

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.**

ACTIONS

WE WILL:

- › investigate the development of records of learning so that learners and whānau have the information they need to understand and support learners' progress.

TO GET YOU STARTED

-  NCEA and the Whānau workshops¹
-  He Piringa Whānau – effective engagement with whānau²
-  Whānau centred policy framework³
-  ERO guides for whānau⁴

- › **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.**


ACTIONS

WE ARE:

- › implementing Pae Aronui, the Ministry of Education's strategy for supporting great partnerships between whānau and education services.
- › implementing Toikuranui to develop local education initiatives with iwi.
- › engaging with iwi and Māori organisations to facilitate and broker services and relationships that support Māori learners and their whānau.

TO GET YOU STARTED

READING LIST

-  Berryman, M., & Ford, T. (2014). *Connecting with Māori communities: Whānau, Hapū and Iwi*. Retrieved from <https://poutamapounamu.org.nz/module-8>

SUMMARY: Connecting with Māori communities: Whānau, Hapū and Iwi.

- › **We will support education services to develop their capability to engage with Māori learners and whānau in productive partnerships.**

ACTIONS

WE WILL:

- › investigate provisions for Dispute Resolution panels to respond to learner and whānau concerns.

TO GET YOU STARTED

-  NZSTA – Whānau voice⁵

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.**

ACTION


WE WILL:

- › setting expectations for education services that Māori learners and whānau should be free from racism, bullying and harassment through the (Priority Action):
 - › National Education and Learning Priorities; and
 - › Education and Training Bill.


TO GET YOU STARTED

-  Give nothing to Racism - resources for our teachers ⁶
-  Education and Training Bill ⁷
-  National Education and Learning Priorities ⁸

READING LIST

-  Berryman, M., Nevin, A., SooHoo, S., & Ford, T. (Eds.), (2015). ***Relational and responsive inclusion: Contexts for becoming and belonging.*** New York: Peter Lang.

SUMMARY: Socially unjust circumstances continue to perpetuate inadequate classroom, school and system-level responses to longstanding social justice imperatives. These circumstances deny power-sharing solutions to educational disparities and further marginalise populations of Indigenous and minoritised peoples.

-  DiAngelo, R. (2011). White fragility. ***International Journal of Critical Pedagogy***, 3(3), 54-70.

SUMMARY: This paper explores the notion of white fragility and considers impacts, raising awareness and different responses.

- › **We will provide leadership and professional development to support education services to work to eliminate racism.**

ACTION

WE ARE:

- › supporting the education workforce through the Give Nothing to Racism campaign.
- › implementing Te Hurihanganui to support the education workforce to enhance classroom practice and whole-of-school culture.

TO GET YOU STARTED

-  Te Hurihanganui ⁹

- › **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.**

ACTION

WE ARE:

- › implementing the Mana Whānau strand of Te Hurihanganui to support whānau to engage with education services.

TO GET YOU STARTED

-  Not Part of My World – challenging racism ¹⁰

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.

ACTIONS

WE ARE:

- › refreshing Tātaiako to support teachers to grow their skills for engaging Māori learners and whānau.
- › strengthening our approach to Māori Medium initial teacher education, induction and mentoring.
- › developing a long-term Education Workforce Strategy to strengthen teaching and leadership and ensure our education workforce reflects our future learner population.
- › implementing an updated teacher registration and certification policy which includes that all teachers must commit to develop and practice te reo me ngā tikanga Māori.


WE WILL:

- › lead the work around shifts on Teacher Appraisal expectations which is expected to provide significant opportunity for teachers to take more ownership of their own reflection, development, and collaboration with colleagues.

TO GET YOU STARTED

- ›  Improvement In Action Te Ahu Whakamua – Leadership for equity and excellence ¹¹
- ›  Tātaiako: Cultural Competencies for Teachers of Māori Learners ¹²

READING LIST:

- ›  Berryman, M., Ford, T., Nevin, A., & SooHoo, S. (2015). Culturally responsive contexts: Establishing relationships for inclusion. *International Journal of Special Education*, 10(3), 39-51.
SUMMARY: The New Zealand education system has increasingly become more culturally, ethnically and linguistically diverse. However, rather than benefiting and learning from each other, we still expect all students to be represented within the same curriculum, pedagogy and testing regimen or to be educated outside of mainstream schooling, with the resulting risk of marginalisation.
- ›  Berryman, M., Lawrence, D., & Lamont, R. (2018). Cultural relationships for responsive pedagogy: A bicultural mana ōrite perspective. *Set: Research Information for Teachers, Set no.1*, 3-10.
SUMMARY: This article responds to school and cross-sector interest surrounding culturally responsive pedagogy and the multiple ways that it is being discussed and understood.

- › We will provide initial teacher education and ongoing professional development to support the education workforce to achieve these standards.

ACTIONS

WE ARE:

- › implementing new Initial Teacher Education standards and programme approval requirements including te reo competency.
- › implementing a new approach to professional learning and development priorities.

WE WILL:

- › grow the next generation of professional, diverse and culturally capable teachers and kaiako through a range of teacher supply initiatives.
- › establish a Leadership Centre to implement the leadership strategy for the teaching profession.

TO GET YOU STARTED

READING LIST:

- ›  Education Council (2018). *Educational leadership capability framework*. Wellington, New Zealand: Retrieved from https://teachingcouncil.nz/sites/default/files/Leadership_Capability_Framework.pdf
SUMMARY: The Educational Leadership Capability Framework outlines the important role of the Treaty of Waitangi in educational leadership.
- ›  Education Council (2017). *Our code, Our standards: Code of Professional Responsibility and Standards for the Teaching Profession*. Wellington, New Zealand: Retrieved from <https://teachingcouncil.nz/content/our-code-our-standards>
SUMMARY: The Code and the Standards demonstrate a commitment to the Treaty of Waitangi and the use of te reo and tikanga Māori in classrooms.
- ›  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.

- › We will provide early and intensive support for Māori learners when this is needed.

ACTIONS


WE ARE:

- › supporting a strong focus on Māori learners and whānau through the Learning Support Action Plan.
- › supporting online teaching and learning which includes access and educational requirements.

TO GET YOU STARTED

- ›  Culturally responsive strategies to meet the needs of Māori students who require additional support ¹³

READING LIST:

- ›  Bevan-Brown, J., Berryman, M., Hickey, H., Macfarlane, S., Smiler, K. & Walker, T. (2015). *Working with Māori Children with Special Education Needs: He mahi whakahirahira*. Wellington, New Zealand: NZCER Press.
SUMMARY: The key focus of this book is the provision of culturally responsive and effective education for Māori children.

TE TUAKIRITANGA : Identity, language and culture matter for Māori learners

- › We will provide high quality Māori language education.

ACTIONS





WE ARE:

- › developing a Rāngai Māori workforce strategy to grow the Māori Medium workforce.
- › developing a Māori Medium Network Plan to ensure sustainable provision and high quality pathways for learners and whānau.
- › reviewing funding rates and arrangements for Māori language and mātauranga Māori in the schooling and tertiary sectors.
- › setting expectations that education services will take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

WE WILL:

- › review and update Te Marautanga o Aotearoa.

TO GET YOU STARTED

-  Kauwhata Reo – Central online hub for te reo Māori resources ¹⁴
-  Improvement In Action Te Ahu Whakamua – Identity ¹⁵
-  Improvement In Action Te Ahu Whakamua – Māori succeeding as Māori ¹⁶
-  Effective language learning ¹⁷

- › We will incorporate Māori identity, language and culture into the teaching and curriculum for Māori learners.

ACTIONS



WE ARE:

- › giving more prominence to New Zealand history in our curriculum.
- › 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.


WE WILL:

- › update our national curriculum on a regular basis and make it clearer and easier to use, with a stronger focus on wellbeing, identity, language and culture.
- › investigate the establishment of a curriculum development centre to provide curriculum leadership and expertise.
- › integrate te ao Māori and mātauranga Māori into the NCEA achievement standards.

TO GET YOU STARTED

-  Suggestions for integrating te reo Māori and tikanga Māori into your classroom programme ¹⁸
-  Resources to help measure the extent to which activities and initiatives are making a difference to Māori enjoying and achieving education success as Māori ¹⁹

READING LIST:

-  Education Review Office (2018). *Keeping children engaged and achieving through rich curriculum inquiries*. Wellington, New Zealand: Retrieved from <https://www.ero.govt.nz/publications/keeping-children-engaged-and-achieving-through-rich-curriculum-inquiries/>

SUMMARY: Strategies and approaches which have successfully engaged students in learning about their local area, their local Māori histories and stories, to help the students make connections with the land and their culture

- › 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:

- › setting expectations for education services that they will ensure their plans, policies and local curricula reflect local tikanga, mātauranga and te ao Māori.


TO GET YOU STARTED

-  Te Tāmata Huaroa ²⁰


READING LIST:

-  Berryman, M., Egan, M., & Ford, T. (2016). Examining the potential of critical and Kaupapa Māori approaches to leading education reform in New Zealand's English-medium secondary schools. *International Journal of Leadership Education*, 20(5), 1-14.

SUMMARY: This paper discusses expectations, policies and practices that currently underpin education within the New Zealand context. These are examined against two theoretical frameworks: critical theory and kaupapa Māori theory.

-  Berryman, M., & Eley, E. (2019). Student belonging: Critical relationships and responsibilities. *International Journal of Inclusive Education*, 23(9), 985-1001.

SUMMARY: An examination of the impact of narrow focus on equity and excellence within the education policy setting, without a simultaneous focus on student belonging.

-  Macfarlane, A. (2004). *Kia hiwa ra! Listen to culture: Māori students' plea to educators*. Wellington, New Zealand: New Zealand Council for Educational Research.

SUMMARY: A series of case studies on the work and thoughts of teachers who have built on students' cultural and experiential strengths to help them acquire new skills and knowledge.

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.
- › developing advice for Ministers about how we will work with Māori to strengthen Māori Medium Pathways as part of the Review of Tomorrow's Schools.

TO GET YOU STARTED

-  NZSTA – Hautū – Māori cultural responsiveness self review tool for boards of trustees ²¹
-  Tu Rangatira: Māori-medium Educational Leadership ²²

ACTIONS

WE ARE:

- › developing advice for Ministers about how to strengthen Māori participation in the leadership and governance of education services as part of the Review of Tomorrow's Schools.

TO GET YOU STARTED

-  Te Kāhui Māngai (Directory of Iwi and Māori Organisations) ²³

ACTIONS

WE ARE:

- › undertaking a “first principles” review of all education legislation to ensure its consistency with Te Tiriti o Waitangi and Ka Hikitia.
- › developing a mechanism for the Minister of Education and the Minister for Māori-Crown Relations to give directions to education agencies about how they will give practical effect to Te Tiriti o Waitangi.
- › introducing a focus for education services on giving practical effect to Te Tiriti o Waitangi as one of their primary objectives.

TO GET YOU STARTED

ACTIONS

WE ARE:

- › recommending 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

TE WHĀNAU

- 1 <https://www.nzqa.govt.nz/ncea/understanding-ncea/ncea-and-the-whanau/>
- 2 <https://www.education.govt.nz/assets/Documents/School/Inclusive-education/HePiringaWhanauFinalWeb.pdf>
- 3 <http://www.tpk.govt.nz>
- 4 <https://www.ero.govt.nz/publications/category/guides-for-parents>
- 5 <https://vimeo.com/146826967>

TE TANGATA

- 6 <https://teachingcouncil.nz/content/give-nothing-racism-resources-our-teachers>
- 7 <https://www.education.govt.nz/>
- 8 <https://www.education.govt.nz/>
- 9 <https://www.education.govt.nz/>
- 10 <https://www.schoolkit.co.nz/diversity-classroom-kit>
- 11 <https://www.ero.govt.nz/videos/day-of-the-long-hard-look-kerikeri-high-school/>

TE KANORAUTANGA

- 12 <https://teachingcouncil.nz/content/t%C4%81taiako-cultural-competencies-teachers-of-m%C4%81ori-learners>
- <https://www.education.govt.nz/assets/Documents/Ministry/Information-releases/2019-releases/LSAP-LSC/R-19-23-SWC-19-XXX-0032-Redacted.pdf>
- 13 <https://www.inclusive.tki.org.nz/guides/supporting-maori-students/>

TE TUAKIRITANGA

- 14 <https://kauwhatareo.govt.nz/en>
- 15 <https://www.ero.govt.nz/videos/identity/>
- 16 <https://www.ero.govt.nz/videos/maori-succeeding-as-maori-rotorua-boys-high-school>
- 17 <https://tereomaori.tki.org.nz/Curriculum-guidelines/Teaching-and-learning-te-reo-Maori/Key-understandings-about-effective-language-learning/Te-reo-Maori-and-tikanga-Maori>
- 18 <https://www.inclusive.tki.org.nz/guides/supporting-maori-students/consider-ways-to-integrate-te-reo-maori-and-tikanga-maori-into-your-classroom-programme>
- 19 <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-accelerating-success-20132017/ka-hikitia/>
- 20 <https://www.ero.govt.nz/publications/te-tamata-huaroa-te-reo-maori-in-english-medium-schooling/>

TE RANGATIRATANGA

- 21 <https://www.nzsta.org.nz/maori-student-achievement/>
- 22 <http://www.educationleaders.govt.nz/Leadership-development/Key-leadership-documents/Tu-rangatira-English>
- 23 <http://www.tkm.govt.nz/>