

# Poipoia kia puāwai

How schools support ākonga Māori and Pacific students to attain University Entrance

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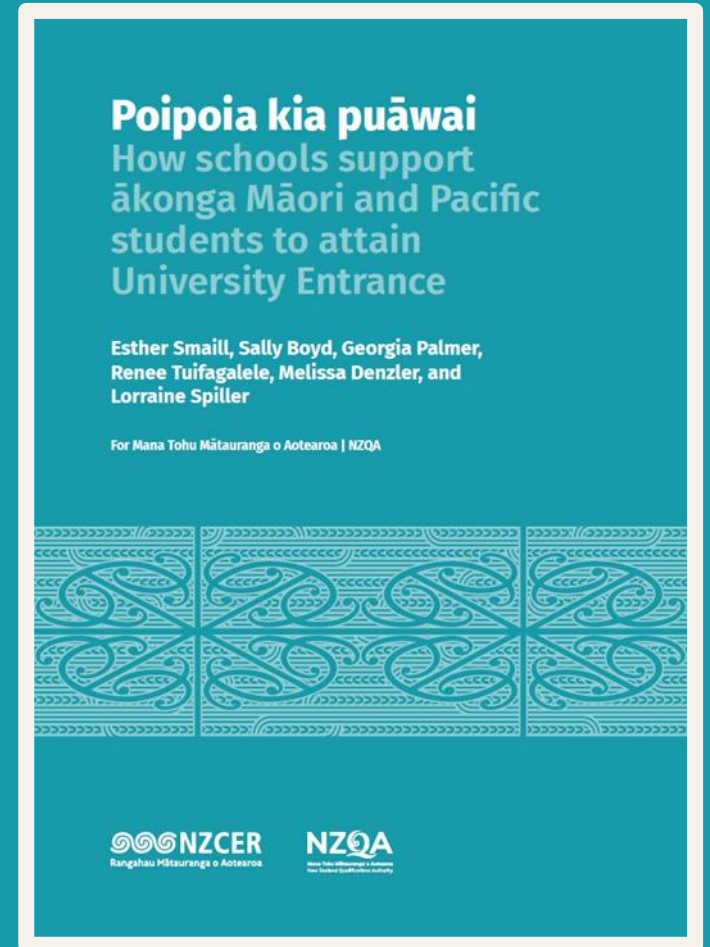
# Presentation overview

Project background

Methodology

Findings

- Part 1: Laying the foundation for success
- Part 2: Initiatives and approaches that support success





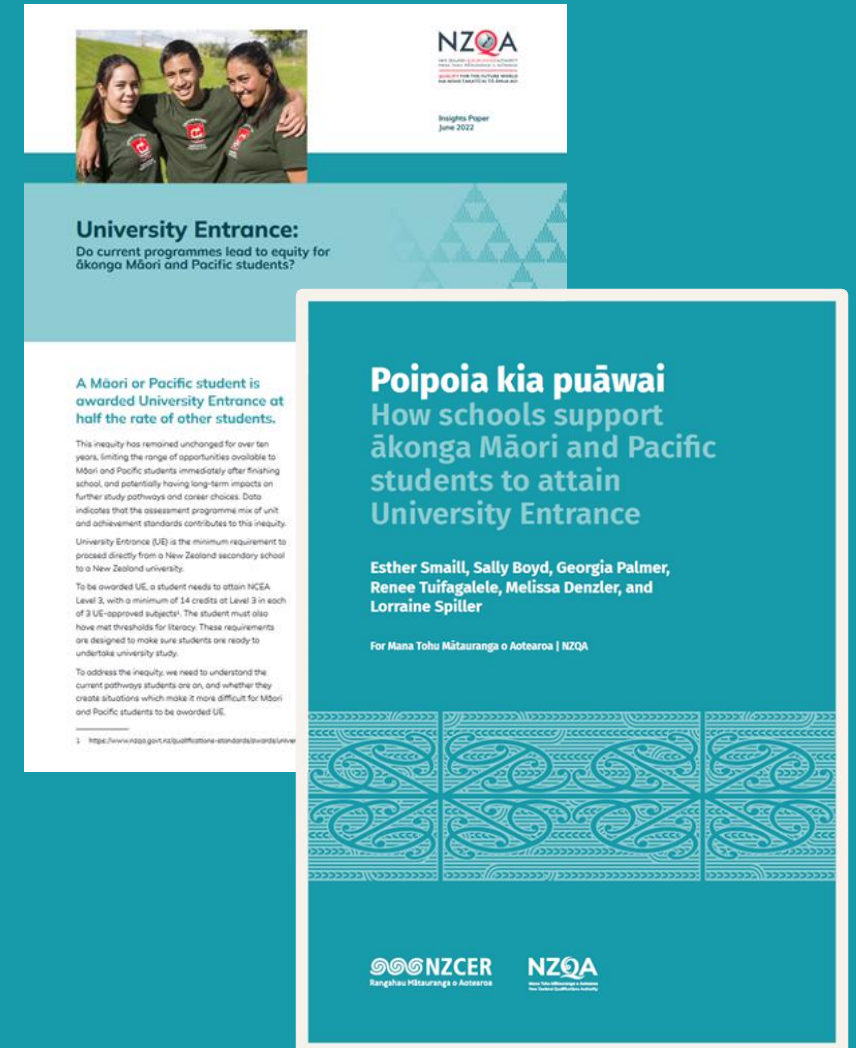
# Project background

## NZQA Insights Paper

*University Entrance: Do current programmes lead to equity for ākonga Māori and Pacific students?*

## NZCER Research Project & Report

*Poipoia kia puāwai: How schools support ākonga Māori and Pacific students to attain University Entrance*



# Ngā tikanga Methodology

# Our Approach

A strengths-based, mixed-methods study

Six “higher UE attainment” schools

- 3 serving high proportions of ākonga Māori
- 3 serving high proportions of Pacific learners

# Research Participants

## 6 Secondary Schools

- Year 13 ākonga Māori and Pacific students on a UE pathway:  
Student focus-group sessions
- Staff and whānau BOT reps: Interviews
- Teachers: Online survey

# He Awa Whiria A Braided Rivers Approach



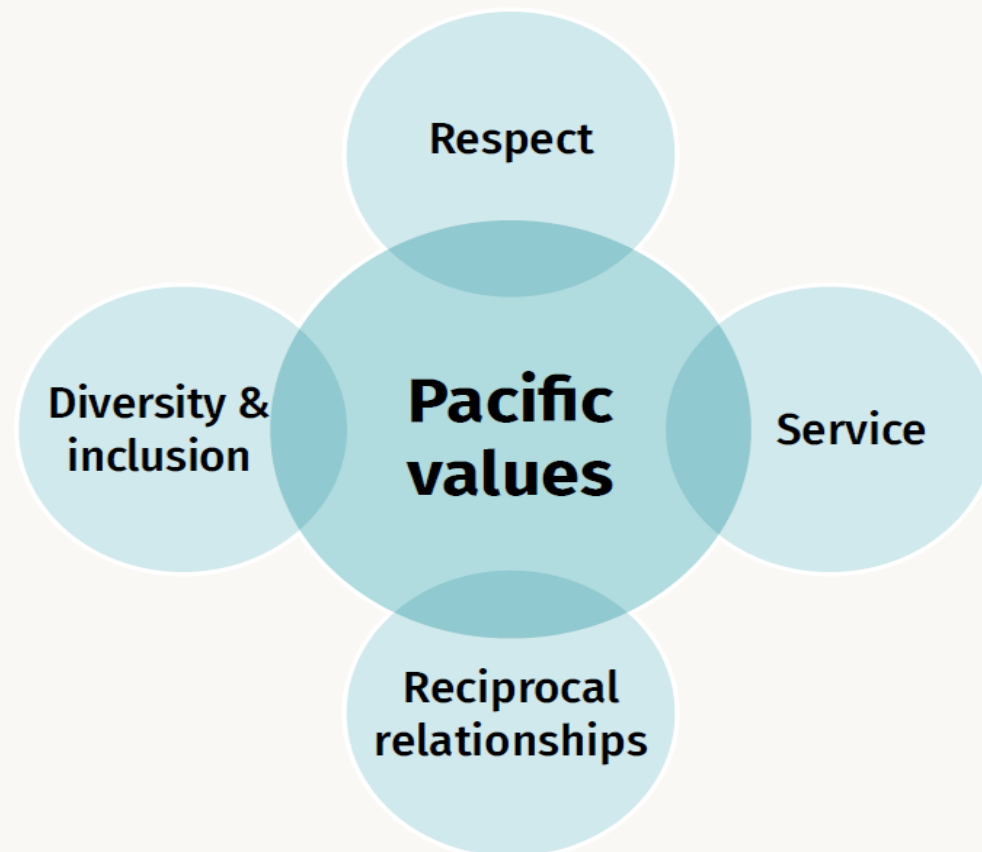


# Mātāpono Values

FIGURE 1 Māori values that guided the research



FIGURE 2 Pacific values that guided the research



## Findings: Part 1

# Laying the foundation for success

# Relationships matter

Establishing and  
maintaining meaningful  
staff and student, and  
school and whānau,  
relationships

# Staff and student relationships

We have good student–teacher relationships here which create safe positive learning environments, especially for Māori.  
(Ākonga Māori)

**Whanaungatanga:** Actively engages in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.  
(Tātaiako, p. 6)



# Staff and student relationships

A big thing that makes learning easy is when you have that one-to-one connection with the teacher. (Pacific student)

# School and whānau relationships

You need the ākonga to feel connected to a place because then they drag their whānau in.  
(Non-Māori principal)

# Schools established relationships with whānau that focused on NCEA & UE by:

- Hosting information evenings
- Making formal events more accessible for whānau Māori and Pacific families
- Providing information about NCEA and UE in the home languages of Pacific families.

# Culture matters

Understanding the importance of culture and the need to ensure that the school environment affirms the languages, identities, and cultures of ākonga Māori and Pacific students



# Culture matters for ākonga Māori

We've got that  
support, and we  
feel like we can  
be Māori.  
(Ākonga Māori)

## **Tangata Whenuatanga:**

Affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed. (Tātaiako p. 2)

# High expectations matter

Holding high expectations for all  
students

# High expectations matter

From the base of the mountain, we reach the highest pinnacle of our true potential success. What happens when we reach there? Another mountain comes, another bigger mountain. So, we're motivating, speaking success into those things. That's our norm; excellence is who we are. (Kaiako Māori)

# High expectations matter

There's lots of [students] who in Year 10 decide, 'I want to be a plumber.' Awesome, that's great. But what we then say is, 'Just because you want to be a plumber doesn't mean your aspirations academically have to diminish. When you leave school, you're going to have options and the option you're going to have, is the best qualification you can have, University Entrance.'

(Non-Pacific principal)



# Effective teaching matters

Ensuring students are taught by  
effective teachers

# Effective teaching matters

The teachers, they really prioritise our learning. I was surprised, because I started at [this school] last year, to find out a lot of the teachers were willing to give up their time during break time [and] after school to do tutorials. I was like, 'Whoa, you care.' That really helps us complete standards and that, sacrificing their time.  
(Pacific student)

# Effective teaching matters

It's really in the way we [the kaiako Māori] deliver.

Pushing that student to their truest potential, which is much more than they have ever realised.

You've got to take them to that realm of the unknown. You can go deep [with] a lot of haka, a lot of waiata, a lot of whakataukī. Using our Māoritanga to inspire. And it does work here because the kids are really hungry for it.

(Kaiako Māori)

# Leadership matters

Having effective school leaders  
who prioritise equity



# Leadership matters

The support we've had from [the principal], the board of trustees, we've felt no barriers. We've been able to basically say, 'This is what we need.' And they understand, and we've got almost like a passage.  
(Kaiako Māori)

# Findings: Part 2

Initiatives and  
approaches that support  
success

# Developing leadership systems, roles, & opportunities that prioritise relationships, learning, & achievement

- Systems that allow deans and/or whānau, or homeroom teachers to move with students.
- A culture that enables Māori and Pacific teachers, students, and family members to lead.

# Using achievement data to set targets, and identify and respond to needs

- Senior leaders walk the talk with data utilisation
- Teachers make excellent use of data
- Students are taught to track their own progress

**Effective data utilisation is crucial for students' success.** (Starpath Phase Three, p. 70)

# Designing pathways to UE that reduce barriers

- Removing streaming and pre-requisites
- Raising the profile of achievement standards and UE-approved subjects
- Structuring courses to include a balance of internal and external assessments
- Offering a Health Science Academy or similar



# Starting students early on a pathway to UE

We tell them from when they come in that, ‘Our expectation is for you to achieve in a lot of areas, but we expect you to achieve the highest qualification that you have in New Zealand, which is University Entrance.’  
(Non-Pacific Principal)

# Supporting students to stay on a pathway to UE

Our dean is like the meanest keyboard warrior. She texts and she sends emails and emails. She's constantly contacting [my family]. My parents forward me the texts that she sends to them.  
(Pacific student)



# Supporting students to stay on a pathway to UE

Providing students with multiple opportunities to learn and attain achievement standards

- Extensions for internal assessments
- Catch-up opportunities
- In-house mentoring

**Students need multiple opportunities to learn and achieve. (Starpath Phase Three, p. 61)**

# Concluding thoughts

**“In terms of laying the foundation for Aotearoa New Zealand to grow a more culturally representative workforce and to become a more equitable society, these six secondary schools are leading the way. The initiatives and approaches employed in these six schools show other secondary schools, policy makers, and universities what it takes to improve equity for ākonga Māori and Pacific students, and that it can be done.”**



**Poipoia Kia Puāwai**

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