

KA HIKITIA: ACTIONS FOR EARLY LEARNING

TE WHĀNAU

Education provision responds to learners within the context of their whānau

- › We will provide Māori learners and their whānau, with the right information, at the right time, through the right channels that enables them to make informed decisions about education.
- › We will provide facilitation and brokerage support for Māori learners and their whānau, in ways that work for them, to ensure their voices are heard and responded to appropriately.
- › We will support education services to develop their capability to engage with Māori learners and whānau in productive partnerships.

ACTIONS

WE WILL:

- › investigate how we can support whānau to navigate education choices and pathways through better access to information as part of the Early Learning Action Plan.

TO GET YOU STARTED

- › He Piringa Whānau – effective engagement with whānau ¹
- › Whānau centred policy framework ²
- › ERO guides for whānau ³

READING LIST:

- › Rameka, L. & Glasgow, A. (2017) Tuākana/Tēina agency in early childhood education Special Edition, *Early Childhood Folio*, Vol 12. No 1

SUMMARY: The relationship of tuākana-tēina is strongly grounded in whānau practices.

TE TANGATA

Māori are free from racism, discrimination and stigma in education

- › We will set clear expectations for education services and the education workforce to eliminate racism in our education system.
- › We will provide leadership and professional development to support education services to work to eliminate racism.
- › We will support everyone participating in the education sector, including Māori learners and their whānau to “call out” racism, as we create professional and environmental norms that understand and prevent racism.

ACTIONS

WE ARE:

- › setting expectations for education services that Māori learners and whānau should be free from racism, bullying and harassment through the:
 - › National Education and Learning Priorities

TO GET YOU STARTED

- › Give nothing to Racism ⁴
- › Not Part of My World – challenging racism ⁵
- › National Education and Learning Priorities ⁶

READING LIST:

- › Glasgow, A. & Rameka, L. (2017). Māori and Pacific Infant and Toddler cultural pedagogy: reclaiming a cultural lens. *International Critical Childhood Policy Studies Journal*. 6(1), 80-95

SUMMARY: Central to the educational success for Māori and Pacific children is an understanding that they are culturally located and the acknowledgement that effective education must encompass their culture.

TE KANORAUTANGA

Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.

- › We will set and maintain professional standards for the education workforce that identify our expectations for how teachers will work with Māori learners and their whānau.
- › We will provide initial teacher education and ongoing professional development to support the education workforce to achieve these standards.
- › We will provide early and intensive support for Māori learners when this is needed.

ACTIONS

WE ARE:

- › refreshing Tātaiako to support teachers to grow their skills for engaging Māori learners and whānau.

TO GET YOU STARTED

- › Culturally responsive strategies to meet the needs of Māori students who require additional support ⁷
- › Tātaiako: Cultural Competencies for Teachers of Māori Learners ⁸

READING LIST:

- › Shields, C. (2010). Transformative leadership: working for equity in diverse contexts. *Educational Administration Quarterly*, 46(4), 558-589.

SUMMARY: Transformative leadership in education challenges school leaders to work towards deep and equitable change.

TE TUAKIRITANGA

Identity, language and culture matter for Māori learners

- › We will provide high quality Māori language education.
- › We will incorporate Māori identity, language and culture into the teaching and curriculum for Māori learners.
- › We will support the incorporation of Māori identity, language and culture into the day-to-day practices of our education services so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.

ACTIONS

WE ARE:

- › providing further support for Kōhanga Reo including additional funding.
- › supporting early learning and schooling workforces to integrate te reo Māori into education services through the Early Learning Action Plan and Te Ahu o te Reo Māori.

TO GET YOU STARTED

- › Kauwhata Reo – Central online hub for te reo Māori resources ⁹
- › Te Whāriki professional learning & development resources ¹⁰
- › Resources to help measure the extent to which activities and initiatives are making a difference to Māori enjoying and achieving education success as Māori ¹¹

READING LIST:

- › Rameka, L. (2018) *A Māori Perspective of Belonging. Contemporary Issues In Early Childhood*. Sage Publications. Vol. 19(4) 367-378

SUMMARY: This article considers belonging and being from a Māori world view

TE RANGATIRATANGA

Māori exercise their authority and agency in education

- › We will support whānau, hapū, iwi and Māori to develop and lead Kaupapa Māori pathways within our education services.
- › We will support whānau, hapū, iwi and Māori to participate in the governance and leadership of education services.
- › We will grow the ability of education agencies and education services to give practical effect to the Kāwanatanga roles in Te Tiriti o Waitangi.
- › We will monitor our performance and report to Māori learners and whānau so they can hold us to account.

ACTIONS

WE ARE:

- › providing support for Kaupapa Māori education organisations to grow and engage with the Crown.
- › recommencing the production of an annual Māori Education data profile.
- › preparing an annual stocktake of Māori Education expenditure to inform our performance and investment planning.

TO GET YOU STARTED

- › Effective practice in kōhanga reo ¹²

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REFERENCES

TE WHĀNAU

- 1 <https://www.education.govt.nz/assets/Documents/School/Inclusive-education/HePiringaWhanauFinalWeb.pdf>
- 2 <http://www.tpk.govt.nz>
- 3 <https://www.ero.govt.nz/publications/category/guides-for-parents>

TE TANGATA

- 4 <https://teachingcouncil.nz/content/give-nothing-racism-resources-our-teachers>
- 5 <https://www.schoolkit.co.nz/diversity-classroom-kit>
- 6 <https://www.education.govt.nz/further-education/information-for-students/code-of-practice-pastoral-care-domestic-tertiary/>

TE KANORAUTANGA

- 7 <https://www.inclusive.tki.org.nz/guides/supporting-maori-students/>
- 8 <https://teachingcouncil.nz/content/t%C4%81taiako-cultural-competencies-teachers-of-m%C4%81ori-learners>

TE TUAKIRITANGA

- 9 <https://kauwhatareo.govt.nz/en>
- 10 <https://tewhariki.tki.org.nz/en/professional-learning-and-development/videos/>
- 11 <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-accelerating-success-20132017/ka-hikitia/>

TE RANGATIRATANGA

- 12 <https://www.ero.govt.nz/publications/unearth-our-ancestral-treasures-so-that-we-may-prosper-2018/>