



# Mana Ōrite in Te Oro Karaka

*Equity Challenges were identified by individual schools in order to contribute to the greater good of the collective Kāhui Ako goal*

When a large Kāhui Ako and our facilitators engage together in shared sense making (Ako and Wānanga) around Culturally Responsive and Relational Pedagogies (CR&RP), a whole lot of 'adaptive expertise' happens.

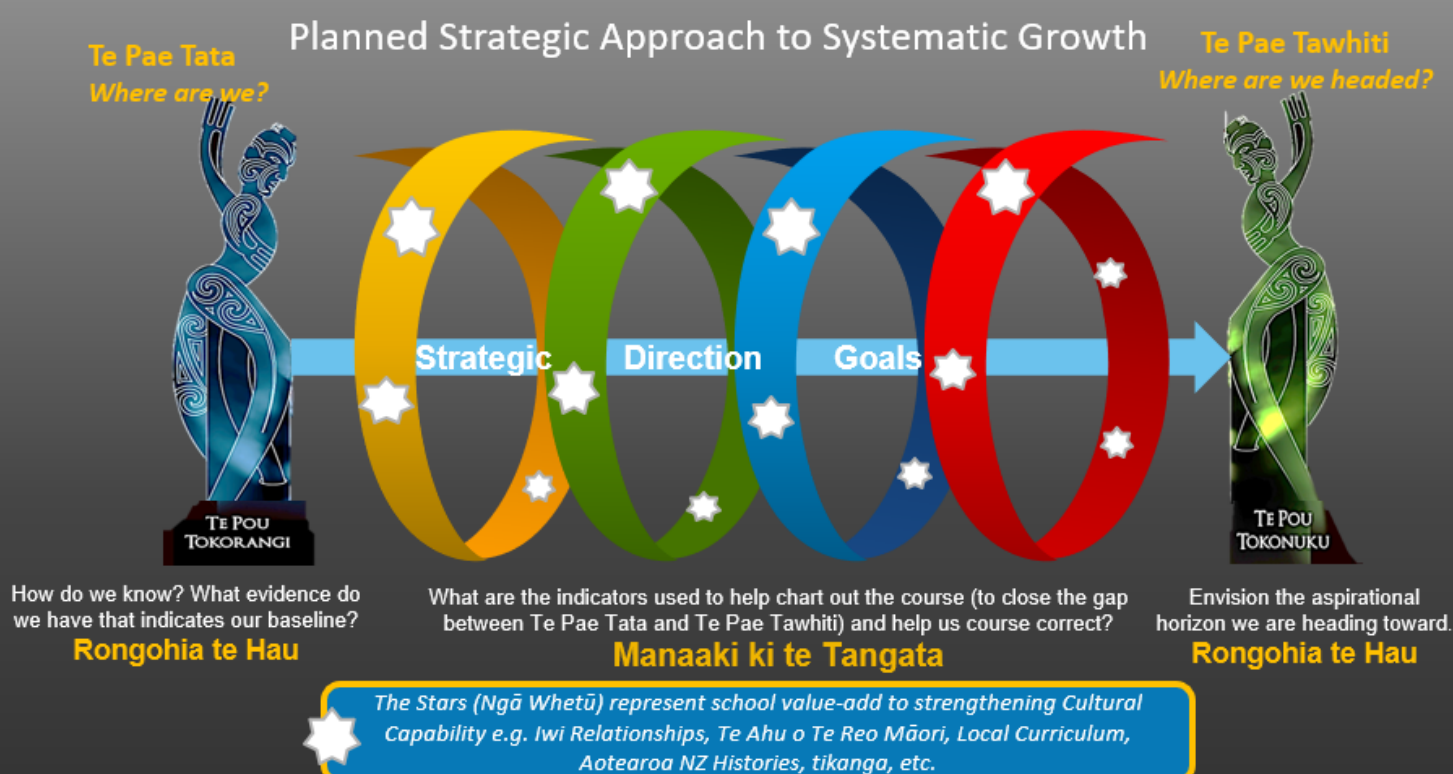
Evidence based inquiries, derived from both smart tools and Kāhui Ako-designed methods, have provided rich insights into perception data, school structures, processes and practices that capture the growth and impact of CR&RP.

The evidence has enabled people to determine the strength of current capabilities, the challenges to date, and the emerging opportunities for collaborative innovation (i.e., to be Culturally Productive).

***"Measuring what we value – not just valuing what is measurable."  
– ASL***

***"Have we arrived or are we in a continuous state of becoming?"  
– Principal***

***"To be Culturally Productive, is having the courage to actively produce contexts for learning capable of embracing everyone. So here, we are talking about 'institutional culture' – not ethnicity".  
–Kāhui Ako Kaihautū***



This graphic has been generated from theorising and sense-making between Te Āwheonui Kaihautū, Principals, ASL, WSL, and teachers across the Kāhui Ako. It shows the interrelationship between the pedagogical processes of Rongohia te Hau and Manaaki ki te Tangata and Ngā Whetū that schools are drawing down in their aspirations to development and strengthening of Cultural Capability in their contexts.

# Your Voice:

We work to support you as you focus on the kaupapa within the complexity of school life and the demands of management and governance

*"What we have done is we have kept CR&RP at the forefront of our thinking, planning and engagement with tamariki, our colleagues and whānau; it's helped maintain the momentum."*

*- Kāhui Ako Lead*

As we strive for authentic treaty partnership with iwi, their voices are helping us to understand what these partnerships need in order to develop. A principal reflecting on iwi engagement mused over a comment made by a koroua who said:

*"I don't know about you, but before I got engaged to my partner I went on a few dates first – whanaungatanga doesn't emerge out of a phone call or email that asks for a meeting on Wednesday at 11am."*

Deepening our learning about ways of being as well as ways of doing: embracing Mātauranga Māori to support our learning ethos

*"CR&RP permeates all the crevices. It is so much more than just tools we employ: it is a way of being"*

*- Principal*



When we are working in ways that are inclusive and employ critical consciousness, our authentic relationship with Mātauranga Māori develops holistically and naturally

*"CR&RP is about everything we do; while we have separated 3 workstreams they lie on the papa of CR&RP."*

*- Kāhui Ako Lead*

Sense-making is a shared process. Language, concepts, and understanding are developed in ways that are discursive, interactive and ongoing ~ bringing Ako alive

*"We are engaging in sense-making conversations together (staff and kaihautū) like, 'What's the difference between choice and co-construction?' We are collectively deepening our understanding."*

*- Deputy Principal*

Valuing all the relationships, potential and knowledge that exists and using effective tools empowers us to reflect, review and refresh at need

*"We are in a constant state of becoming: we have met challenges and sometimes needed to stay the course while other times we have had to course correct."*

*- Principal*

Honouring the expertise and potential that exists in schools is fundamental within our relationally-based, mana-enhancing practice

*"We have a great team to lead the kaupapa."*  
*- Principal*



<https://www.wananga.ac.nz/study/te-awheonui/>

*Rukuhia te mātauranga  
ki tōna hōhonutanga me  
tōna whānuitanga*

*Pursue knowledge to  
the greatest depths and  
its broadest horizons*

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