

Navigating the Waves

(Literacy Praxis)

- Theory
- Māori literacy
- Pacifica literacy
- Engaging Learners
- Education/Learning
- Praxis



Bruce George Literacy Aotearoa

What is good adult literacy practice (theory)?

- Student needs
- Own language and culture
- Thinking process (critical literacy)
- Their world realities(Freire)

Where do you position your Learner?



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What is Māori Literacy?

(Te Kawai Ora)

Literacy in Māori terms should include the ability to read and write in both Māori and English, i.e. biliteracy and be able to use that ability competently, i.e. to be functionally biliterate in Māori and English. Being literate in Māori should also include having the capacity to 'read' the geography of the land, i.e. to be able to name the main land features of one's environment (the mountains, rivers, lakes, creeks, bluffs, valleys etc.), being able to recite one's tribal/hapū boundaries and be able to point them out on a map if not in actuality as well as the key features of adjacent tribal/hapū boundaries and being able to 'read' Māori symbols such as carvings, tukutuku, kōwhaiwhai and their context within the wharenui (poupou, heke etc.) and the marae (ātea, ārongo etc.). I'm not sure but even the ability to 'read' body language (paralinguistic) should not be outside the scope of a definition of 'literacy' in Māori terms. This is the sort of work that 'the politics of everyday life' structured in the nature of relationships has much to say about.

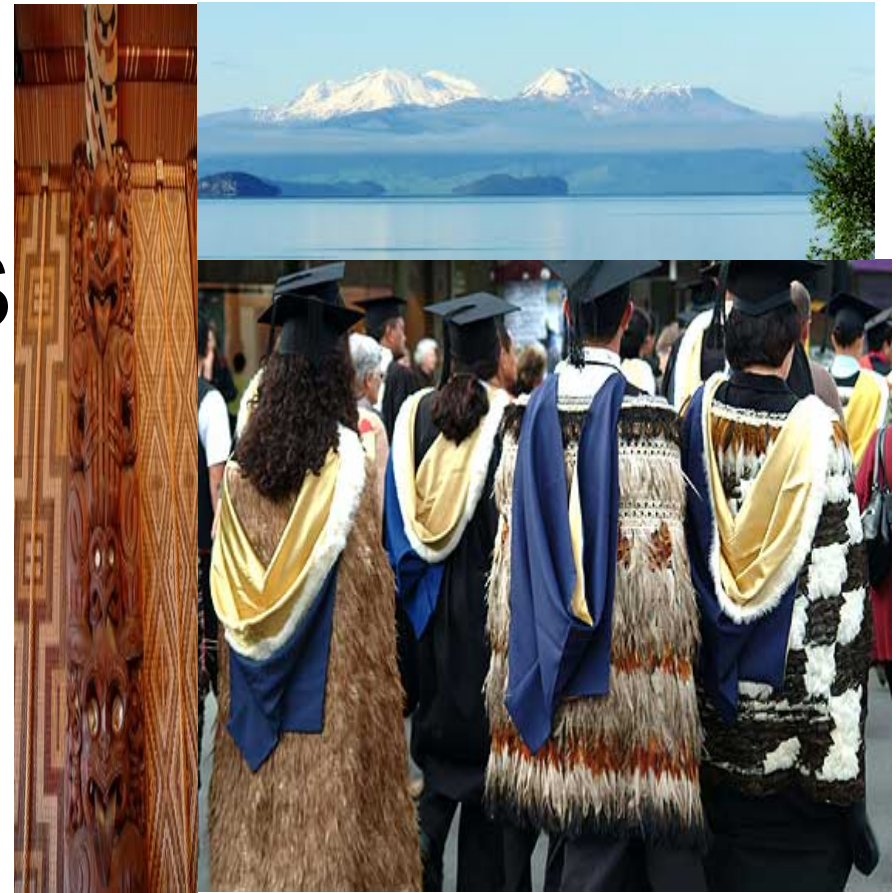


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How do we define a literate Maori?

➤ Māori and other worlds

➤ Biliterate



Māori Success as Māori

➤ Māori as Māori

➤ Language,
culture and
values

“Māori Success as Māori” is a research project that was carried out by ACE Aotearoa

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How to engage Māori Learners

- **Cultural Capital**
- **Existing Knowledge**



Validation of Māori Learners

Organic Institutions



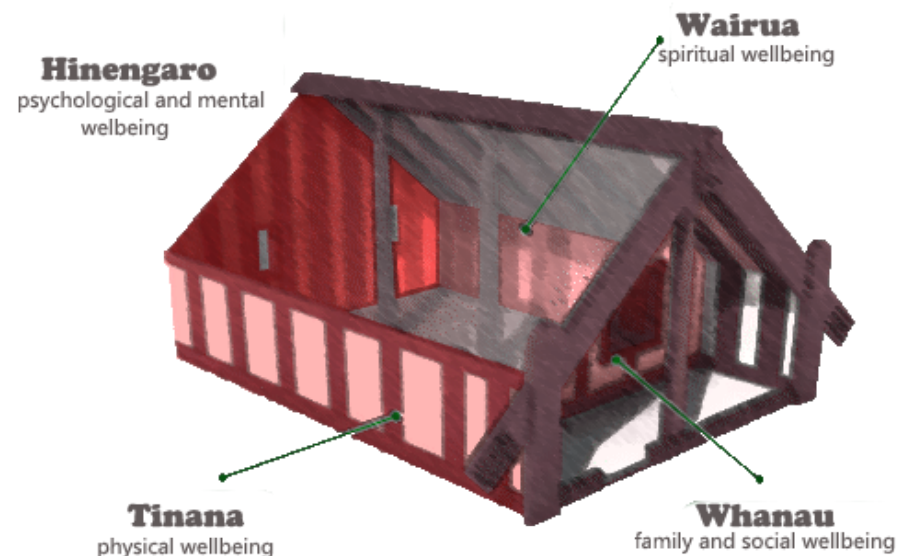
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How to support Māori learners

Whare Tapa Wha: Hinengaro (mind), Tinana (physical), Wairua (spiritual), Whanau (family).

Mason Durie

Catering for all the learners' needs which extend outside the learning environment



He Ua Kōwhai

Reflexivity in Kaupapa Māori Research



Te Haumako

Bringing together what has been learnt to inform new research.

Te Kākano

Based on whānau realities, upholding whanaungatanga, rangatiratanga, manaakitanga, pūkengatanga, moemoeā and te reo.

Te Tupu

Research connected to everyday whānau issues for the benefit of whānau.

Te Puāwaitanga

Research is easily accessed and understood, then put into praxis.

(Te Wāhanga, New Zealand Council of Educational Research, Aotearoa New Zealand.

Dr J Hutchings, A. Barnes, N. Bright, K. Taupo)

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What is Pacific literacy?

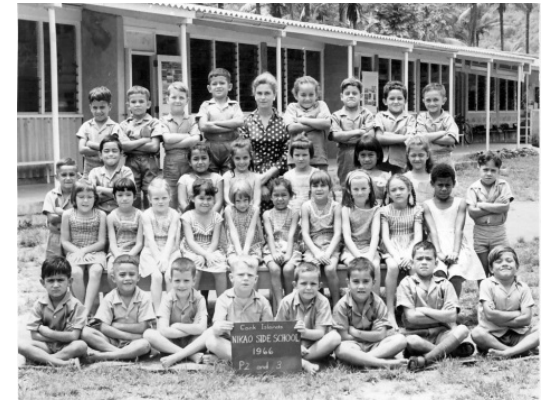
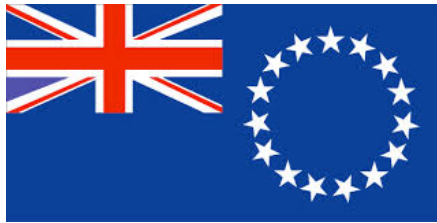
Important Literacy



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What is Pacific Hegemony?

Imported Literacy



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Pacifica Learners

Alignment between school and home.

Teaching and Learning



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Engaging Pacifica Learners

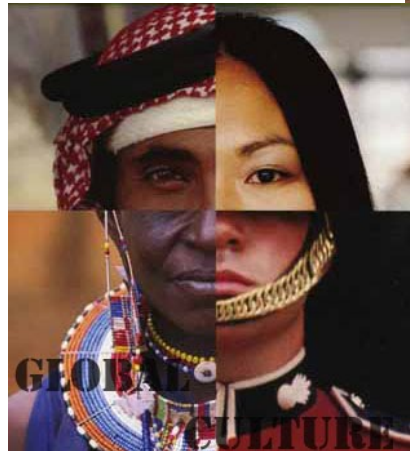
Acquisition of the students' literacy skills

(Jo Fletcher, Faye Parkhill,
Amosa Fa'afoi, and
Leali'ie'e Tufulasi Talena,
2008)



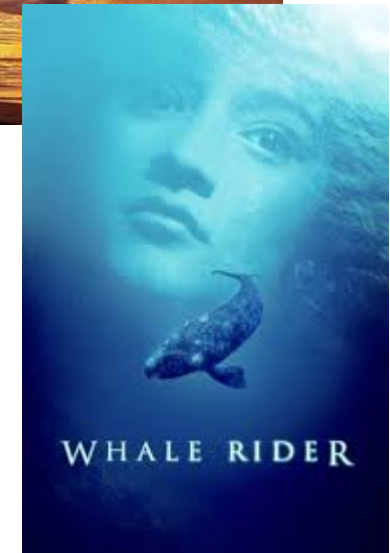
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Next Generations



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We Learn Best



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Pacifica Learners

Teaching styles should be reflective of social and political world of the learners and daily life realities (Mushi, 1994).



Education/ Learning

Psychology: Three things
that people tend to need
the ABC

Alfie Kohn

Education is a social process.
Education is growth.

Education is, not a preparation
for life;

Education is life.

John Dewey

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Education/ Learning

Maslow's Hierarchy
of Needs

Critical Hope:
The Enemy
of Hopelessness.

Jeff Duncan-Andrade

Bruce George Literacy Aotearoa



Praxis

Reflection on your own practice

- **Knowledge of your learner**
- **Respect of learning roles**
- **Environment**
- **Ako** (student becomes teacher)



Praxis

Reflection on your own practice

➤ **Authentic dialogue**

➤ **Acknowledging
importance of life**

➤ **A Sense of Belonging**

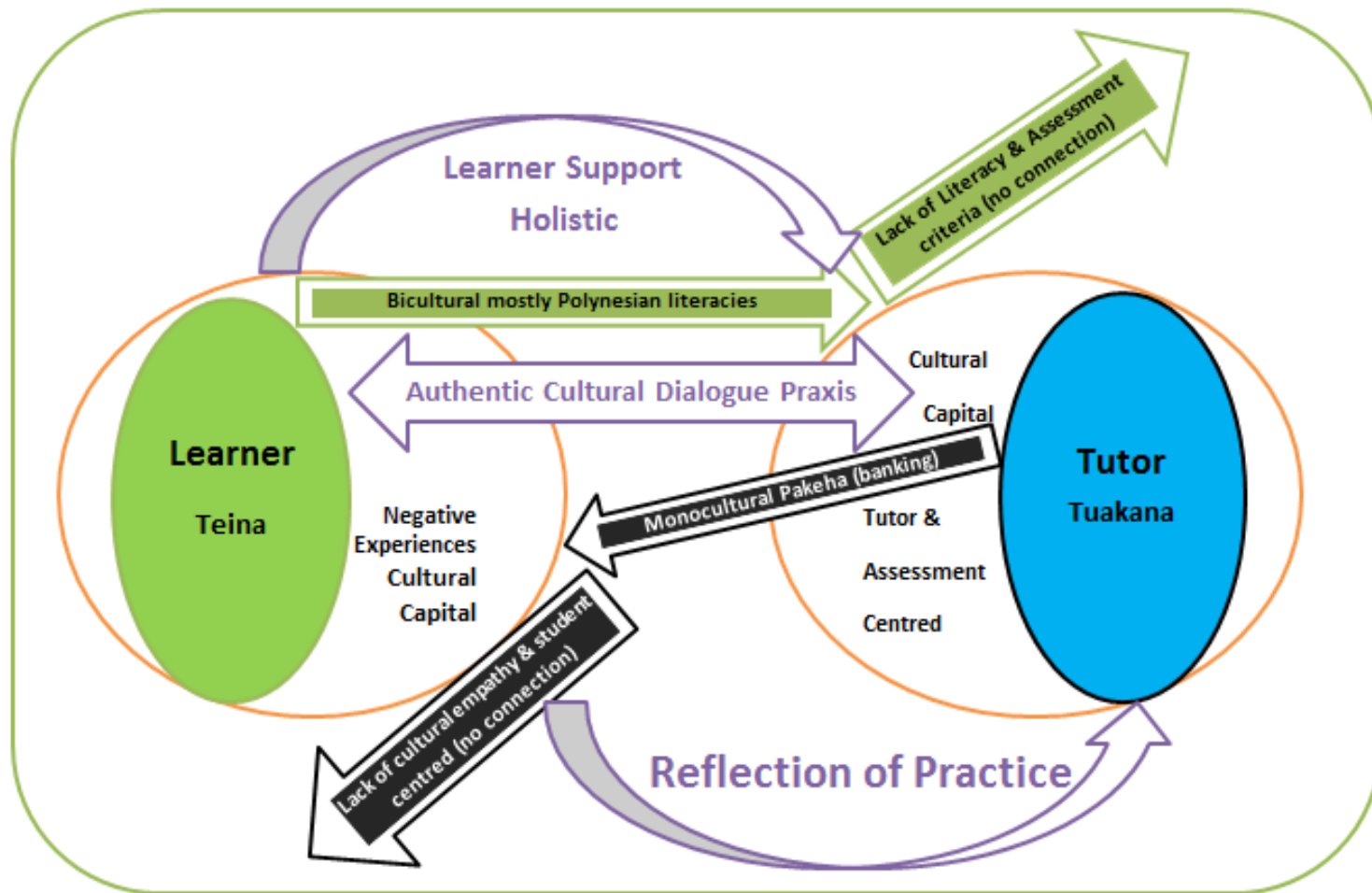
➤ **Celebrations**

Where do I position my Learner?



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Praxis Learning Environment



Authors of Interest

Paulo Reglus Neves Freire, Ph.D. ([/ˈfrɛəri/](#), Portuguese: [\[ˈpawlu ˈfreiri\]](#); September 19, 1921 – May 2, 1997) was a Brazilian [educator and philosopher](#) who was a leading advocate of [critical pedagogy](#).

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Sir Mason Harold Durie [KNZM](#) [FRSNZ](#) [FRANZCP](#)

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- Durie, Mason (2005). *Nga Tai Matatu: Tides of Maori Endurance*. Oxford University Press. [ISBN 978-0-19-558468-4](#).

Authors of Interest

Antonio Gramsci (1891 – 1937) was an Italian Marxist theoretician and politician. He wrote on political theory, sociology and linguistics.

- He wrote more than 30 notebooks and 3000 pages of history and analysis during his imprisonment. These writings, known as the Prison Notebooks, contain Gramsci's tracing of Italian history and nationalism, as well as some ideas in Marxist theory, critical theory and educational theory associated with his name, such as:
- Cultural hegemony as a means of maintaining and legitimising the capitalist state.



Authors of Interest

Professor **Graham Smith**, a prominent Māori educationalist, has been at the forefront of Māori initiatives in the education field and beyond. His recent academic work has centered on developing theoretically informed transformative strategies related to intervening in Māori cultural, political, social, educational and economic crises. Professor Smith has made significant contributions to the political, social, economic and cultural advancement of indigenous Māori communities.

In 1990 he initially identified six principles or elements of Kaupapa Māori within the context of educational intervention (Kura Kaupapa Māori) and research. These elements and principles have since been expanded by other Kaupapa Māori theorists such as **Linda Smith** (1997), **Leonie Pihama** (2001) and **Taina Pohatu** (2005). Other theorists who have also contributed to the development and growth of Kaupapa Māori methodology include **Russell Bishop** (2005), **Kuni Jenkins** (2001), **Cheryl Smith** (2003) and others.



Authors of Interest

Alfie Kohn writes and speaks widely on human behavior, education, and parenting. His thirteenth [book](#),

- *THE MYTH OF THE SPOILED CHILD: Challenging the Conventional Wisdom About Children and Parenting*,
- *PUNISHED BY REWARDS* (1993),
- *NO CONTEST: The Case Against Competition* (1986),
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Jeff Duncan-Andrade, Ph.D., is Associate Professor of Raza Studies and Education Administration and Interdisciplinary Studies.

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