

Student Voice: Understanding the Implications

Being able to build on your own experiences and the experiences of others

Students told us that their prior experiences were useful for both motivation and completion of learning tasks. They understood that they needed to take a positive stance and that whānau were important motivators and supports to their achieving success as Māori.

- You really have to turn everything into a positive note. Like, you have to use your past experiences as motivation to get to where you want to be.... to make your ancestors proud.
- My grandparents always pushed my brother and me to try our hardest. They don't want us to be like them and not finish high school. My brother, he always wanted me to be better 'cos he didn't finish high school either. He's always wanted me to try my hardest and believe in myself to go on to bigger things.

They also understood teachers as well as whānau being equally important in this process of being able to build on their own experiences and the experiences of others.

- Not only do our teachers help us, but our kaumātua help us learn. We should also embrace our connection with our kaumātua.

Activating our own agency by engaging others

Me hoki whakamuri. Kia anga whakamua.

Look to your past experiences in order to forge the future

From a socio-cultural perspective, the learning relationships and interactions between teachers and students, or between students and students, or between students and whānau, are important mediators of how students will come to understand the world of school, and see themselves as learners or not.

"Being able to build on your own experiences and the experiences of others"

Understanding the Implications. <http://kep.org.nz/student-voice/about-the-themes>

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From this perspective, those who hold more knowledge, skills or experience, have a role in supporting learners to appropriate new knowledge, through the use of resources or artefacts as tools to enable sense-making and new learning.

Part of the Te Mana collection of resources shows how a teacher who adapts her lesson to better link to student and whānau's prior knowledge. It provides an example of the potential for creating contexts that allow for the prior learning of students and whānau to be valued and contribute to higher levels of engagement and learning outcomes.

- View: [Culture Counts video 1](#)

Use the video to discuss what you understand about *ako*, where the roles of both the teacher and learner can play out reciprocally within the socio-cultural contexts for learning, and how this occurs within this video.

- What are the implications for you, and your school and community?

see: [all student comments on this theme.](#)