

# REFLECT, REVIEW AND ACT

Māori students enjoying and achieving success as Māori

85% NCEA Level 2 & qualifications for tertiary education

## Mahi tahi, the engine room of Kia Eke Panuku

Kia Eke Panuku Strategic Change Leadership Teams use evidence to talk with individuals about their teaching and/or leadership practices (observation to shadow coaching; profiling and planning for coherency). Some of this evidence is then gathered together for teachers and curriculum leaders to contribute to a plan for embedding culturally responsive and relational pedagogy into their own practice.

Through the *ako: critical cycle of learning*, and as a part of shadow coaching, the Strategic Change Leadership Team then work with some carefully combined groups to plan a more accelerated response for engaging with their Māori learners (evidence to accelerate) across the school. At these hui, timelines for reviewing this work are also set by the group (reflect, review and act).

Individuals then bring their own evidence to the reflect, review and act hui that will show the impact of their practice on Māori students in their classes or across their departments since beginning their cycle of learning. This evidence is reflected upon within the group; current practices are reviewed and new and more transformative actions are developed.

When the Strategic Change Leadership Team has this work happening in a seamless way, across groups of teachers and across departments, it becomes the mahi tahi, the work we do as one - the engine room to spread culturally responsive pedagogy across the school's practices and institutions.

This is how to lead the change if we are to address the kaupapa.

## Reflect

The *reflection* part of these hui help us to critically reflect on what we have done since our *evidence to accelerate* hui.

By putting evidence on the table that has emerged in the intervening time period, and thinking about what difference we have made for Māori students, we can discuss the extent to which we believe our actions have been transformative.

The evidence that is shared needs to include both evidence of practice and evidence of outcomes for Māori learners. There's a whole range of evidence people could bring to the table and it will look different according to the group of people and the focus they share. Part of the process is determining what evidence is most useful and relevant, and what form it should be in, so that it is meaningful and accessible to others. Evidence in this context is not proof. It's not saying we can establish a statistical connection between this and that. It's using evidence as a lens through which people can critically reflect on the influence of their current practice for Māori learners.



**Kia Eke Panuku**  
building on success

## Review

The *review* requires us to analyse the evidence to determine the impact our actions have had on realising Māori student potential. This part of the discussion might explore questions such as:

- what does the evidence suggest about our current theorising and practice?
- what has worked and what has not worked for Māori learners?
- what do we need to stop doing or do differently?
- what new things do we now need to think about?

There is an opportunity to engage in real learning with like-minded colleagues.

## Act

To *act* means that we first need to refine and sustain what is working and to stop doing what is not working. This may involve finding evidence of why this is not working and what will work better to inform the next critical cycle of learning.

## The way to sustainability

By using critical questions to reflect on our own practice and the evidence of Māori students, we are collaboratively beginning to develop new understandings in an ongoing, spiralling way.

It gets to the point where critical consciousness does not let you sit back and be a bystander. You act. This is the point where we know we have to stop some of our more traditional practices and ask what our agentic response would be if we are to accelerate Māori students enjoying and achieving success as Māori.

Strategic Change Leadership Teams are making sense of the *ako: critical cycle of learning (unlearning and relearning)* through a cycle of conscientisation, resistance and transformative praxis.

Where your actions are sustainable, transformative praxis can be measured both quantitatively and qualitatively, and linked to deep equitable change for realising Māori potential.

At the collective level, teachers and leaders can have critical learning conversations around their practice related to groups of Māori learners. Contexts for learning such as these provide an opportunity to identify new learning, prioritise next steps and determine roles and responsibilities. The *mahi tahi* is the way to make sustainability possible.