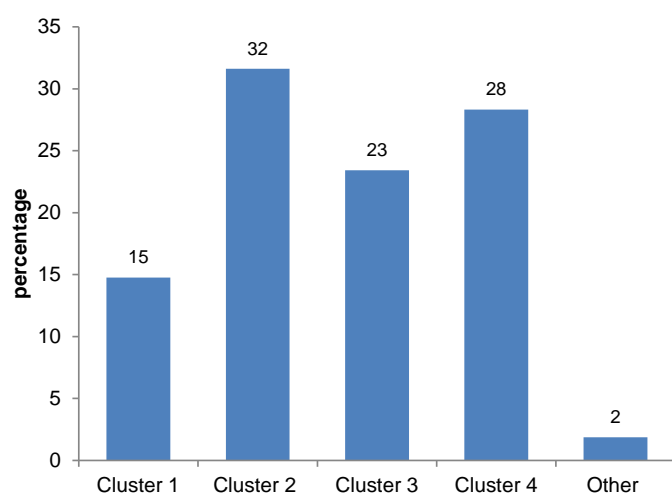
A large majority of respondents stated that their child/ren used the bilingual booklet (93%). Two per cent stated they had used both the bilingual and te reo Māori booklet, and one per cent had used the te reo booklet only. The remaining four per cent were not sure.

**2.5.3 Visits to the library**

An essential part of KMTW is visiting a participating Auckland Library to collect stamps from librarians as activities are completed. Participants could also visit a library to join in with workshops, and for the final prize giving and party.

The libraries that received the most visits from respondents were Blockhouse Bay Library (5%), Mt Albert Library (4%), and Sir Edmund Hilary Library Papakura (4%). Results by clusters are shown below in Figure 6, and indicate that libraries within Cluster 2 and 4 were most visited.

**Figure 6: Libraries visited the most during KMTW 2017/18, by cluster (n=427) (%)**



Data source: KMTW 2017/18 online survey, Q2c; Which library did you visit most often during the holidays?  
Note: "Other" includes the Auckland central library.

Each cluster includes approximately 13 libraries, and responses varied across libraries. For more details on responses by library refer to Appendix Two.

#### **2.5.4 Using the website**

KMTW is supported by a website that includes activities, a calendar of events, and other information about the programme<sup>9</sup>. Almost one in five (19%) respondents to the survey stated they used the website.

##### **Reasons for not using the website**

Those whose children had not used the website were asked to describe why, in their own words. Several themes emerged in their comments. The most common theme (mentioned by 110 respondents) was that they didn't know about it. For example,

*I did not know it was an extension or available, apart from for signing up.*

*Didn't really know about it*

*Didn't realize there was one.*

Another common theme was that screen time was banned or limited in the home, and some specifically mentioned that there was no screen time allowed during school holidays:

*My children don't have screentime of any sort.*

*The purpose of us doing the Dare to Explore challenge was to keep them away from devices in the holidays, so I didn't want to refer to the website.*

*All we needed was in the book, and I wish to reduce their screen time*

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<sup>9</sup> <https://daretoexplore.nz/>

Some parents and caregivers of younger children felt it was not appropriate for the children to use the website:

*She is only 5.*

Over 60 respondents noted that they didn't feel their child/ren needed to use the website, as the booklet was enough:

*The booklet was enough*

*All info in the book already.*

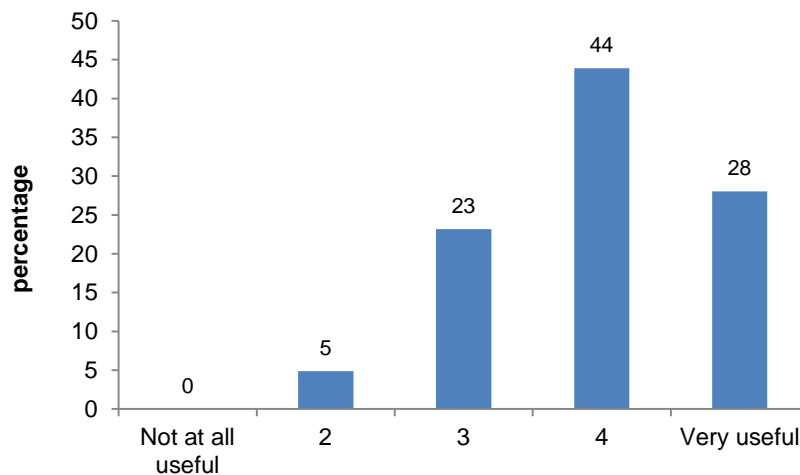
Other comments included feedback that as the family / whanau had been on holiday, access to the internet was patchy or non-existent; that they had run out of time to engage with it; and some stated they had just forgotten about it.

### Rating of website

Those who had used the website were asked a few questions about their experience.

Results were generally positive. Three quarters (72%) rated the usefulness of the content 4 or 5, on a 5 point scale where 1 was not at all useful and 5 was very useful. Just over a quarter (28%) stated it was very useful.

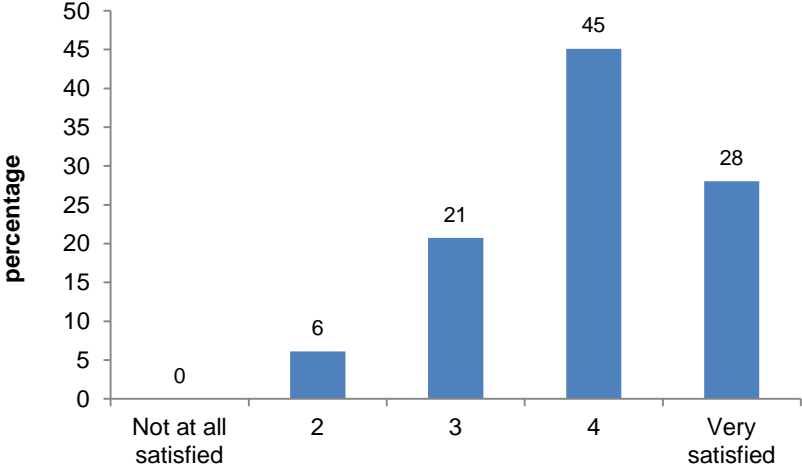
**Figure 7: Rating of usefulness of website content (n=82) (%)**



Data source: KMTW 2017/18 online survey, responses are by those who stated they had used the website.

Similarly, 73 per cent gave a rating of 4 or 5, on a 5 point scale, where 1 was not at all satisfied and 5 was very satisfied. See Figure 8 below.

**Figure 8: Rating of satisfaction with website overall (n=82) (%)**



Data source: KMTW 2017/18 online survey, responses are by those who stated they had used the website.

Respondents were also asked to describe what they liked ‘best’ and ‘least’ about the website.

Fifty four respondents provided a short positive comment. Responses were mixed. Over 14 mentioned that it was easy to use and/or navigate, for example

*Easy to access information*

*Relatively easy to navigate. The pictures helped me daughter to also find her way through it.*

Other comments included that it was useful to access information on events, and that the activities were fun. A few respondents noted that they hadn’t actually used the website, their child/ren had, so they were not able to make any comments.

*I didn't look at the website myself but I think my kids did.*

A smaller number of people (n=17) commented on what they liked least about the website, and their comments were varied. Four people specifically mentioned events;

*It was quite hard to find where the events were and when, it has been easier in the past to see the whole month of activities for one library which was much easier to plan.*

A couple expressed frustration with using the site:

*Quite a lot of scrolling up and down maybe.*

*Tried to upload details of the challenges the girls had completed but were unable to. Not sure if that was because we didn't sign up online??*

A few mentioned what one person referred to as a 'bit of a disconnect' between the website and the library:

*When we went to the library they said they couldn't find all the info we had done and sent online.*

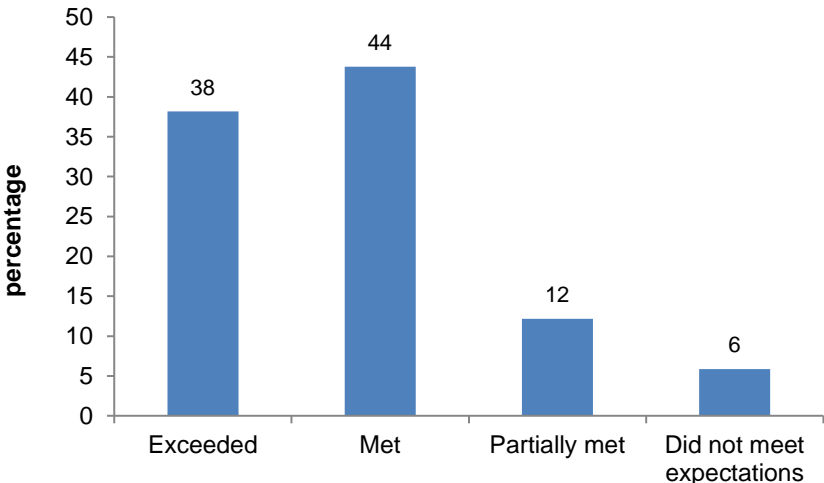
### 3.0 Parent/caregiver rating of the impacts

This section provides an overview of the extent to which respondents felt KTMW 2017/18 met their expectations, and the extent to which they agreed or disagreed with a series of questions related to the experience of their children and themselves.

#### 3.1 Meeting expectations

As Figure 9 indicates, over 80 per cent of respondents considered the programme exceeded or met their expectations, with over a third (38%) stating the programme exceeded their expectations.

Figure 9: How much did KMTW meet your expectations? (n=427) (%)



Data source: KMTW 2017/18 online survey.

#### 3.2 Impacts on reading ability

A set of indicators were developed as part of the KMTW evaluation in 2012/13 and 2013/14, based on four predictors of increased reading ability:

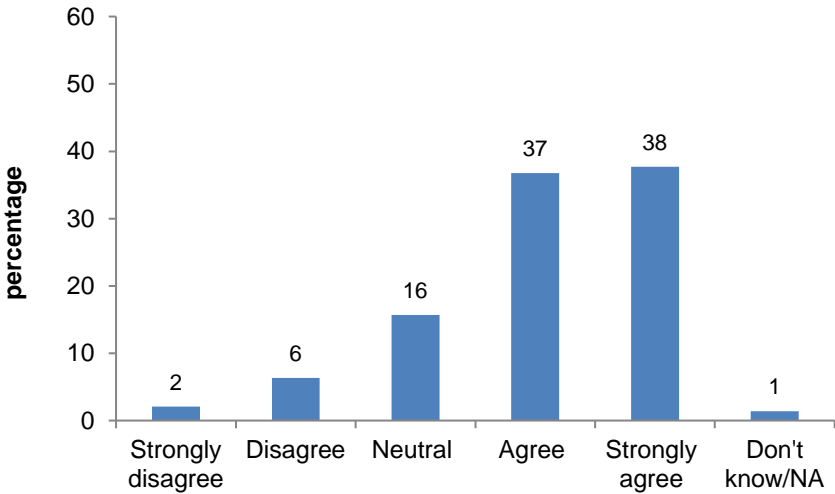
- children increase their enjoyment in reading
- parents/caregivers increase their confidence with helping with child/ren
- children discover and learn new things
- children increase their reading confidence.

The indicators are designed to indicate how a reading programme can initiate a chain of impacts with regard to children’s reading ability: by encouraging children to discover and learn new things, increases children’s reading confidence, and increases parents/caregivers confidence to help their children. These three impacts

then have a flow-on effect to children’s enjoyment of reading, and, in turn, their reading ability. In order to measure this, the online survey asked parents/caregivers to agree or disagree with four statements about their child’s engagement with the programme.

The first question sought to ascertain whether children enjoyed reading due to engagement with the programme. Almost three quarters (74%) of respondents agreed or strongly agreed that their children found something they enjoyed reading as part of the programme. This affirms the programme’s aim to support children to find something they enjoy reading.

**Figure 10: My child/ren found something they enjoyed reading as a result of KMTW (n=427) (%)**

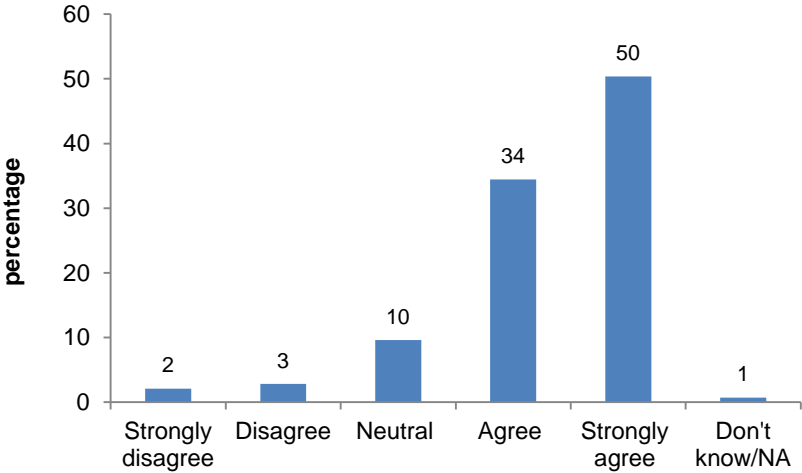


Data source: KMTW 2017/18 online survey.

The second question asked parents/caregivers if they agreed that their child/ren were encouraged to learn new things through KMTW. As Figure 11 shows, the majority (86%) agreed.



**Figure 11: KMTW encouraged my child/ren to learn new things (n=427) (%)**

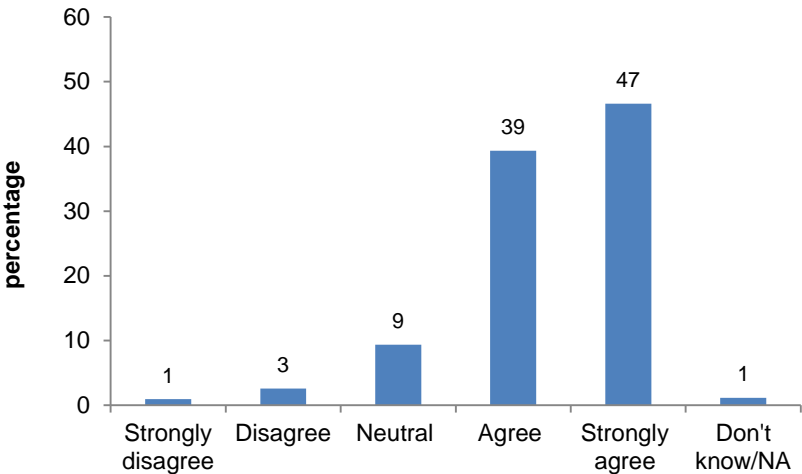


Data source: KMTW 2017/18 online survey.

The final two questions of this part of the online survey sought to understand how engagement with KMTW contributed to increasing parent/caregiver confidence in helping their child learn new things. The first question gauges parent/caregiver confidence before the programme, and the second question seeks to understand if the programme increased these levels of confidence.

It is notable that nearly 90 per cent of respondents began the programme feeling confident about helping their children learn new things. This suggests that parents/caregivers of participating families are already highly motivated and confident about their ability to engage their children.

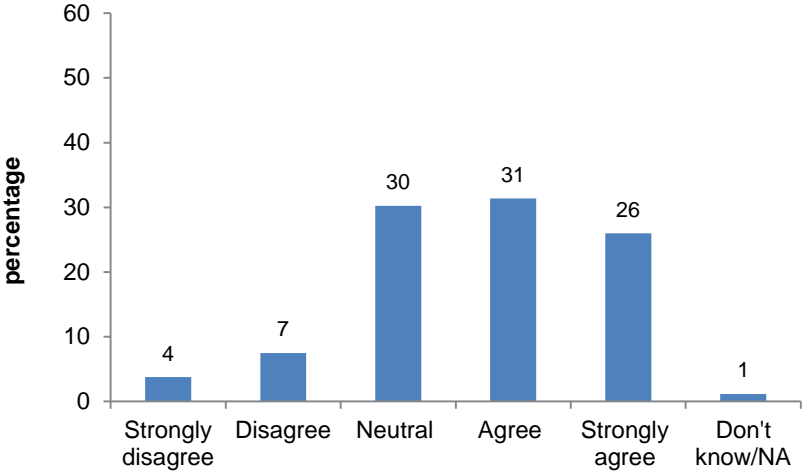
**Figure 12: Before KMTW I felt confident about helping my child/ren learn new things (n=427) (%)**



Data source: KMTW 2017/18 online survey.

Respondents were then asked to indicate the extent to which they agreed that KTMW had increased their confidence with helping their child/ren learn new things. The results suggest that the programme builds on and enhances established confidence of parents/caregivers. While 31 per cent of respondents were neutral, 58 per cent agreed or strongly agreed that the programme increased their confidence.

**Figure 13: KTMW has increased my confidence with helping my child/ren learn new things (n=427) (%)**



## 4.0 What parents/caregivers thought children enjoyed about KMTW 2017/18

The online survey asked respondents to write in their own words what they liked the most about the programme. The comments were coded into broad themes, which are discussed in this section. Common themes included the booklet content, interaction in the library, and the support for parents – each had several sub-themes. These are discussed in turn below.

### 4.1 Booklet content

Feedback from the online survey about what respondents enjoyed, revealed booklet content to be the dominant theme.

#### 4.1.1 Variety of content

The variety of content that was offered was mentioned by 148 respondents. These responses referenced the breadth of activities offered by the program, from workshops, booklet activities, booklet activities, the final party, stamps, etc. and an appreciation of activities that were not reading-based. For example,

*The reading vine. The stickers. The library activities. The booklet. The variety of activities and the chance to make up your own challenges.*

*The fact the kids had something to work towards (the stickers and rewards and the party at the end) and how diverse the different challenges were - not all about reading books.*

*Wide range of activities, reading, drawing, fact finding, interacting with family, getting outdoors and going to the library.*

Feedback was also provided about how the 'nature' theme was integrated into the programme, and that it actively stimulated a large variety of activity, including getting families out and about.

*It didn't only focus on reading but encouraged exploring in the outdoors as well. 1st and for most, Tane Mahuta, Kauri Dieback and all the activities that we could get out about and explore. We travel up to Tane Mahuta and used the wash station. Bush walks and other walks i.e. One Tree Hill. It was just interesting how much you. Learn from one experience and how it flows to another.*

#### 4.1.2 Design, structure, themes

The design, structure and themes of the booklet received a lot of positive feedback (n=72). This issue is tied to the theme of Reading Aptitude as parent and caregivers

noted how the design, structure and themes were effective at motivating children to engage in independent learning and reading activities.

*I like how it was colour coded for the easier ones - my 5 year old focused on the green.*

*The way the children could engage in the book activities while reading through their books - the loved colouring in each shape once they'd read another book or at bedtime*

*It can be completed anywhere - i.e. when we went away on holiday, we could still complete tasks (with a bit of forward planning).*

Respondents also mentioned the way in which te reo Māori was included within the design of the booklet, and found it accessible for themselves and their children.

*It was interesting to see the information in te reo, as we could always turn over to the English version, if we weren't sure of the words in te reo*

*It was a positive experience. The booklet is well laid out in terms of making meanings clear and incorporating the new te reo vocab in the booklet in challenge instructions. I like how the Maori words were always in bold/a different coloured font so they stood out. Pronunciation guide was also good.*

Relatedly, the themes the programme engaged with were also appreciated, especially for their contemporary relevance.

*The Te Reo and Maori culture content and its relevance to all our communities. I like how it was presented in a fun and interesting way and reinforced with achievable, interesting activities.*

*Link to current NZ issues such as kauri dieback*

*Great material in the book - lovely challenges and so nice to have the focus on te reo and New Zealand plants and animals. Very impressive for encouraging literacy.*

### **4.1.3 Reading aptitude**

This was a significant theme (n=70). Parents/caregivers appreciated the way the programme encouraged an interest and desire to read in their children. Notable aspects to this theme were that parents found the programme motivated their children, encouraged them to work independently, and made them enthusiastic to participate.

*The encouragement to engage in a wide range of literacy related activities - probably wouldn't have occurred to us to write a song or perform for example.*

*The fact that my kids were wanting to read, and deliberately carving out time to do so, plus thinking about what they had been reading to fill in their assignments for the programme*

*My child was motivated to do it herself. She showed the initiative. I hadn't seen her organise herself that way before.*

#### **4.1.4 Accessible to all**

A number of respondents (n=51) appreciated that the booklet had been designed to cater to all ages, and felt that this supported interaction between parents/caregivers and children.

*I like the fact that both my son and I actually learn stuff from doing the booklet. We all got into helping my little sister and were always curious about how she was getting along with the booklet and what activities she had coming up.*

*Due to the level of the challenge, the parents were more involved, especially with Te Reo activities. It made the activities suitable for the whole family.*

*My two children enjoyed going through the activities together. The booklet was great in that they were able to choose things to do that suited their age (5yrs & 10yrs)*

This included feedback from new immigrants who particularly appreciated the insight that KMTW gave them on Māori culture and language.

*Great learning experience in te reo which is new to us as a family. Able to make rhyming songs both in English/te reo. Fun to learn.*

*Good - we enjoy challenging ourselves to improve of te reo knowledge and this year's content certainly helped us to up our game (we have only lived in NZ for 7 years and so still on a learning journey).*

## **4.2 Interaction in the library**

A second significant theme in respondents' comments was that their children greatly enjoyed activities and events hosted by Auckland Libraries for KMTW (n=145). The feedback noted a number of instances where this positive interaction occurred including workshops, and stamping of workbooks as participants completed challenges.

### **4.2.1 Workshops**

Workshops were highlighted as a positive experience for many parents/caregivers and children. Parents/caregivers noted that the workshops were especially enjoyable for the children and supported their engagement with the programme.

*The activities at the library in Parnell were fun for my kids.*

*The activities organised by Papatoetoe Library were awesome and really added to the programme.*

Some noted the preparation and care that went into the workshops, and the enthusiasm and interest librarians brought to the sessions, for example.

*I was only able to attend a few events but they were great. The staff were enthusiastic and the crafts well thought out and prepared.*

*Time and energy invested by the librarians in conducting the activities and encouraging children of all ages to participate in these activities. Things were well organized and the children thoroughly enjoyed themselves.*

Some also appreciated the enthusiasm that staff brought to their one-on-one engagement with children.

*The book was lovely and the library staff made a big deal of the kids reaching goals.*

*The librarians are wonderful, helpful and patient.*

*Making the challenges real and meaningful for the children-librarians took seriously the allocation of stamps etc.*

#### **4.2.2 Prize giving**

Prize giving for children who completed the booklet was held at the end of the programme. This was a popular component of the programme with many parents describing the inspiration it provided to their children.

*The party after that, this year in a park children's get together, watermelon, gift books for each child, it was excellent!*

*Great party at the end.*

*Quite easy to get the required number of stamps to be invited to the party so the programme is very inclusive, I think that's great.*

Some identified that the party played an important role in establishing a connection between the children and the library

*The storyteller at the party on the 25th was also amazing. My children won prizes which they were so happy about. I really feel they consider the library to be "their" space.*

*The party was really wonderful, particularly the input from the librarians and the visiting helpers. It was so positive for our children. I really like it that when they go to the library they feel so at home because they have had such a great time at the party and they know the librarians well.*

### 4.3 Support for parents/caregivers

A further significant theme that was positively mentioned by parents, was that the programme supported them with their own needs over the holiday period (n=26). The needs were diverse but themes included:

- Providing something entertaining and educational for their children to do.  
*Great ideas for parents to keep the kids entertained!*  
*The programme is great and a life saver!*
- Supported interaction between parents and children.  
*That it normally does what I want out of the programme, mainly continue to get my daughter to read and have some different activities to do together.*
- Supported children's independence.  
*I like that it allows kids to explore what they are interested in and choose tasks suited to their interests and abilities.*  
*Loads of activities that my children (7 and 9 years old) were able to do on their own with some really creative ideas.*
- Expressed values and ideas consistent with those of parent and caregivers.  
*It gave an idea of how I can organise my children's learning at home.*  
*Was great to see her thinking creatively to complete them, and also liked the ones that got us out and about in the environment.*

Although many respondents provided positive feedback, some ideas for improvement were also offered. This feedback is discussed in the next chapter.

## 5.0 Suggestions for improvement to the programme

Respondents to the online survey were also asked to write in their own words what they thought could be improved. A number of themes emerged, and are discussed below. This includes ideas for improving the booklet content and activities, interaction with staff, and programme administration.

### 5.1 Booklet content

Feedback on the booklet content was the most common theme (n=212). This included comments on the booklets' design and structure, need for instructions, and responses to the activities. Several parents/caregivers stated they would like to see more reading-based activities.

#### 5.1.1 Design and structure

Some parents/caregivers noted that they found the format of the booklet complex, complicated, and confusing.

*I felt the booklet was a bit complicated*

*The books could be a little clearer*

*Structure was very hard to understand. Not sure what we had to do*

One particular part of the booklet that was mentioned as creating confusion was how the completion of challenges generated rewards.

*I struggled to get an overview of the book - there was so much in it. Where did the different events fit it? Did it matter? (Turns out not really, sometimes stamps could just be given somewhere as a special challenge, but I was a little confused.)*

*The books are confusing to use. They lack a clear pathway for children to follow to gain achievements. Perhaps they try to be too many things to too many ages.*

*The kids lost a bit of enthusiasm... there wasn't much interaction (recognition/reward) to keep them going...*

Another theme was that the booklet contained too much content that detracted from usability.

*I think the booklet could be a bit more kid friendly. Easier to follow. It could be a bit cluttered.*

*I found the booklet a little busy to read and work out what to do, especially for younger ones.*



### 5.1.2 Booklet instructions

Some respondents expressed a need for more instruction about how to use the booklet.

*I found the booklet confusing, like there was separate challenges, Kiwi, Rata etc. I didn't know quite what was happening I wanted more of a parent intro so I knew how encourage my daughter to do things.*

*Make the booklet easier to understand how it all worked - it was a bit confusing at the start with all the different sections, stamps and stickers. I had to ask the librarian! Maybe use bullet points on the first page to make it clear.*

Others named particular parts of the booklet that they requested instruction on.

*The 'optional' self-directed choices I had to ask about as nothing explained them.*

*Better explanation of how many activities need to be done to get a party invite and giving example for some of the challenges*

*More advice on where to get information on Māori things. We are new to NZ and struggled to get around the Māori stuff.*

Some felt that an introductory session could help them understand the programme better.

*It was good but many challenges my kids could not understand so it would be good idea if before starting dare to explore a general demonstration is given regarding main concepts of book.*

*I felt that it was a bit confusing, with all of the different stamps and stickers. More clear instructions at the beginning would be helpful.*

### 5.1.3 Activities

Parent/caregivers also remarked on the need for improvement on the activities. Some felt that there were not enough activities,

*A few more activities would be nice.*

Others felt the programme was not different enough from previous years,

*Was too similar to last year activities were not very exciting and my children were not motivated at all*

*I found it did not have as much variety as some other years and that some of the activities were quite obscure and/or hard to follow.*

Some requested specific activities.

*A few more outdoor activities, like the rainbow one would be great. It would be great if some activities could also include other Auckland council sites, e.g. the*

*botanical gardens or the regional parks so that it could be incorporated into a holiday day trip.*

*I would like the reading vine check points to be laid out differently. It is printed 'stamp here' but you can never see the stamp properly and so that is a bit underwhelming. Leaving the circle blank in the middle for the stamp or being rewarded with a reading sticker every 7 days at check in would be better.*

*Have some maths related activities in there - there is lots of choice so those who want that can do it and those who don't can avoid*

## **Focus on reading and other activities**

Reading was the single activity that respondents would like more of in the programme.

*Return to a focus on reading. I recall older versions of the program having more of a focus on reading different books, and finding things out using the library - in the last couple of years this seems to have gone by the wayside in favour of 'activities', which removes the main point of difference of this programme.*

*Have more activities that were related to books that they read or activities where they had to read books in a different theme or genre they normally wouldn't read.*

Some of the feedback about reading suggested providing more direction for children on what to read.

*Book list as a reading guide related to a theme to be explored.*

*More reading suggestions.*

### **5.1.4 Age appropriateness**

The age level at which the programme was pitched was a strong issue among respondents. Many parents and caregivers expressed a request for the programme to better support early readers.

*Perhaps a few more challenges tailored towards very new readers/younger children?*

*A simpler version for younger children please, my daughter is 5 and with me working fulltime, looking at the booklet we both felt very daunted by what it entailed*

Some suggested the programme should aim at older children, though there was less feedback about this than younger children.

*Offer more activities for slightly older kids (8 +)*

*Possibly more interactive things for the 11-13's?*

Some parents/caregivers provided suggestions about how to make KMTW more age appropriate.

*I thought the booklet was poorly arranged. It was hard for us to find the activities that pertained to my daughter's age. Maybe you need a beginner, intermediate, and advanced sections of the booklet.*

*You can put an age slot for activities*

The crossword was singled out as not age appropriate and requiring improvement.

*I thought some of the activities were a little hard for the younger ones e.g. the famous NZers crossword.*

*I also think the cross word was overly complicated.*

## **5.2 Interaction with staff**

As discussed above, engagement with staff was generally regarded positively by parents and caregivers. However, feedback also suggests an unevenness of understanding and engagement with KMTW by some library staff (n=45).

### **5.2.1 Awareness of booklet**

Respondents' experience in engaging staff about the booklet was mixed, as this example shows.

*There was a huge variety in the requirements to get a stamp for activities. My son had to explain and show actual costume or photos of masks etc. some of which we hadn't brought to library so it didn't get stamped. 10 min later another kid had same activity stamped off just by saying he had done it by a different staff member. I love the fact that the staff member took the time and interest in my son to hear what he had been doing, but he did comment on the inconsistency.*

This includes ensuring that relief staff are also adequately informed about the programme.

*Have several librarians involved in the programme so there is someone suitable who can do check-ins if the main librarian is sick, on holiday or having a break.*

*Went to collect pack, okay only in last week of it, told by librarian he could not collect pack as was last week. Then 3 days later was told he could have completed it.*

And that the mobile library is included in administering the programme.

*Allow the mobile library to be part of the programme*

### **5.2.2 Workshops**

Another theme pertaining to potential for improvement around interaction with staff is the workshops. As discussed above, workshops were very popular but feedback from

parent/caregivers suggests the experience was not uniform. Some feedback suggested there could be more workshops.

*Would be great if we could have more workshops.*

*Few more activities within library? Promotes more visits.*

This request for more workshops was often tied to challenges some parents/caregivers experienced in fitting workshops around other commitments.

*There were far less activity days at the 2 libraries we use, so we couldn't find one that suited us on free days, we only went to 2, we would have and previously attended and got a lot of them, so that was a bit disappointing.*

*I know there were activities on at library but a lot of them were during work time so I couldn't bring my young daughter along.*

*Some of the activity sessions in the library were great. Unfortunately we couldn't get to the particular one we wanted to go to, and there wasn't an alternative date*

Some of the feedback suggests that individual libraries did not make enough of an effort with the activities they put on

*More interactivity at the library challenges, I was a bit disappointed that the challenges there didn't seem to match up with the quality visually in particular of what was in the book.*

*More fun hands on activities across the Howick-Pakuranga-Botany-Highland Park libraries*

Others considered that some of the workshops were not appropriate or did not think creatively about local opportunities.

*Library activities are usually good but I don't like the concept of using food items in activities as it is waste of food...And I also did not like the idea of movie and popcorn, 2 hours movie for kids in library, it was too much screen time.*

*A few more outdoor activities, like the rainbow one would be great. It would be great if some activities could also include other Auckland council sites, e.g. the botanical gardens or the regional parks so that it could be incorporated into a holiday day trip.*

There was also feedback that the workshops needed to be more age appropriate, or that they could perhaps advertise in advance what ages would be best suited to the workshops.

*Activities could be segmented according to the age groups, in order for parents and children to opt for age appropriate events.*

*Have suggested age ranges on more activities. My son is getting older (currently 9 years old) and finds it embarrassing when there are few other older kids at some activities. It can be hard to tell what age an event is aimed at sometimes.*

### 5.2.3 Party/Prize giving

Another part of KMTW where interaction with staff took place was the final party/prize giving. There were minimal suggestions for improvement to the party/prize giving. The only notable theme is for there to be a broader approach to the gifts and prizes.

*Less challenges and should give each and every child a gift.*

Other feedback suggests that:

*Compare to 2017, the party in 2018 seemed to be poor. My son was very disappointed when he went the party.*

*I found this year party at blockhouse bay library was more for under 6 year.*

*My daughter completed all challenges, but due to a library error, and even though she had all 60 stamps, her name was never called up for the prizes.*

## 5.3 Administration

A third key theme was around requests for improvement to how KMTW is administered (n=54). Feedback in this area focused on three issues: the start and end date of KMTW, how it is promoted, timetabling/booking information, and online support. These are discussed below.

### 5.3.1 Start and end date

Generally speaking, the feedback suggested the programme run for longer.

*Extend the timeframe for the programme a bit. It seemed to end quite early.*

*I thought the library party was a bit too early! We only got started early Jan and the party was in three weeks and we hadn't finished in time to make it.*

Several respondents suggested that when the programme was completed there was still a long period of the holidays still remaining and families are particularly active over the holiday.

*PLEASE extend it longer into January, at least one more week...we had hardly started by the time you were finishing. There are plenty of holiday activities happening with whanau and friends until after New Year. This programme seems ideally suited to those days and weeks after most people return to work and before primary school returns.*

It was understood by some respondents that this could relate to the party but that the programme could continue to run anyway.

*Finish date was too early - still had 3 weeks of the school holidays remaining. Understand you need to organise the party but would be good to be able to continue getting stamps/stickers at least until school starts.*

Some parents/caregivers considered that starting the programme in early December is too early as it clashes with the end of the school year and that by starting later the programme could finish later.

*I would change the date range - starting early Dec is too early as school is still in. Ideally also finish towards the end of January.*

### **5.3.2 Promotion, timetabling, and booking information**

A second administration theme is how KMTW is promoted, and how parent/caregivers are informed about workshops, bookings, and parties. Amongst the feedback is that schools should be better utilised along with social media advertising.

*Early engagement through schools in November and maybe website advertising/Facebook and in shopping malls?*

*Probably, before the school closure for the year end, a librarian could go to the schools to conduct a talk on the "Dare to Explore" programme so that the programme could reach out to more students.*

It was also requested that it be made easier to identify which activities required bookings.

*The dates of activities as my child missed some. Weird how you had to book and I didn't know.*

*It was not clear that you had to register, we dropped in to do the slime making workshop at [library] only to find out we had to register to take part. It would have been easier to have registered as part of the workshop at the library.*

This was also necessary so that parents/caregivers could work the activities into their work schedule or other commitments.

*I know there were activities on at library but a lot of them were during work time so I couldn't bring my young daughter along.*

*Bring out timetable of events a little earlier - especially party date as we book holiday clubs up in advance and it clashed this time and the girls could not go to the party so lost a little interest in the last week or two of DTE*

Finally, it was also requested that the booklet provide more clarity to parents/caregivers on how to engage with the programme, including more recent immigrants.

*This was our first time doing the programme, and we didn't realise some of the basics, like getting books stamped off in the front as they were read, so it would have been good to have this explained a little more clearly.*

*Direction to beginners from other countries*

### 5.3.3 Website and other online support

Feedback on the online dimensions to KMTW focussed on two areas. Firstly, some parents and caregivers felt that it was underutilised and could be better integrated into the programme.

*Your website this year I found difficult to see what activities were on and where. Much easier last year.*

*Have some activities available online*

The other dimension to the feedback about online support was that it could be used to encourage and support the interest of the children.

*Online reminders to keep up. It was really hard to remember to do it in the thick of the Christmas period. Maybe some digital reminders?*

*An app or digital option would be cool and save some trees!*

### 5.3.4 Other support

There were two other key points made in the feedback that it may be important to be aware of. These relate to how well the programme supports different groups in the community. This first of these is though who live in rural areas far from a library.

*We couldn't participate because I was not allowed to receive the books a couple of days before the scheduled beginning date. We live 40 mins from the nearest public library and only come to town once a week during term time. We weren't able to get back to town in time to make it worthwhile participating*

The second relates to children with dyslexia.

*My son just got diagnosed with dyslexia (and it seems to be a lot more common now) and it would be good to see more resources based around that.*

Feedback on the parent/caregiver experienced of te reo Māori content in KMTW is discussed in the next chapter.

## 6.0 How parents and caregivers experienced te reo Māori content

A significant effort was made by Auckland Libraries to incorporate te reo Māori into KMTW 2017/18. To understand how parents/caregivers thought their children engaged with te reo Māori content, the online survey included an open-ended question about their experience. Some feedback about te reo Māori content was also provided in response to questions about what people enjoyed about the booklet and what people thought could be improved.

This section considers all feedback from parents/caregiver about te reo Māori content. This feedback is analysed as a positive or negative response, and associated themes are discussed. A significant proportion of feedback on te reo Māori content expressed a positive sentiment. Negative feedback is classified as short or ambivalent, oppositional, and dissatisfied.

### 6.1 Positive responses

The majority of parent/caregiver responses to te reo Māori content were positive (n=316). Many did not give reasons but expressed a positive sentiment in relation to the question of how te reo Māori was experienced.

*She said it was okay*

*Really loved it (and we are not from Maori descent)*

*Tino pai rawa!*

Where explanation was given, parents/caregivers indicated that the structure and design of the booklet supported them to constructively engage with te reo Māori. They also appreciated that this helps make te reo Māori accessible to them.

*It was a positive experience. The booklet is well laid out in terms of making meanings clear and incorporating the new te reo vocab in the booklet in challenge instructions. I like how the Maori words were always in bold/a different coloured font so they stood out. Pronunciation guide was also good.*

*Really helpful, especially with the words spaced out to assist with how to pronounce Te Reo Maori words.*

*As a monolingual Pakeha family it was really neat to have the bilingual book. We were able to compare and find words and practice pronunciation.*

Parents/caregivers considered the te reo Māori content facilitated their own involvement in the programme and provided a point of connection with their children.



Parents appear to have appreciated supporting their children to engage with te reo Māori, even if it meant pushing their own understanding or knowledge.

*The parents learn something from the booklet as well - have fun reading with the kids.*

*I thought it was perfect for our family with our limited knowledge of Te reo. Encouraged us to use it but simple enough so we could all understand it.*

Other parents/caregivers noted that the programme was supported by the education children were gaining at school. This schooling provided a level of familiarity with te reo Māori that meant children were confident engaging with the content of KMTW.

*My 9 year old loved that she could read small parts as she does te reo at school.*

*We do not have much knowledge of te reo Maori but I was glad to have it there so I could try a little. My child (and soon children) attend a school in which te reo Maori is used a lot, and I like the opportunity to keep it part of what we do.*

One strong theme in the positive feedback was that many parents and caregivers were supportive of the inclusion of te reo Māori in principle.

*We enjoyed it - it is great for English speakers to have the opportunity to experience the language. It should be part of our daily lives.*

*We enjoyed getting involved in the activities; the reo was good learning for us as well. I think it's important to include it.*

*Really stoked to see it incorporated into the English book! Ka mau te wehi guys.*

## **6.2 Negative responses to te reo Māori content**

There were less negative responses from parents/caregivers to the te reo Māori content than positive (n=81). Most commonly there were short answers that stated participants didn't enjoy or didn't use te reo Māori content. However, beyond these responses, negative feedback tended to take two forms – oppositional and dissatisfied. Oppositional responses were those that were critical of the inclusion of te reo Māori in general. Dissatisfied responses were those that did not outright reject te reo Māori content but expressed frustration in their engagement with it, or that they were required to support children who struggled with this content.

### **6.2.1 Short or ambivalent responses**

Short answers often inferred a negative response by stating that participants did not engage with te reo Māori content in KMTW. However, te reo Māori content was woven carefully and intimately into the booklet. As such, claims by participants that

they did not engage with te reo Māori content is considered negative as it suggests an active avoidance or disregard.

*Didn't use this section*

*Only used English version*

Some of these responses went a step further, more explicitly communicating ambivalence about te reo Māori content or the need to engage with it.

*We didn't even look at it. Pointless*

## **6.2.2 Oppositional responses**

Oppositional responses from parent/caregivers explicitly rejected or opposed te reo Māori content in KMTW. These responses were often long and strongly stated in emotive language. Oppositional content was often anti-te reo Māori.

*Awful. Why is there no option for an English only book but you can get Maori only? Last year I said too much Maori and I thought they listened when I was asked if I wanted a Maori book as I thought they had them separate but instead my child got both and it was confusing. Have an English book so kids can learn to read English. It has gone downhill since I did it with my first child. PC nonsense instead of focused learning to read English. I'm not going to bother next year, we don't want to learn Maori and that's what they program is clearly about so we'll do our own reading.*

*My child did not like the book. She said she wants to find inspiration for activities and read fun stuff, not participate in a Maori language learning class.*

Other oppositional responses took a pro-monolingual stance and called for an English-only booklet.

*We pretty much skipped it, just sticking to the English, as that is what we speak and read.*

*I feel it was too much. I fully support te reo but again for my 5 yr. old the booklet was too advanced and too much Māori*

A final oppositional theme was that the focus on te reo Māori and mātauranga Māori was to the detriment of other cultures or themes.

*There is a lot on te reo - I would like to see a bit more balance towards other cultures too.*

*Less content on Maori legends/history as we have covered this so much over the last few years. More content on arts/museum/sports/nature. Learning about current things children are interested in. Water safety, construction (how is a playground built?), rugby history.*

### 6.2.3 Dissatisfaction responses

Responses that expressed dissatisfaction with te reo Māori content was also a negative response. Dissatisfied responses were not opposed to the te reo Māori content – sometimes even supported its inclusion - but expressed a sense of struggling with it and being overwhelmed or defeated.

*I found it a little overwhelming as we are not very familiar with Te Reo.*

*Take off Maori section as too hard to understand.*

*It was good but many challenges my kids could not understand so it would be good idea if before starting dare to explore a general demonstration is given regarding main concepts of book.*

Some of these responses were from those who identified as new immigrants, or as requiring English, or as having limited exposure to te reo Māori in other places

*Make it easier for new readers; make it more in NZ English language.*

*Difficult we are from Australia and struggled.*

*My almost 5 year old has not learned any te reo yet do she didn't gain anything from the booklet.*

Other attributed their struggle with te reo Māori content to the booklet design and structure.

*It was often too hard and not very child friendly in terms of lay out. It put us off rather than encouraged us to engage with Te Reo, as did the word hunt in the [library] (it was way too obscure and not clearly laid out or thought out).*

*Ok but sometimes it was confusing having both words there. Better in brackets?*

Some respondents felt that the te reo Māori content meant their children were not able to work independently, were excluded, or were unable to understand what the programme was asking of them.

*We couldn't read the Maori content so it excluded us from understanding some things*

*Good although it could be made so that kids can easily do some of it unsupervised. Parents don't always have time to read out all the instructions. Maybe a few activities with some simple phrases for kids to read instructions themselves would help?*

Other parents and caregivers wanted to help their children but were unsure where to go for help.

*Some of it was fine - it would be good to have some direction as to websites or places to look for the answers to some of the activities as we found it quite hard to complete things like the crossword and the treasures activity.*

*More advice on where to get information on Maori things. We are new to NZ and struggled to get around the Maori stuff*

Where children were not able to work independently, parents or caregiver had to intervene. This meant they had to do the research which they may have been unwilling to do, or that they felt should not be necessary in a holiday reading programme.

*As before I did enjoy some exploration but thought there was a bit too much and I would prefer a bit more balance so some of the activities my child can do without having to be with me to look up, and translate for instance we had to spend a lot of time on the computer working out some of the words and getting translations - and I would really like this type of activity to keep the kids off the computers.*

## 7.0 Whānau participation and experience

Auckland Libraries were keen to understand how whānau participated in KMTW 2017/18, and how they experienced the programme.

A specific project team was formed to undertake this aspect of the evaluation, including the author of this report and a number of Māori Specialist Librarians.

The project team interviewed 11 parents/caregivers from whānau who had participated in KMTW. The interviews were conducted in accordance with kaupapa Māori principles, as set out by Kennedy and Cram (2010).<sup>10</sup> Refer to Appendix Three to view the information sheet and interview schedule that was used.

Notable features of the interviews included capacity for interviews to be conducted in te reo Māori, availability of kai, and tamariki being present during the interviews. Supermarket vouchers were made available to all participants, along with access to the final report.

### 7.1 Whānau that participated in the evaluation

Table 1 below provides an overview of the diversity of the whānau who were interviewed, with regard to number of tamariki in the household, their ages and te reo Māori education. It should be noted that many whānau interviewees talked also of the extended network of adults and children that comprised their whānau, many of whom were also involved in delivering or engaging with the programme.

**Table 1: Key characteristics of whānau who participated in KMTW interviews**

Whānau	Number of tamariki	Ages (where available)	Te reo Māori education	Booklet used
1	3	9, 7, 2	Mainstream, te reo Māori at home	9 = reo Māori 7 = both
2	3	19, 10, 5	Mainstream – special needs	Bilingual
3	2	11, 9	Immersion, te reo Māori at home	Reo Māori
4	3	13, 11	Immersion, te reo Māori at home	Reo Māori
5	5	15, 12, 10, 8, 6	Mainstream	Bilingual
6	3		Mainstream	Bilingual
7	3	13, 13, 6	Mainstream - Rumaki (immersion unit)	13 = reo Māori 13, 6 = bilingual

<sup>10</sup> Kennedy, V. and Cram, F. (2010) *Ethics of researching with Whānau collectives*. MAI Review, 2010, 3.

Whānau	Number of tamariki	Ages (where available)	Te reo Māori education	Booklet used
8	3	12, 10, 6	Mainstream, te reo Māori at home	both
9	3	unknown	Some mainstream, some immersion	Reo Māori
10	3	12, 9, 8, 6, 2	Immersion	Reo Māori
11	3	10, 5, unknown	Mainstream	10 = reo Māori 5 = bilingual ? = bilingual

## 7.2 How whānau heard about KMTW 2017/18

Initial engagement with KMTW was through a number of avenues. Primarily these centred on parents/caregivers initiating engagement, tamariki initiating engagement, or through an institution such as kura kaupapa.

### 7.2.1 Adult initiated engagement

When asked how they heard about the programme and came to be engaged with it, most whānau interviewees stated that it was at the initiative of parents/caregivers.

*It's a done thing in the holidays - granny goes to the library and sorts [it] out.*

*We've been doing it for about the last five years with my kids. Every time that it's offered at the library.*

Several have strong relationships with a library through librarians or extended whānau. They described getting involved in Kia Māia te Whai without really knowing what it was, and that their experience in the library made them feel confident to give it a try.

*Well, to tell the truth we come up here once a week as a kura so we're always in here as a kura, and [NAME] offers the programmes. I didn't really know what it was but because it was to do with the library, and reading, I just said to my boys, "You're gonna do it."*

*My nieces last year told me about it when I asked them where they were going. I decided to follow them to the library because the library is my place to be. They were talking to me about their programme that they had either last year or the year before; I can't really remember which one. That's how I learnt about it. I thought that was awesome because they were coming to the library and they had someone speaking Māori to them at the library as well which was [NAME] at that time. I just thought that was awesome, yeah.*

For some whānau, engagement with Kia Māia te Whai started via promotion, such as in schools or advertisements on Facebook.

*I know that the librarians came to the school to promote it and dropped off some posters and stuff and did a bit of a speech to the school; to the kids about the benefits of the programme and how to go about signing up.*

*I think it was the internet; I think through Facebook they had these little ads.*

One interviewee described actively searching for free holiday activities.

*...I just tried to look for things for the kids to do, because it was just mainly me home with the kids, and it's just too costly and just too outgoing, trying to combine the kids and control them by myself without extra help, and I found that coming here and doing this kept them occupied as well, and because it was free of course.*

While others described getting involved in the programme to actively counter the effects of the summer reading slump.

*Probably mine because I know how important reading is for children. Maybe when we first started the programme I wasn't working at the school but I understood that the Christmas break was a long time without any directed learning or any reading. So, I could see the benefits of them participating in the programme to just keep ticking away. Six weeks is a long time without any kura, so to have a programme; something to keep them motivated and reading over that summer holiday time was really important.*

## **7.2.2 Tamariki initiated engagement**

Some of the whānau that participated in KMTW came to it via the tamariki. They recalled their tamariki displaying a strong desire to participate in the programme.

*And as I recall she came home and said, "Oh, māmā, there's this thing at the library and I wanna do it." And so, we went on and she signed up.*

*That was [NAME] idea. She totally wanted to do that.*

*My nieces last year told me about it when I asked them where they were going. I decided to follow them to the library because the library is my place to be.*

## **7.2.3 Other forms of engagement with Kia Māia te Whai**

As will be discussed later, KMTW is a significant resource for te reo Māori speakers. Some whānau interviewees sought to encourage others to participate in the programme, or had sought to use the booklets in other education situations. For example, one interviewee discussed taking the programme to their kura kaupapa and encouraging other whānau to sign up.

*We got all the tuakana at our kura to sign up, we encouraged them....*

Similarly, another interviewee organised with their local library to collect remaining booklets and distribute them to school teachers who take te reo Māori lessons with

her at a tertiary institution. These teachers then distribute the remaining booklets to students in their schools.

*I train secondary school teachers at [NAME] who are teaching Māori and so I've given them a lot of these books ... I said to them basically, give this to your NCEA Level 1 students at least, and use these same kaupapa - 'cause the kaupapa are awesome ... I've been able to distribute them, all over Auckland, to my student teachers ... One of the schools that have got them is a kura kaupapa in South Auckland called [and] the principal is one of my students. I gave her a whole two boxes of them for her immersion kids in primary school....*

### **7.3 How whānau participated**

This section discusses the different ways whānau participated in the programme – from the booklets they used, the content they engaged with, visits to the library, and accessing the website.

The whānau the interviewers talked with participated in KMTW in ways unique to their needs. Central to the participation in the programme is the booklet. As noted above, the booklets that whānau we talked with used were:

- five used the reo Māori booklet
- three used the reo Māori booklet and the bilingual booklet
- three used the bilingual booklet.

#### **7.3.1 Using the te reo Māori booklet**

Whānau interviewees provided a number of reasons for using the KMTW te reo Māori booklet. Some stated they used it because they didn't want to confuse their tamariki.

*Cause I think since my kids have grown up learning te reo Māori, it's easier for them to stay that way, otherwise they'll become ... like me and be confused, because Māori's my second language and I'm always going back, reverting back to pākehā; so, I wanted my children to keep te reo Māori and stay in te reo Māori, and it's much easier for them to follow.*

Others stated that they provided the reo Māori version as they wanted to continue to encourage language use among tamariki

*[NAME] says, "We've got the one in English and we've got the one in Māori." Said, "No, we want Māori," 'cause that's where we're pushing our kids to and we can get all the kids on board through their parents, 'cause I know it takes parent consent but we're only a small kura so it's easy to make contact with the parents. And then 'cause we believe that reading is very, very important, just gotta drop the idea to the parents; they don't need much convincing when the teachers tell them.*



Some left it to their tamariki to decide which booklet to use, even if this was not supported by the library at the time they picked up the booklet, as this extract shows.

*Yeah, because when I had come in to enrol them, and get the books, I was like, "Can I have both books?" And they were like, "Oh, I think you can only pick one."*

*Interviewer: For each child?*

*Yeah, and I was like, "Okay, so can I have an English and a Māori, for each child." They were like, "No, it's either Māori or English." And I thought, 'Oh, okay.'*

*Interviewer: So, it was fortunate that you've got three.*

*So that kind of thing, in a way, it was kind of putting me off, because I'm not really fluent in te reo Māori, so if they all got Māori books, how am I going to help them? I was like, "Okay, I'll just get two Māori books." [CHILD 1] was like, "Oh, I'll get the English one."*

*Interviewer: I guess it was kind of fortunate that he was willing to have the English one, and wanted to build on that as well.*

*Yeah, because I was trying to get [CHILD 2] to get the English one, but she was like, "No, I want Māori one." Like, "Mm, okay." Whereas, [CHILD 3], he was like, "Nah, I'm doing it in Māori, I want the Māori one." [CHILD 1] was like, "Nah, okay then Mum; I'll get the English one." So, I was like, "Oh, yes!"*

### **7.3.2 Using both booklets**

When whānau did take both booklets home, tamariki used them in fluid and dynamic ways. They also provided support to parents/caregivers who sought to use te reo Māori with their children.

Tamariki who used both booklets tended to switch between them so as to support their engagement and understanding of the reo Māori.

*[...] they kind of jumped from one book to another. If they found it a bit hard with the Māori, they'd jump to the English. I was like, "Oh, maybe I should have got English and Māori, both". Because, most of them link to the English, which was quite helpful, and some, they were just like, "Oh, okay", and then [CHILD ONE] would be nosy on what the Māori's got to offer, and he's like, "Oh, can I do that one?" I was like, "Well, if you think you can do it, because [CHILD TWO] can't do it, do it." So, he started doing the Māori ones that [CHILD TWO] couldn't do.*

Parents/caregivers noted that they used both booklets in order to support the language acquisition of their tamariki. They did this by using the bilingual booklet to clarify or translate te reo Māori for their tamariki.

*Worked between them, yeah, 'cause he's just 5, I found that was quite nice just to be able to give him a bit of a translation if I thought he needed it, a bit more clarification on what he needed to do.*

### 7.3.3 The content whānau engaged with

The mātauranga and korero in the booklet was discussed during the interviews, with the purpose of understanding how whānau understood and engaged with the themes and content drawn from te ao Māori (the Māori world), and how accessible it was to them. Whānau responded in a number of ways. Some noted that their tamariki enjoyed the mātauranga and korero.

*My son really loves Māori legends so I liked that there was a bit of that throughout and he picked up on that.*

One interviewee identified how the mātauranga supported whānau that might be reconnecting with their whakapapa.

*It was, we found it really good because we're not so...our family's disconnected to our Māori side. We only just discovered; we knew we had some in us but we didn't know where that came from. It was all hush hush kind of thing. When we went to the family reunion we actually found out that my great great great grandfather was a Māori chief for Ngāpuhi. So that kind of brung it all home for us. We've all found it really interesting because it's made us actually go in and find all the myths and legends that everybody else seems to know and things that we didn't because the people were like "no, no, no."*

One critical theme that emerged in the feedback was that whānau would like the mātauranga and kōrero in KMTW to have a kaupapa Māori basis..

*I thought it could have been actually better 'cause previous years there had been more Māori in the mātauranga. And the context... Yeah, the contexts were much more Māori, like, there was much more astrology and... Atua, sort of, was there atua? ... Well, sort of, in the characters but in the actual mahi it was much more Māori, like there was Whai, the string game, and finding the constellations. I compared the English and the Māori in previous years and they were completely different kaupapa, which I think is appropriate whereas this is just a straightforward translation. So, I can't say the mātauranga was bad, but it wasn't definitely mātauranga, but, actually no I should say that the rongoā section was obviously mātauranga Māori. That was cool.*

## 7.4 Whānau visiting the library

Visiting the library is an essential aspect to the programme. Whānau were asked about their experience visiting the library. They discussed visiting the library to attend workshops and engaging with staff to get booklets completed. These are discussed below.

### 7.4.1 Workshops

Whānau strongly appreciated the quality and variety of activities on offer from Auckland Libraries. Some travelled long distances to participate in different activities and workshops.

*... we've gone so far to go to activities because they've just been amazing. Like, Te Atatu one year was doing rāranga and then, Grey Lynn, we went there, they were doing these amazing origami themes. Epsom, we went there, this one time, because if you're at home you're looking for free activities to do.*

*So, we went to Mangere. We went to Pukekohe, Warkworth because we were going up to her grandparents.*

As this example illustrates, not all whānau interviewees realised they could participate at activities in other library locations rather than only their local library.

*Interviewer: Did you know, under the programme you can actually go to any of the libraries for the activities that they have?*

*No, I didn't realise that. That's very interesting*

### 7.4.2 Interacting with staff

Interviewees tended to talk in slightly ambivalent terms of their whānau interactions with library staff when visiting a library. This appeared to be because libraries do not always have capacity to support te reo Māori speakers or were unclear about requests from tamariki in te reo Māori. This was readily identified by some we spoke to.

*Some of the libraries did the te reo content kind of thing of it and then some of the libraries kind of stayed away which was quite interesting [...]*

In one interview, a parent/caregiver relayed the experience of their tamariki having trouble enrolling in KMTW because the librarian was not able to identify the reo Māori name for the programme, even if given the slightly wrong name.

*Interviewer: How was that experience for the girls, like, you did mention that time when one of the staff members wasn't sure about what your daughter was talking about?*

*Yeah, 'cause she'd called it that...*

*Interviewer: Yeah, Kia Māia te Whai.*

*I think she actually called it 'Kia Whai' if I remember, can't be sure, anyway, and then came home and said, "I don't think they're doing it there, māmā, they didn't know what I was talking about." I said, "I think they're probably." So, we went down, and I had to find what the English title was at first as well. But we did. And then they said, "Oh, yes; yes, we do have that." Yeah, that thing.*

Libraries that tried to accommodate te reo Māori speakers, even if not able to support all requests, received positive feedback.

*... this is a great library, [NAME] and [NAME] and their team are very accommodating, they try their hardest, they'd do better if questions were from this book than from this book. So, they're very accommodating here, the kids aren't shy to approach them, the kids take their books up and if they say, "Can you help me?" And they say, "We can't help," then the kids, they don't feel any angst or anything. They just say, "Oh, okay, cool thank you," and then they come to us. And then we just send them back to their friends.*

## **7.5 Whānau accessing the website**

Whānau interviewees also discussed their whānau accessing the Dare to Explore website. Those who had used the website tended to think it could be improved; this feedback is discussed in Section 8.2.2.

Not all were aware of it,

*No because I didn't know that ... you had one.*

Some recognised that despite knowing about the website, they steered their tamariki to the booklet anyway.

*I specifically wanted them to just do the pen and paper thing. Sometimes too much screen time. I know they did a bit of research on Dad's computer to find some of the information about the Māori leaders but I didn't want them to be sat in front of a tablet doing the programme. I'd much rather flick back and see some of the work that they had done towards it. Just pen and paper; just some old school stuff you know?*

And some noted that their whānau does not have access to a laptop.

*No, they wouldn't have went on the website 'cause we don't have a laptop, only the phone device, but I only let them use that for school study.*

## 8.0 How whānau experienced KMTW

Overall, whānau had very positive experiences of KMTW. This chapter discusses feedback from whānau about what they enjoyed about the programme, and what they thought could be improved.

### 8.1 Things whānau enjoyed

Whānau interviewees discussed a wide variety of aspects to KMTW that they enjoyed. Notable themes included booklet features, workshops and final party, learning opportunities and the use and accessibility of te reo Māori.

#### 8.1.1 Booklet features

The structure of the booklet was enjoyed by whānau, particularly the way in which encouraged interaction and ongoing engagement through the stamps and incentives.

*Actually, that was probably the highlight, coming into the library and getting stamps, that's probably the buzz. And then getting stickers at completion of each thing. So, yeah, they're really chuffed with all that. [NAME] got three certificates now of the different books; 'cause she's only eight so she's only been doing it for about three years, but it's been wonderful, don't stop.*

Parents/caregivers also discussed particular activities that their whānau enjoyed.

*Again, the music, they loved recording the music. The QR, when you scan the things. I know that they loved the picture of, was it One Tree Hill? Where they could go in and draw over the picture, over the photo. The trees but that was the kauri die back thing; we did that; and the I spy... And the book challenges where you put your hand in and pull out a card or something.*

#### 8.1.2 Final party

The final party was mentioned regularly by parents/caregivers as part of KMTW 2017/18 enjoyed by their whānau.

*Oh they loved it, yeah. All of them loved the barbecue there and the jumpy castle and the swimming. No, they thought it was the best one they've been to.*

*Obviously, the party was pretty awesome where they got invited along to Kelly Tarlton's was the party this year.*

One respondent considered that a reason their tamariki were so excited for the party was that it was the culmination of their hard work.

*Yeah and that was the reward for putting the work in. So, it motivated them for sure and just seeing the look on their faces; being able to go there and experience that was just magic, just magic.*

### **8.1.3 Learning**

Parents/caregivers discussed the enjoyment their tamariki got from learning new things in the course of KMTW. They also discussed learning new things themselves.

*[NAME], kind of knows some stories, and some things that I do at home, and then seeing some of the things that actually get done here, and it's Māori-based, they're like, "Whoa, seriously, I didn't know that." So, that helps quite a bit as well. Even myself, I'm like, "Whoa, seriously, I didn't know that."*

### **8.1.4 Te Reo Māori**

The previous section describes how some interactions with librarians around te reo Māori could be mixed. However, the support that the KMTW booklets provided for te reo Māori speaking in the home was a positive theme in the feedback. This feedback linked the value of an interesting and engaging programme to the ability of whānau to use te reo Māori regularly in the home.

*The reo, first of all; I was just so delighted that there was something in reo that was interesting ... As a whānau, I guess 'cause it was just me doing it with them it was just being able to spend that time, and we would stay in reo while we were talking about that ... But when you're doing something in reo about kaupapa Māori that's the time when we would stay in reo, you know, in that space rather than kind of coming in and out. That was really great for me.*

Some parents /caregivers discussed how KMTW 2017/18 helped to normalise and support te reo Māori for tamariki at a time when some are beginning to explore English.

*[NAME], she's nine now, but it's only been in the last year or two that she's really started to recognise what language she's speaking in. You know, when you're younger it's just a language; language is language. And now she recognises that she comes in and out of it, as is quite normal apparently in the language journey, she's going more and more to English because her vocabulary is exploding in English, and not going so far in Māori. So, any chance to stay in that space is really valuable at home.*

Whānau also identified that this ability for tamariki to stay in te reo Māori also made their children happy and more confident to be Māori.

*That it was available in te reo Māori, and I'm not just speaking for me, I was happy but so were all the kids. Again, they found a place outside of the kura that caters to their curriculum I suppose. So, definitely they were happy that they could get this in te reo. ... And just being acknowledged, the kids enjoyed being acknowledged by*

*this. I guess you wouldn't really know, well people wouldn't really know or see that for a kura kaupapa Māori child to come in and get this and then they go, "Oh, pare tō..." and then they read through and it's in English and they're like, "Oh, wow this is, man," but then to have something for them, whai take, whai wāhi.*

### **8.1.5 Aptitude and Independence**

KMTW 2017/18 was also discussed as increasing the aptitude and independence of tamariki. This occurred through the research and thinking the programme required them to do, with the final party providing extra incentive.

*I enjoyed the fact that the girls did that research on their own without me hovering around pestering them to do it. Obviously, the party was pretty awesome where they got invited along to Kelly Tarlton's was the party this year. I think even for a lot of the tamariki in this area, that's a real treat. They may not have that opportunity ever type thing. I think my kids really appreciated the fact that it's an expensive activity to do. They saw that by doing the work; getting the stamps; that there is a reward at the end. I think that they enjoyed that the most probably. That probably sounds terrible but the reward. They knew that the mahi had to be done first.*

## **8.2 Things whānau thought could be improved**

When asked about how KMTW could be improved, whānau discussed a number of features and themes, including booklet and online content, age appropriateness and the role of individual libraries in providing assistance and support to whānau.

### **8.2.1 Use of mātauranga and te reo Māori**

The use of mātauranga and te reo Māori was generally received very enthusiastically but there were parts of the booklet where whānau found they struggled or had ideas about what could be improved. One idea is to note the regional dialects where they have been significant in the word choice of the KMTW te reo Māori booklet.

*Even bullet pointing that it's from this iwi, or this iwi have put this into this question; kind of thing. That could help too because then they could search up what it means in that tribe, or that iwi. Where we come from, we say a different word for certain things, and then up North, it's different again. So, it was like, "Oh, I really don't know, google it."*

Some parents/caregivers noted that the lack of translation in the reo Māori booklet made it hard for them to support their tamariki, especially if they are not fluent te reo Māori speakers themselves.

*For myself, I would probably say no, only because with me not being fluent in te reo Māori, like knowing enough about te reo Māori, but to me, I don't think there*

*was enough help there. Even if it was just having a glossary of main key words to help.*

The inclusion of a glossary was mentioned by other whānau as being of benefit to the tamariki too, especially if they were still learning te reo Māori.

*Yeah, I mean like for my 12-year-old; she would be able to pick out what titiro and mahi, and ahau, meant. But that whole phrase she probably wouldn't get on her own. So maybe if it was more about words in isolation and then have a list of kupu hou at the back or something that they could - you know, their own dictionary if you like or something that might be a cool activity to do.*

The crossword was one part of the programme that whānau named as challenging to engage with. Whānau questioned both its use of te reo Māori and how it related to mātauranga.

*This was also quite hard, this one here, because in the Māori one, it did actually say, it was very clear in the instructions that the 'wh' and the 'ng', were not gonna be separate, they're gonna be in the same square but we didn't read the instructions properly. So, we muddled over that for a long time not realising that of course the 'ng' and the 'wh' are like one letter. I don't know, just little things like that. But they did actually state that, but it was just a funny ... when you're not used to doing Māori crossword puzzles.*

Other whānau struggled with the level at which the crossword was pitched.

*[NAME] is really high level in Māori, she's probably like [standard] 9 probably for te reo Māori 'cause she can do NCEA Level One and she's eight still, because she's had that fluency since she was born. But she did find this hard, this one here. This is the crossword, is that what you call it? The crossword puzzle?*

*Interviewer: Yeah, the crossword.*

*So, imagine in Māori and the historical information is quite deep. So, this is more from a secondary teacher's point of view, which I am; I thought it was more aligned to maybe Year 12 students 'cause they do that sort of, they do New Zealand history, Year 12, Year 13. So, she could understand what they were asking but then she didn't know how to answer the questions.*

This relationship of booklet content to mātauranga was raised in other comments.

*This is where I thought it could have been actually better 'cause previous years there had been more Māori in the mātauranga.*

*Interviewer: And the context.*

*Yeah, the contexts were much more Māori, like, there was much more astrology and...*

*Interviewer: Atua, sort of, was there atua?*

*Well, sort of, in the characters but in the actual mahi it was much more Māori, like there was Whai, the string game, and finding the constellations. I compared the*



*English and the Māori in previous years and they were completely different kaupapa, which I think is appropriate whereas this is just a straightforward translation. So, I can't say the mātauranga was bad, but it wasn't definitely mātauranga, but, actually no I should say that the rongoā section was obviously mātauranga Māori. That was cool.*

### **8.2.2 Website and online**

Whānau were also asked about their engagement with the KMTW website. Their feedback about using the website is discussed here, but whānau also had views about online options for the programme more generally. Generally speaking, whānau tended to comment critically on the website. The calendar was named as one part that was especially challenging.

*It was a little bit hard to navigate; I have to say, compared to previous years for some reason. Like, the calendar would just pop up in previous years of one library's activities, you could see all the activities. But you couldn't do that, you could only select... for some reason they wouldn't tell you the whole plan of one particular library. I preferred the old way, but it didn't look as flash the old way though.*

This had impacts on the way in which whānau engaged with the programme.

*It's fine, but, when you're based on the Shore and you've only really got so many options, it's easy just to target the libraries as opposed to the activities, if that makes sense. That's probably why we didn't do as much activities; it was a little bit harder to navigate around there, but we still ventured out and did lots of stuff.*

Some whānau described the website and other online options as having the potential to provide more support to participants.

*They should have had their own website, you know, with just all sorts of activities, learning stuff, just for parents to maybe go on and download, print, flashcards. Just things that parents can print, 'cause it's only cheap, like, one 20 cents to print instead of getting all the expensive stuff that other programmes get.*

*Interviewer: Or even that we can just send it out. Pre-done.*

*Or email, they can just put it on their phones.*

*Interviewer: Yeah, that's a good idea.*

*Even songs, 'cause you can do audios and send them to emails and you just download it and it starts playing.*

### **8.2.3 Age appropriateness**

Whānau also discussed that they considered the age appropriateness of the programme was unclear. The discussion of the crossword was one feature of this

theme, with parents/caregivers considering it was too challenging for the ages that KMTW was aimed at. But this confusion was expressed more generally.

*Yeah, that's the thing; you don't know kind of what age.*

For some parents/caregivers, the programme needed to cater better to older tamariki.

*In my opinion I'd like maybe the activities to be for the different age groups; like, the older ones a bit more challenging.*

*This is good for the Years 1 to 6, but at 7 and 8 they start getting into journals and magazine styles.*

Other whānau remarked that KMTW could do more to support younger whānau members.

*So, it looks like they're catering more to the older audience as well, that possibly they could have some more simple activities, possibly, since it's really just for the five to 12-year olds, is it?*

*Yeah, so that probably would be my only recommendation, that they probably just simplified a few things. Initially the first book that we got was very simple, like, just plotting stars and making the shape and doing that string game. I think that's probably more appropriate, that sort of thing.*

#### **8.2.4 Library assistance and support**

A key part of KMTW is engagement with Auckland Libraries. This engagement involves interaction with librarians and visiting the library to attend workshops and the prize giving/party. Feedback from whānau about challenges they face with a lack of te reo Māori capacity among Auckland Libraries staff was discussed at 9.5.2. Whānau also had suggestions for improvements in this area of the KMTW.

A key dimension to this feedback is the capacity of individual libraries to meet the needs of whānau, particularly where whānau want to engage in te reo Māori. The following quote shows both the importance of individual libraries being able to support whānau who want to speak te reo Māori, along with the negative impacts should this not happen.

*I don't know, just send somebody up that'll be able to converse with the kids, just for the day, 'cause we're the only kura who will probably request these from the library, in Māori.*

*Like having some sort of Kia Māia te Whai drop in sessions for the kids for the Māori content just to see how they're doing in the book; if they're struggling; you know, just to get a bit of insight to how they're going with the programme. That's cool.*

*Definitely. I think I wrote that down too. That was one of the things. One of our parents had said that they did come in; asked for a Māori speaking. At that time that they come in they didn't have one so she never came back. Yeah.*

This request was either for groups sessions or for kaiako (teacher).

*Also, too; if there is something like that that they are like little hubs in certain libraries where you can go as a rōpū. It could be a te reo club, something like that; and it's on certain days. If they can say what days they are; what time it is.*

*But I know that for my own tamariki, it's always better if someone is fluent, like a kaiako that's fluent, next to them, that's going through the booklet with them as they're doing it.*

*But, and that would be a help for the kids, and for parents, like myself, who's trying to learn the language, because you're actually having that one-on-one. It's like an interaction with the kaiako so that they're actually knowing that they're going on the right path. Like, they're on the right road of thinking, rather than left to their own.*

### **8.3 Impacts of the programme**

Whānau were asked about the impact engagement with KMTW had on tamariki. Important themes that were identified here included an increase in reading and literacy around te reo Māori, increased connection to Auckland Libraries and contribution to whānaungatanga.

#### **8.3.1 Increasing te reo Māori literacy**

Whānau noted that their engagement with KMTW had a marked impact on te reo Māori literacy of tamariki. This appeared to be significant among fluent and beginner speakers. For beginner speakers, whānau noted an increase in vocabulary.

*Oh, yeah, definitely. I've never kind of heard my kids speak Māori, just like, 'kea ora' and 'ka kite' but now they're starting to say, like, 'wharepaku', just the basic words at home.*

*So it was quite useful for them?*

*It is, especially with the basics. They know all their colours now in Māori, the numbers.*

Other parents/caregivers talked of how their tamariki had struggled for support with te reo Māori in their schooling, but that the self-directed nature of KMTW, combined with supportive librarians, contributed to notable advances for tamariki.

*It actually helped my daughter become more confident in her reading and writing ability. Because before she did this she went into like reading recovery kind of thing and the lady that was doing that had kind of made her get anxiety issues and stuff all around it. So, this was like a more gentle...yeah, it was really bad, so she slid really far down. So, this was lovely because there's no pressure and the*

*librarians were, you know... give all their time to try to help the kids. So, then she kind of just blossomed and now at school this year she's doing awesome. I think it was definitely the programme that just helped her get that little bit more confident in her writing and her reading and engaged.*

This confidence with te reo Māori and mātauranga was also evident in the classroom when tamariki returned for the new school year.

*Their confidence, like [NAME] when he first started, his confidence was like, "Oh, I'm not doing that, I don't know that person." But actually continuing, doing Kia Māia te Whai, it brought out his confidence and trying to get to know other people, and that's what we picked up a lot, it was helping him a lot. Also, with [NAME], she's not afraid to say what's on her mind. Now its like, "Oh, you know what, I didn't know that, can you explain to me what...?" Yeah, and now she's telling the teacher and the teacher's like, "She's starting to speak out more." Probably because, I had explained to the teacher about the programme, and she was like, "Wow, seriously?" I was like, "Yeah, I need to bring the booklet in, so I can show you what the kids do during the holidays." She was like, "That's really cool."*

Some whānau discussed the impacts of the programme in terms of the summer reading slump, and how the programme appeared to have helped mitigate some of the impacts of the slump on the reo Māori literacy of whānau.

*It helped her with her Māori though. That was what the teacher was saying, because I had an interview with the teacher the other day, and she was like, "Oh my god, [NAME] reading is like up there. What have you done during the holidays?" I was like, "Arr, nothing much, just the usual; I just taken them to the library and got books out." But [it] helped, because she was breaking words down and identifying what the words were, and that's what the teacher had noticed. She goes, "Your daughter's breaking words down into, really breaking it down, so she gets to know what it is, and putting it all together and making that word up." So, it was just like, "Oh, okay." But yeah, that helped a bit. That helped quite a lot.*

Another impact around te reo Māori literacy was that engagement with KMTW made advances in normalising te reo Māori in ways that enabled tamariki to explore different aspects of te reo Māori and mātauranga.

*The biggest change for [NAME] was that he started singing, like, poems; he just started making up his own, like, slam all the time. Before he goes to bed he'd be like, "I went to the bridge and I walked on the water... I bought an ice cream," so he just had this little melody going, he'd be like flicking those words out. It opened up a learning sort of avenue that we hadn't really explored before. He did do his song in English and all his instruction from me was Māori. But [NAME] did a Māori song 'cause it was just easier for her to do that, but there was a value in doing that particular learning through waiata basically. It was probably the best thing.*

### 8.3.2 Increased connection to Auckland Libraries

Whānau interviewees identified that engagement with KMTW 2017/18 also enhanced their relationship to Auckland Libraries. For some whānau, there was annual excitement about the possibility of working on KMTW.

*They always look forward to it. Just before school finishes they know it comes out. They race down to the library and sign up and start with a big bang even before school's finished. It's the one thing they look forward to at the end. They've got a whole six weeks of cool library activities.*

The programme provided a new awareness of the reo Māori resources provided by Auckland Libraries, and also encouraged whānau to engage with librarians

*I think for me the changes is that now they know that the library has books in two languages, these resources are available through the library and I think that's the biggest change.*

*Yeah. I think with my nieces, with them when they were doing their lot; they were really wanting to come in and actually speak to [NAME] about this kaupapa. Usually they would just come in and just go find a book and wait till their Mum was ready to go.*

This connection emerged from whānau being able to come into the library and work on the booklets. Parent/caregivers noted the enjoyment this brought to whānau.

*Just the hari, eh; just the hari that you can see from them coming to - especially if we're in here, in the library and they're actually doing their activities. The fact that they get, there's other children besides themselves and their own whānau, like their own siblings, they're able to come in here, and that there's tables set up for everybody who are actually doing the activities; and so, it's a bit of a whakataetae eh, amongst all of them.*

### 8.3.3 Supporting whanaungatanga

A final theme of the impacts of the programme that was mentioned by parents and caregivers is that KMTW 2017/18 contributed to whānaungatanga. Some whānau noted that this whānaungatanga was identifiable within their immediate family. This was evident especially in relationships with younger tamariki.

*I guess because [NAME] enjoys going off to the library anyway, I guess one positive thing was that little sister was heading off with her more as well, and then wanting to. And [NAME] would take her pukapuka down with her. It was creating that time for us to sit down together, which was really great.*

*Some of our other younger tamariki from kōhanga and kura; talking to their parents was that they were able to spend time with their younger ones.*

Parents/caregivers also identified a further dimension to whānaungatanga. This was the way in which the programme supported tamariki to engage more broadly in their local community, and with people they might not otherwise interact with.

*It's actually good seeing the different activities done from different cultures. It's awesome seeing that, because you barely see it around. Whereas, for us, we're like right into the Māori side of things, but when we actually go out and have a look at the other ethnicities; it's like, "Whoa, I didn't know that about that culture," or the twins are like, "Oh wow, is that how they do things in that country?"*

This mihi from one parent expresses their gratitude to Auckland Libraries for the programme, summarising how the various themes discussed above, contribute to their positive experience.

*Just to say thank you for actually putting out a programme that we can do over the holidays and keep the kids engaged and keep them learning so they don't have that brain drain so much. And that it's free so that everybody can be involved. It doesn't matter what social background you come from. It gets the kids involved in their community too because you meet so many different people through the programme.*

## 9.0 Conclusion

The evaluation of KMTW 2017/18 sought insights into what families and whānau enjoyed and where they thought the programme could be improved. Insights from this evaluation will inform Auckland Libraries' development of the Kia Māia te Whai Dare to Explore 2018/19.

Results from the evaluation found high levels of support for the programme. Feedback about what parents/caregivers thought their children enjoyed about KMTW 2017/18 surpassed comments about what they thought could be improved. Feedback from the online survey feedback and the interviews with whānau expressed appreciation that such a high quality, engaging programme was available to children, and that it helped to stimulate reading and literacy, along with family interaction.

Among the impacts of the programme on children and tamariki, a highlight is the way in which the programme supports the development of reading aptitude and independence. Parents/caregivers noted how the programme inspired children to work hard and complete activities so they would be able to attend the final party. Parents were grateful for the ideas KMTW gave them for engaging their children. They felt that KMTW increased their confidence to engage their children around books and learning, and that this made a positive impact on literacy in their family

Similarly, many parents/caregivers supported how te reo Māori was used in KMTW 2017/18. They found the te reo Māori to be accessible and supportive of learning children were getting in school. Many parents also appreciated the opportunity for them to learn about te reo Māori. For whānau who are seeking to enhance their understanding and engagement with te reo Māori, the programme was especially invaluable as it provided the opportunity for whānau to stay in te reo Māori while they engaged with each other outside of the classroom.

This high level of support relates to an aim of the programme to support literacy over the summer holidays, a period known to induce a 'summer reading slump'. The online survey asked questions that sought to measure how successful KMTW might have been at overcoming the summer reading slump. Responses across all indicators suggest KMTW 2017/18 has been successful in this aim. Due to the high levels of te reo Māori in the programme, KMTW is likely to be enhancing literacy in English *and* in te reo Māori.

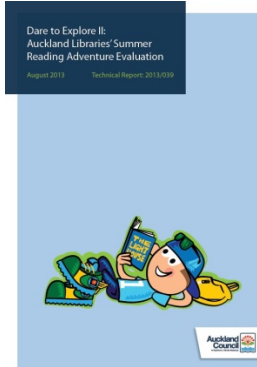
Themes that emerged from parents/caregiver feedback about what could be improved suggest that it is important the experience of KMTW is consistent from library to library and from year to year. This includes consistency of knowledge and enthusiasm among staff within a single library. It also appears that the website is an

underutilised part of the programme, and that many parents/caregivers were interested in a range of online options to engage with KMTW. Similarly, increasing the focus on reading was a strong theme; it is important for Auckland Libraries to have clear messaging on how reading is incorporated in the programme and consider providing more support in this area.

Whānau saw potential for improvements in the ways Auckland Libraries supported te reo Māori speakers, both by having staff with basic competencies in te reo Māori around the programme, but also by having more advanced speakers available to support fluent te reo Māori speaking whānau as part of the programme.

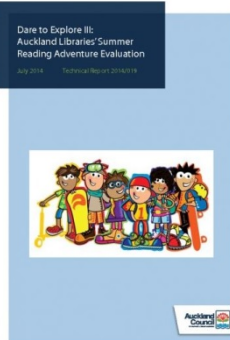


# Appendix One: Previous evaluations of the Dare to Explore summer reading programme



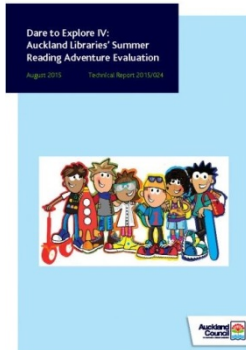
Allpress, J. and Gilbertson, A. (2013). *Dare to Explore II: Auckland Libraries' summer reading adventure evaluation*. Auckland Council technical report, TR2013/039.

Available at <http://www.knowledgeauckland.org.nz/publication/?mid=946>



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Carter, D., Ovenden, K and Allpress, J.A. (2015). *Dare to Explore IV: Auckland Libraries' summer reading adventure evaluation*. Auckland Council technical report, TR2015/024.

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Carter, D. (2017). *Kia Māia te Whai Dare to Explore Evaluation report 2016/17*. Auckland Council. Available on request from RIMU.

## Appendix Two: Online questionnaire

1A. How did you find out about Kia Māia te Whai Dare to Explore? (Please tick all that apply)

- We have participated in this programme before
- At a library
- School
- Kohanga Reo/Kura Kaupapa Māori
- My child/ children
- Auckland Libraries website
- Social media (e.g., Facebook, Twitter)
- Email from Auckland Libraries
- Children's friends or other parents
- Newspaper
- Radio
- Television
- Advertising in my community
- Holiday programme
- Other (please specify)

1B. Why did you want your child/ children to take part in Kia Māia te Whai Dare to Explore? (open ended)

1C. How much did Kia Māia te Whai Dare to Explore meet your expectations?\*

- Exceeded
- Met
- Partially met
- Did not meet expectations

2A. What did you like most about Kia Māia te Whai Dare to Explore? (open ended)

2B. What could we do to improve Kia Māia te Whai Dare to Explore? (open ended)

2C. Which library did you visit most often during the holidays?

Albany Village  
Avondale Library  
Birkenhead Library  
Blockhouse Bay Library  
Botany Library  
Central City Library  
Devonport Library  
East Coast Bays Library  
Epsom Library  
Glen Eden Library  
Glen Innes Library  
Glenfield Library  
Grey Lynn Library  
Helensville Library  
Henderson Library  
Highland Park Library  
Howick Library

Kumeu Library  
 Leys Institute Ponsonby Library  
 Mahurangi East Library  
 Mangere Bridge Library  
 Mangere East Library  
 Mangere Town Centre Library  
 Manukau Library  
 Manurewa Library  
 Massey Library  
 Mt Albert Library  
 Mt Roskill Library  
 New Lynn War Memorial Library  
 Northcote Library  
 Onehunga Library  
 Ōrewa Library  
 Otahuhu Library  
 Otara Library  
 Pakuranga Library  
 Panmure Library  
 Papatoetoe Library  
 Parnell Library  
 Point Chevalier Library  
 Pukekohe Library  
 Ranui Library  
 Remuera Library  
 Sir Edmund Hillary Library Papakura  
 St Heliers Library  
 Takapuna Library  
 Te Atatu Peninsula Library  
 Te Matariki Clendon Library  
 Titirangi Library  
 Tupu Youth Library  
 Waiheke Library  
 Waiuku Library  
 Warkworth Library  
 Wellsford Library  
 Whangaparaoa Library  
 Other

2D. What activities would you like your local library to do more of this year? (short answer)

*Please rate how strongly you agree or disagree with the following statements.*

3A. My child/ children found something they enjoyed reading as a result of Kia Māia te Whai Dare to Explore.

Strongly disagree    Disagree    Neutral    Agree    Strongly agree    Don't know / NA

3B. Kia Māia te Whai Dare to Explore encouraged my child/ children to learn new things.

Strongly disagree    Disagree    Neutral    Agree    Strongly agree    Don't know / NA

3C. Before Kia Māia te Whai Dare to Explore, I felt confident about helping my child/ children learn new things.

Strongly disagree    Disagree    Neutral    Agree    Strongly agree    Don't know / NA

3D. Kia Māia te Whai Dare to Explore increased my confidence with helping my child/ children learn new things.

Strongly disagree    Disagree    Neutral    Agree    Strongly agree    Don't know / NA

3E. Which booklet did your child/ children use?

- the English/Māori bilingual booklet
- Te reo Māori only booklet
- Both booklets
- Not sure

4A. Can you tell us more about how you used both booklets? (short answer)

4B. How was your family's experience with the te reo Māori content in the booklets?

5A. How was your family's experience with the te reo Māori content in the booklet?

6A. How was your family's experience with the te reo Māori booklet?

7A. Did you and your child/children use the Kia Māia te Whai Dare to Explore website, daretoexplore.nz?\*

- Yes
- No

7B. Why did you and your child/ children not use the Kia Māia te Whai Dare to Explore website?

9A. How useful did you find the content?

1 Not at all useful    2    3    4    5 Very useful

9B. How satisfied were you with the website?

1 Not at all satisfied    2    3    4    5 Very satisfied

9C. What did you like best about the website? (open ended)

9D. What did you like least about the website? (open ended)

10A. Every child who completes Kia Māia te Whai Dare to Explore receives an invitation to the final party. Did your child/children receive an invitation?

- Yes
- No
- Don't know

10B. Did your child/children attend the final party?

- Yes
- No
- Don't know

10C. How was your child's/children's experience of attending the final party? How could it be improved?

10D. Do you mind telling us why you could not attend the final party? (open ended)

# Appendix Three: Interviews with whānau – research tools

## Whānau interviews: Participant Information Sheet

Kia ora,

Thank you for considering taking part in the Kia Māia te Whai evaluation. This letter will explain what the research aims to do, and how you could be involved in it.

**Project name:** 2017/2018 Dare to Explore | Kia Māia te Whai evaluation

**Principal researcher:** Jacob Otter, Māori Specialist Librarians

### What is the aim of this research?

The Auckland Libraries Dare to Explore | Kia Māia te Whai reading program has produced a bilingual booklet (with equal English and Māori content), and a te reo Māori booklet. We would like to understand how whānau in Auckland used and engaged with these booklets. This will help us to improve the program.

### Who is being interviewed?

We will be interviewing whānau that participated in the program. We hope to gain diverse perspectives, so will be recruiting a range of whānau who have children of different ages, reading levels, different levels of te reo Maori fluency, and different local libraries.

### What will you be asked to do?

We will record our talk with you about how your whānau engaged with the te reo Maori content in the Dare to Explore | Kia Māia te Whai booklets. You do not have to answer any questions you don't want to and, should you wish, we will provide you a transcript of the interview. You will have one week to read the transcript and get back to us if there are any changes you would like to make.

In return for talking with us we will provide you with a \$100 supermarket voucher.

### What uses will be made of the interview and how will my data be protected?

We will use this interview to evaluate the program and improve it for next year. The evaluation will be written up into a report, and staff may give presentations on it. Your interview will be stored on a password-protected folder on the Auckland Council computer network, with access only available to the researchers. The person who transcribes the interview will be required to complete a confidentiality agreement. The researchers will make every effort to maintain the confidentiality of your data; however, there is a small possibility that you may be recognised by someone familiar with your circumstances and your involvement in the programme.

We are happy to answer further questions you may have. **Please feel free to contact Jacob Otter by calling 021 523 472 or emailing [Jacob.otter@aucklandcouncil.govt.nz](mailto:Jacob.otter@aucklandcouncil.govt.nz)**

# Whānau interviews: Consent Form

**Project name:** 2017/2018 Dare to Explore | Kia Māia te Whai evaluation

**Principal researcher/s:** Jacob Otter, Māori Specialist Librarians

I have read the Information Sheet for this project and understand the purpose and content of the research. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:-

1. The interview will focus on how my whānau used and engaged with te reo Māori content in the Dare to Explore | Kia Māia te Whai reading program
2. My participation in the interview is entirely voluntary;
3. My interview will be recorded and my responses will remain confidential:
  - a. My recorded responses will only be used by the project team.
  - b. The person who transcribes the recording of my interview will sign a confidentiality agreement.
  - c. The researchers will make every effort to maintain the confidentiality of your data; however, there is a small possibility that you may be recognised by someone familiar with your circumstances and your involvement in the programme.
4. I may decline to answer any particular question(s);
5. I will contact the researchers within 5 working days of the interview if I want to see a copy of the transcript of my interview. If I said something in the interview that I would like changed, I will contact the researchers within 5 working days of receiving the transcript;
6. Personal identifying information, such as transcribed interviews and audio files, will be password protected and securely stored for at least five years, after which it will be destroyed;
7. The results of the project will be published in an evaluation report. In addition, findings may be shared at conferences and/or published in an academic journal.

I agree to take part in this project: (agree / disagree)

I agree to have this interview recorded: (agree / disagree)

.....  
(Signature of participant)

.....  
(Date)

.....  
(Full name of participant)

I would like a copy of the summary /full copy (delete one) of the final research, once completed.  
Please send this to my postal or email address below:

## Whānau interviews: Transcriber's Confidentiality Agreement

**Project name:** 2017/2018 Dare to Explore | Kia Māia te Whai evaluation

**Principal researcher/s:** Jacob Otter

I \_\_\_\_\_ agree to maintain full confidentiality in regards to any and all audio recordings and documentation received from Auckland Council related the 2017/2018 Dare to Explore | Kia Māia te Whai evaluation. Furthermore, I agree:

1. To hold in strictest confidence the identification of any individuals or groups that may be inadvertently revealed during the transcription of recorded interviews, or in any associated documents;
2. To not make copies of any recordings or transcripts, unless specifically requested to do so by the principal researcher;
3. To store all project-related recordings and materials in a safe, secure location as long as they are in my possession;
4. To delete all electronic files containing recordings or transcripts from my computer hard drive and any backup devices once they have been provided to the principal researchers.

Transcriber's signature \_\_\_\_\_

Date \_\_\_\_\_

## Whānau interviews: Questionnaire for Participants

**Project name:** 2017/2018 Dare to Explore | Kia Māia te Whai evaluation

**Principal researcher/s:** Jacob Otter

Can you please tell me about your whānau?

- Do your whānau have any te reo Māori education?
- Are they attending a kaupapa Māori school? i.e. kohanga reo, kura kaupapa?

Whose idea was it to join up to Kia Māia te Whai?

- How did they hear about it?

How did your whānau use Kia Māia te Whai?

- Did you visit a Library as part of the programme?
- If yes, what did you whānau do at the library?
- How was this experience?

How did your whānau find the te reo Māori content of Kia Māia te Whai?

- Suitable to age and reading level?

What did your whānau enjoy about Kia Māia te Whai?

What did your whānau think could be improved about Kia Māia Te Whai?









**Find out more:** phone 09 301 0101, email [rimu@aucklandcouncil.govt.nz](mailto:rimu@aucklandcouncil.govt.nz) or visit [aucklandcouncil.govt.nz](http://aucklandcouncil.govt.nz) and [knowledgeauckland.org.nz](http://knowledgeauckland.org.nz)