

Working With Parents

Kei a rātou te mana



Ka hikitia

‘Ka hikitia’ means to ‘step up’, to ‘lift up’ or to ‘lengthen one’s stride’. Within this document, it means stepping up the performance of the education system to ensure Maori are enjoying success as Maori.

(Ka Hikitia Summary, p. 1)




Stepping Up!



The challenge

‘It means making Maori education success the highest priority and doing everything we can – as part of an education sector committed to ensuring all learners succeed – to realise Maori potential in all that we do.’

(Karen Sewell, Secretary of Education, Ka Hikitia, p. 5)





Ka Hikitia

- MoE priority for next 5 yrs. Raising Maori achievement. Maori succeeding as Maori
- Laying down the challenge to all of us working in education
- Important for us as non Maori to feel okay about taking a lead
- Our talk will concentrate on working with parents of gifted Maori, a lot of what we say applies to most parents
- We're **not experts**, just sharing what we learnt through working together with one particular family

Coffee – the social lubricant





How our paths crossed...

- **Case study, character, Kura, Panui, workshop, parent, testing (Ravens)**
- **ODS application, testing (WJ III) and interview, work samples (Te reo)**
- **Phone call, report, workshop (share info), accelerated for maths**
- **Phil moved on, regular contact with whanau re school choice, son in trouble (behaviour), gave e-mail**



How our paths crossed...

- School report sent through, behaviour issues, mum good advocate
- Rang parent about school issues, met with school, shared Jill's chapter on catering for gifted Maori students, left disillusioned
- Suggested team meeting with school, IEP (Dad), constructive and supportive response, student part of process (contributed, listened to by DP)

It's about building relationships





Working in partnership with parents

- **Successful home-school-community relations are built, they don't just happen**
- **Collaborative, mutually respectful**
- **Multi-dimensional and responsive to community needs**
- **Embedded in school development plans, resourced, reviewed**
- **Goal oriented, focused on learning**



Working in partnership with parents

- **Effective parental engagement happens largely at home – assist learning at home, high expectations and warm support**
- **Timely two-way communication**
- **Take the time and make the commitment**



Working in partnership with parents

- **Ka hikitia –academic, social and emotional success of Maori students responsibility of all educators**
- **Need to utilise home-school-community dynamic to construct culturally relevant educational experiences (programming to the child)**



The culturally responsive environment

- Teachers who value and support cultural diversity
- Programmes that incorporate cultural knowledge, experiences & values
- Teaching and assessment that utilises culturally preferred ways of learning (e.g. peer tutoring, co-operative learning)

(Bevan-Brown, 2008)

It's about cultural confidence





How to build cultural confidence - some suggestions

- Be a learner – care, genuine interest
- Seek out opportunities to be involved e.g. Offer to help with the cups of tea during school, kapahaka training
- Join a Te Ara Reo class
- Go along to community days (the face that is seen)
- When time is right, go to tangi
- Go on PD courses
- Read the histories- Ngata

Building cultural confidence





Our experiences have taught us...

- Building relationships – ph. us at home, team, meetings, where to meet
- Listening
- In it for the long haul, commitment
- Mana of the parents – Kei a ratou te mana – acknowledge wonderful advocate
- Privilege

**Nāu rourou, nāku rourou
ka ora ai te iwi**

With your food basket and my food basket
the people will thrive

