



# Joint Initiative

## *Māori Achievement Workstream Report*



7 March 2016



## Section 1: Executive Summary

---

### Aim

***To lift Māori student achievement in Kura Auraki by strengthening priority learning areas using a Māori lens***

**To achieve this, Māori Achievement (MA) will be an outcome within Communities of Learning (CoL)**

The Ministry of Education (the Ministry) and New Zealand Educational Institute Te Riu Roa (NZEI) view is that the Joint Initiative work programme provides an ideal opportunity to not only show commitment to raise the achievement levels of Māori students but also enable inspirational opportunities, through the Māori Achievement Joint Working Group's strategic plan.

The Ministry and NZEI have taken a Te Ao Māori<sup>1</sup> approach to the Investing in Educational Success (IES) principles and work streams. Two distinct action areas have been identified enabling a cultural lens to be applied in the following manner:

- Through an overarching strategy
- By influencing key priority areas.

The approach is fluid and complements the Ministry and NZEI's endeavours to be child-centred by incorporating not only tamariki / student but kaiawhina / kaiako / Principals and Boards of Trustees (BOTs).

## Section 2: Recommendations

---

Based on the discussions held by the Māori Achievement Joint Initiative Working Group key priority areas for change have been identified. These priority areas are referred to as 'Pou'- symbols of support'. The following four Pou form the recommendations for change that can be achieved through training, teaching and coaching:

- Whakapapa – training, teaching and coaching all tamariki / children to know their whakapapa / heritage. Knowing your identity is empowerment and in the context of IES this includes Te Ao Māori and Te Ao Hurihuri<sup>2</sup>
- Community – including local, school and sports communities into CoL as these are key contributors to ākonga learning pathway/s
- Turangawaewae<sup>3</sup> – embedding learning and teaching as it is critical for tamariki to know their place in the world, their place of belonging. In today's

---

<sup>1</sup> Te Ao Māori – the Māori world that includes Te Reo (the language and dialects), Tikanga (the processes and practices), Marae (the community focal point), Waahi Tapu (sites of importance) and access to whānau, Hapū and iwi.

<sup>2</sup> Te World outside Te Ao Māori

world that place is not only their iwi location, but where they are currently based, instilling a sense of belonging

- Cultural Intelligence – learning and teaching appropriately i.e. being respectful. Informing tamariki and kaiako how to be culturally aware, culturally capable but also mindful of how they are seen and behave in any situation.

These recommendations inter-connect. The intention is to develop roles and resources that include components of cultural intelligence while being mindful of other cultures.

Providing a Māori lens across all of the Joint Initiative workstreams recognises the place of ākonga in Kura Auraki settings as they have a presence in all of the workstreams.

### Section 3: MA Workstream membership

NZEI Te Riu Roa:	Ministry of Education
Tiri Bailey	Kiritina Johnstone
Margie Robson	Diane Te Rata
Winnifred Morris	Yvonne Carroll
Ripeka Lessels	
Jan Tinetti	
Manu Pohatu	
Laures Park	

### Section 4: Development Process

In the initial stages of this work, the workstream identified priorities that are aligned to each workstream area as follows:

- **Profiles of schools** – within each region develop a profile of schools. This will provide valuable information to form a picture of the working environment and provide a view on how success criteria for tamariki can be developed
- **Write a Māori Achievement definition of CoL** – there is a definition developed as per IES. The joint working group recognised that flexibility is needed to reflect the Ministry and NZEI’s intent for CoL. A tikanga Māori, strength-based process would realise this with a view to reaching outcomes i.e. self identifying and determining CoL
- **Language** – there is the opportunity to develop new descriptions / phrases from a positive context
- **Best Practice Models** - identify what is working well in the sector currently and highlight and learn from these in our work going forward i.e. how PLD that

<sup>3</sup> Belonging

is tikanga based is working, and the outcomes they have achieved whether in Māori or English.

Now the Joint Initiative work is finished, the Ministry and NZEI have identified the following issues that shape the new approach to the strategy. They are reflective of the thoughts of whanau, hapu, iwi and the community:

- Very little use of existing NZEI or Ministry resources across our schools / kura / wharekura i.e. Ka Hikitia, Tātaiako, Tu Rangatira

*‘As teachers we are continuously looking at how we can engage our students in their learning while always making their learning meaningful. Working with the resources developed by the Tuwharetoa Cultural Knowledge Project, we have been able to personalise the learning for our students. We have been able to engage with the iwi and in turn they have supported us and helped guide us in the development of our school-based curriculum.’ Paula Farquhar, Principal*

- The need for tamariki / ākonga to know their whakapapa

*‘Identity underpins the development of a child-centred curriculum, driven by whānau aspirations, reflecting the child as an individual, and as a member of whānau, hapū, and iwi. Kura have developed curriculum dedicated to the study of identity. Iwi-specific curriculum enables the child to know their place in the world.’ Te Takanga o Te Wa 2014*

- The lack of cultural intelligence evident in current practices i.e. Marae visits, their purpose has been lost over time

*‘In a rapidly changing world where global communities will undermine ethnic and cultural identity, future generations of Māori should at least have the opportunity to be grounded in te ao Māori and have a sense of turangawaewae. It is highly likely that Māori students [in the future] will want to be Māori. They will expect to be able to enter Te Ao Māori with ease, converse in Te Reo Māori, use Māori imagery and idiom, and employ Māori reference points in the learning process.’ (Durie, 2006)*

- How to sustain tikanga practices

*‘Provide experiences linked to tikanga Māori and the customary practices of their communities’. Te Marautanga O Aotearoa*

*‘Whānau become curriculum designers that create a programme that meets the specific needs of the students in each Māori Medium setting.’ Marau a Kura Localised Curriculum*

- Ākonga are not comfortable in socially-accepted situations i.e. whaikorero is the norm within kura / wharekura but not so readily accepted outside of that environment

*‘A teacher should have an environment where Māori language, knowledge, culture and values are normal, valid and legitimate, and indeed are a valid guide for classroom interactions. This implies that we need to create context where to be Māori is to be normal and where Māori cultural identities are valued, valid and legitimate – in other words, context where Māori children can be themselves.’ (Bishop and Glynn, 2002)*

## Section 5: Success Challenges

---

It is the aim of the Ministry and NZEI 'To lift Māori student achievement in Kura Auraki'. The joint working group has identified some success challenges with solutions that can inform future working practices as follows:

- Kaiawhina Tautoko / Support Staff – there needs to be appropriate resourcing and support for Kaiawhina Tautoko and Kaiarahi i te reo as they journey on their career pathway. What is available at present does not provide sufficient tikanga Māori content
- Kohungahunga – Kōhanga Reo / ECE – creating transition processes that are enjoyable for all concerned and that ensure the protocols of waewae tapu<sup>4</sup> and upholding Wairua are maintained. Not all ECE providers are aware of this and it is not just for Māori, but for all cultures
- Ūmanga Mātauranga / Special Education – appropriate resourcing i.e. capability must support sector capacity. For Tamariki Māori there is insufficient resourcing to meet the need / demand
- PLD – the development of the whole child will reach all if a Māori pedagogical focus on the education and development of the child is evident in programmes
- Māori Achievement – using Māori best practice models as they address the pedagogical needs of Tamariki Māori in Kura Auraki.

## Section 6: Strategic Plan

---

The Ministry and NZEI's joint strategy aspires to normalise Te Reo Māori as a language of use, as a language of choice, and a language to learn. To help achieve this, attitudinal changes are needed across all levels of learning. The blending of a cultural lens in the way proposed in the Strategic Plan will help achieve these inspirational aims.

The intent of the strategy is to have a three-phased approach:

1. Māori Achievement Wharenuui – how each work stream fits within the wharenuui concept and how the state of well-being is weakened when a 'Pou' is displaced
2. Inclusion of Pou across the work streams enabling tikanga approaches to be embedded so these values resonate with ākongā in Kura Auraki and all students
3. Training – whole school, curriculum, PLD and cultural responsiveness. Every learner must train, including the top i.e. principals, teachers and BoT chairs.

---

<sup>4</sup> Newcomer

Attached is the Māori Achievement's strategy in two formats. This is a piece of work in progress so will evolve.