



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Faculty of Education

Te Kura Toi Tangata

Waikato Journal of Education

Te Hautaka Mātauranga o Waikato



Volume 18, Issue 2: 2013

WAIKATO JOURNAL OF EDUCATION TE HAUTAKA MĀTAURANGA O WAIKATO

Special Edition Editor: Mere Berryman
Current general editors: Clive Pope, Noeline Wright
Editorial board: Bronwen Cowie, Deborah Fraser, Richard Hill, Clive Pope, Margie Hohepa, Sally Peters, Beverley Bell, Noeline Wright

The *Waikato Journal of Education* is a peer refereed journal, published twice a year. This journal takes an eclectic approach to the broad field of education. It embraces creative, qualitative and quantitative methods and topics. The editorial board is currently exploring options for online publication formats to further increase authorial options.

The Wilf Malcolm Institute of Educational Research (WMIER), which is part of the Faculty of Education, The University of Waikato, publishes the journal.

There are two major submission deadline dates: December 1 (for publication the following year in May); June 1 (for publication in the same year in November). Please submit your article or abstract to wmier@waikato.ac.nz.

Submissions for special sections of the journal are usually by invitation. Offers for topics for these special sections, along with offers to edit special sections are also welcome.

Correspondence, articles for review, subscriptions and payments should be addressed to the Administrator Wilf Malcolm Institute of Educational Research, Faculty of Education, The University of Waikato, Private Bag 3105, Hamilton, 3240, New Zealand. Email: wmier@waikato.ac.nz

Subscriptions: Within NZ \$50; Overseas NZ \$60
Copyright: © Faculty of Education, The University of Waikato
Publisher: Faculty of Education, The University of Waikato
Cover design: Donn Ratana
Printed by: Waikato Print

ISSN 1173-6135

Waikato Journal Of Education

Te Hautaka Mātauranga o Waikato

Volume 18, Issue 2, 2013

Special Section

- Editorial: Culturally responsive pedagogies as transformative praxis**
Mere Berryman 3
- From responsive social learning contexts to culturally responsive pedagogy: Contributions from early New Zealand research**
Ted Glynn 11
- Applying culturally responsive practices: Implications for mainstream education**
Therese Ford 25
- ‘A culturally responsive pedagogy of relations’: Coming to understand**
Annie Siope 37
- Discursive repositioning: The impact a group of Te Kotahitanga teachers within a mainstream secondary school had on one student**
Edith Painting-Davis 51
- Culturally responsive evidence-based special education practice: Whaia ki te ara tika**
Sonja Macfarlane and Angus Macfarlane 65
- Crossing borders: At the nexus of critical service learning, literacy, and social justice**
Fatima Pirbhai-Illich 79
- University and school: Collaborative research as culturally responsive methodology**
Marilyn Blakeney-Williams and Nicola Daly 97
- ### General Section
- Health invaders in New Zealand primary schools**
Lisette Burrows, Kirsten Petrie, and Marg Cosgriff 111
- Peer coaching: A review of the literature**
Tracey Hooker 129
- Developing a resource for teachers: Theory, practice, possibility**
Elizabeth Anderson 141

| | |
|---|-----|
| Resistance within a performativity discourse: Learning from an analytic autoethnographic perspective | |
| <i>Jason Loh</i> | 157 |
| Book review | |
| <i>Dianne Forbes</i> | 171 |
| Ph.D Abstracts | |
| Participant perspectives informing pedagogy for asynchronous online discussion in initial teacher education | |
| <i>Dianne Forbes</i> | 173 |
| The nature of conversation of primary students in technology education: Implications for teaching and learning | |
| <i>Wendy Helen Fox-Turnbull</i> | 175 |
| Problematised history pedagogy as narrative research: Self-fashioning, dismantled voices and reimaginings in history education | |
| <i>Philippa Hunter</i> | 177 |
| How is teacher evaluation policy enacted? The workings of performativity and micro-politics in Japanese schools | |
| <i>Masaaki Katsuno</i> | 179 |
| Students' mental models of chemical reactions | |
| <i>Denis Lajium</i> | 181 |
| Effective Pakeha teachers of Māori students | |
| <i>Catherine Lang</i> | 183 |
| Toward ecological literacy: A permaculture approach to junior secondary science | |
| <i>Nelson Lebo III</i> | 185 |
| Colouring in the white spaces: Reclaiming cultural identity in whitestream schools | |
| <i>Beverley Milne</i> | 187 |
| Online collaborative learning in tertiary ICT education to enhance students' learning in Malaysia | |
| <i>Mohd Nihra Haruzuan Bin Mohamad Said</i> | 189 |



Effective Pakeha teachers of Māori students

Unpublished Ph.D thesis, Faculty of Education, The University of Waikato

Catherine Lang

The University of Waikato

To teach in primary schools in Aotearoa-New Zealand means to encounter students from diverse backgrounds. A significant proportion of those students are Māori and a significant proportion of Māori students are not achieving to their potential in school. There are several reasons for this under-achievement, which this thesis explores, and there is substantial research evidence as to what will turn this situation around, which is also explored. Some argue that the answer is for Māori learners to be taught by Māori teachers, and in Māori medium contexts. This approach has achieved considerable success for a small number of Māori learners; however, the demographic data tell us that for now, the significant majority of Māori learners are in English language medium classrooms, taught by non-Māori teachers. At present, there are not enough Māori teachers to teach all Māori learners.

The New Zealand Ministry of Education has goals for improving the achievement of Māori learners through providing “high-quality, culturally responsive education that incorporates the identity, language and culture of Māori students, and engages their parents, families and whānau” (Ministry of Education, 2008). The Ministry and the New Zealand Teachers Council expect all teachers to be ‘culturally competent’, that is, to teach in culturally responsive ways.

The Ministry of Education’s research and development project, Te Kōtahitanga, continues to provide evidence of ‘what works’ for Māori learners in New Zealand secondary schools. The effective teaching profile that was developed as part of this project informs this thesis.

The thesis describes qualitative, social justice-based case study research undertaken between late 2004 and 2006 with four effective Pākehā primary teachers of Māori children, and with children from those classes and their parents/whānau. The study sought to glean insights about what characterises effective Pākehā primary teachers of Māori students.

