

EVIDENCE TO ACCELERATE

Māori students enjoying and achieving success as Māori

85% NCEA Level 2 & qualifications for tertiary education

Making connections

The adoption of Kia Eke Panuku invites schools to build on their use of evidence and planning for next steps. It is a commitment to intensify and spread this work with a specific focus on Māori succeeding as Māori. The critical cycle of learning can build on and enhance existing evidence-based decision-making to generate transformative change.

Evidence to accelerate is...

...people sharing evidence and making connections around the table to paint a picture of the current status quo from which to navigate shared critical learning and understandings, realise shared ownership, and commit to shared agency in realising learning progress and achievement potential with our Māori learners as Māori.

...an ongoing formative approach within the critical cycle of learning. It can happen in varied school contexts but the process needs to be grounded in a culturally responsive and relational pedagogy to be most effective.

... a context for learning where evidence is used to focus on the kaupapa; where learning is responsive to the evidence and to the prior knowledge and experiences of the people involved; where there are opportunities for dialogic sense-making; where power is shared and relationships of care and connectedness matter.

Evidence

An evidence to accelerate hui is characterised by the presence of relevant, often disaggregated data at the table. Each person brings some data to the hui, which they have already analysed and recorded some key points and/or questions about.

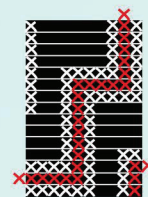
Evidence provides the opportunity for us to ask critical questions about why things are as they are. This can generate individual and collective agency to disrupt the status quo and to be transformative.

If evidence is not at the table, we risk making assumptions or judgements about how we think things are going.

Accelerate

We are using evidence to accelerate the reform in Kia Eke Panuku secondary schools. This begins by working with teachers to use their own classroom evidence to ask critical questions about what needs to change if we are going to accelerate the learning of Māori students so that they can enjoy and achieve education success as Māori.

It also includes middle leaders asking what evidence looks like through departments and across departments.



Kia Eke Panuku
building on success

Accelerate cont'd

I have seen groups of people who practice power-sharing, work towards a collective vision and a shared sense of responsibility. They are able to accelerate the rate of change faster than groups of people where individuals are set on their own agendas.

The evidence to accelerate hui

At these hui, the data and accompanying thinking are shared with the team and links are made between and across the pieces of data. This can happen by pairing up for conversations first and then the team comes back together to share the understandings gained and developed through critical questioning such as: 'What do we know about the current learning reality for these Māori students? What else do we need to know? What do we need to do to accelerate the achievement of these Māori students?'

Another pertinent question is, 'how can we ensure that the actions we have chosen will accelerate Māori student achievement?'

The quality and depth of the conversations are reliant on the relevance, presentation and type of data present. For example, if there is only demographic and achievement data shared, the experiences and authentic perceptions of Māori students and their whānau are unable to be considered. Also, it may be important to consider how the systems and structures of the school might be influencing or be able to influence these data as well.

Critical questioning is key. Only by considering the evidence from different views and experiences - and by asking the big questions of how and why the issues or evidence are linked to the perpetuation of inequities - will we be able to consider contexts where Māori students can experience success and where their potential begins to be unleashed.

Ako: critical learning conversations

Collective conversations around evidence have contributed to individual Strategic Change Leadership Team members 'getting their legs'. They have re-energised themselves and the structures within their schools to analyse and make meaning of the evidence that is generated. These people have been conscientised by the Kia Eke Panuku process and are now challenging deficit discourses and thinking. Some are stepping up to spread the word to Boards of Trustees, middle leaders and the wider community.

This document is part of the Voices from Kia Eke Panuku series, written by members of the team to support schools on their Kia Eke Panuku journey.