

Student Voice: Understanding the Implications

“Having Māori culture and values celebrated at school”

On one marae students believed schools could help them in being able to resist the negative stereotypes about being Māori by having Māori culture and values celebrated at school.

- We have teachers who have come from England and from other countries who have no te reo Māori. They learn te reo Māori and try to understand it. I can help them. That’s important for me because it shows that they have motivation, they have a passion to understand students at a deeper level. It shows me that they take into consideration my culture and who I am as a person, as a Māori person. It shows that they appreciate that as well.
- One of the good things that the teachers at school do is - there’s a teachers’ kapa haka group, and that really shows in class work. Teachers are doing karakia; they’re able to pronounce Māori names properly. Because, not being able to have a teacher pronounce your name properly is quite irritating. A lot of the teachers do try and are working hard to interact with Māori students.
- She does karakia in the morning and when we leave, so that she can impact Māori on all other students in our class. She was from South Africa.

They highlighted the effort some Pākehā boys made to learn te reo. They went on to express how “cool” it was to share conversations in te reo with Pākehā, the Treaty partner, thus normalising and valuing the status of te reo Māori.

- Last year in our Māori class, we had a few Pākehā boys who hardly knew any Māori at all. We kind of thought that they weren’t enjoying it, but then you see them the next year coming back. It’s really cool to see that they’re actually enjoying it and learning it, like actually liking te reo Māori.
- We hang down at our gym and there’s these Pākehā boys, and they start speaking te reo. It’s a cool thing to see. And then we can just go and speak it with them, just for fun, and they’re actually having fun doing it.

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They explained that when non-Māori prioritised and modelled Māori cultural practices and understandings themselves, then as a nation, we could have the best of both worlds.

- He's Pākehā. He took Māori right from the junior years to senior year, and he's near to a fluent level of speaking Māori. He's been one of the only Head Boys since I've been there, that will get up on stage at the appropriate times and speak in Māori.
- I guess being a New Zealander means you've got the best of both worlds.

Activating our own agency by engaging others

He tangata ano mā te mauī, he tangata ano mā te katau.

People on my left, people on my right.

A community can use the skills of all of its people (Mead & Grove, 2003)

Developing resilience against the prevalence of negative stereotyping involves challenging the status quo within our schools and communities, as well as providing direct support to students.

- Undertake an audit of your school.
- How would you know you are part of bi-cultural New Zealand?

In order to support this work, [this video offers an example](#) of what one Kia Eke Panuku teacher developed to take the conversation about negative stereotypes to her colleagues and her community

- What can you share?

Consider the approach taken by two principals from two very different contexts in the videos 'Māori Succeeding as Māori', and 'Deliberate Acts of Leadership'.

view: [the Leadership video kete](#)

see: [all student comments on this theme](#)

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