

- For some families and communities there is already a high degree of cultural continuity and match with schools. The knowledge and activities that are part of the home culture are already relatively well-tuned to the activities at school, or vice versa. This is often not the case for many indigenous students across the world, including Māori.
- If effective collaborations are to be developed, principals and teachers must respect and value the cultures of their students' home communities, and parents need to be able to access, learn and value the education culture of the school.
- Involving whānau, hapū, iwi and Māori organisations can bring in-school and out-of-school learning together to support valued outcomes for tamariki (children) and rangatahi (young people).

"The view of whānau is the most important. Whānau should have a place in steering the direction we take."

Principal

- In a context where power is shared, the principle of ako – reciprocal learning and teaching – becomes fundamental to developing collaborations that will work for both groups.
- Collaborations such as these are:
 - reciprocal and mutually respectful
 - multi-dimensional and responsive to the needs and potential of the community
 - ongoing, and share information between both groups
 - prioritised and embedded in school charters and strategic documents
 - strategic and focused on helping parents to support their children's learning.



Critical questions for supporting cultural continuity

Supporting cultural continuity increases learning coherence and accelerates the pathway to excellence. This prompts a number of critical questions about our own role when working in this context.

For example:

- what assumptions underpin what we currently do?
- what are our priorities for Māori/all students?
- who gets to decide and why?
- how are our connections with home communities collaborative and educationally powerful? How do we know this?
- what do we need to do to improve our relationships, develop collaborations and grow educationally powerful connections with Māori/with all?

In raising these questions, leaders, teachers and whānau members can identify what they need to do to foster educationally powerful collaborations in ways that exemplify greater respect, power-sharing and co-construction.

Poutama Pounamu works to promote an accelerated pathway of change towards equity, excellence and belonging, where each learner's prior knowledge and experience provides the foundation from which new learning can build and potential is released.

Under the Treaty of Waitangi, *partnership*, *protection* and *participation* are the rights of all learners, Māori (iwi) and non-Māori (Pākehā and Tauīwi).

The *ako* critical contexts for change:

- cultural relationships for responsive pedagogies, together with
- adaptive expertise driving deliberate professional acts, and
- home, school and community collaborations.

Home, school and community collaborations...



Te Kura Toi Tangata
Faculty of Education
The University of Waikato
142 Durham Street
Tauranga 3110
phone 07 577 5332
www.poutamapounamu.org.nz

whānau
whanaungatanga
whakapapa

... builds on Māori metaphors