



Poutama Pounamu Blended Learning

Blended Learning is a year-long engagement in self-paced study. Kaiwhakaako (participants) are supported by Poutama Pounamu facilitators to take personal and professional responsibility for understanding how historical power, privilege and positioning within schools and centres has played out. This challenges them to understand and address instances of privilege and bias - beginning with their own.

This learning, on many occasions, has made me feel vulnerable and uncomfortable, and yet from this I have felt empowered and agentic.

Teacher

Ākonga groups. Kaiwhakaako select peers to be part of their local ākonga (learner) group with whom they will work and discuss key course content. This process assists in spreading ownership and collective agency for what are often, very different learning conversations. Ākonga can be not only those with whom kaiwhakaako are directly involved (for example, in their Kāhui Ako, schools, centres and organisations), but potentially also people from their community networks and wider society.

Course content and wānanga. Course content includes five online modules completed over 12 months. During this time kaiwhakaako receive personalised responses to their reflections from Poutama Pounamu facilitators. The year also includes attending three wānanga. Two of the wānanga are held on a local marae, while the middle wānanga is held online over a two week period. The online approach enables kaiwhakaako to connect with others from around the country to share ideas and knowledge.

Focus. Modules have been specifically designed to support relational and responsive 'dialogic learning', initially between kaiwhakaako and their online facilitators and then between kaiwhakaako and their ākonga.

I have enjoyed the self-paced style of the programme and being stretched in my thinking from online feedback from Poutama Pounamu facilitators, and from the opportunities to kōrero with other kaiwhakaako.

Teacher

Through this professional development initiative, we have seen educators emerge with the moral imperative to actively begin to act as agents for change. Educators such as these have begun to underpin their practice with a refusal to tolerate a status quo that includes racism or disparity for Māori and other minority students within their schools and centres.

The Blended Learning experience has taken me on a personal journey of making sense of my own identity and a deep examination of self. This personal level of scrutiny has helped me examine ideas of power, privilege, racism and inequity and how they play out and manifest in what I think, what I believe and what I do.

Teacher

Links to Te Hurihanganui Pou and Principles

The Blended Learning builds from the theoretical principles of the Te Hurihanganui pou *Kaupapa Māori* and *Critical Consciousness* in order for participants to develop *Mana Ōrite* ways of understandings *Te Ao Māori* and *Tino Rangatiratanga* as the legitimate basis for *Te Ira Tangata*. These principles can assist in helping participants better understand their role in educating Māori as rangatira mō āpōpō.

Participants develop agency to deconstruct and change their traditional systems and structures so that Māori can enjoy and achieve education success as Māori.