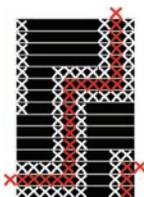


CLOSING THE GAPS



Kia Eke Panuku

building on success

Long-term system failure to ensure equitable educational outcomes for Māori students will require a response from both Māori and non-Māori in accordance with our obligations under the Treaty of Waitangi.

Success is dependent upon the actions of committed educators working to change systems, structures and practices that have not previously achieved equitable outcomes.

Kia Eke Panuku is a process of building upon what we know works and using evidence to identify next learning steps. Focusing on the dimensions for accelerated school reform starts with us as individuals. For more equitable outcomes for Māori you will need to:

- challenge previously held assumptions
- focus on what you can do to effect positive change
- engage with others in the critical cycle of learning
- continually test your current praxis
- own the reform and spread it to include others.

Through our own learning, unlearning and relearning we can support Māori students to enjoy and achieve education success as Māori. Our actions can ensure more equitable opportunities for Māori to take their rightful place as Treaty partners in New Zealand society.



Kia Eke Panuku action plans reflect the following five dimensions that are the levers for accelerated school reform:

- Leadership
- Evidence-based inquiry
- Culturally responsive and relational pedagogy
- Educationally powerful connections with Māori
- Literacy, te reo Māori and numeracy.

Closing the gaps between Māori and their non-Māori peers requires the spread and ownership of all these dimensions coherently across the school and across the system.

The personal commitment of all, to the dynamic interplay of these dimensions, will effect transformative change for Māori students and their communities.

Kia Eke Panuku provides interdependent practices for giving life to Ka Hikitia and supporting Māori students to pursue their potential.

In this document Kia Eke Panuku participants give voice to their emerging understandings of these processes.

COHERENCY, SPREAD AND OWNERSHIP TO CLOSE THE GAP



Critical Cycle of Learning (unlearning, relearning)

The critical cycle of learning is underpinned by Kaupapa Māori and Critical Theory.

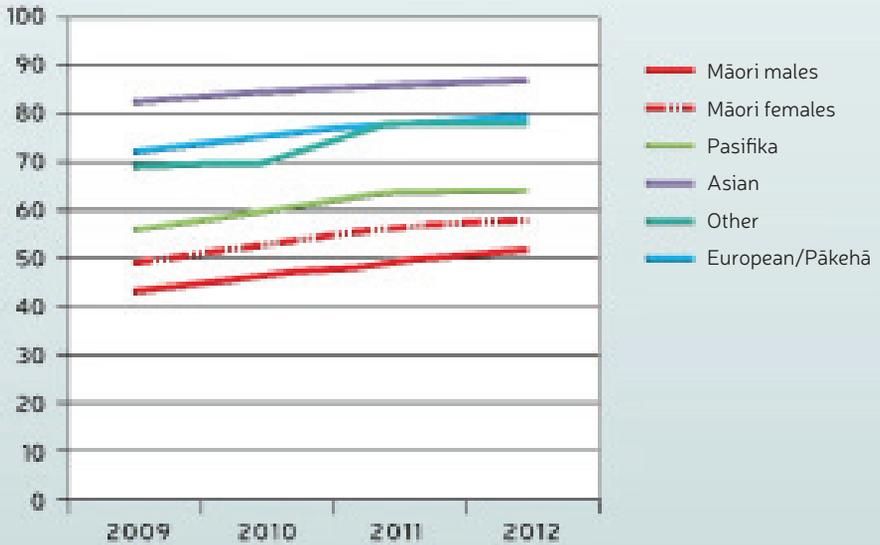
Smith (2003) asserts Kaupapa Māori as a focus away from Māori marginalisation within colonisation to positions of conscientisation, resistance and transformative action.

Friere (1972) notes that to achieve critical consciousness, we must own our own situation. We cannot construct theories of liberating action until we no longer internalise the dominant discourse. The importance of this critical cycle of learning is true for both Treaty partners.

To effect positive change within class and school-wide practices, systems and structures, evidence is used in spiralling ongoing conversations. Essential to the success of these 'critical' conversations is our own personal positioning.

Ownership, coherency and spread are needed to close the gap and produce long-term sustainable change.

SCHOOL LEAVERS ACHIEVING LEVEL 2 OR BETTER



This data clearly shows the gap between Māori students and all others for NCEA Level 2.

In the past what has worked for the majority of students has not worked well for Māori students. In recent years many schools have achieved greatly improved rates of achievement for their Māori students. Evidence from these schools shows that 'what has worked for Māori students has worked for all students'. The focus is now on building on that success and further reducing the disparity between Māori and non-Māori.

QUESTIONS TO CONSIDER

To what extent does the Level 2 data look like this in your own setting?

What do you need to do to achieve the Public Service goals of 85% of all 18 year olds achieving NCEA Level 2 by 2017?



We came to realise that we had to revise more than structures and systems, we had to go deeper ... the 'ah ha' moment came when we were able to focus more specifically on pedagogy, you have to bring change to the way teachers teach Māori students.

Chris, principal

It's really, really, important for our kids to know where they're from. And if they don't, that's okay ... 'If you don't know where you're from that's okay, we can work with you to help you. We can work with your whānau to help you'.

That's the journey that they all take ... and they may not be ready to know where they come from, but it's important that you allow them the opportunity to take that journey. I can't push my beliefs onto the students, because if you do the guards will go up, but you can say 'hey look I can connect you to such and such, when you're ready you can go and do that journey'.

Paul, counsellor

We still have significant work to do because each year we need to bring about accelerated learning gains if they are to succeed further up the school.

Chris, principal

What do you know about this student, their habits, their current level of performance, their current level of understanding? What is that telling us again and where's the next step?

So it's starting that conversation and then hopefully leaving with some type of game plan, going to teachers and then looking at their practice and their evidence. The next question is what support do teachers need?

Julian, deputy principal

All we need is to do this for a generation; a whole generation of experience, of Māori children experiencing success. So they will perceive education in a positive light. They will know their rights as a person, as a Māori. They will safeguard their children's rights.

Ruth, middle leader





I think it's about voice. Being ready to accept that you need to listen to the voices around the table and around the room, or around the school or around the community. My understanding is, in a Kaupapa Māori context, you ensure that you provide opportunity for the voices of others to be heard ... that you don't move on until people have had the opportunity to be part of what's going on.

Steve, principal

I'm looking forward to any changes that are going to make it better. The results are showing it's worth it. That's the reason I'm on the team ... I won't hop off because I want to make sure of that for my grandchildren. I want them to be the best that they can be. It's about making sure they've got those core subjects ... and they've got them at a merit or an excellence not just an achieved.

Carol, Ngāti Kahungunu, Ngāti Tahu, Ngāti Whaoa

Let's work together reciprocally to look at how we can support each other in those agendas, recognising we won't always agree with each other. Now I actually have to say that I've found that we've had nothing necessarily to disagree upon, it's more around ensuring we speak in a language that is a shared language.

Steve, principal

I think that there was an appreciation based upon the data that was on the table. The data was so abysmal that we were saying 'how can we, together, effect a change to that data?'

Steve, principal

Helping students gain that belief has involved refining our student profile booklets in year 11 to 13 to encourage students to track their own progress, to actually demand that teachers enter their results as soon as they know they've achieved something.

Robyn, principal

We really do believe that all students can achieve and we have to find what vehicle to use to get them to achieve. We try and make sure there's lots of different ways to motivate them or to reinforce their learning.

Edith, middle leader





It was really useful to have a discussion with people who are working in different schools, and in different contexts and working with data all of the time, to see how we could make that fit for our context.

Daniel, deputy principal

We are seeing some of those positive conversations coming out from the kids, they are able to reflect on what's happening in their world, bring it in, share it in our classes. We need them to be succeeding with their learning as well, and learning with that pride of being Māori.

Paul, counsellor

The highlight for me today, as I shared our achievement data with our year 9 and 10s, was to see the boys' faces. You could see them realise and accept that's what was expected of them, what is possible, and what success could and should look like for them.

Chris, principal

I have no problem with being labelled the 'Māori School' because our Māori students are going to be successful here. We want to make find ways where we can close the gap between Māori and non-Māori. We're getting there and we've just got to have those conversations out in the community, and this is one of those occasions.

Steve, principal

We will keep battling the gap and I tell them, 'if you stick with us we'll get you through.'

Elizabeth, principal

Realising Māori potential in the school is something that's hardwired now into all of our documents and processes, for example, my expectations of HODs and how they report to me.

That last 5% will be a hell of a lot harder than the first 5%.

Andy, principal



In Kia Eke Panuku, secondary schools give life to Ka Hikitia
and address the aspirations of Māori
communities by supporting Māori students to
pursue their potential.



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