

# Enhancing Outcomes for All: The Impact of Prioritizing Ākonga Māori Learning Experiences in Tertiary Education



*Janell Kiriona*  
*Tim Seaholme*

**TE ATAKURA**  
*hiki wairua | hiki tangata*

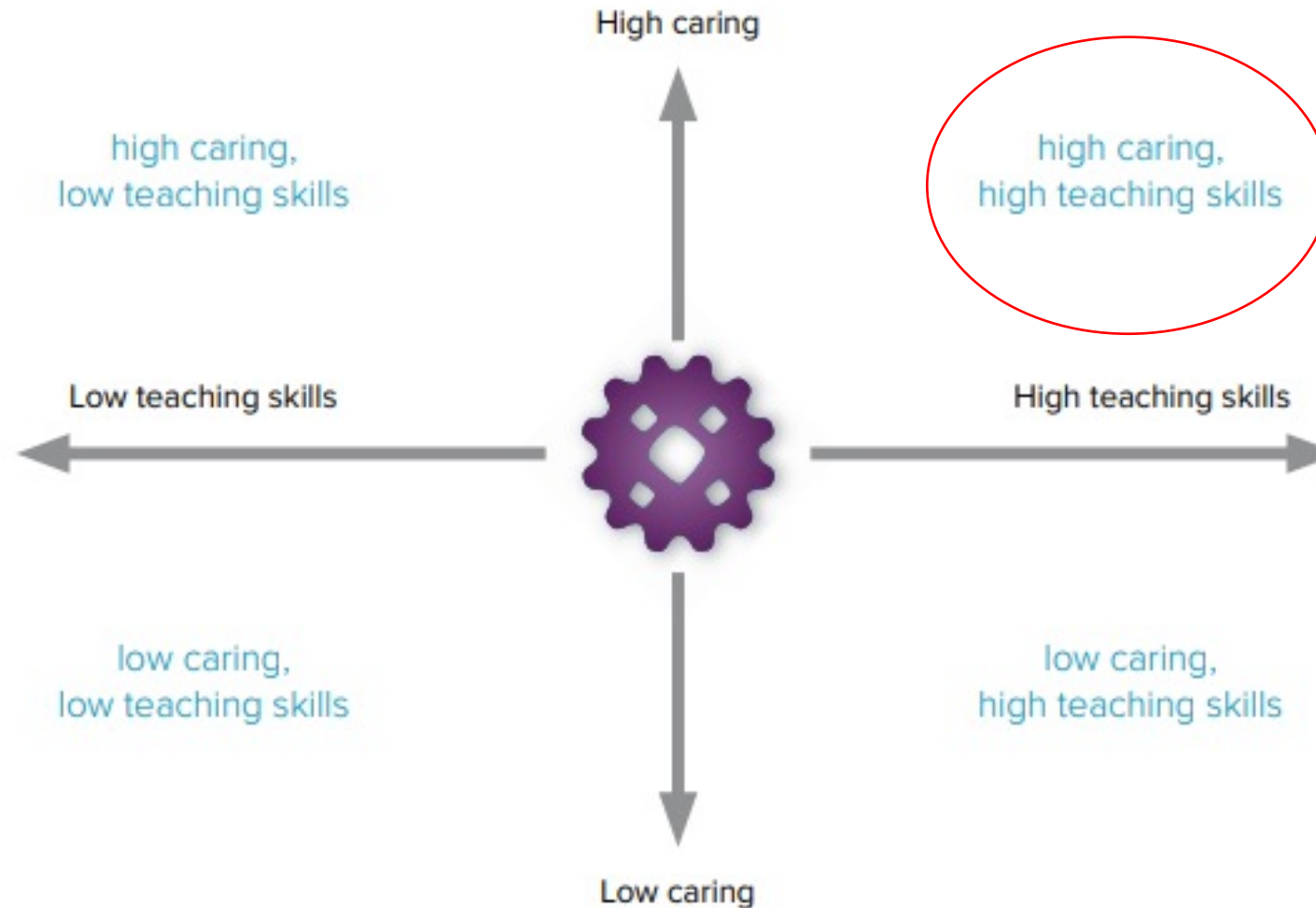


***“What is good for everyone is not always good for Māori; but what is good for Māori is good for everyone”***

***Emeritus Professor Russell Bishop***



# Relationships-Based Practice



# Voice to Values



## MANAAKITANGA

Care for ākonga as culturally located human beings above all else within a supportive environment.



## MANA MOTUHAKE

Care for and having high expectations for the performance of our ākonga and enable the development of personal or group identity and independence.



## WHAKAPIRINGATANGA

Creating a secure, well-managed learning environment by incorporating routine pedagogical knowledge with pedagogical imagination.



## WĀNANGA

Engage with ākonga using effective teaching interactions with rich, dynamic sharing of knowledge



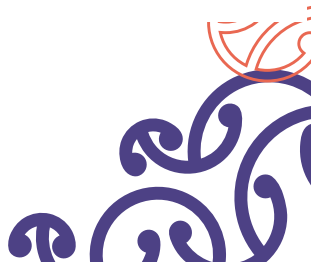
## AKO

Using strategies that promote effective teaching and learning interactions and relationships with their ākonga.

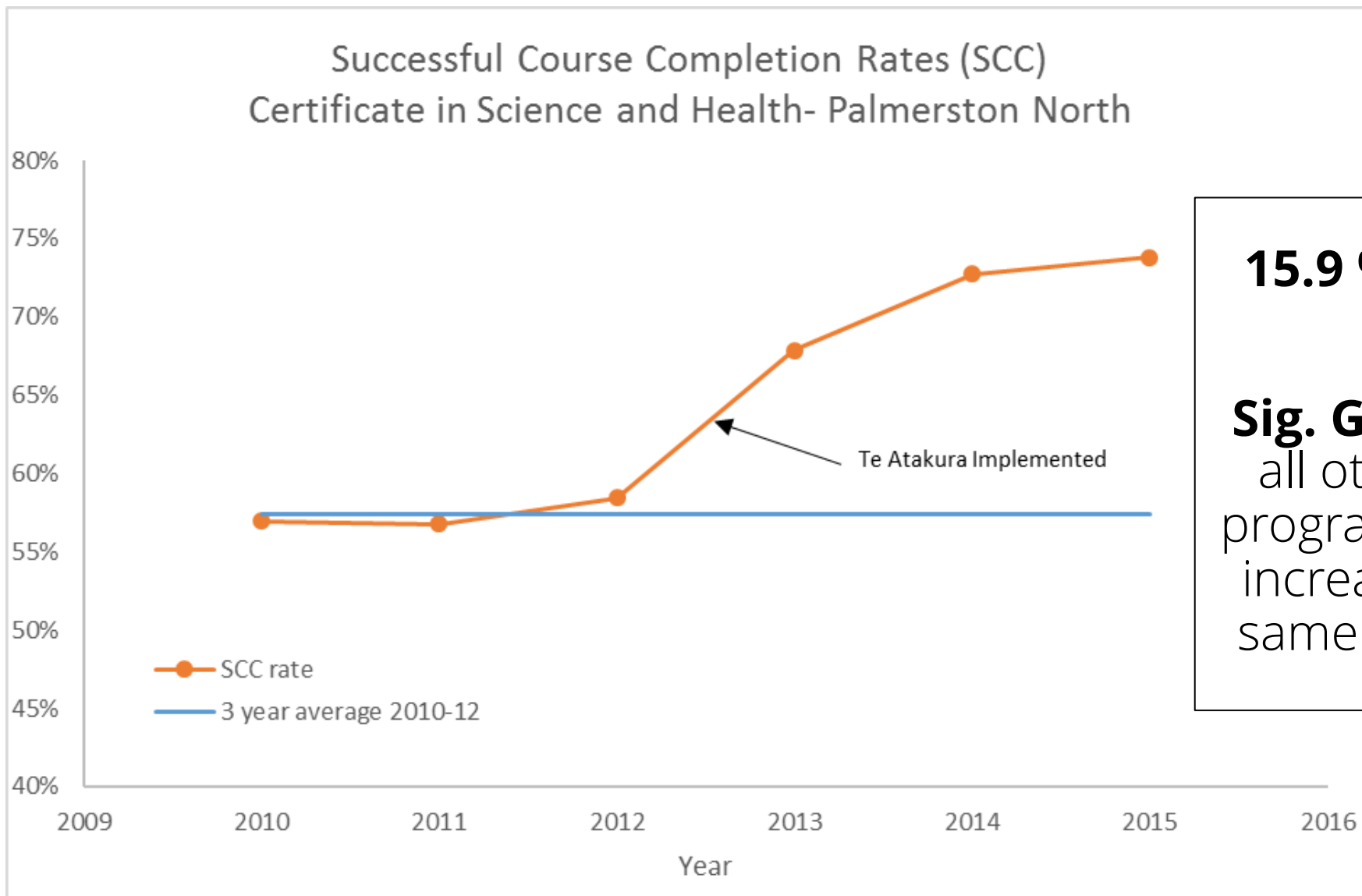


## KOTAHITANGA

Promote, monitor and reflect on outcomes in a collaborative manner that will lead to improvements in educational achievement for all ākonga.

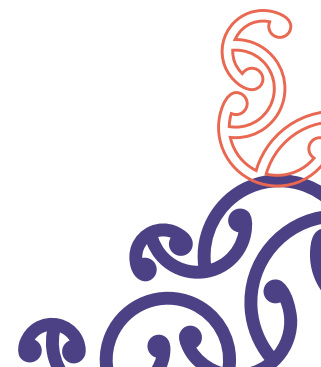


# A Path to Parity

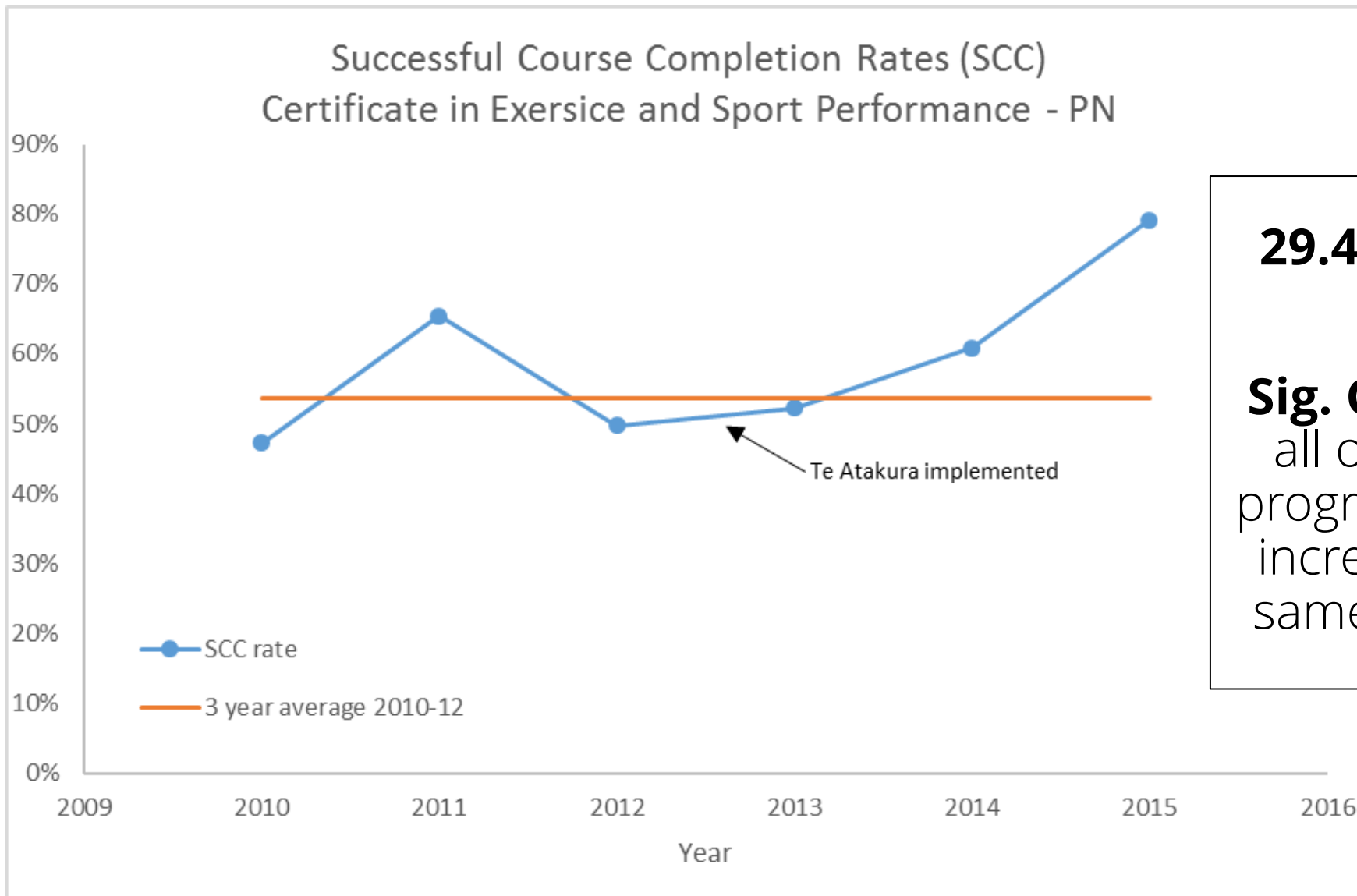


**15.9 % increase**

**Sig. Greater** than all other Level 3 programmes, **5.9%** increase over the same time period

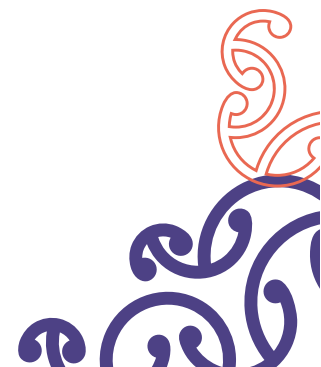


# A Path to Parity



**29.4 % increase**

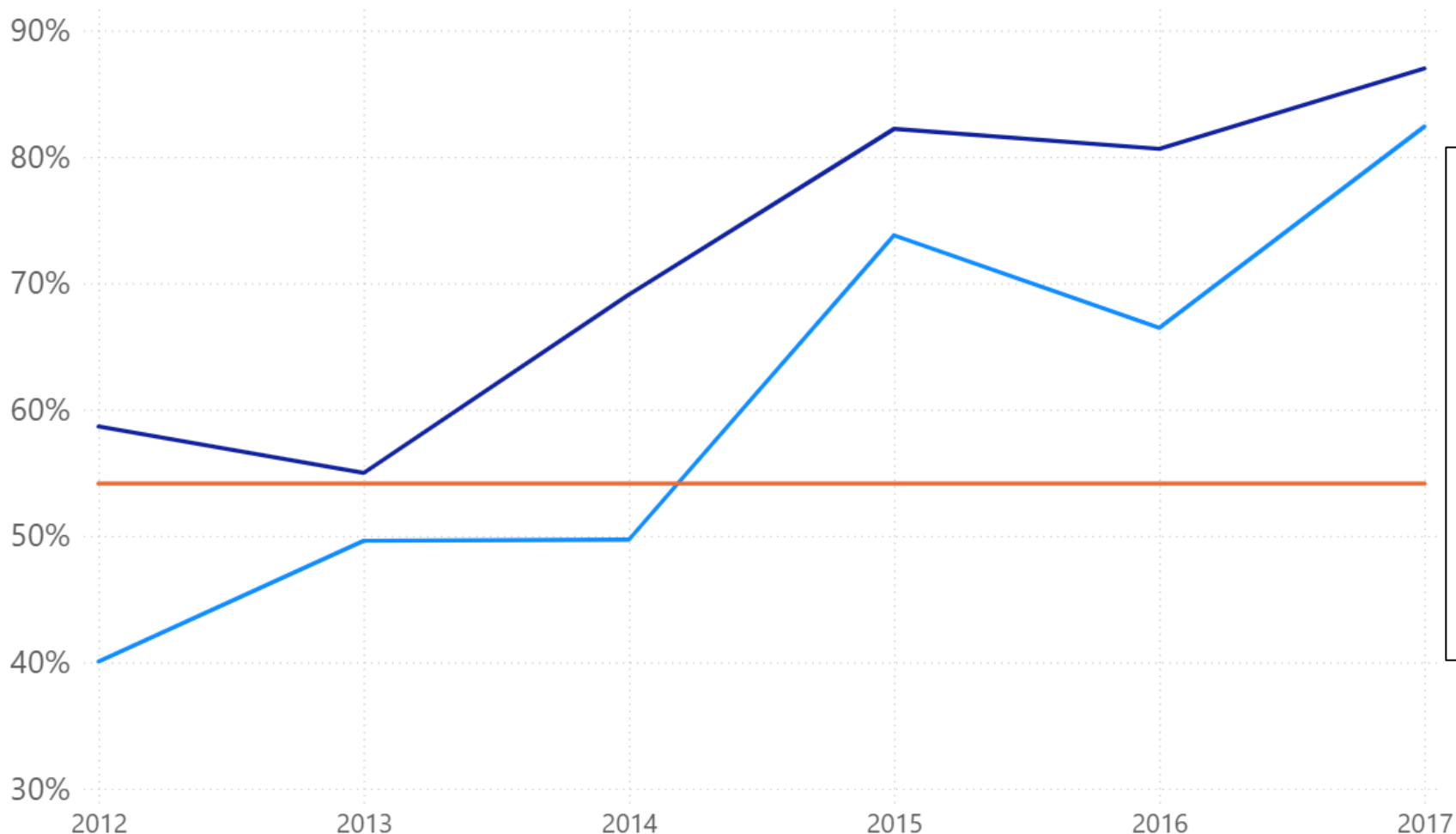
**Sig. Greater** than all other Level 4 programmes, **0.6%** increase over the same time period



# A Path to Parity

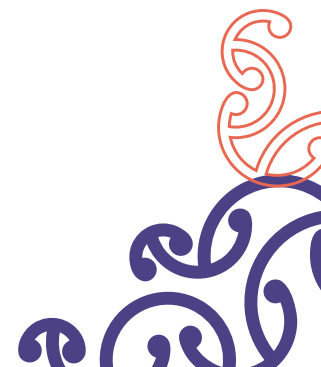
Successful Course Completions Rates (SCC) Certificate in Exercise and Sports Performance

• ākonga Māori • non-Māori • 3 year average before Te Atakura



**Improved outcomes for all**

**Closing of gap (-19% to -4.6%)**



# Shift in Teacher Practice

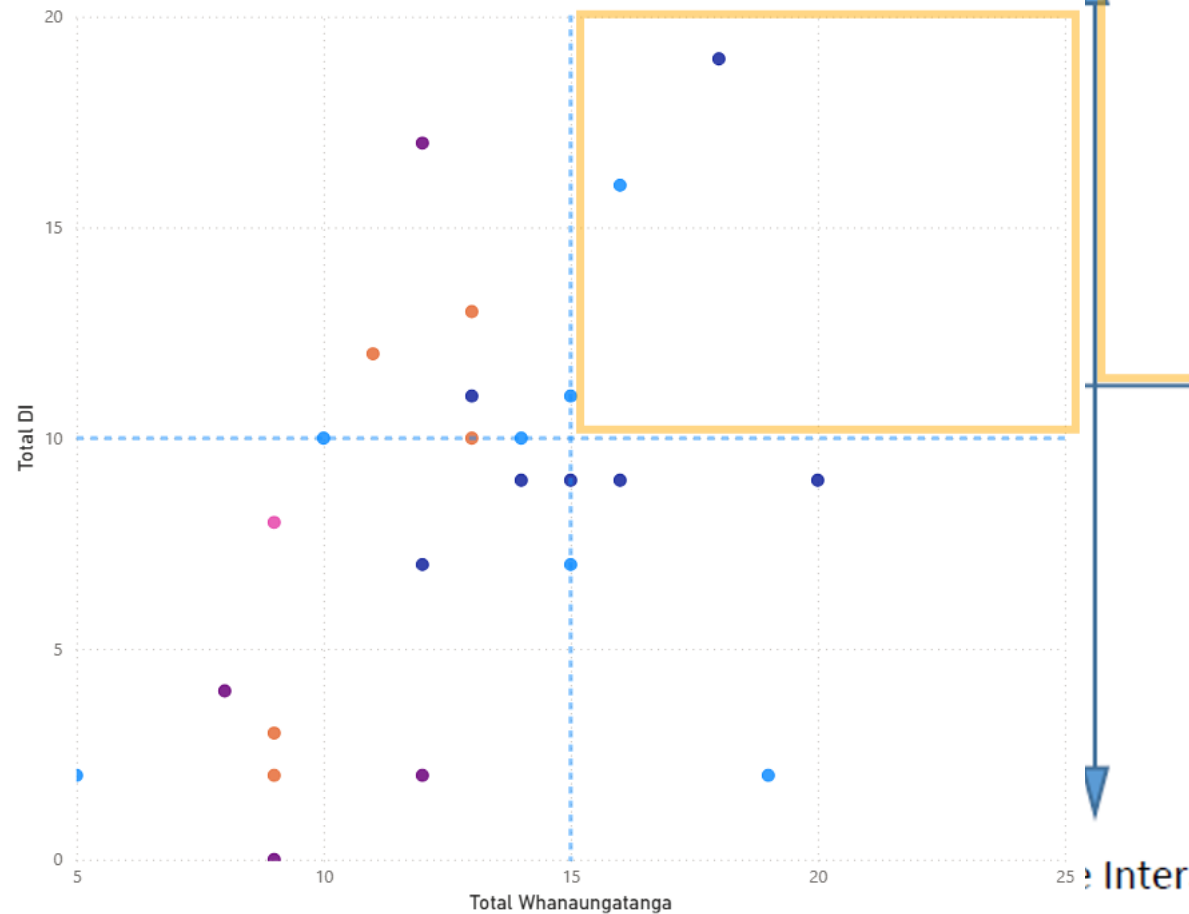
2014

High Discursive Interactions

2023 2024

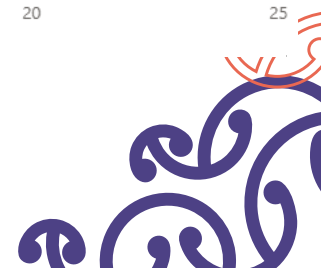
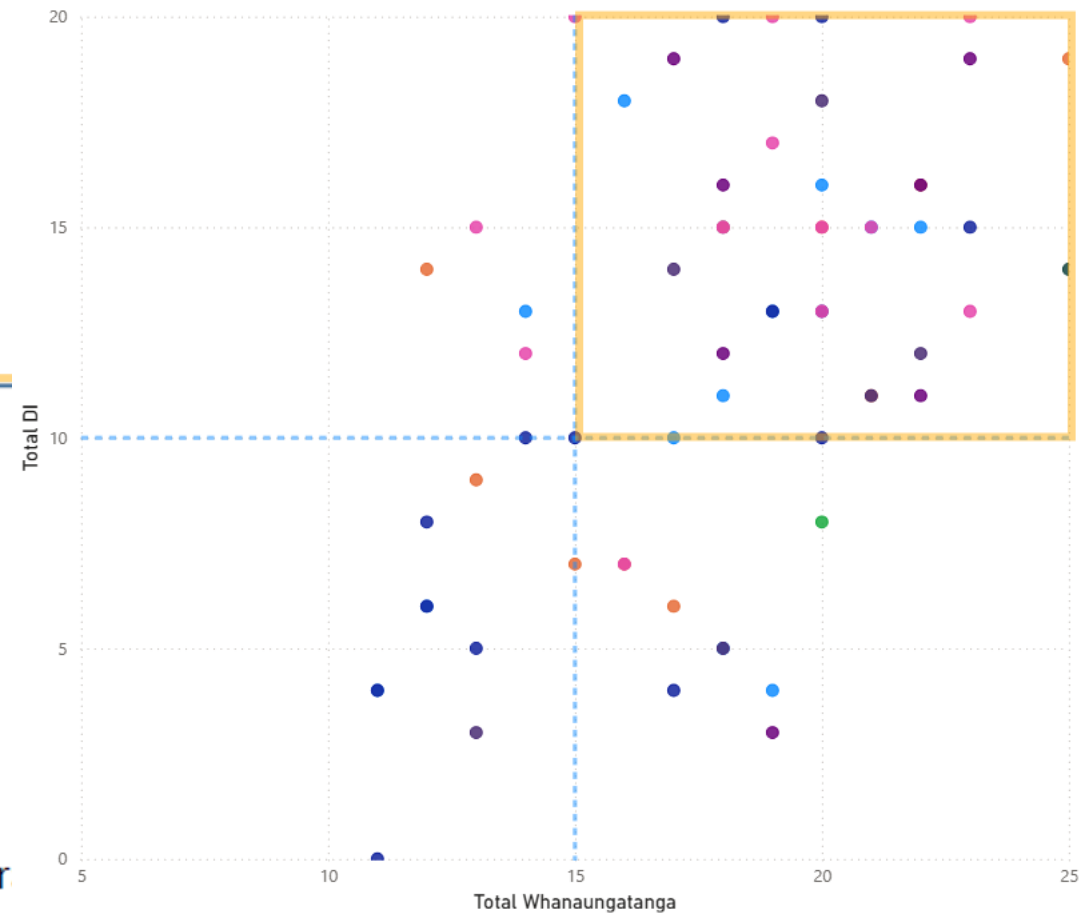
Teaching to the North East Plot

Obs no. 1 2 3 4 5



Teaching to the North East Plot

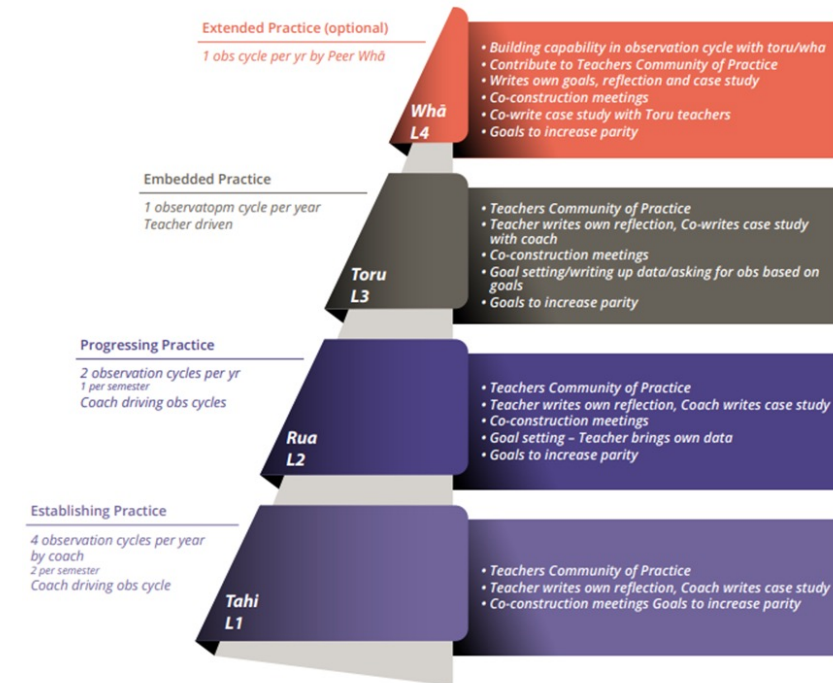
Obs no. 1 2 3 4 5 6 7 8





# Structured Framework

- Professional learning programme
- Observations and professional coaching
- Iterative knowledge building and inquiry cycles
- Facilitated co-construction hui
- Ākonga Māori voice focus groups
- Evidence-based monitoring methodology



This model encourages Teachers to increase ownership and reduce the level of support

### Classroom Observation Tool

#### Part 1: The Extended Family-like context

Date:	Name:	Evidence										
		<table border="1"> <thead> <tr> <th>None</th> <th>Little</th> <th>Some</th> <th>Lots of</th> <th>Great deal</th> </tr> </thead> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	None	Little	Some	Lots of	Great deal	1	2	3	4	5
None	Little	Some	Lots of	Great deal								
1	2	3	4	5								
1. (a) Rejecting deficit explanations for students' learning.		Please circle the score based on examples evidenced and noted										
(b) Agents talk articulated, the students are encouraged as they succeed		Note any examples										
2. Manaakitanga: Caring for and nurturing the learner, including their language and culture		Please circle the score based on examples evidenced and noted										
Students can bring their own cultural experiences to the learning. There are culturally appropriate learning contexts. Students' prior learning is utilised.		Note any examples										
3. Mana Motuhake: Voicing and demonstrating high expectations		Please circle the score based on examples evidenced and noted										
There are high expectations of their learning and behaviour. The classroom interactions include talk about student capability to reach short and long term goals.		Note any examples										
4. Whakapiripiranga: Ensuring that all learners can learn in a well-managed environment		Please circle the score based on examples evidenced and noted										
The lesson is well organised with clear routines for students to interact and learn individually and as a group.		Note any examples										
5. Kaitiaki: Knowing what students need to learn		Please circle the score based on examples evidenced and noted										
The teachers know their subject knowledge. There are models and exemplars to support learners to know what success looks like.		Note any examples										
Please add up the scores for each dimension to give an overall total	Total Score											

#### Part 2: Interacting within the learning context; Wānanga/Ako

Date:	Name:	Interaction Code	Evidence of discursive interactions and power sharing strategies For example: co-operative learning, student-generated questions	Interaction with students	Location of teacher
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

P = Prior Learning FB = Feedback FF = Feed forward Co = Co-construction  
 I = Interactions with indigenous and marginalised students O = Other students W = Whole class  
 D = Desk S = Stationary M = Move around the room

#### Section Two: Totals for interactions and the location of the teacher

Totals for Interactions	Interactions with Indigenous or Marginalised students	Totals for the location of the teacher
P		I
FB		S
FF		M
Co		

#### Section Three: Student engagement in their learning

Question	Student One	Student Two	Student Three
What are you learning today?			
How are you going?			
How do you know?			
What do you need to learn next?			

## TE ATA KURA

UCOL established Te Atakura in 2013 with the aim to achieve parity between Māori and non-Māori student completions, and improve the educational experience and outcomes for all students. Te Atakura has a clearly identified kaupapa that aligns with UCOL's institutional value of whanaungatanga demonstrated by:



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Care for and having high expectations for the performance of our students and enable the development of personal or group identity and independence.



**WHAKAPIRIPIRANGA**  
Creating a secure, well-managed learning environment by incorporating routine pedagogical knowledge with pedagogical imagination.



**WĀNANGA**  
Engage with students using effective teaching interactions with rich, dynamic sharing of knowledge



**AKO**  
Using strategies that promote effective teaching and learning interactions and relationships with their learners.



**KOTAHITANGA**  
Promote, monitor and reflect on outcomes in a collaborative manner that will lead to improvements in educational achievement for all students.

# Kaiako Voice

“Te Atakura forces me to think about how I am really engaging the student”

“Teaching is not just about learning but valuing the students as people; leaving them feeling capable, and recognising their potential...he tāngata he tāngata he tāngata”

“I’m learning Te Reo and I’ve introduced language to the classroom”

“I’m setting high expectations for myself and my students”

“I look at student goals, give more control to the students”

“My lessons now have Te Atakura dimensions”

“I’m more reflective and looking for impact”

“It has given me the courage to use feedback from my students to guide my lesson plans”





# Ākonga Māori Voice

“My class is like a whānau my teacher cares about us”

“I can be Māori here”

“We are encouraged to bring culture to the class”

“The relationship matters, if I like the teacher I will try harder”

“Everybody gets to learn from everybody else now”



“With the support of my teacher I know I will succeed, he works alongside us”

“We can’t let our tutors down because they believe in us so much”

“I can answer questions now instead of just sitting in the background”



# Comments in External Reviews

“Te Atakura has had an organisation-wide impact, with managers and tutors noting the increase in discussions around pedagogy, a greater willingness to engage with the data and a reduction in ‘deficit thinking’ and a shift to searching for strategies and solutions.”

“Observation cycles shifted attitudes of what attributes to Māori achievement, placing higher value on the learning relationship with their students.”

“A significant shift, is an increasing willingness of teachers to acknowledge their role as agents of change.”

“Implementing and evaluating a focused teacher development process (Te Atakura) is positively changing and improving teaching practices.”



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