

Secondary Technology newsletter

Information and resources for leaders of Technology in secondary schools | August 2012

Culturally responsive pedagogy – what does it mean for Technology teachers?

In his EDTalk at <http://edtalks.org/video/culturally-responsive-pedagogy-relations>, Russell Bishop, Professor of Māori Education at the University of Waikato and Director of Te Kotahitanga, states the need for society to address the educational disparity between Māori students' achievement and non-Māori students.

He calls it a debt we owe these students to close this educational achievement gap.

If we put a 'teaching as inquiry' lens on this, we as Technology teachers should be asking ourselves how we can support Māori Students to achieve success.

The following data (sourced from NZQA national Statistics) exemplify the disparity between achievement rates:

2011 Technology Level 1 External National results:

- All students: 62% pass rate Excellence 7.7%
- Māori Students: 49.5% pass rate Excellence 3.9%

2011 DVC Level 1 External National results:

- All students: 90% pass rate Excellence 13%
- Māori Students: 86.2 pass rate Excellence 7.2%

Bishop explains how agentic teachers are making the biggest difference for Māori students. Teachers need to create a powerful learning context where students can bring themselves to the learning conversations, bring their own cultural experiences and understandings how they make sense of the world. This level of engagement also brings a level of attendance, achievement and engagement.

Supportive teachers make the difference – they positively reject deficit theorising relating to why Māori students don't achieve in schools. These teachers believe in collaboration in and beyond the classroom and in working cooperatively with others in order to make a difference to Māori achievement.

As a Technology teacher, you can demonstrate an effective pedagogy of relations by:

- Caring for your Māori students as Māori, caring for their performance, and have high expectations of them
- Creating a learning context where Māori students draw on own knowledge and allowing them to bring this to the classroom
- Managing the classroom in such a way that the pedagogy used promotes learning – interaction collaboration opportunities, adopting a tuakana-teina philosophy where students and teachers are both teacher and learner in an interactive environment
- Interacting with Māori students by giving feedback and feed forward showing you care for their performance, describe the next step learning that ensures their progress
- Using a range of strategies that co-construct the learning experience
- Using evidence of student performance to guide acts of teaching and ensuring students know what they are learning and where they can take their learning
- building self-belief in Māori students, success is achievable

"It is all about the notion of relationships, caring and creating learning relationships... teachers are now saying, what I can do something about is my relationship and the way I interact with Māori children in the classroom." – Bishop, 2011; Bishop, Berryman, Cavanagh, & Teddy, 2007



This is a regular series by the two National Coordinators – Technology Cheryl Pym and Lesley Pearce. If you have any queries, please contact them at:

Cheryl Pym: email cheryl.pym@otago.ac.nz;
Lesley Pearce: email l.pearce@auckland.ac.nz

Key Messages on Techlink

The national team has been working with the Regional Facilitators to put together key messages documents for each of the aligned standards. We are working our way through this task and we are very excited to see the key messages section launched under the Teacher Education section on Techlink, at http://www.techlink.org.nz/Teacher_Education/In-service/PD-support/Senior-Secondary/Key-Messages/Index.htm

This section of the site will assist teachers in developing their knowledge and understanding of the essence of the standards and ensure the type of coherence and consistency that is required for all students to succeed in senior secondary.

We have included sections on literacy and in some cases possible teaching notes to highlight and exemplify the key messages. Also included are a range of Techlink and wider resources.

This section will be added to as we complete the tasks and the Level 3 NCEA external documents are to be published shortly. These at present are written to the draft standards and will be revised as soon as the standards are registered to ensure teachers have correct and up-to-date information.

The Te Kotahitanga Effective Teaching Profile

<http://www.nzcer.org.nz/nzcerpress/set/articles/te-kotahitanga-effective-teaching-profile>

Relationships and interactions between teachers and students in the classroom are key to effective teaching of Māori students. Effective teachers take a positive, nondeficit view of Māori students, and see themselves as capable of making a difference for them. Effective interactions rely on:

- Manaakitanga: Caring for students as Māori (and acknowledging their mana)
- Mana motuhake: Caring for the performance of Māori students (having high expectations)
- Ngā whakapiringatanga: Creating a secure, well-managed learning environment (managing the classroom to promote learning)
- Wānanga: Engaging in effective learning interactions with Māori students (using a range of dynamic, interactive teaching styles)
- Ako: Using a range of teaching strategies (to learn as well as teach)
- Kotahitanga: Using student progress to inform future teaching practices (teachers and students reflecting together on student achievement in order to move forward collaboratively).

From *The Te Kotahitanga Effective Teaching Profile* by Russel Bishop and Mere Berryman published in Set 2 2009

References

Bishop, R. (2011). A culturally responsive pedagogy of relations. In C. McGee & D. Fraser (Eds.), *The Professional Practice of Teaching* (3 ed.). Hamilton: University of Waikato.

Bishop, R., Berryman, M., Cavanagh, T., & Teddy, L. (2007). *Te Kōtahitanga Phase 3 Whānaungatanga: Establishing a Culturally Responsive Pedagogy of Relations in Mainstream Secondary School classrooms*. Wellington Ministry of Education Retrieved from <http://www.educationcounts.govt.nz/>.

Footnote

Agentic: Social cognition theory perspective that views people as self-organising, proactive, self-reflecting and self-regulating. Agentic positioning refers to teachers believing they have the power to make a difference for Māori students.

CALLING FOR ENTRIES

2012 ETITO BRIGHT SPARKS AWARDS

A competition that can open doors for young people in the field of electronics. If you know of students who should apply, contact Christina Yee by phone 09 583 1343 or email christinay@etito.co.nz. **Entries close 1 October.**

Useful links and resources

Resources

John's story – Agentic, positioning

<http://tekotahitanga.tki.org.nz/Videos/Teacher-stories/John-s-story-Agentic-positioning>

- identifying and challenging our existing beliefs about Māori students
- embracing the opportunity to effect change through our interactions with Māori students
- teachers believing they can, and knowing how to, make a difference
- the importance of relationship building in the classroom

Te Mana Kōrero resources:

Te Mana Kōrero professional development programme

<http://temangoroa.tki.org.nz/tags/content?tags=te+mana+korero>

Te Mana Kōrero is a series of professional development packages.

The clips from Te Mana Kōrero, along with key questions and reflections are available from the [Te Mana Kōrero kete](#) on the new Te Mangōroa website. This website provides examples of how schools are ensuring that Māori enjoy education success as Māori. See <http://tetereauraki.tki.org.nz/Te-Mana-Korero/>

Teaching as Inquiry – a TKI resource

<http://nzcurriculum.tki.org.nz/Curriculum-stories/Case-studies/Inquiry>

Teachers as learners: Improving outcomes for Māori and Pasifika students through inquiry.

Video resources

<http://www.wise-atar.org/content/te-kotahitanga-and-he-kakano-projects-new-zealand-improving-learning-maori-students>

In this WISE 2011 session, Russell Bishop, Chair Professor of Māori Education at the University of Waikato in New Zealand, describes the development and implementation of effective programmes, based on input from young Māori students, to reduce educational disparities and improve their motivation, academic achievement and employability

<http://www.youtube.com/watch?v=ccEu7r2lwM0>

<http://www.youtube.com/watch?v=ONtNAKA97v8>

<http://www.intime.uni.edu/multiculture/curriculum/culture/teaching.htm>

Retrieved from

<http://www.educationcounts.govt.nz/>