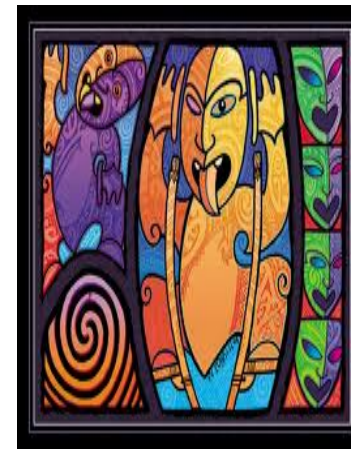


The purpose, power and promise of culturally responsive practice



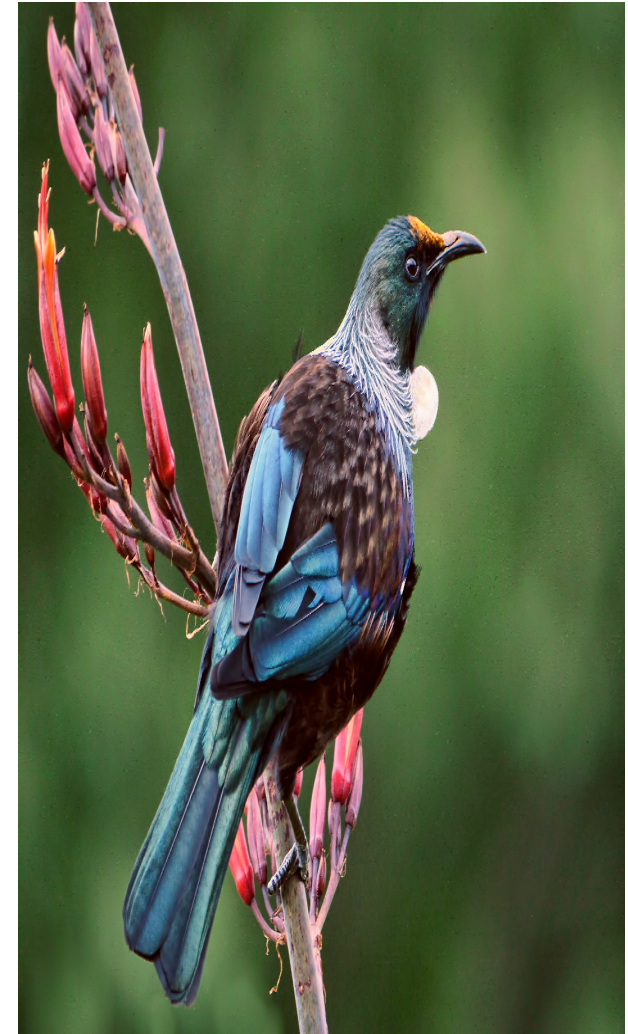
Ngāpuhi nui tonu

Te Arawa



Student engagement at school is dependent on a number of factors:

- a) the skills, background knowledge, and resources available to diverse students, whānau and their teachers;
- a) the students' psychosocial attributes including how they are identified and identify as belonging to, or in, educational settings; and
- b) how the educational setting makes space, and provides support and opportunities for students and their whānau to engage, contribute, persist and ultimately thrive.



Webber, M. (2015). Optimizing Maori student success with the other three Rs: Racial-ethnic identity, resilience and responsiveness. In C. Rubie-Davies, P. Watson & J. Stephens (Eds.), *The Social Psychology of the Classroom International Handbook* (pp. 102-111). New York: Routledge.

Embedded Achievement

“...attention to group values and norms with regard to school... the belief that achievement is an in-group identifier, a part of being a good in-group member, and the related sense that achievement of some in-group members helps other in-group members succeed.”



Altschul, I., Oyserman, D., & Bybee, D. (2006). Racial-ethnic identity in mid-adolescence: Content and change as predictors of academic achievement. *Child development*, 77(5), 1155-1169.

Ka Awatea: An tribal case study of Māori student success



Dr Angus
Macfarlane



Dr Hiria
McRae



Dr Candy
Cookson-Cox



Dr Melinda
Webber

Key research questions:

How do Te Arawa define success?


In what ways do families , teachers and the wider Te Arawa community foster the conditions that enable success to manifest?

How is success enacted by Te Arawa students? To what effect?

	Questionnaire	Individual Interviews	Focus Group Discussions	
Participants	n	n	n	Total
Students	66	5	61	132
Teachers	38	10	32	80
Principals	5	7	1	13
Family Members	29	2	17	48
Elders	-	10	-	10
Total	138	35	110	283

What are the qualities of success (from a distinctively Te Arawa perspective)?

In what ways do these qualities manifest in successful Māori students?




Quality 3
Successful Māori students learn how to nurture strong relationships


Characteristics
The ability to sustain relationships that are premised on a balance of assertiveness and warmth (manaaki) because this provides sustenance for the inner person.

Application to school & work

- Encouraging
- Willing to learn from others
- Willing to mentor others
- Aware of own strengths and weaknesses



Te Arawa Icon – Te Ao Kapurangi




Quality 6
Successful Māori students are committed to advancing their own knowledge. They are scholars who know where they want to go and persevere to achieve their goals


Characteristics
An aptitude for things scholarly and a commitment to excellence are evident. A intrinsic desire to learn and an innate curiosity.

Application to school & work

- Can apply themselves
- Driven
- Purposeful
- Aspirational



Te Arawa Icon – Makereti




Quality 1
Successful Māori students have a positive sense of Māori identity


Characteristics
A belief in and knowledge of one's self; strength of character, strength of personality; a strong will; boldness and a tendency to take risks

Application to school & work

- Resilient to negative stereotypes
- Positive self-concept
- Some knowledge of language and protocols to successfully contribute/participate in Māori contexts
- Connection to land and place (genealogy)



Te Arawa Icon - Tamatekapua

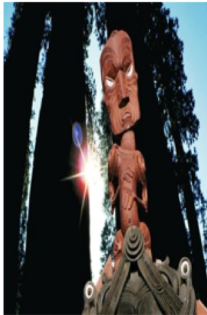


Quality 4
Successful Māori students are curious and innovative


Characteristics
An enquiring mind which probes, draws conclusions and makes associations; an exploratory orientation that is exploited in social and academic activities.

Application to school & work

- Courageous
- Competitive
- Curious
- Creative



Te Arawa Icon – Ihenga




Quality 7
Successful Māori students possess humility


Characteristics
A quality which is often a cultural point of difference because it is about service to others, generosity of spirit and putting others before the self.

Application to school & work

- Puts others before self
- Accept criticism
- Work in service to others
- Team player



Te Arawa Icon – Dr Hiko Hohepa




Quality 2
Successful Māori students are diligent and have an internal locus of control


Characteristics
Patience, commitment and a sacrifice of time and effort; an ability to overcome difficulties; resolute confidence often balanced with a quiet, unruffled calm.

Application to school & work

- Disciplined
- Self-motivated
- Attentive
- Focused



Te Arawa Icon – Frederick Bennett




Quality 5
Successful Māori students look after their wellbeing


Characteristics
Attention to physical, spiritual and mental health needs that are needed to flourish at school, affirming the inexplicable link between wellness and learning.

Application to school & work

- Healthy
- Fit
- Resourceful
- Balanced



Te Arawa Icon – Nanny Bubbles Mihini




Quality 8
Successful Māori students understand core Māori values

Characteristics
An ability to model the most meaningful qualities in Māori culture, portrayed by way of aroha (love), manaaki (care) and wairua (spirituality).

Application to school & work

- Manaakitanga – ability to care and be hospitable to others
- Kotahitanga – ability to commit to a kaupapa/vision
- Wairuatanga – moral compass and sense of social justice



Te Arawa Icon – Whapi Winiata

Recommendations for Māori students

- Hold fast to your deeply held cultural values and moral standards.
- **Embrace additional opportunities to enhance your cultural competence.**
- Maintain a balance in terms of your wellbeing – especially your tinana and hinengaro – find time to nourish both.
- Value your teachers and friends within the context of the school community because they are valuable sources of knowledge and support in times of struggle.
- Value your whānau because they are you, and you are they.
- **Seek out and maintain relationships with positive role models that you aspire to be like.**
- Mahia te mahi! Drive your own learning – ask questions, do the hard work required, and celebrate all successes (large and small).
- **Be humble – seek out and acknowledge the support, assistance and expertise of others and receive correction, compliments and feedback gracefully.**



Pukapuka

Recommendations for Policy-Makers

- **Draw on iwi and local educational expertise.**
- Make links to iwi-specific education strategies.
- **Find out about iwi aspirations regarding education.**
- Personalise and/or contextualise large Māori education projects to better suit local area needs.
- **Provide seminars and workshops on Māori and tribal education priorities.**
- Familiarise administrators with local tikanga and kawa.
- Adopt a Treaty approach of shared responsibility for educational advancement.
- Institutionalise a clearly marked path to student success.

Recommendations for Whānau

- Ensure that your home environment is positive, safe, caring and nurturing. Students who are products of such environments are more content, emotionally secure and resilient.
- Nurture your child's sense of Māori identity – give them a sense of belonging and connectedness to their reo, marae, hapū and iwi.
- **Be tamariki-centric – place your child at the centre of your whānau. Make their success and wellbeing the most important thing in your household.**
- Be present and active in the school context – this signals to your child that you value education (and their education in particular).
- **Make your home a place of learning – establish routines and rituals that prioritise education.**
- Encourage dialogue, open communication and good listening in your home.
- **Ensure that your children are exposed to positive role models – children emulate the behaviours and characteristics of 'significant others'.**
- **Model coping skills – talk to your children about how to be resilient in the face of adversity.**



Te Ao Kapurangi

Recommendations for Teachers and Schools

- Value Māori students' cultural distinctiveness and support them to develop a degree of academic and cultural self-confidence and self-belief.
- **Articulate hapū and iwi features in teaching and learning.**
- Actively support Māori students toward a state of cultural enlightenment and encourage them to embrace opportunities to engage within the wider community.
- Premise your instruction on evidence-based and culturally-responsive practices.
- Build upon students' cultural and experiential strengths to help them acquire new skills and knowledge.
- **Utilise iwi role models of success, living or dead, to promote aspiration, cultural pride and achievement.**
- Visionary school leaders should promote and model the right balance between whakahīhī (pride) and māhaki (humility) in their interactions with students, whānau, staff and wider community members.
- **Ensure academic programmes have meaningful links to local people, their iwi history and their reo.**



Tarakaiahi



Recommendations for Iwi

- Continue to be involved with local schools.
- **Provide visionary and proactive leadership – 'reach in' to schools; don't wait for schools to 'reach out'.**
- Provide stewardship to whānau, encouraging them to be tamariki-centric.
- **Within reason, provide and promote marae-based reo and tikanga wānanga. Such offerings provide whānau with opportunities to become more culturally competent and connected.**
- Where possible, support the organisation and provision of local cultural events (e.g., Te Matatini and Te wiki o te reo Māori) – and ensure they are connected and relevant to the local context.
- **Interact with local educational policy-makers, academics, teachers and interested whānau in your forward-planning.**
- Provide places and spaces for voices to be heard, particularly wahine and rangatahi.
- Provide support for the educationally vulnerable, because they too have talents and gifts to offer.



Tama te kapua

This model suggests that Māori student thinking and behaviour at school are motivated by the desire to achieve a sense of mana tangata

The Mana Model

Mana Tangata: A diverse knowledge base

- The skills, knowledge and confidence to navigate success in two (or more) worlds

Mana Tū: The psycho-social skills to reconcile difference and complexity

- Efficacy, motivation, courage, humility, tenacity and mindset

Mana Motuhake: A sense of embedded achievement and self-concept

- A positive Māori identity and a sense of embedded achievement

Mana Ūkaipō: A sense of belonging and relationship to place

- Belonging and connection to place.

Mana Whānau: A sense of connectedness to others and collective agency

- A belief that they occupy a central position of importance in their whānau



Mana Whānau: A sense of connectedness to others and collective agency

- A belief that they occupy a central position of importance in their whānau

Mana Whānau develops when students:

- know that their family, peers, teachers and members of the wider school community care about them.
- know they can contribute meaningfully to the world around them.
- know that others recognise their innate mana
- have high expectations of themselves
- feel safe and connected to others
- have healthy relationships with their peers and teachers
- ask for help and feedback where appropriate
- know what their academic strengths and interests are
- believe that they make their family, school and others proud

Mana Ūkaipō: A sense of belonging and relationship to place

- Belonging and connection to place.

Mana Ūkaipō develops when students:

- feel like they belong
- know about where they live and go to school
- know that their cultural knowledge and history is important and valued
- feel proud to go to their school
- feel connected to others.
- understand how their actions affect others
- actively participate in school activities
- can talk about their whakapapa, history, culture and language
- can compare and contrast different points of view respectfully

Mana Motuhake: A sense of embedded achievement and self-concept

- A positive Māori identity and a sense of embedded achievement

Mana Motuhake develops when students:

- know who they are and where they come from
- feel proud to be a member of their cultural group.
- have positive role models that they aspire to be like.
- believe that their language, culture and identity are an asset
- know that many people from their cultural group have achieved success
- communicate with clarity and confidence
- come to school regularly, on-time and ready to learn
- know how to manage their time to get important work completed
- set goals and complete tasks to the best of their ability
- use creativity and imagination to problem-solve and innovate
- self-assess and make improvements

Mana Tū: The psycho-social skills to reconcile difference and complexity

- Efficacy, motivation, courage, humility, tenacity and mindset

Mana Tū develops when students:

- know they can learn and be successful
- know what they are good at
- know what areas they need to work on
- know that they can achieve their goals with hard work, determination, and a “never give up” attitude.
- respect that everyone learns differently
- are a generous, kind and humble classmate.
- show gratitude when learning from others who think about the world differently to them.
- are self-disciplined and make good choices

Mana Tangata: A diverse knowledge base

- The skills, knowledge and confidence to navigate success in two (or more) worlds

Mana Tangata develops when students:

- know that they have something to teach others
- know that everyone else has something to offer and teach them.
- are interested in learning about other cultures and communities
- understand and reflect on Māori history, especially the history of their local area
- have some ideas about what they would like to do when they leave school
- try hard to pronounce peoples names and place names properly
- are open to new ideas and doing things differently
- make decisions with moral courage and integrity
- are mindful of the values and needs of others

Culturally Responsive Practice

The purpose: to help diverse students, their whānau, iwi and communities, understand that their languages, cultures and identities are valuable, and indeed critical, to educational success

The power: to rethink, rephrase and localise our teaching content, processes, and intended outcomes to better match the aspirations of all students and the communities they come from

The promise: to create conditions that unleash student potential and ultimately serve all students

