

# An overview of *Poutama Pounamu Online* a blended eLearning course



[www.poutamapounamu.org.nz](http://www.poutamapounamu.org.nz)



## Introduction

The Ministry of Education (MoE) has invited the University of Waikato's Poutama Pounamu team to work with its Regional Directors to spread - through a process of critical leadership - understandings of cultural relationships for responsive pedagogy.

Through engagement with *Poutama Pounamu Online* – a self-managed, blended eLearning course - Kaiwhakaako (participants) will develop, deepen and apply their understandings of contexts for learning that involve:

- cultural relationships for responsive pedagogy
- adaptive expertise, and
- educationally powerful connections.

The contemporary learning design used by *Poutama Pounamu Online*, will incorporate individualised and group engagement supported by a mix of curated, web-based content, reflection activities and face-to-face, discussion-based themes.

### The online eLearning environment

A series of modules will be available in the *Poutama Pounamu Online* secure eLearning space. This environment will also include a personal online journal where Kaiwhakaako will be able to record their reflections and process new learning as they work through the materials.

### Regional wānanga and local hui

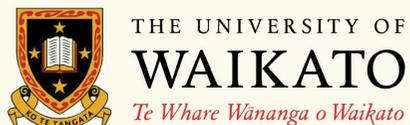
A series of regional wānanga and hui will be held. These will provide Kaiwhakaako with opportunities for face-to-face relationship-building, knowledge-sharing and relearning, unlearning.



## Certification of participation

In recognition of engagement, the MoE and the University of Waikato's Poutama Pounamu team will provide certificates of participation to Kaiwhakaako. In addition, at the end of term 3 in 2018, a certificate of completion will be issued. This will provide Kaiwhakaako with evidence that they can use as part of their professional appraisal and/or accreditation processes.

## Qualifications track



Kaiwhakaako will have the opportunity to use their engagement in *Poutama Pounamu Online* as an entry prerequisite to a fast track Diploma (equivalent of two Masters level papers) being offered through the University of Waikato.

Required readings for the Diploma will be incorporated into the courseware, and Kaiwhakaako reflections, in their personal online journals, will form part of the assessment process. Also required for the fast track Diploma will be:

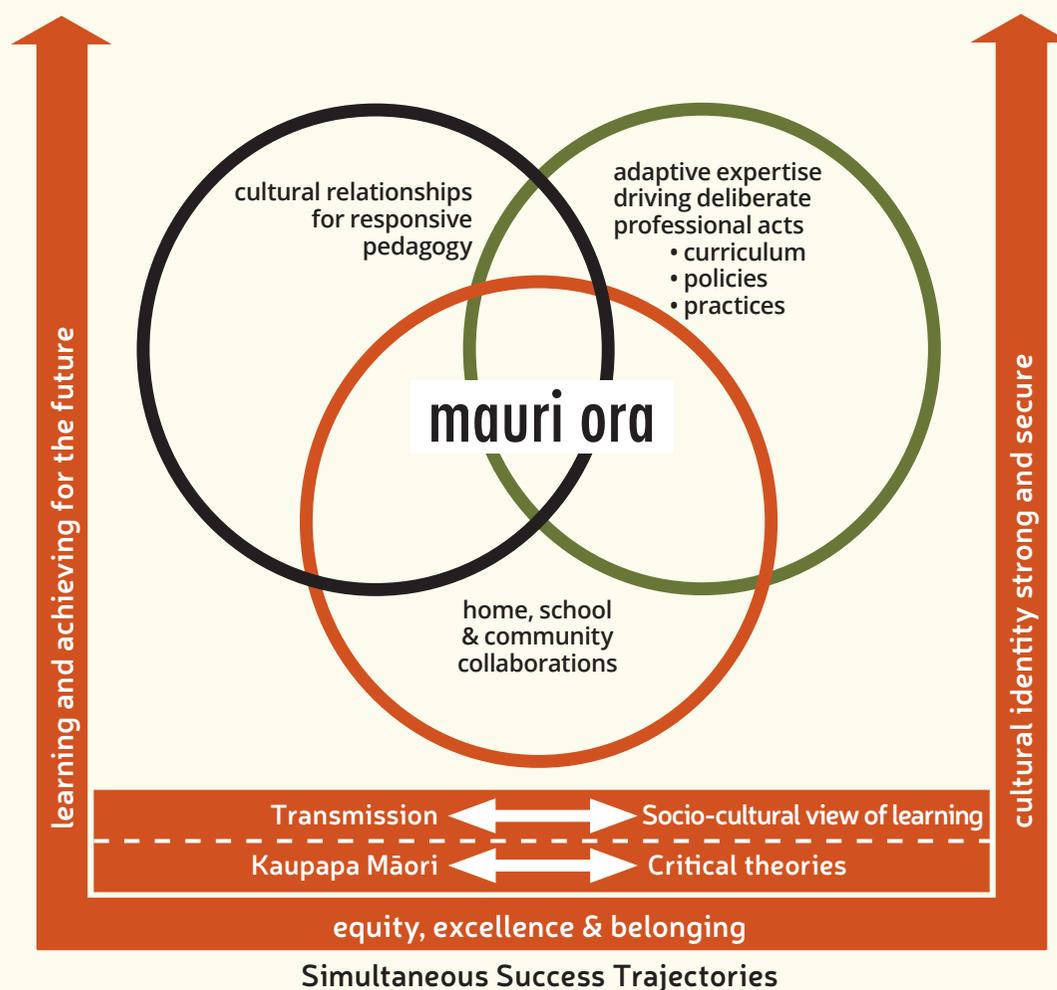
- 3,000-words, reflecting on their blended learning journey and,
- a 4,000-word essay demonstrating their application and understandings of Cultural Relations for Responsive Pedagogy in praxis.

Achievement of this qualification will require attendance at the University of Waikato's summer school.



## Theory of Action – the basis of Poutama Pounamu

*Poutama Pounamu Online* has been developed on the premise that achieving equity and excellence for all young people remains the major challenge of education systems across the world.



The course encourages exploration of how, to achieve equity and excellence for those students currently underserved by our system. It utilises the *Ako: Critical Contexts for Change* - a transformative, paradigmatic reform model for accelerating student achievement. This underpinning theory of action is based on over 15 years of research into what works best for Māori students and how this can work more effectively for all.<sup>1</sup>

*Poutama Pounamu Online* brings together Kaupapa Māori, Critical Theories and a Socio-cultural Theory of Learning in order to form a strong, coherent and theoretical practice base, and from which Māori students' belonging, learning and achievement in schools is promoted.

This theoretical framework moves beyond treating all people the same (equality) towards more equitable practices where we are responsive to the needs and potential of individuals, in particular those who may be marginalised. In this way, the simultaneous success trajectories are used in order to promote and monitor excellence for all.<sup>2</sup>

<sup>1</sup> <https://poutamapoutnamu.org.nz/mauri-ora/research-and-policy>

<sup>2</sup> <https://poutamapoutnamu.org.nz/mauri-ora/ako-critical-contexts-for-change>

## Participating in *Poutama Pounamu Online*

*Poutama Pounamu Online* is designed for strategic Kāhui Ako: Community of Learning personnel, including identified Accredited PLD facilitators, who will participate in one of the following three roles:

### **Kaiwhakaako** (Participants)

Kaiwhakaako will participate in the wānanga and complete the eLearning modules to activate their own learning and spread their learning to a specifically targeted learning group.

### **Kairaranga** (Strategic Change Leaders)

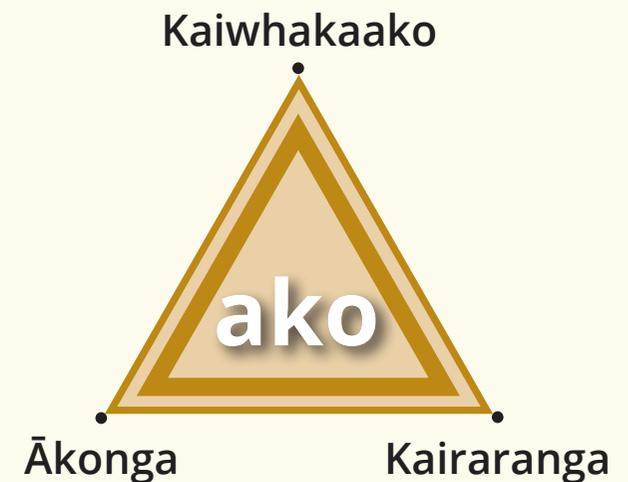
Kairaranga will actively support the Kaiwhakaako in coherently spreading this work to others across the Kāhui Ako.

### **Ākonga** (Learning Group members)

Ākonga will work as a group with their Kaiwhakaako and will also provide feedback on the group activities and their own learning. Ākonga will be strategically selected by Kaiwhakaako as those best positioned to spread the learning across the Kāhui Ako.

The MoE will work with the Poutama Pounamu team to facilitate Kāhui Ako engagement, including invited Lead Principals and Accredited Providers.

The leaders of Kāhui Ako will, together with the Ministry, identify individuals best positioned to undertake the roles of Kairaranga and Kaiwhakaako. All will be strategically chosen to optimise the impact of the learning across this initiative.



## Kaiwhaako: Roles and Responsibilities



The role of **Kaiwhakaako** is key to *Poutama Pounamu Online*. They are the central users of this blended eLearning initiative. As the metaphor suggests, it will be their responsibility to *whakaako* - both to activate their own learning and to spread the learning by teaching others.

Kaiwhakaako will be selected because they demonstrate a clear desire to deepen their own knowledge of cultural relationships for responsive pedagogy. In addition, they will evidence a keenness to share and actively extend these understandings with their colleagues within Kāhui Ako.

### ***Involvement***

To achieve 'certification', Kaiwhakaako will commit to engaging with this professional learning initiative for the 18 months over which the course will be delivered.

They will complete up to two modules a term, with each module involving between 4-6 hours of active engagement and theorising over a 3-4 week cycle. Each module is also supplemented by research and readings.

## Kairaranga: Roles and Responsibilities



**Kairaranga** will be individuals of influence within a particular Kāhui Ako context. As the metaphor suggests, their role and responsibility will be to weave new learning and roles into the Kāhui Ako in ways that are coherent and strategic.

Kairaranga will act as a sounding board for Kaiwhakaako and will help them with their personal reflections as they explore the modules. They will also actively facilitate access to others to engage in spreading this work across the Kāhui Ako.

### ***Involvement***

Kairaranga will commit to supporting the Kaiwhakaako for the 18 months of the course, and will attest to their participation for purposes of 'certification'. Kairaranga will also be asked to complete a short reflection survey each term.

## Ākonga: Roles and Responsibilities



**Ākonga** will be selected by Kaiwhakaako and will form a learning group. It will be the responsibility of Kaiwhakaako to invite and activate this group, meeting face-to-face with their Ākonga regularly so that everyone can learn through participation in *Poutama Pounamu Online*.

Ākonga will be strategically selected and invited by Kaiwhakaako as those best positioned to take responsive action towards spread. Membership is anticipated to evolve and possibly expand over time.

Ākonga engagement is not expected to be limited to a single, face-to-face meeting – rather it is anticipated that the issues raised, and actions decided upon through *Poutama Pounamu Online* involvement, will, over time, flow into existing structures and institutional processes.

### ***Involvement***

Kaiwhakaako will provide Ākonga with a link to online module content to view prior to group meetings. This will enable reading and thinking to occur in readiness for the activities and issues they will be discussing.

Each Ākonga will collectively engage with a module for 1-3 hours over a two-week timeframe. At the completion of the module they will then complete a short reflection survey, which will take about 10 minutes.

**The Poutama Pounamu team** will be responsible for the development and delivery of *Poutama Pounamu Online*. As part of their work, members of this team will:

- work with each region to co-ordinate with the Ministry and be a point of contact for Kairaranga and Kaiwhakaako
- track progress through the materials and collate feedback and reflections from the members (Kaiwhakaako, Kairaranga and Ākongā)
- provide ongoing feedback and feedforward to the Kaiwhakaako.



## Engaging in the content

The *Poutama Pounamu Online* modules will draw from both kaupapa Māori and critical theories.

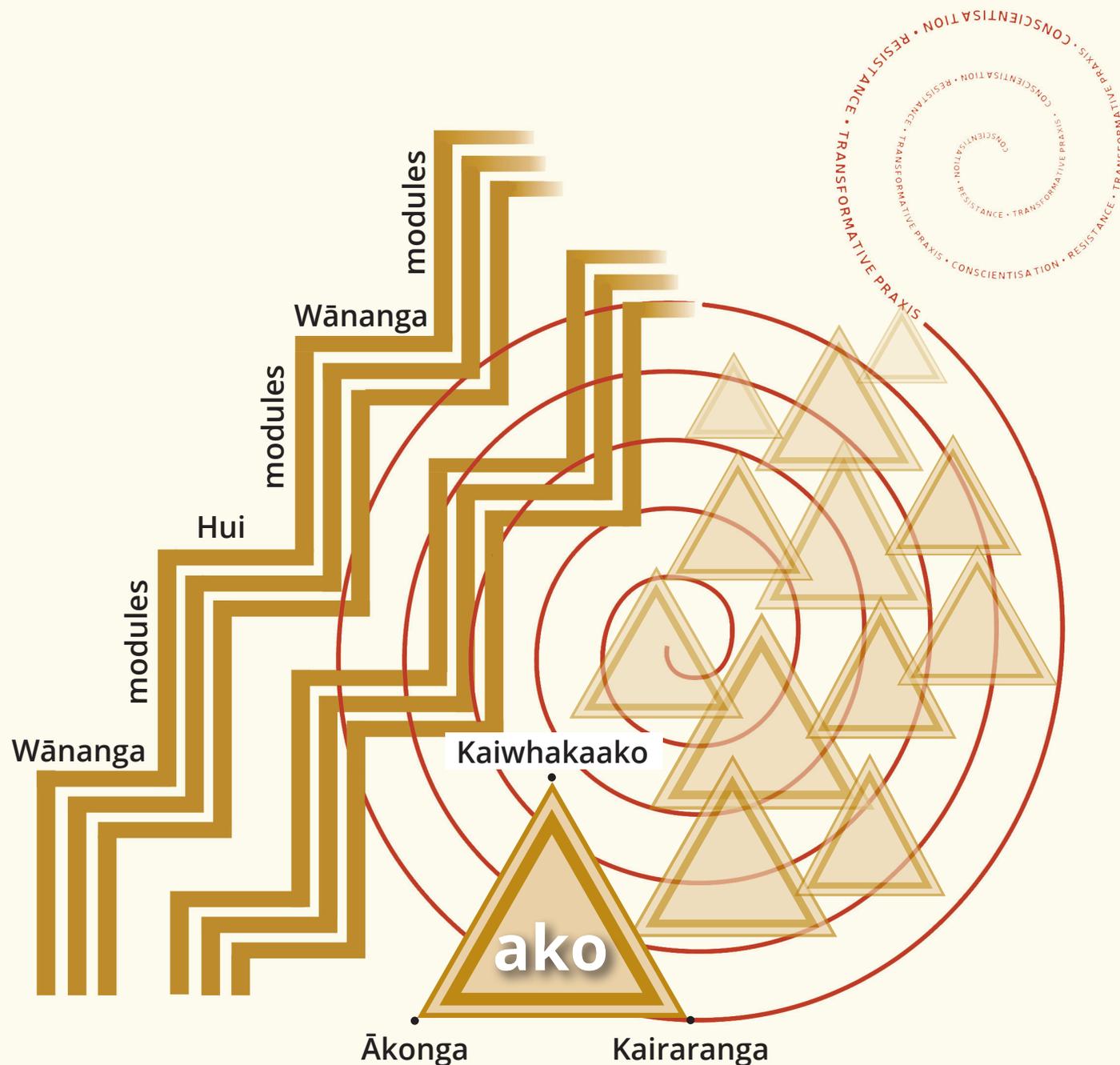
The modules will be a curated blend of suggested activities; with links to associated content, video clips, and reflection tasks.

Each module will have a particular focus designed to be a rich source of materials that will foster personal reflection and can be a catalyst for group discussion and action planning.

Module completion will be interspersed with face-to-face wānanga and regional hui.

Over time the modules will assist Kaiwhakaako to build an understanding of *cultural relationships for responsive pedagogy* across multiple layers of critical inquiry.

The strategic learning groups will be replicated within the region and across regions.





## Working with modules

Kaiwhakaako will be encouraged to work through the first part of a module independently before engaging with their Ākonga.

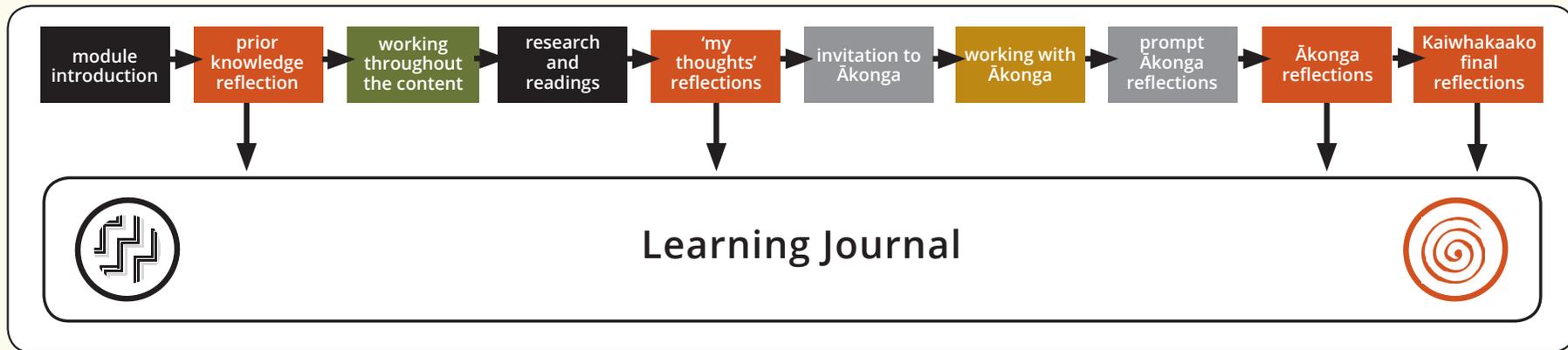
While exploring a module may only involve an hour or so of engagement, Kaiwhakaako will be encouraged to **take up to a week** to consider its implications for their own practice, any actions they might take in response and especially how they will share the information and activities with their Ākonga.

Kaiwhakaako will also be encouraged to engage their Kairaranga, and other critical friends, about the issues raised in the module in order to clarify their thinking before discussing the content with their Ākonga.

Kaiwhakaako will use Poutama Pounamu's online invitation form to suggest a time for a face-to-face meeting with their Ākonga. Where possible, it is anticipated these meetings will align with, and be scheduled within, existing professional learning structures rather than be positioned as an additional obligation.

Kaiwhakaako and Kairaranga will make every effort to ensure the Ākonga group is maintained at a level that allows for effective and robust discussion of issues from a range of perspectives.

## The learning process



## Reflections surveys and personal learning journal

As Kaiwhakaako work through a *Poutama Pounamu Online* module they will complete three online surveys specifically designed to capture their thoughts and responses for later reflection. The reflection surveys will encourage Kaiwhakaako to:

- consider their prior knowledge and positioning
- reflect on their perspectives after working through the initial part of the module
- summarise their next steps and the Ākonga activities and positions that have been reached.

The completed surveys - together with those of their Ākonga and Kairaranga - will form part of the Personal Learning Journal.

This journal will provide an opportunity for Kaiwhakaako to have a record of their work, and the thoughts and activities that have occurred, as they have progressed through a module. Learning Journal content will remain available to them for ongoing access or download.

## Working with the Ākonga

When ready to work with their Ākonga, Kaiwhakaako will provide their group with time to review the materials prior to any meeting.

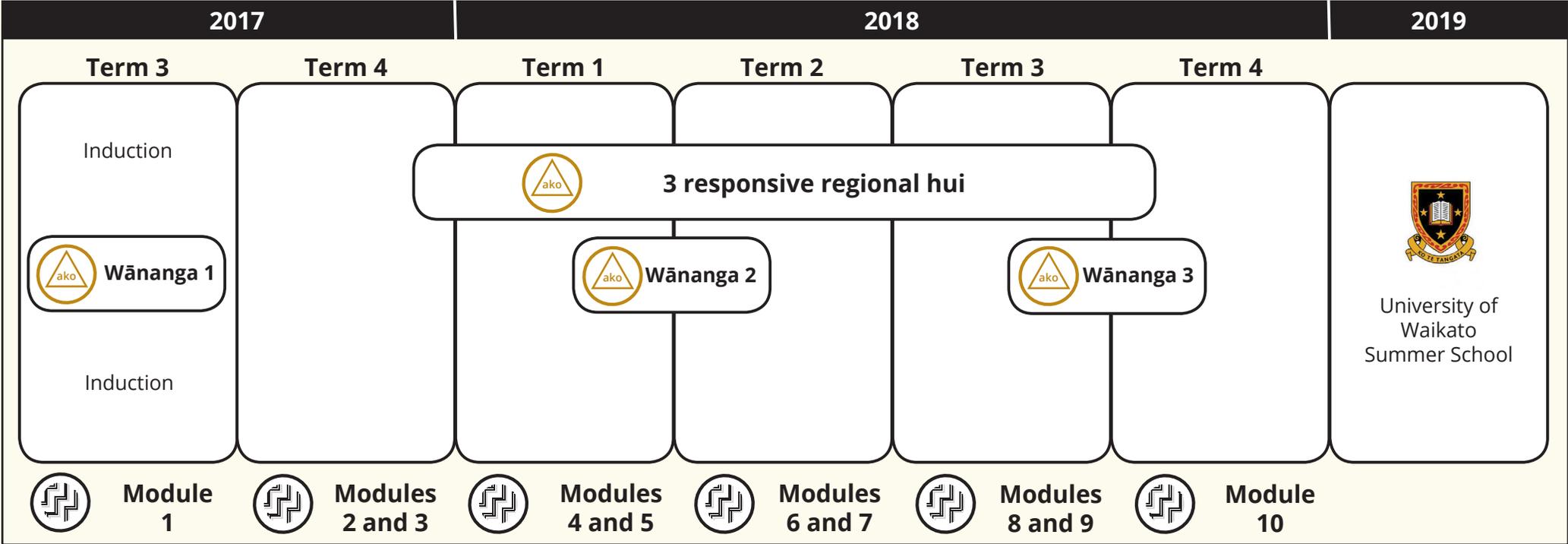
Similarly, time will be provided to the group to reflect on the meeting and provide individual feedback.

A typical Ākonga cycle of engagement is likely to be two weeks – i.e. to cover

- Ākonga being sent the module's materials to view ahead of the meeting
- attendance at the meeting or meetings
- time for Ākonga members to reflect and provide their feedback following the meeting
- Kaiwhakaako reviewing the feedback Ākonga have provided and incorporating this in their summary report.



# Course timeline and events



## Module release cycle (over 18 months)

Modules will be released to Kaiwhakaako at the rate of two per term, to a maximum of 10 modules over the 18 months of the course.

The Poutama Pounamu team will confirm with the Ministry, and Kaiwhakaako, a schedule of regional wānanga and hui to occur at regular intervals not exceeding more than one event per region, per term.

*Poutama Pounamu Online* is currently only available to an invited group of participants. If you are interested in finding out more about the course, please feel free to contact us at email: [poutamapounamu@waikato.ac.nz](mailto:poutamapounamu@waikato.ac.nz).

Appendix 1 of this document provides a list of the proposed modules making up the *Poutama Pounamu Online* course.

# Appendix 1

## Proposed modules

### Agentic responses to the fabric of New Zealand society

The voices of Māori students call on us to reject racial stereotyping. In this module, we look at the positioning of Māori in our schools and community and the power-sharing relationship required to establish mana ōrite as the new status quo in schools and classrooms.

### Culture, language and identity

In this module we revisit Mason Durie's descriptions of Mauri ora and Mauri noho as we consider what students, teachers and school leaders are telling us about 'Being strong in your Māori cultural identity' and 'Having Māori culture and values celebrated at school'.

### Cultural relationships for responsive pedagogy

This module asks the questions: 'Why are we not using the term *culturally responsive pedagogy*?' and 'What are the connections between the relationships and the pedagogy?' Kaupapa Māori offers a lens to re-imagine learning in ways that supports equity, excellence and belonging. We will hear from learners, whānau and educators as they discuss their shared experiences of cultural relationships that drive responsive pedagogy.

### Evidence to accelerate

In this module, we revisit Ka Hikitia A Demonstration Report to understand how evidence was critical to Te Kotahitanga phase five schools. We explore how a range of evidence enables schools to evaluate progress towards accelerating outcomes for Māori and for all students.

### Our theory of action and learning

At the mid-point of the *Poutama Pounamu Online* course, this module will respond to feedback from Kaiwhakaako and build on the work initiated in wānanga to put our theorising into action. We will see how the *Ako: Critical Contexts for Change* can be adapted for use as a planning tool.

### Critical leadership

Critical theory can provide a framework for moral purpose and be activated, as transformative practice is explored in this module. A review of the literature is included which is interpreted with reference to the local contexts and contemporary schools, classrooms and communities.

## **Educationally powerful connections**

In this module, we look at examples of schools making space for their community and forging relationships that reflect the promises of mana ōrite made by the Treaty of Waitangi; promises that were made for the benefit of us all, Māori, Pākeha and Tauīwi. We reflect on how such connections impact on student wellbeing and achievement.

## **Teacher observations for responsive learning**

'How do we measure progress of evolving practice to better understand our next steps toward improved outcomes?'. In this module, we introduce the principles behind designing tools to activate the agency of everyone participating in transformative change.

## **In-school systems and structures**

With reference to ERO's evaluation indicators, this module looks at examples of the complex dynamic that schooling presents when it is reframed to better realise a shared vision. While individual contexts are very different, each journey toward sustainable improvement reflects the crucial characteristics of coherency and alignment.

## **Putting our theory into action**

This final module in the course will bring together the collective response to the professional learning together with an analysis of the impact of actions taken.

It will involve Kaiwhakaako, Kairaranga and Ākonga using the *Ako: Critical Contexts for Change* to take a strategic view of the impact of the blended learning programme. It will consider the questions 'What is the evidence of the spread and depth of understandings?', and 'Where is the evidence of individuals and groups activating their agency?'

Kaiwhakaako will be encouraged to formulate a set of recommendations appropriate to the context of their Kāhui Ako, which may determine the need to consider further learning needs and risk identification.