Report

Evidence of the impact of Te Atakura on teaching practice

By the Te Atakura team

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UCOL
Te Pae Mātauranga ki te Ao
Universal College of Learning

TE ATAKURA
hiki wairua | hiki tangata

AKO
AOTEAROA

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Evidence of impact of Te Atakura in teaching practice

Observation data gives the opportunity to compare data points as kaiako progress on their Te Atakura journey. This data can be looked at both individually and collectively. The trends that this allows you to see will give insight into changes in practice in line with the elements of the Relationships-based Teaching Profile (RBTP) that are used in the observation inquiry cycles.

There are two evidence scores that are used in monitoring practice.

1. Whananaungatanga in the learning environment.
   The research shows that the higher the creation of whanaungatanga, the more likely ākonga would engage in high-impacting teaching and learning interactions.

2. Discursive interactions with ākonga.
   The research shows that learning is enhanced when kaiako move from traditional to higher impacting discursive teaching and learning interactions.

In addition to looking at the overall numbers this gives us it is possible to drill down into the components of both whanaungatanga and discursive interactions for coach and kaiako to be more specific in their reflections on practice.

When gathering evidence scores for whanaungatanga and discursive interactions elements of the RBTP it is possible to create a visual that represents the levels of evidence collated for each observation. This can help consider the levels of evidence of teaching practice in one of the following quadrants:

High Discursive Interactions

NORTH-EAST

Low Whanaungatanga ← → High Whanaungatanga

Low Discursive Interactions
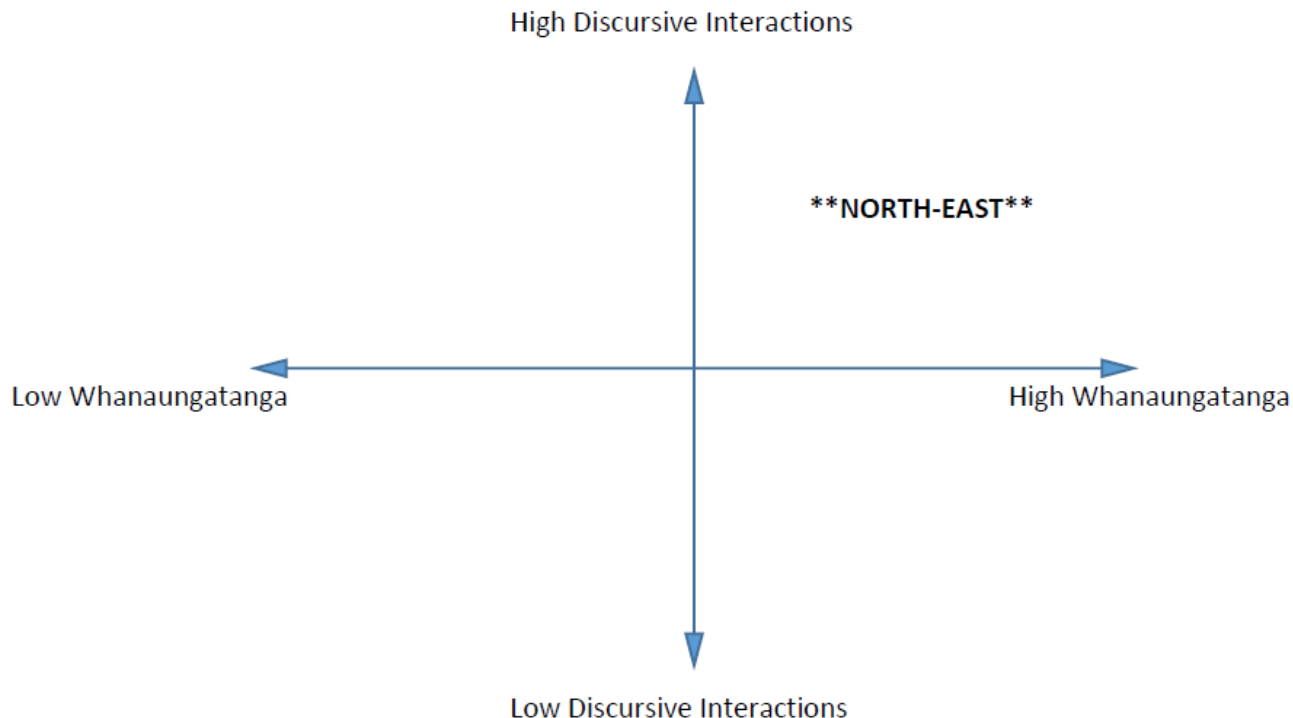
What are we looking for?

— Kaiako, who have observations that score highly in both whanaungatanga and discursive interactions in the RBTP, will have data points that sit in the top right quadrant of the graph above (the north-east quadrant).

— As kaiako journey in Te Atakura they are developing their understanding and skillset to teach in the north-east. Their observations would show evidence of high levels of creating whanaungatanga and high levels of effective discursive interactions.

— Over time we are aiming to see kaiako setting goals based on continuing to develop and embed relationships-based teaching practice and making the most of discursive interactions. As this becomes their practice we would see further shift of evidence to the north-east quadrant.
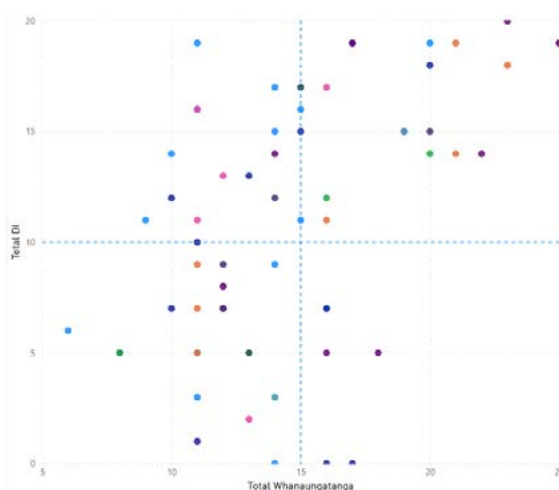
UCOL's observation evidence of teaching practice in 2023–2024

Here are some of the data plots to show UCOL's TTNE data. Evidence data from 2014 shows a gathering in the south-west quadrant. 2015 shows more of a spread across quadrants. 2023 & 2024 show evidence of practice towards the north-east quadrant.
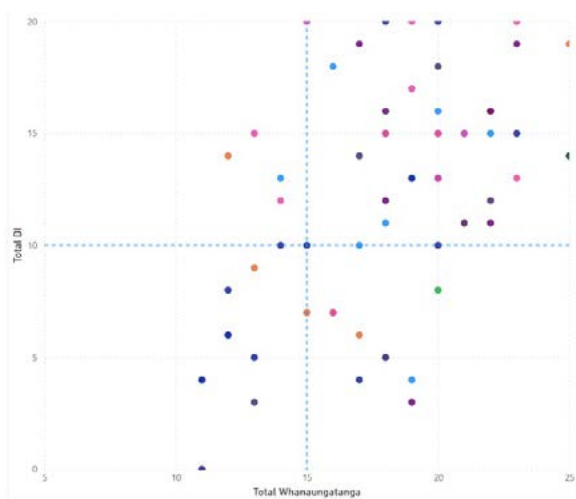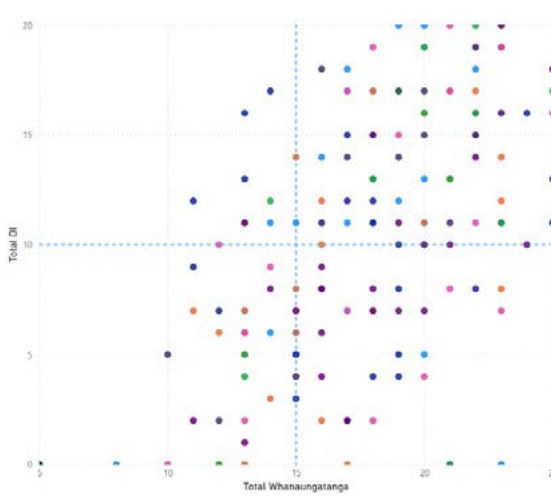
2014
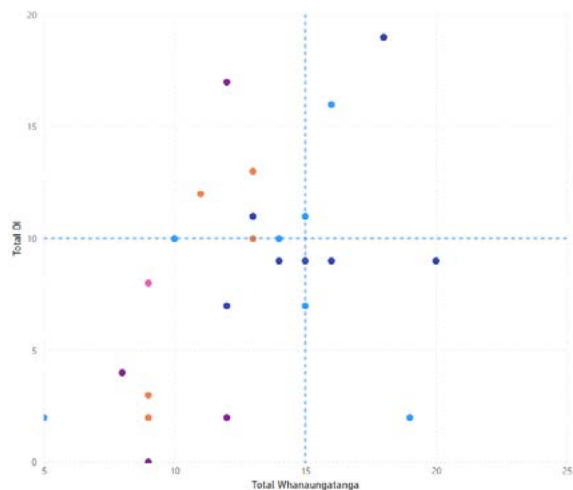
2015

2023

2024

This data shows a shift in the evidence of kaiako practice. It shows that kaiako are creating learning environments that are more likely to engage ākonga in their learning and that they are using more discursive, high-impact teaching practices.

An example of a Kaiako and coach monitoring of evidence in 2024

Kaiako attend professional learning series workshops to build their knowledge and have coaching to reflect on their own evidence of practice and work in iterative knowledge-building and inquiry cycles to shift their practice and uplift the learning experiences and outcomes of ākonga.

Here is an example of one year of work with a kaiako in 2024 and their observation data story showing their change in practice to be more impactful on the learning experiences and outcomes of ākonga. Notice that evidence of practice in observation 1 was in the south-east quadrant, the shift for observations 2 and 3 to the south-east (as they had teaching goals to increase whanaungatanga in their practice so that ākonga would engage in class more) and then the shift in observations 4-7 (to the north-east quadrant) as the kaiako has added in a focus on using the high impact discursive interactions.
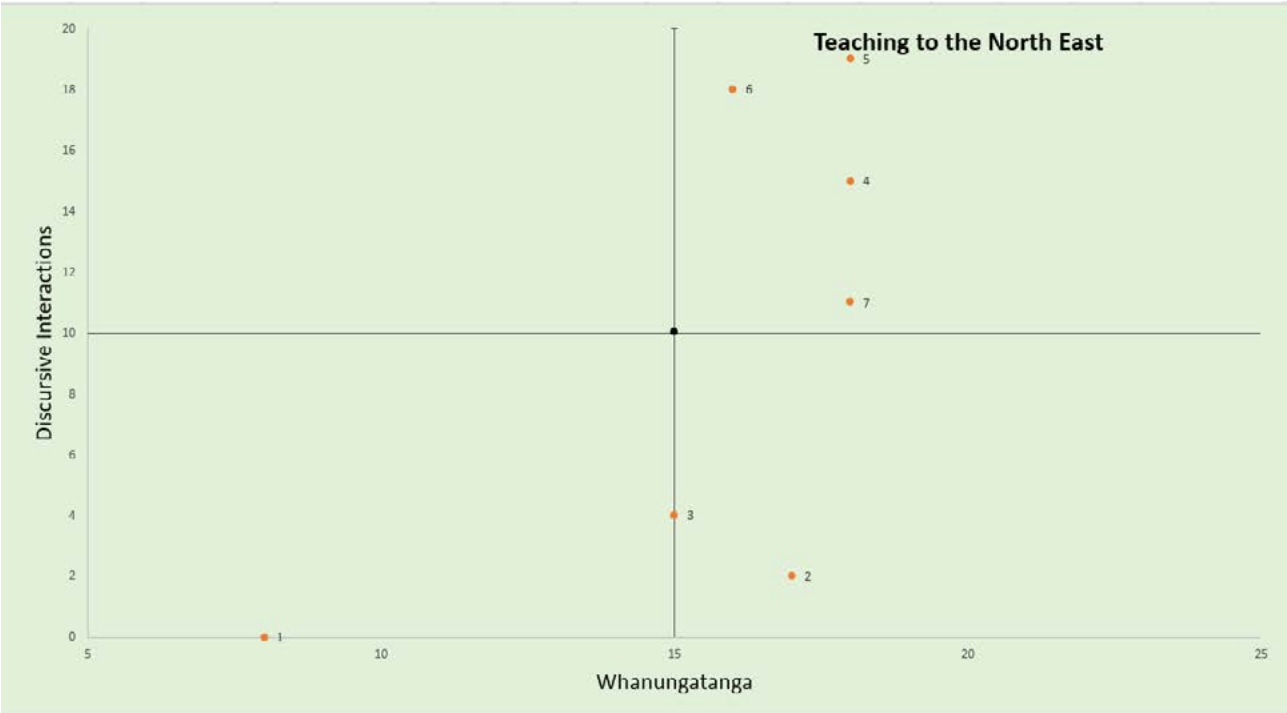
An example of the shift in teaching practice seen in the iterative knowledge-building and inquiry cycle notes of a coach for a kaiako in 2025

Course data (high Māori enrolments and low Māori achievement)

Kaiako identified issues:

1. Ākonga voice reflected they were not comfortable asking questions
2. Ākonga were not paying attention, or retaining learning
3. Issues with attendance
4. Ākonga were not engaging independently with online resources

Kaiako implemented Te Atakura strategies (approaches based on high impact teaching and learning strategies from the research):

1. Welcoming language and approach towards ākonga being aware of the type of experience they want, and we want them to have (relationships-building)
2. Co-constructing of learning and goals (relationships -building and power-sharing)
3. Questioning approaches for feedback and co-construction (relationships-building and power-sharing)
4. Small group work (relationships-building and power-sharing)
5. Co-constructed system for working together and meeting ākonga needs

Kaiako initial evidence of impact:

1. Positive shift in engagement (ākonga now lead learning and discussions by asking questions)
2. Positive shift in ability of ākonga to answer questions (Kaiako formative assessment of ākonga learning using feedback based questions, so that feedback is from ākonga to kaiako)
3. Positive shift in summative assessment answers
4. Positive shift in independent engagement and problem solving, and class function

Shift in ākonga voice

— I have enjoyed our theory lessons a lot more (now), they feel more engaging than what they were before. I always felt quite lost before, then I would zone out, start fidgeting and not pay attention. I didn't feel engaged enough to want to participate in the theory classes we did. Our kaiako now asks us what we want to learn about, and they are not ranting – ranting doesn't always work. Ranting is boring.

— It's a lot better than how it was before.

— I can answer the questions now instead of just sitting in the background.

— I feel like we are learning more now that we get split up (into small groups) there is less mucking around.

— The group work tests us, especially if you are not used to working in a team. But it has been working out well.

— Everybody gets to learn from everybody else now.

— At the start I knew nothing, and (now) I have learnt a ton.

— Our kaiako has a plan for us, and we came up with a plan together for how to work.
— We know that our kaiako is trying their hardest and we can see that – that is what we want. They should keep doing what they are doing its working.

Kaiako voice on the experience

— We have been trying multiple different things (through the inquiry cycle) and I think if it works it works, if it doesn't we will change it.
— I think that the fact that we have set goals for each session and discussed them after has given us everything we need.
— Kaiako has valued having some to bounce his ideas off, and not having to sit by themselves to try and figure out what to do next.
— Kaiako also has more teaching responsibilities now, and feels as though the class has "turned a corner".

The evidence of the engagement and success of the professional learning series

The professional learning workshop series introduced in 2024 has been designed to support kaiako in their Te Atakura journey. It creates a space to wānanga with others and enhance culturally responsive relationships-based practice. Here is a summary to show what is covered in the series and who each workshop is suitable for. **These learning workshops are an essential part of Te Atakura that all kaimahi need to engage with.**

Foundation (100) series

This is for kaiako/leaders/organisations to understand the foundational components of Te Atakura.

— Workshops 101 and 102 are suitable for all staff.

— Workshops 103 and 104 are more suited for kaiako/leaders of educators, however, everyone is welcome as content will be linked to its application to all work practices across the organisation.

Workshop	Title	Overview
101	Whakapapa	Learn about the birth of Te Atakura as a tertiary education initiative for achieving ōritetanga. Gain insight into why this organisation-wide model has a relationships-based approach and how it comes from listening and implementing actions based on the experiences of ākonga Māori.
102	Whanaungatanga	Explore the components of effective learning environments from the lense of relationships-based teaching practice.
103	Wānanga/ako	Look at some of the most effective kaiako-learner interactions and explore how and when they can be used effectively with a focus on ākonga Māori.
104	Tōku reo	Gain insight into the questions that are used by coaches when they talk to ākonga Māori in observations. What do these questions really tell us about engagement in learning and how might this inform teaching practice?

Embedding (200) series

This is for kaiako who have completed their first year of Te Atakura (observation cycles and workshops 101–104). It focuses on the continuing journey of becoming a kaiako who is consciously embedding Te Atakura practices. It enables staff to grow their intentionality of becoming a more effective culturally responsive, relationships-based kaiako.

Workshop	Title	Overview
201	Self-reflection	Explore increasing ownership of reflecting on teaching practice and ākonga Māori voice using a Te Atakura lense.
202	Power sharing – agency	A chance to explore power-sharing practices as opportunities to support and encourage ākonga Māori to become self-regulating and self-determining.

Leader of learning (300) series

This is for kaiako who have completed their second year of Te Atakura (observation cycles and workshops 201–202). It builds on the knowledge gained in the preceding workshops and explores continuing growth of kaiako who are leaders of learning.

Workshop	Title	Overview
301	Leaders of learning; part 1	An introduction to the concept of becoming leaders of learning. A chance for reflecting on teaching practice, their Te Atakura journey and recognising opportunities for development.
302	Leaders of learning; part 2	This is a 'community of practice' session in which kaimahi are sharing what they have been doing in their teaching as they reflect as a leader of learning. It is an opportunity for hearing from others and being inspired in your own next steps.

Leadership (400) series

This is for leaders within the organisation to help them to understand their part of Te Atakura.

Workshop	Title	Overview
101 102 103 104	Whakapapa Whanaungatanga Wānanga/ako Tōku reo	Leaders are to explore with their kaiako the Foundation Series described earlier. This enables them to engage alongside each other whilst also learning about how the foundation understandings apply in the context of the work that they do.
401	Organisational model	Gain insight into how Te Atakura is an organisation model in which kaimahi engage in professional learning, and iterative inquiry and knowledge-building cycles. Get to know the tools and guidelines that support this process.
402	Co-construction hui	Learn about the crucial role of these hui and the role that a leader has in driving these for their programmes. Explore the skills needed to become successful in ensuring these are collaborative communities of practice that reinforce shifts in practice.
403	Being a relationships-based leader	Learn about how the Te Atakura expressions of whanaungatanga can be brought to life in the way you work with your teams of kaimahi. Explore how they go beyond what ākonga want from learning relationships with their kaiako, and how they apply to what kaimahi need from their leaders to be successful in working collaboratively to achieve ōritetanga in education.
404	Ākonga voice as a driver for change	Gain insight into how ākonga voice captured at focus group meetings is used to become a driver for change. Get to know the process, the tools, the guidelines and learn about how the analysis can enlighten kaimahi as to how relationships-based teaching practice can uplift learning experiences and outcomes.

EVIDENCE OF IMPACT
IN THE VOICES OF KAIMAHI

Kaimahi voice with regards to the Te Atakura professional learning series

— This is the best professional development that UCOL offers.

— I'd love more opportunities like this to share ideas across UCOL.

— It's good to have your ideas challenged. I love the discussions. Its great finding solutions together. I know this is co constructing.

— Each time I come to these workshops and hear people give their ideas I learn new things.

— Thank you for the high quality workshops I attended as part of the Te Atakura refresh. It's great to be working in a place that values this work as educators continue to refine practice that will lead to better outcomes for ākonga Māori. The way you both facilitated the sessions was exceptional and modelled to attendees how to conduct a session that contained the elements they seek to include in their own teaching.

After attending Te Atakura workshops kaiako and kaimahi come away with goals and things to try in their practice based on research, data and evidence. They are also taught and coached to be able to review the impact of the things they try. Here are some quotes with regards to attendees learning with in the Te Atakura Professional Learning Series:

— I see the importance of being in the North East in a teaching and learning relationship.

— I'd never thought about thinking from the ākonga point of view. When planning activities I need to think how they would feel, sound and look like from the student's point of view. I'm going to ask akonga if it had the impact I thought it would. I'm going to get out of just seeing things from my own point of view and see the students' mindset. I want to bridge the gap – it's a tool"

— The dominant discourse is not always good for Maori. I need to give space for students to share what is means for them as Maori, time to articulate and share their understanding and world view.

— Historically Māori have been silenced and they have let everyone else speak so we need to make a safe space to ensure they have a voice. I have Māori and Pākehā students in my class. What I notice is Māori students are usually silent. When Māori students have any difficulties it's usually outside or at home so they are silent even more and feel unvalued. It makes them feel valued when they are given time and attention and opportunities to share their voice in the classroom. I am trying to be intentional about doing this.

— Be aware of the world outside and what's going on for everyone. We're all bringing baggage and not realising it unless you are challenged. There's power in someone else sharing their knowledge and we can have discussions. Its about our identity.

— It's common for teachers to say. "Are there any questions? And if there's' none that they already understand but that's not necessarily true. I need to ask critical questions along the way and give time to reflect.

— It's refreshing to me that we don't have to teach the way I was taught. I can try new things and do things differently. I haven't heard anyone be afraid of getting feedback and that's awesome to know we are in a room full of amazing kaiako who are reflecting on their practise.

— I can take way – It's OK for me to be Māori. I look at others in my team who are all experts in their field. I wonder, "Do I fit in? Is the way I teach OK?" These workshops have given me permission to do what I do and be who I am.

— Everyone has their own way of teaching and learning and people learn from each other. We can share with each other. I've realised not to wait till the end of the topic or course to do the assessments but it should be ongoing. I'll be doing that in my practice.