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**He Huarahi Kua Takahia – The Trodden Pathways**  
**Kaupapa Maori Initial Teacher Education**  
**Pedagogy and Practice – One Teacher’s Story**

**A thesis presented in partial fulfilment of the requirement  
for the degree of**

**Doctor of Education**

**at Massey University Palmerston North**

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# ABSTRACT

This thesis examines the early career teaching experiences and reflections of a graduate teacher from Te Whare Wananga o Awanuiarangi and draws on recent developments within Aotearoa New Zealand tertiary education to highlight the impact of Kaupapa Maori-based education, taking into account the outcomes of one of those developments, Kaupapa Maori initial teacher education.

The study investigates the special attributes and professional practice of a Maori graduate teacher working in a primary school. The aim is to understand the ways in which this beginning teacher undertook initial teacher education within a Maori-centred programme that was grounded in the principles, values and practices of ako and tikanga. This examination of the graduate teacher's classroom practice focuses on preparation for a Kaupapa Maori programme leading to an investigation of the perceptions of those responsible for mentoring and supervision support in an identified school. The recording of Maori student voices within this context, highlights the significance of culturally based and informed pedagogy and practice in classrooms, creating positive educational outcomes for Maori.

Authentic accounts of the teacher's lived experiences and professional life also provides positive feedback about the Maori-initiated and driven Kaupapa Maori initial teacher education programme. Such reflections are indicative of the revolutionary changes made by Maori since the language and culture revitalization initiatives of the 1970-1980s. This period cites Maori initiating and taking charge of their own destiny and creating new pathways, therefore contributing directly to the well-being of New Zealand society. This thesis further contextualises issues of cultural diversity, cultural pluralism and cultural engagement with the education of indigenous minority peoples of a First World country.

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# MIHI

Ko Matawhaura te maunga

Ko Taranaki te maunga

Ko te Rotoiti i kite ai e Ihenga te moana

Ko Matanehunehu te awa

Ko Te Arawa te waka

Ko Kurahaupo te waka

Ko Ngati Pikiao te iwi

Ko Taranaki te iwi

Ko Ngati Hinekura te hapu

Ko Nga Mahanga a Tairi te hapu

Ko Houmaitawhiti te marae

Ko Puniho te papakainga

Ko Tarawainuku te marae

Ko Tarawera te maunga

Ko Taranaki te maunga

Ko Puarenga toku awa

Ko Waitotoroa te awa

Ko Te Pakira te marae

Ko Te Arawa te waka

Ko Kurahaupo te waka

Ko Tuhourangi óNgati Wahiao toku hapu

Ko Taranaki te iwi

Ko Ngati Moeahu te hapu

Ko Parihaka te papakainga

Ko Parihaka te papakainga

Ko Takitutu te marae

Ko Te Whiti o Rongomai raua ko Tohu

Kakahi nga tangata

# TABLE OF CONTENTS

<b>Prologue: My Story</b> .....	<b>1</b>
Setting the Scene .....	2
Introduction.....	2
Ko wai ahau?.....	3
Ki te taha o toku nei Mama.....	3
Te taha ki toku nei Papa .....	4
My School Days.....	5
Becoming a Teacher: Hamilton Teachers College .....	6
Early Teaching Experiences .....	8
Summary.....	11
<b>Chapter One: Introduction – A Teacher in the Making</b> .....	<b>13</b>
Introduction.....	17
Structure of the Thesis.....	19
Summary.....	21
<b>Chapter Two: Whare Wananga Development</b> .....	<b>22</b>
Ngati Awa: Iwi Initiative .....	23
Te Whare Wananga o Awanuiarangi: Tertiary Education Institution.....	24
Te Whare Wananga o Awanuiarangi: Tribunal Settlement Claim .....	27
The Founding Visionaries of Te Whare Wananga o Awanuiarangi.....	28
National Relationships.....	29
International Relationships .....	31
Kaupapa Maori Initial Teacher Education.....	32
Bachelor of Maori Education (Teaching): The Programme .....	33
Programme Approval and Accreditation: Quality Assurance .....	34

New Zealand Teachers Council Graduating Standards.....	36
Summary.....	37
<b>Chapter Three: Preparing a Teacher.....</b>	<b>39</b>
Introduction.....	40
Maori Education.....	42
Learning and Teaching: A Maori Worldview.....	47
Maori Pedagogy .....	50
Quality Teaching and Quality Teachers .....	54
Education in Aotearoa Today .....	62
Initial Teacher Education: Aotearoa New Zealand and Beyond.....	63
Being a Teacher .....	65
Culturally Responsive, Culturally Relevant Pedagogy .....	67
Kaupapa Maori Initial Teacher Education: Te Whare Wananga o Awanuiarangi .....	70
Summary.....	73
<b>Chapter Four: Akonga Maori – Principles of Maori Centred Pedagogy .....</b>	<b>74</b>
Introduction.....	75
Kaupapa Maori Theory.....	76
Maori Pedagogies .....	77
Cultural Principles.....	78
The Principle of Ako .....	79
The Principle of Manaakitanga.....	82
The Principle of Whanaungatanga .....	84
The Principle of Whanau .....	85
The Principle of Mana Tangata.....	86
Principles of Akonga Maori applied in practice .....	87
Cultural Practices .....	88
Summary.....	93



<b>Chapter Five: A Methodological Framework.....</b>	<b>94</b>
Introduction.....	95
Kaupapa Maori Methodology .....	95
Cultural Principles and Practices .....	96
The Principle of Te Reo.....	96
The Principle of Tikanga Maori.....	97
The Principle of Mana Maori.....	97
Narrative .....	100
The Case for the Case Study.....	105
Methods .....	106
Fieldwork: Interviews.....	107
Fieldwork: Observations.....	108
Fieldwork: Work Samples and Artefacts.....	109
Feedback as Conscientisation and Transformation.....	110
Transforming Classroom Practice.....	111
Data Collection and Analysis.....	113
Summary.....	113
<b>Chapter Six: Hine – The Teacher.....</b>	<b>115</b>
Introduction.....	116
Personal Attributes of a Student Teacher .....	117
Hine: The Student Teacher .....	118
The Curriculum of a Kaupapa Maori Initial Teacher Education Programme .....	120
Cultural Capital and Sites of Struggle: Teaching as a Political Act .....	129
Leadership Development.....	133
Perceptions from within the Profession: The Value of a Kaupapa Maori Based Initial Teacher Education Programme.....	136
Summary.....	139

<b>Chapter Seven: Conclusion .....</b>	<b>141</b>
Introduction.....	142
Personal Attributes of a Student Teacher .....	145
The Curriculum of a Kaupapa Maori Based Initial Teacher Education Programme	146
Cultural Capital and Sites of Struggle: Teaching as a Political Act .....	147
Leadership Development.....	148
Perceptions from within the Profession: The Value of a Kaupapa Maori Based Initial Teacher Education Programme.....	148
Kaupapa Maori Initial Teacher Education: Further Research .....	149
Contribution to Maori Development: Raising Maori Consciousness .....	150
Summary.....	152
<b>References .....</b>	<b>154</b>
<b>Glossary.....</b>	<b>171</b>
<b>Appendices .....</b>	<b>174</b>
Appendix A: Letter to School Board of Trustees .....	175
Appendix B: Focus Groups Confidentiality Agreement .....	177
Appendix C: Transcriber Confidentiality Agreement.....	178
Appendix D: Authority for the Release of Tape Transcripts.....	179
Appendix E: Reference Group Confidentiality Agreement.....	180
Appendix F: Interview Schedule ó Childrenø Focus Group.....	181
Appendix G: Participant Teacher Information Sheet.....	182
Appendix H: Participant Teacher Consent Form.....	185
Appendix I: Principal Senior Teacher Information Sheet .....	186
Appendix J: Senior Teacher Consent Form.....	189
Appendix K: Principal Consent Form.....	190
Appendix L: Parent Information Sheet.....	191
Appendix M: Parental Consent Form.....	193

Appendix N: Child Information Sheet .....	194
Appendix O: Child Consent Form .....	196
Appendix P: Letter to Te Whare Wananga o Awanuiarangi.....	197
Appendix Q: Transcriber Confidentiality Agreement.....	199
Appendix R: The Three Pou of the Thesis .....	200