Suggested Reference


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Title: Ka Awatea: A tribal definition and examination of Maori student success

Topic Area: Indigenous Education

Presentation format: Paper session

Presentation description: Ka Awatea has addressed the need for a measure, model and definition of student ‘success’ that is tribally specific. It has identified the individual, family, school and community conditions that enable Te Arawa students and students being educated in Te Arawa schools, to thrive at school and unleash their potential like the ancestor Ihenga did.

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Abstract:
The Ka Awatea project has defined and explained success from a Te Arawa worldview, referencing the ancestor Ihenga as a model. Whilst various New Zealand Ministry of Education policies, including Ka Hikitia, have stipulated that Māori students should experience success 'as Māori', none have explained what 'success' might look like for Māori students, whanau and communities. This project puts Te Arawatanga - by way of the qualities of the ancestor Ihenga - at the centre of a framework for examining 'Māori student success' from a distinctly tribal perspective.

The tribal research team spent over eight months interviewing students, whānau and expert community members and teachers affiliated with the eight high schools – including one wharekura (Māori-medium high school) - involved in this study. The questionnaire data were collected from 68 individuals; and the interview and focus group data were collected from 134 individuals. Kaupapa Māori research principles underpinned a mixed method approach.

Ka Awatea has addressed the need for a measure, model and definition of student ‘success’ that is tribally specific. It has identified the individual, family, school and community conditions that enable Te Arawa students and students being educated in Te Arawa schools, to thrive at school and unleash their potential like the ancestor Ihenga did.