

Tēnā koutou katoa

Nau mai, haere mai ki te pānui tuarua o Te Āwheonui.

In this issue we:

- Outline what we heard in your responses to the survey in our previous pānui
- Provide a snapshot of how CR&RP is evolving in one Kāhui Ako we are working with
- Share some of our theorising informed by working with you



Te Āwheonui is available to co-construct a bespoke approach for your school/ kura.

Please contact any of us to arrange a time to design your PLD Learning Journey and to register your interest in workshops in your area. Ngā mihi nui ki a koutou. In our previous pānui, our survey asked how we might support your school to develop cultural capability. Thank you for finding time to respond when your voice is being sought from so many quarters.

Themes emerging:

A third of your responses told us you wanted to learn more about the principles of Culturally Responsive and Relational Pedagogy. Linking the principles to give active expression to Te Tiriti o Waitangi was a priority for many.

Building and strengthening relationships with ākonga, whānau and iwi alongside growing capability with localised curriculum and Aotearoa NZ histories were key foci for another third of you. These were linked to the kaupapa of bringing your school's cultural narrative alive.

The balance of people told us that developing proficiency in te reo Māori was important to you. The co-construction of a future-focused school pathway - one that honours where you have been, where you are now and your potential for the way forward - also featured highly.

Due to end-of-year busyness and a condensed timeframe, we are now looking to plan wānanga/workshops across the motu for 2023.

Mana Ōrite in Te Oro Karaka

Equity Challenges were identified by individual schools in order to contribute to the greater good of the collective Kāhui Ako goal

When a large Kāhui Ako and our facilitators engage together in shared sense making (Ako and Wānanga) around Culturally Responsive and Relational Pedagogies (CR&RP), a whole lot of 'adaptive expertise' happens.

Evidence based inquiries, derived from both smart tools and Kāhui Ako-designed methods, have provided rich insights into perception data, school structures, processes and practices that capture the growth and impact of CR&RP.

The evidence has enabled people to determine the strength of current capabilities, the challenges to date, and the emerging opportunities for collaborative innovation (i.e., to be Culturally Productive). "Measuring what we value – not just valuing what is measurable." – ASL

"Have we arrived or are we in a continuous state of becoming?" - Principal

"To be Culturally Productive, is having the courage to actively produce contexts for learning capable of embracing everyone. So here, we are talking about 'institutional culture' – not ethnicity'". –Kāhui Ako Kaihautū



How do we know? What evidence do we have that indicates our baseline?

Rongohia te Hau

What are the indicators used to help chart out the course (to close the gap between Te Pae Tata and Te Pae Tawhiti) and help us course correct?

Manaaki ki te Tangata

Envision the aspirational horizon we are heading toward.

Rongohia te Hau

The Stars (Ngā Whetū) represent school value-add to strengthening Cultural Capability e.g. Iwi Relationships, Te Ahu o Te Reo Māori, Local Curriculum, Aotearoa NZ Histories, tikanga, etc.

This graphic has been generated from theorising and sense-making between Te Āwheonui Kaihautū, Principals, ASL, WSL, and teachers across the Kāhui Ako. It shows the interrelationship between the pedagogical processes of Rongohia te Hau and Manaaki ki te Tangata and Ngā Whetū that schools are drawing down in their aspirations to development and strengthening of Cultural Capability in their contexts.

Your Voice:

We work to support you as you focus on the kaupapa within the complexity of school life and the demands of management and governance

"What we have done is we have kept CR&RP at the forefront of our thinking, planning and engagement with tamariki, our colleagues and whānau; it's helped maintain the momentum."

- Kāhui Ako Lead

As we strive for authentic treaty partnership with iwi, their voices are helping us to understand what these partnerships need in order to develop.

A principal reflecting on iwi engagement mused over a comment made by a koroua who said:

"I don't know about you, but before I got engaged to my partner I went on a few dates first – whanaungatanga doesn't emerge out of a phone call or email that asks for a meeting on Wednesday at 11am."

Deepening our learning about ways of being as well as ways of doing: embracing Mātauranga
Māori to support our learning ethos

"CR&RP permeates all the crevices. It is so much more than just tools we employ: it is a way of being"

- Principal



When we are working in ways that are inclusive and employ critical consciousness, our authentic relationship with Mātauranga Māori develops holistically and naturally "CR&RP is about everything we do; while we have separated 3 workstreams they lie on the papa of CR&RP."

- Kāhui Ako Lead

Sense-making is a shared process. Language, concepts, and understanding are developed in ways that are discursive, interactive and ongoing ~ bringing Ako alive

"We are engaging in sense-making conversations together (staff and kaihautū) like, 'What's the difference between choice and co-construction?' We are collectively deepening our understanding."

- Deputy Principal

Valuing all the relationships, potential and knowledge that exists and using effective tools empowers us to reflect, review and refresh at need

"We are in a constant state of becoming: we have met challenges and sometimes needed to stay the course while other times we have had to course correct."

- Principal

Honouring the expertise and potential that exists in schools is fundamental within our relationally-based, mana-enhancing practice

"We have a great team to lead the kaupapa." - Principal



Te Āwheonui:

Centre for Professional Learning & Development

Purpose - Praxis - Potential

MANAAKITANGA, WHANAUNGATANGA, PÛMAUTANGA, TUMU WHAKAARA, KAITIAKITANGA

https://www.wananga.ac.nz/study/te-awheonui/



nyree.king@wananga.ac.nz

Administrator

tracey.fowler@wananga.ac.nz

jacqui.harris@wananga.ac.nz

0214095587

0211896357

0273377783