



**NGĀ PĀE O TE MĀRAMATANGA**

## Ka Awatea: An tribal case study of Māori student success

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### Key research questions:

- How do Te Arawa define success 'as Māori'?
- In what ways do families, teachers and the wider Te Arawa community foster conditions that enable success 'as Māori' to manifest?
- How is success 'as Māori' enacted by Te Arawa students? To what effect?

Table 1. Study Participants

	Questionnaire	Individual Interviews	Focus Group Discussions	Total
Participants	n	n	n	
Gifted students	66	5	61	132
Teachers	38	10	32	80
Principals	5	7	1	13
Family Members	29	2	17	48
Elders	-	10	-	10
Total	138	35	110	283



Tūhono

*What are the qualities of success 'as Māori' (from a distinctively Te Arawa perspective)?*

*In what ways do these qualities manifest in Māori students?*

**Qualities of success 'as Māori'**

- Mana Tangata: A diverse knowledge base
- Mana Tū: The psycho-social skills to reconcile difference and complexity
- Mana Motuhake: A sense of embedded achievement and self-concept
- Mana Ūkaiopō: A sense of belonging and relationship to place
- Mana Whānau: A sense of connectedness to others and collective agency

**Manifestations in students**

- Students who are confident and resilient
- Students who are motivated and engaged
- Students who are culturally competent
- Students who are academically successful
- Students who are community leaders

**Manifestations in teachers**

- Teachers who are culturally competent
- Teachers who are academically successful
- Teachers who are community leaders
- Teachers who are supportive of Māori students
- Teachers who are collaborative

**Manifestations in families**

- Families who are culturally competent
- Families who are academically successful
- Families who are community leaders
- Families who are supportive of Māori students
- Families who are collaborative

**Manifestations in the wider community**

- Community members who are culturally competent
- Community members who are academically successful
- Community members who are community leaders
- Community members who are supportive of Māori students
- Community members who are collaborative

## The Mana Model

- Mana Tangata:** A diverse knowledge base

• The skills, knowledge and confidence to navigate success in two (or more) worlds
- Mana Tū:** The psycho-social skills to reconcile difference and complexity

• Efficacy, motivation, courage, humility, tenacity and mindset
- Mana Motuhake:** A sense of embedded achievement and self-concept

• A positive Māori identity and a sense of embedded achievement
- Mana Ūkaiopō:** A sense of belonging and relationship to place

• Belonging and connection to place.
- Mana Whānau:** A sense of connectedness to others and collective agency

• A belief that they occupy a central position of importance in their whānau



Webber & Macfarlane, 2018

### Recommendations for Māori students

- Identify your own strengths and weaknesses
- Identify your own cultural values and beliefs
- Identify your own learning style
- Identify your own strengths and weaknesses
- Identify your own cultural values and beliefs
- Identify your own learning style

### Recommendations for Policy-Makers

- Make policy to support Māori students
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### Recommendations for Teachers and Schools

- Identify your own strengths and weaknesses
- Identify your own cultural values and beliefs
- Identify your own learning style
- Identify your own strengths and weaknesses
- Identify your own cultural values and beliefs
- Identify your own learning style

### Recommendations for Whānau

- Identify your own strengths and weaknesses
- Identify your own cultural values and beliefs
- Identify your own learning style
- Identify your own strengths and weaknesses
- Identify your own cultural values and beliefs
- Identify your own learning style

**RUTHERFORD**  
DISCOVERY FELLOWSHIP

**2017 Rutherford Discovery Fellowship  
(5 years, 2018-2022)**

**Kia tū rangatira ai: Living, succeeding, and thriving in education**

**Participants** x 57 schools so far (*data collection finishes - April 2020*)

**Ākonga (N=12,985)**

- Secondary (n=3505) - 64% Female / 34% Male, 2% Other  
- 67% Pākehā/White, 12% Māori, 21% Other
- Primary (n=9480) - 50% Female, 48% Male, 2% Other  
- 51% Pākehā, 24% Māori, 25% Other

**Whānau (N=5067)** - 60% Primary, 23% Intermediate, 17% Secondary  
- 55% Pākehā, 25% Māori, 20% Other

**Kaiako (N=1313)** - 56% Primary, 36% Secondary, 8% Other role  
- Teaching experience 46% < 15 yr, 54% > 15 yr  
- 68% Pākehā, 14% Māori, 18% Other

**Data sources: Mixed method surveys**

Quantitative Content (Student/Family)	Quantitative Content (Teacher)
<b>Closed Questions:</b> Demographics <b>Likert Items:</b> Academic Efficacy, Motivation, Attitudes, Cultural Pride	<b>Closed Questions:</b> Demographics, length of service <b>Likert Items:</b> Cultural Responsiveness, Relationships with Māori students and families
<b>Qualitative Content</b> <b>Open-ended Questions</b> <ul style="list-style-type: none"> <li>What <u>motivates</u> students to engage and persist at school?</li> <li>What are their <u>attitudes</u> towards school?</li> <li>What <u>job</u> do they want to do in the future? Why?</li> <li>How do <u>teachers and family</u> make a positive difference to their learning?</li> <li>Who are their <u>role models</u> and what do they tell us about what success means to them?</li> <li>What role does <u>culture</u> play in their motivation to succeed?</li> </ul>	<b>Qualitative Content</b> <b>Open-ended Questions</b> <ul style="list-style-type: none"> <li>How do you define <u>Māori student success</u>?</li> <li>What <u>teaching practices</u> make a positive difference for Māori students at your school? What works?</li> <li>What <u>evidence</u> do you have that these practices have made a positive difference? How do you know they work?</li> <li>What <u>hapū, marae, and whanau involvement</u> would you like in your school?</li> <li>If you could give any <u>advice to other teachers</u> about creating an environment for Māori students and their whanau to flourish - what would you say?</li> <li>Who is a successful <u>local Māori role model</u>? If you could describe this role model in five words - what words would you use?</li> </ul>

**6 Stages of Analysis**

- Individual school analyses (gender, year level, ethnicity etc)
- Matched school analyses
- School cluster/Kāhui Ako analyses
- Regional analyses
- Iwi/Tribal analyses
- National Picture (rural/urban, low-SES/high SES, single sex/co-ed)

A convergent parallel design is being used for both data collection and analysis (Creswell & Pablo-Clark, 2011)

**Point of Interest**

37% of the parents of Pākehā children could/would not identify a positive aspect of their child's cultural identity

"na"	"I don't know"	"we have no culture"	"not relevant"
"This question is ridiculous"		"This is hard for me to answer as Pākehā. I honestly don't know"	
"Cultural identity not important to us. All ethnicity should be equal"			
"I think being white European, we're not really encouraged by society to be proud of our cultural identity in New Zealand"			
"the background is the past...my children think of the future"			
"As white, middle class New Zealanders I don't feel our culture is embraced at all. We are so busy being diverse that it's almost shameful to be white working class. We are not allowed to be proud in my opinion"			
"I find pakeha in nz dont have much ethnic or cultural background due to the focus of other cultures in nz"			

**Point of Interest**

Pākehā cultural pride appears to decrease as students get older

Primary: Y1-6 Pākehā students

Intermediate: Y7-8 Pākehā students

Secondary: Y9-10 Pākehā students

Secondary: Y11-13 Pākehā students

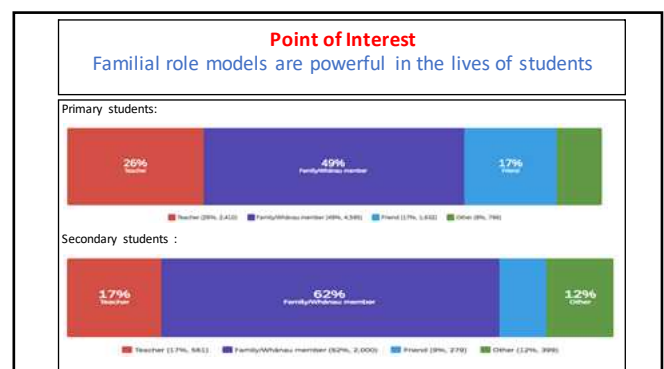
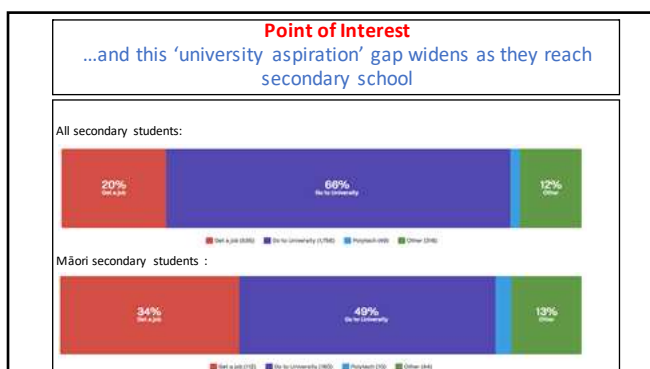
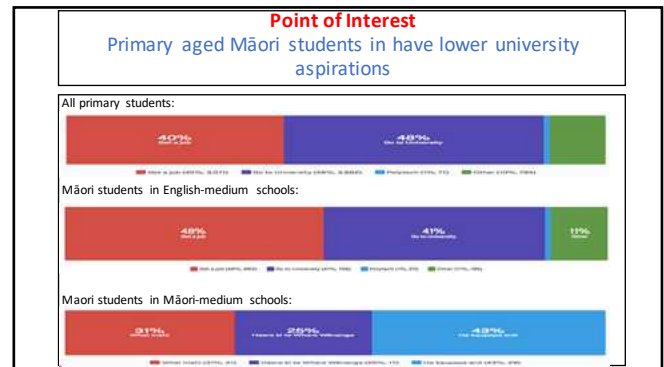
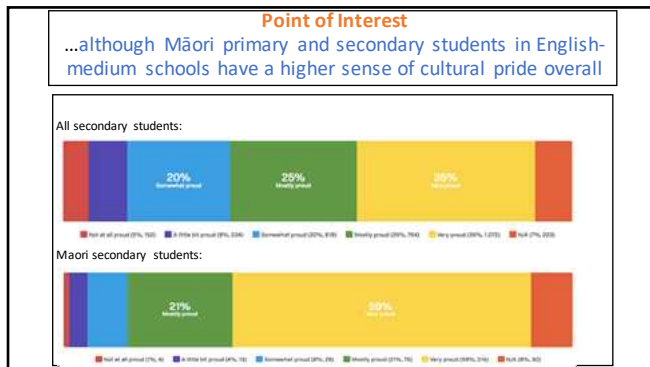
**Point of Interest**

Primary aged Māori students in Māori-medium schools have the lowest sense of cultural pride \*\*

All primary students:

Māori students in English-medium schools:

Māori students in Māori-medium schools:



**Point of Interest**  
Familial role models are powerful in the lives of students

- So far the role model literature has focused predominantly on role models, the attributes they need to possess, and the behaviors they need to express in order to be effective.
- What tends to be missing is a focus on how role models can influence ambitions, motivation, choices, and achievements.

(Morgenroth, T., Ryan, M. K., & Peters, K. (2015). The motivational theory of role modeling: How role models influence role aspirants' goals. Review of General Psychology 19(4), 465)

- For Māori students, role models also exemplify culturally important ways of being, thinking and doing—being 'tika' is critical to Māori students choice of role model

**Point of Interest**  
...Role models serve multiple functions as they influence goals & motivation

- (a) They act as behavioral models (they show us how to perform a skill or achieve a goal)
- (b) They represent the possible (they show us that they goal is attainable – "I can do this, so you can too")
- (c) They are inspirational (they motivate us to set new goals – we can be both inspired to and inspired by)
- (d) They demonstrate the 'right' way to do things (in line with whānau, hapū, iwi values – humility, reciprocity, mana-enhancing interactions, service ethic, relational)
- (e) They influence self-stereotyping (through either decreasing negative self-stereotyping or increasing positive self-stereotyping) (In addition, Māori 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)

## He whakaaro whakamutunga: Nau mai ki te ao hurihuri

### Remember...

- Māori have a long history of academic/scientific excellence – educate yourself
- It's not about us, without us
- Accept that key decisions in research involving Māori must be made by Māori...include us at all stages along the way
- Be okay with not being included in everything
- Don't speak on our behalf. We have a voice, and we aren't afraid to use it
- Understand that you can sometimes be wrong on issues affecting Māori. You need to be resilient like we are required to be. Pick yourself up, dust yourself off and come back to the position of an ally
- Understand that Māori are not all the same – we have a diversity of perspectives
- Māori communities want to know what works, for whom, under what circumstances, and how? Focus on strengths.
- *We believe we descend from greatness...do you?*

