Culturally responsive and relational pedagogy

Educators create contexts for learning within which:

• relationships of care and connectedness are fundamental (whanaungatanga)

• power is shared and learners have the right to equity and self determination (mahi tahi, kotahitanga)

• culture counts, learners’ understandings form the basis of their identity and learning (whakapapa)

• sense-making is dialogic, interactive and ongoing (ako)

• decision-making and practice is responsive to relevant evidence (wānanga)

• our common vision and interdependent roles and responsibilities focus on the potential of learners - Māori students achieving and enjoying educational success as Māori - (kaupapa)
In Kia Eke Panuku, secondary schools give life to Ka Hikitia and address the aspirations of Māori communities by supporting Māori students to pursue their potential.

A Critical Cycle of Learning

- informs our own critical understandings of pedagogy (conscientisation)
- helps us to decide what needs to change (resistance)
- leads to accelerated improvements for our Māori students (transformative praxis)

Kia Eke Panuku
building on success