

Te Mana o Te Whānau

Barriers and Bureaucracy in Education

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Ngā rārangi kaupapa...

- Q & A – regarding keynote this morning?
- About Moerewa School
 - School and community partnerships
 - “As Māori” – A framework
 - Implications for your school

Moerewa School

- Decile 1
- 180 students
 - 16 teaching staff
- 99% Māori roll
- Year 9/10 class from 2006
- Year 11 – 13 from 2010
 - *Removed by the Ministry of Education 18th May, 2012.*
- Board of Trustees dissolved April 2012
 - *School then governed by a Commissioner*
- Restricted Composite School (Term 3, 2008)
 - *Change of Status application lodged with MoE – March 2011*
- Principal from January 2005 – September 2014

By the community, for the community

- The 'Dream'
 - Community Campus Submission
- What changes did we make up front?
 - Organisation/restructuring
 - *merging two existing schools with long histories into one*
 - Multi levelled classrooms
 - *Year 1 – 4*
 - *Year 5 – 8*
 - *Year 9 -10 (9 – 13)*
 - Challenging teaching and learning practice
 - Professional development of staff
 - Relationships
 - *Community*
 - *Staff*
 - *students*

A Pedagogy of Whānau

A model for thinking about our practice

Four concepts:

1. The whānau concept of curriculum
2. The whānau concept of knowledge
3. The whānau concept of pedagogy
4. The whānau concept of discipline

Smith, 1995

A Pedagogy of Whānau

The whānau concept of **curriculum** requires that:

- the Māori community has some measure of influence over what counts / what is included in curriculum
- the curriculum is reorganized to connect with interests, backgrounds of Māori learners
- that to be Māori is taken as 'normal'
- the Māori worldview is reflected and reproduced within the school

A Pedagogy of Whānau

The whānau concept of **knowledge**

- is regarded as belonging to the whole group or whānau, rather than being private or belonging to the individual
- is for the ultimate benefit of the total group
- can be shared for all to gain
- is not essentially a credential for capital gain

A Pedagogy of Whānau

The whānau concept of pedagogy

- comprises core values (whānaungatanga etc.) that are taken as 'givens'
- incorporates tuakana / teina as part of pedagogical framework
- requires that those with knowledge assist those needing and wanting to learn
- mixes local wisdom with global knowledge – not simply a retreat to the past

A Pedagogy of Whānau

The whānau concept of discipline

- positions the total school as a single whānau
- regards all parents as 'parents' to all children in the kura whānau
- involves teachers being called papa, matua, whaea, koka
- regards learning and behaviour difficulties as a shared responsibility
- emphasises that needs for discipline are different
- emphasises that types of discipline are different

The aim of Moerewa School is to provide an education that empowers our students and community through a kaupapa Māori framework.

A Moerewa School graduate will be able to:

- Consistently practice the core values of:
 - Mana Tangata
 - Whanaungatanga
 - Aroha
 - Tino Rangatiratanga
- Develop a competency in Te Reo Māori me nga tikanga o Ngāti Hine
- Experience academic success as Māori, to fulfill their potential
- Develop a critical awareness to create positive change
- Have a positive, confident and caring attitude towards others
- Be motivated to develop a strong work ethic

The kaupapa of Moerewa School is focused on assisting all of our students to achieve these competencies. The aim is that these attributes will empower our student to make a positive impact on their whānau, their marae, their iwi, as well as the wider local, national and international communities.

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- That's enough from me!! Let's talk!
 - Questions?
 - Challenges?
 - How can I help?

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