

Mana Ūkaipō: Enhancing Māori engagement through pedagogies of connection and belonging

Background

This is a strengths-based research project which focuses on how students learn, succeed and thrive at school. The surveys associated with this project elicit student, whānau and teacher perspectives about how students develop positive attitudes, motivation and engagement towards school, future aspirations, and who their role-models for success are. Overall the surveys help us to better understand the personal, teacher, whānau and community factors that positively impact students' learning and success at school. The Mana Ūkaipō project is being led by Dr Camilla Highfield and Dr Melinda Webber. It is funded by a 2020 Teaching, Learning and Research Initiative Grant.

This is a brief summary report detailing the quantitative results of the Te Maru o Ngongotahā Kahui Ako collated surveys. The de-identified data included in this report come from the following schools: Mamaku Primary School, Rotorua Primary School, Western Heights Primary School, Selwyn Primary School, Ngongotahā Primary School, Kaharoa School, Kwaha Point Primary School, Kaitao Intermediate School, Aorangi Primary School, Sunset Primary School and Kea Street School. Western Heights High School has already received a separate secondary 'matched' report.

Methods

Survey data collection took place in the Te Maru o Ngongotahā schools in Terms 1, 2 & 3, 2020 and involved the schools facilitating the completion of student, whānau and teacher online and hardcopy surveys. The surveys focused on the following questions:

1. What motivates students to engage and persist at school?
2. What are their attitudes towards school?
3. What job do they want to do in the future?
4. How do teachers and whānau make a positive difference to their learning?
5. What role does culture play in student motivation to succeed?
6. Who are their role models and what do they tell us about what success means to them?

Basic content analysis of the data was undertaken (as presented in the four reports and brief summary statement below), however it is intended that your schools will further analyse and interpret the data in light of your individual school results. The key findings for the Te Maru o Ngongotahā Kahui Ako are included in the five attachments:

1. A report of the survey results for all Year 1-8 ākonga (N=1449)
2. A report of the survey results for Year 1-8 ākonga Māori (N=896 – 62% of all student responses)
3. A report of the survey results for whānau (N=694 – 50% of all whānau respondents were parents/caregivers of Māori ākonga)
4. A report of the survey results for kaiako (N=226 – 37% of all Kaiako reported Māori whakapapa)
5. Brief Summary Report

Achievement levels:

The student surveys show that approximately 50% of all students believed that they were achieving at an average level, while 44% believed they were performing at an above average (23%) or excellent (21%) level. Māori students had similar levels of academic self-efficacy, with 51% reporting as average, and 42% either ‘above average’ (20%) or ‘excellent’ (22%). **The national average for primary school students (N = 13,583) is that 43% believe they are average, and 51% believe they are above average (29%) or excellent (22%). The national average for Māori primary school students (N = 4,876) is that 46% believe they are average, and 46% believe they are above average (25%) or excellent (21%).** Generally this finding suggests that the majority of students in the Te Maru o Ngongotahā Kahui Ako have a sense of academic self-efficacy and competence lower than the national average.

Table 1: All students – ‘above average’ or ‘excellent’ perceptions of academic efficacy

Te Maru O Ngongotahā	Matched Kahui Ako	National Average
44%	49%	51%

Table 2: Māori students – ‘above average’ or ‘excellent’ perceptions of academic efficacy

Te Maru O Ngongotahā	Matched Kahui Ako	National Average
42%	46%	46%

Approximately 55% of all parents believed their children were performing at an average level academically, while 38% believed their children were above average (27%) or excellent (11%). Therefore, overall, their perceptions were lower than the students. **The national average for whānau (N = 7,335) shows that 52% believe their children are average, and 41% believe they are above average (30%) or excellent (11%).** Therefore their perceptions are only slightly lower than the national average.

Table 3: Whānau – ‘above average’ or ‘excellent’ perceptions of their children’s academic performance

Te Maru O Ngongotahā	Matched Kahui Ako	National Average
38%	46%	41%

Attitudes:

Generally, students’ attitudes at Te Maru o Ngongotahā Kahui Ako are in the mid-range. Overall, students perceive that they “enjoy learning new things at school” (4.23/5), “think that school is fun” (4.12/5), “feel good at school” (4.02/5), and “try hard to do well in school” (4.02/5). Māori students also had attitudinal scores in the mid-range. Their highest scoring items were for the statements “when I am at school I feel good” (4.07/5), “school is fun” (4.15/5), and “I enjoy learning new things at school” (4.26/5).

In general, whānau encourage their children to go to school because they want them to “do well” (4.83/5), “pay attention” (4.78/5), and “work hard” (4.67/5). The lowest ranked item for whānau members (although none of the items were low at all) was in relation to the statement “When we work on school work together at home my child seems interested and engaged” (3.83).

In response to the question about “feeling good at school” the mean score for whānau was 4.25/5, the all student mean was 4.02/5, and Māori students rated it 4.07/5. This shows that 81% of parents feel like their children are safe and connected at school most or all of the time, and 71% of all students, and 73% of Māori students also “feel good” most or all of the time at school. **The national averages are: whānau (4/5 = 82%), all students: (3.99/5 = 71%) & Māori students (3.98/5 = 71%).** Therefore, parents and all students perceptions are similar to the national average, and Māori students perceptions of belonging and connectedness are slightly higher than the national average.

Table 4: All students – feelings of safety and connectedness at school

Te Maru O Ngongotahā	Matched Kahui Ako	National Average
71%	71%	71%

Table 5: Māori students – feelings of safety and connectedness at school

Te Maru O Ngongotahā	Matched Kahui Ako	National Average
73%	69%	71%

Table 6: Whānau – perceptions of their children’s safety and connectedness at school

Te Maru O Ngongotahā	Matched Kahui Ako	National Average
81%	83%	82%

Motivation:

Students at Te Maru o Ngongotahā Kahui Ako are motivated to engage at school because they want to “have the good life” (4.5/5), “get a good job” (4.38/5) and “make their family/whānau proud” (4.34/5). Māori students were also highly motivated by having “a good life” when they older (4.47/5), but also wanted to “get a good job” (4.38/5) and “make their family/whānau proud” (4.38/5). Whānau motivation scores show that they encourage their children to go to school “for the pleasure they experience when they are broadening their knowledge in subjects that they like” (4.4/5), “because their studies allow them to continue to learn about things that interest them” (4.38/5), and “because they want them to have a ‘good life’ later on” (4.38/5).

Future aspirations:

Approximately 37% of all students indicated a wish to attend university once they finished school, and 51% simply wanted to get a job. Approximately, 36% of Māori students wanted to go to university, and 53% wanted to get a job.

The national average for primary school students is that 46% want to go to university and 42% want to get a job. The national average for Māori primary school students is that 41% want to go to university and 47% want to get a job. Therefore, student aspirations for university are lower than the national average.

Table 7: All students – University Aspirations

Te Maru O Ngongotahā	Matched Kahui Ako	National Average
37%	46%	46%

Table 8: Māori students – University Aspirations

Te Maru O Ngongotahā	Matched Kahui Ako	National Average
36%	39%	41%

Approximately 43% of whānau indicated that they want their children to go to university once they complete secondary school, and 20% want them to simply get a job. **The national averages for whanau show that 52% want their children to go to university and 13% want them to get a job once they finish secondary school.** Therefore, whānau aspirations regarding their children attending university are lower than the national average.

Table 9: Whānau – perceptions of their children’s university aspirations

Te Maru O Ngongotahā	Matched Kahui Ako	National Average
43%	51%	52%

Role models:

When discussing people who had supported them to be successful 44% of all students, and 45% of Māori students chose a whānau member. In addition, 30% of all students and 32% of Māori students chose a teacher. **The national average for all primary school students shows that 48% of all students chose a family member and 26% chose a teacher. The national average for Māori school students shows that 49% of all students chose a family member and 26% chose a teacher.**

Table 10: All students – Whānau/Teacher role models

Te Maru O Ngongotahā	Matched Kahui Ako	National Average
44/30%	46/27%	48/26%

Table 11: Māori students – Whānau & teacher role models

Te Maru O Ngongotahā	Matched Kahui Ako	National Average
45/32%	44/27%	49/26%

52% of whānau respondents chose closely-related family members as key role models for their children, and 32% of whānau members chose a teacher as a key role model for their child. **The national average for whānau shows that 52% of whānau chose a family member and 32% chose a teacher.**

Table 12: Whānau – Whānau/Teacher role models

Te Maru O Ngongotahā	Matched Kahui Ako	National Average
52/32%	48/34%	52/32%

Teachers and culturally responsive pedagogy:

Approximately 44% of the teachers who completed the kaiako survey had more than 15 years teaching experience – suggesting that the Te Maru o Ngongotahā Kahui Ako has vast teaching expertise at hand. Approximately 44% of the teachers who completed the kaiako survey claimed they only did an “average” job in terms of how culturally responsive they were to students’ needs, and 54% said they did an “above average” job (44%) or “excellent” job (10%). **Nationally, 42% of all teachers (N = 2094) believe they are only doing an average job, and 57% believe they are above average (48%), or excellent (9%).**

Table 13: Kaiako – Perceptions of their overall cultural responsiveness (above average/excellent)

Te Maru O Ngongotahā	Matched Kahui Ako	National Average
54%	62%	57%

A high mean score of 4.85/5 suggests that nearly all teachers in your Kahui Ako believe that “they treat Māori whānau and culture with respect”. Teachers also responded positively to the statements “In my classroom, I respect the Māori students and they respect me” (4.62/5), and “Māori students feel cared for” (4.67/5). Many teachers also believed that “Māori whānau are made to feel welcome in their classrooms” (4.65/5). In terms of areas for development, the lowest mean score was for the statement “I know and teach the Māori history associated with where my school is based (eg., hapū and iwi history)” (3.62/5).

Culture:

Approximately 60% of all students, and 64% of Māori students felt “very proud” of their culture in your Kahui Ako. A lower percentage of all students (43%) and 45% of Māori students thought that *others* were very proud of their culture. **The national average for all students shows a drop from 64% to 44%, and 68% to 47% for Māori students.** Therefore, the students in your Kahui Ako have a slightly lower sense of cultural identity on average than most New Zealand students.

Table 14: All students – Cultural Pride (‘very proud’)

Te Maru O Ngongotahā	Matched Kahui Ako	National Average
60%	58%	64%

Table 11: Māori students – Cultural Pride (‘very proud’)

Te Maru O Ngongotahā	Matched Kahui Ako	National Average
64%	67%	68%

Thank you again for your involvement in this project. In terms of implications, this collective report would suggest the following:

1. **Achievement and academic efficacy** - Regular timely and accurate achievement data should be shared with students and whānau – involve them in goal setting and assessment and evaluation where possible to increase academic self-efficacy and parental beliefs about their child’s academic potential.
2. **Attitudes** - Discuss the value of education and importance of schooling - focus on success, strengths and aspirations.
3. **Motivation** – Have regular conversations about the relationship of school content to ‘real jobs’, the benefits of education/jobs, and post-school careers – help children to see the value of education and the importance of good attitudes to learning and achievement. This will increase their intrinsic motivation. Continue to be positive about the rewards of a good education. Take advantage of students’ strong sense of social motivation.
4. **Aspirations** – Talk about the children’s academic and social strengths, what jobs might suit them and what different jobs/career paths require of them. Make sure they know that University is one of their options.
5. **Role Models** – The data shows that role models are influential in the life of children. They:
 - act as behavioral models (they show us how to perform a skill or achieve a goal),
 - represent the possible (they show us that they goal is attainable – “I can do this, so you can too”),
 - are inspirational (they motivate us to set aspirational goals and be courageous)
 - demonstrate the ‘right’ way to do things (in line with whānau, iwi, community, church values – such as humility, reciprocity, mana-enhancing interactions, service ethic, relational)
 - influence self- stereotyping (through either decreasing the impact of negative stereotypes or increasing the influence of positive self-stereotyping)

In addition, the data shows that Maori students show less interest in, and decide against participating in, fields where Māori are under-represented – but this appears to be more of a motivational issue than a performance issue. In essence, they can’t aspire to be what they can’t see. I encourage your Kahui Ako to keep inviting a diverse range of role models into your schools and classrooms – to illustrate to children that people “like them” achieve great things.

6. **Culturally responsive and sustaining practice** – Culturally responsive teachers believe that culture deeply influences the way children learn. Your teachers have a low perception of their capacity to be culturally responsive – even though their responses to the individual ‘Culturally Responsive Practice’ questions in the survey suggest a healthy respect for the role of culture, students and whānau. I would suggest schools stocktake what they do differently to teach diverse students, to engage ‘hard to reach’ whānau, and to incorporate local/hapū/iwi knowledge and expertise into the curriculum.
7. **Culture** – Continue to help children to feel proud of who they are, where they come from and what their culture has to offer the world. As the world around them diversifies, it will become more important to be aware of the values and practices of our own culture/s. We also need to have an appreciation and willingness to learn about other cultures.



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Me te mihi rā ki a koutou ka tika,

Dr Melinda Webber & Dr Camilla Highfield (October 4, 2020)

Principal Researcher - *Kia tū rangatira ai: Learning, succeeding, and thriving in education*

Please note the following details about the 'matched' Kahui Ako

1. Year 1-8 ākonga (N=2149)
2. Year 1-8 ākonga Māori (N=739 – 34% of all student responses)
3. Whānau (N=807 – 24% of all whānau respondents were parents/caregivers of Māori ākonga)
4. Kaiako (N=333 – 16% of all Kaiako reported Māori whakapapa)