

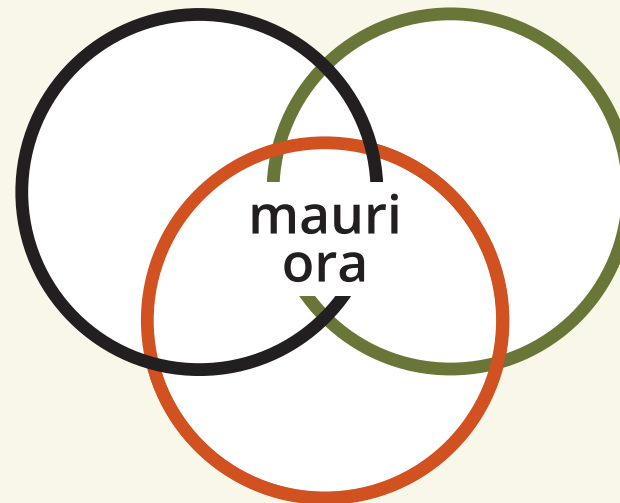
Ako: critical contexts for change

Cultural relationships:

- care for learners and their learning
- recognise prior knowledge as foundational to identity and learning
- focus on potential.

Responsive pedagogy:

- begins with the learners' experiences
- involves the interactive, dialogic construction of knowledge
- requires power-sharing so learners and teachers make sense together.



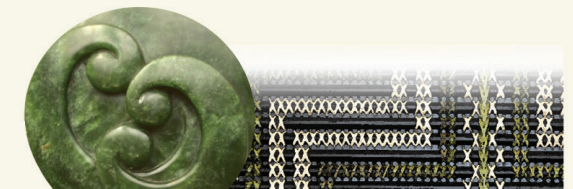
The professionals in the school (leaders and teachers) implement curriculum, policies and practices that are:

- purposefully developed to promote equity, excellence and belonging for all students
- responsive and appropriate to local contexts
- grounded in research about what we know works to support students'
 - strong and secure cultural identities
 - learning and achieving for the future
- reviewed in response to evidence and feedback on how their actions are affecting students and whānau.

Research shows collaborations between home, school and community have large positive effects on student outcomes:

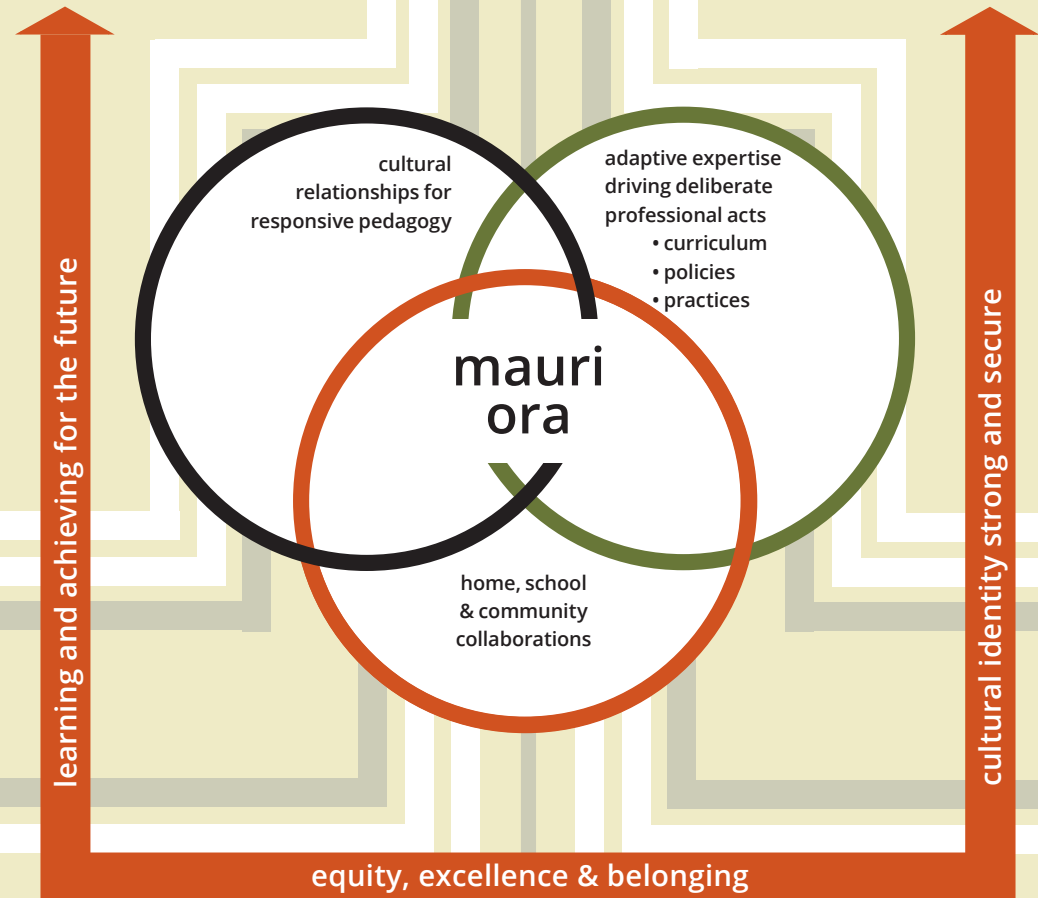
- this is challenging when the culture of the school is not representative of all families
- reciprocal power-sharing relationships are key.

In comprehensive school reform, these contexts are driven by the key levers of critical leadership, evidence-informed decision-making and prioritised learning outcomes.



poutama pounamu equity, excellence and belonging

Ako: critical contexts for change



The work of Poutama Pounamu builds on years of iterative New Zealand research, amplified by the voices of Māori students, their whānau and education professionals.

Poutama Pounamu seeks to promote contexts for change where equity, excellence and belonging are realised.



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