Whakawhāiti: Leading and modelling inclusive practices

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

A suggestion for implementing the strategy 'Developing cultural capability' from the Guide: Supporting ākonga Māori

Includes:

Te Hurihanganui

Support for learning in a rich cultural context

Support for inclusive design

The impact of removing harmful practices

Reflection questions

Useful resources

Inclusive Education
From
Guide: Supporting ākonga Māori

Strategy: Developing cultural capability

Suggestion: Whakawhāiti: Leading and modelling inclusive practices

Date
21 May 2024
Link
inclusive.tki.org.nz/guides/supporting-akonga-maori/whakawhaiti-leading-and-modelling-inclusive-practices

Te Hurihanganui

Consider how the fourth principle of Te Hurihanganui underpins your world view and guides your inclusive practice.

Te Ira Tangata

Everyone is born of greatness and imbued with inner potential and conscious awareness.

This brings with it the responsibility to be critically aware of ourselves, our world, and each other.

Te Hurihanganui

Source:
Ministry of Education | Te Tāhuhu o te Mātauranga
https://www.education.govt.nz/our-work/overall-strategies-and-policies/te-hurihanganui/

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Support for learning in a rich cultural context

The **Reading Together®** programme is an example of bringing school and whānau together in a culturally safe space where everyone is learning.

View the programme in action at Ngāti Moko Marae.

Video hosted on Youtube http://youtu.be/3AvQwM1t-uc

No captions or transcript

Source:
Ministry of Education | Te Tāhuhu o te Mātauranga (NZ)
https://www.youtube.com/channel/UCdFyjdfqmXgIPJ4wMsQd_Hg

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Support for inclusive design

If we are critically conscious as we apply a UDL approach, it can help us to systematically remove barriers to learning for ākonga Māori and increase flexible valued learning pathways.

Te Hurihanganui speaks of the importance of developing critical understandings, through an iterative research and design process that respects and is inclusive of diversity and innovation.

Universal Design for Learning is a people-first framework that helps us plan for diversity. UDL is applied through a thinking cycle that helps us identify and remove barriers to learning and supports the development of inclusive flexible learning environments, rich in supports and options.

The impact of removing harmful practices

Te Hurihanganui calls for the "eradication of harmful education practices" such as streaming or ability grouping.

Two maths kaiako are leading their departments away from streaming towards mixed ability groups.

The impact on the achievement of rangatahi has been significant.

Review their story "**Time to raise the gaze**" and consider how you could embrace the same approach in your own setting.

Reflection questions

Consider your responses to these questions.

What actions do they inspire?

In what ways do you get to know learners and what's important to them?

In what ways do you get to know whānau insights and aspirations for their tamariki?

How has your knowledge of learners and their abilities and preferences influenced the design of teaching and learning?

Are there approaches that you usually offer to some students that could be made available to all?

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Useful resources

He awa ara – a journey of many paths: The journey of our rangatahi Māori through our education system

Read time: 20 min

New research (BERL, 2019) has tracked two cohorts of rangatahi from 11–22 years old and 13–25 years old. This report summarises this research to tell the story of 100 rangatahi Māori starting their journey on the awa.

Publisher: Tokona Te Raki | Māori Futures Collective

Visit website

Ending Streaming in Aotearoa

Read time: 20 min

Publisher: Tokona Te Raki | Māori Futures Collective

Visit website

Guide to collaborative planning for learning

Resources to support whānau, ākonga, and kaiako working together collaboratively for learner-centred education.

Visit website