



Cognition Education Trust Final Report

Inspire in Education (IIE) worked with 7 Year 5 & 6 boys during 2018. Four boys were Year 5. Three Boys were Year 6

Section 1

The Inquiry

Is there evidence that the project is achieving its aims for the participants? The answer to that is an emphatic yes.

All have improved self-esteem and confidence due to the following areas each student participated in;

1. Kaupapa: Mauri

Objective:

Why do we see the mauri as so central in a teaching and learning model at Havelock North Primary?

Why: Mauri - life principle, life force, vital essence, special nature, a material symbol of a life principle, the source of emotions - the essential quality and vitality of a being or entity.

Evidence: Māori students, some, but not all, will come with fears and anxieties during the transition from Primary to Intermediate.

Brief: Fears and anxieties can weaken the mauri and reduce a student's capacity to engage and learn at Havelock North Primary. Will I cope? Will I be good enough? Will it meet my needs?

We reduced fears and anxiety through our Year 5 and Year 6 sessions with mihimihi, introductions, name games, icebreakers, group activities, singing waiata, dedicated space, cooking, then eating together. Regular visits to the local Intermediate were also very useful for the boys.

2. Kaupapa:

Manaaki (Hospitality)

Objective:

Hospitality: providing a nurturing environment and ensuring that people feel welcome.

What: Taking Care of Learners' Physical, Mental, Spiritual & Social Needs

Why: The importance of taking care of the student's physical, mental, spiritual and social needs.

Physical: Room set up | Sufficient space | Air circulation |Water |Flat structure (not lecture theatre) |Tables for group work | Dedicated space

Mental: Attending to learning styles |Visual Audio Reader/Writer| Stimulating content |Appropriate support and scaffolding | Peer support

Spiritual: Karakia | Acknowledging ancestors Whakapapa and Pepeha | structure, roles and boundaries | responsibilities | Outdoor activities Carving, weaving or painting

3.Kaupapa: Tangata Whenuatanga (place-based)

Objective:

To give students knowledge of their cultural background in relation to sites of cultural and tribal significance

What is:

Kōrero with Inspire in Education (IIE) Mentors affirming Māori learners as Māori, providing contexts for learning where the language, identity, and culture of Māori learners and their whānau is affirmed.

Evidence and Brief:

Place-based education: affirming Māori learners as Māori, providing contexts for learning where the language, identity, and culture of Māori learners is affirmed. IIE harnessed the rich cultural capital, which provided culturally responsive and engaging contexts for the HNP Māori learners.

This section will be delivered to Year 6 students in 2019, understanding Māori health is the concept of 'te whare tapa whā' – the four cornerstones of Māori health. Korero on the four dimensions of Māori well-being to our rangatahi

1. Taha tinana (physical health)
2. Taha wairua (spiritual health)
3. Taha whānau (family health)
4. Taha hinengaro (mental health)

For Māori the physical dimension is just one aspect of health and well-being and cannot be separated from the aspect of mind, spirit and family.

What was collected and how was it collected?

1. HNPS learners felt safe, able to learn as Māori. HNPS learners developed an understanding of barriers to potential and along with IIE facilitator, developed strategies to overcome the barriers. IIE continually recognised and celebrated the a personal growth as well as academic, cultural and sports success of each of the HNP learners. They are all very proud of their culture which enables them to walk tall in Te Ao Maori me Te Ao Pakeha – the Maori and Pakeha worlds.

Section 2

Outcomes

1. Yes, there has been some improvement in teaching practise but like all things, it takes time and the programme is new to the school and the teachers. More PD with IIE and more one on one with IIE and teachers will help. The school employed IIE on three occasions during the year to run professional development sessions with teachers around developing the principles outlined in the Kahikitia document and accelerating success for Maōri students.

2. Is there evidence of benefits to other Maori students at the school and in the wider community? Once again this is hard to ascertain. Although the attitudes of these particular boys improved in the classroom setting so potentially they had an influence on other students through their higher levels of engagement. The boys really enjoyed their sessions with IIE and the sense of belief that it gave them. Much of this comes down to quality relationships and taking the time to get to know these boys.

3. IIE were invited to present at the COL meeting at the end of last year. This was really interesting as IIE had been working with the local intermediate and it was great to see the positive impact these sessions had made on one of our former pupils.

4. We have invited IIE to a staff meeting in week 4 of Term 1 2019. As we are trying to develop a sustainable model moving forward. We will put the onus on the teachers to be asking the questions so they are fully engaged as well as hear from IIE about the successful strategies they put in place.

The Board are still keen to engage with IIE on a professional level to monitor and guide our progress in this area.

Amanda Allen who leads our Te Ao Maori Think Tank is keen to engage whanau to get their feedback to assist this process too. We are trying to offer more experiences so maori feel comfortable as maori and their culture is celebrated. At the beginning of this school year we have a powhiri for new staff and students which is a first for HNPS. We are just trying to build on what we have achieved so far.

Section 3

Evaluation

Feedback from the students

Have you enjoyed working with Mr Waitoa this year?

Six of the students said yes and one said no. When I asked this boy individually why he had said no he looked puzzled. He said he liked working with Mr Waitoa and he had recorded it wrong.

What has been the best part of working with Mr Waitoa?

The making and creating was the best. Clearly Mr Waitoa's cooking was impressive.

Has Mr Waitoa helped you develop more confidence as a Maōri learner?

6/7 said yes while one said a little bit.

Are you proud of being Maori?

Five boys said yes to this question, one no and one maybe.

Clarifying comments to the above question

Mostly very positive, but one boy played it down saying it was just a culture.

Do you feel valued as a student at HNPS

Five replied yes and two did sometimes.

Clarifying comments to the above question

Most didn't know how to elaborate on their answer. One said the teacher didn't notice him and another said all the teachers were very nice. Nothing conclusive!

How could we make HNPS a better place for you?

Nothing to add except for bigger playground and more sport/PE

Is there anything else you'd like to tell us?

Nothing here, apart from one boy who thanked us for the survey.

Conclusion

This has clearly been a very positive initiative for these boys. They have certainly enjoyed the experience and the one on one time with Conrad. It was a bit sad to see one boy didn't feel proud of being Maori. His reaction was that he is just a person and he felt good about himself whether he was Maori or not.

The linking with HNI was positive as it gave these boys a chance to see the environment many of them will go into in Year 7. They told me seeing the Kapa Haka at HNI was pretty cool.

On a positive note they all enjoyed being students at HNPS.

The nature of the work carried out by IIL is very transferable and is all centred around building relationships and self esteem. I know other principals in the area are looking forward to Conrad presenting his programme and seeing the benefits to our tamariki.

Teachers of these boys involved noticed an increase in self esteem as well as overall focus.

On behalf of HNPS I would like to sincerely thank Cognition Education Trust for your generous support in making this learning experience possible for our students.

Nick Reed

Principal

Havelock North Primary School