

# Whānau (Family based) Transformation Through Education

Watson & Bentham Ohia (Aotearoa New Zealand)  
Presentation - Association of Alaskan School Boards  
Anchorage Alaska  
10 November 2018

## *Ko wai mātou?*

- Ko Tokomaru te Waka
- Ko Piripiri te Maunga
- Ko Waitohi te Awa
- Ko Waikawa te Mōana
- Ko Te Ati Awa Te Iwi
- Ko Waikawa te Marae
- Ko Watson rāua ko Bentham o māua ingoa

- We were brought up in a small village in Waikawa Bay in Picton at the top of the South Island in Aotearoa New Zealand.
- We identify ourselves from the environments that we were raised from and from where our parents and ancestors come from

## *Who are we?*

*Our Canoe is Tokomaru  
Our Mountain is Piripiri  
Our River is Waitohi  
Our Ocean is Waikawa  
Our Tribe is Te Ati Awa  
Our Traditional place  
of belonging of Waikawa  
We are Watson and  
Bentham*

What are some of the “blisters on our hands” based on our shared contribution with many others to “maintain, enhance and advance” the dreams and aspirations of our people/ tribe/ clan/ family/ community including our non Indigenous brothers and sisters ?

#### Watson Ohia

- Current position CEO Ngā Kura a Iwi o Aotearoa (Manages 30 Māori Immersion Schools across New Zealand)
- Past roles
  - Formally School Principal Nga Taiatea Wharekura (Year 9 – 13) 300 students
  - Formally Deputy Principal Te Wharekura o Rakaumanga (Year 1 – 13) 430 students
  - National Judge for the Māori Kapahaka (National Maori Cultural Performing Arts Biannual Competition), Ironman competitor

#### Bentham Ohia

- Current Role Senior Lecturer – Masters of Māori & Indigenous Leadership at University of Canterbury
- Past Role
  - Te Wānanga o Aotearoa (1994 – 2013 Janitor/ Teacher/ Manager/ Deputy CEO/ CEO)
  - National Māori Tertiary Education Institution
  - One** organization, **Students** 36,000 **Staff** 1300 **Annual Revenue** \$160 million **Assets** \$350 million
  - (**Students** 50% **Māori** 50% **non Māori**, **Campuses** 150 sites across New Zealand)
  - Support the **building** of two High Schools & 5 Early Learning Centre’s (children 4 years and under)

## Overview of our presentation

### Part One: Bentham Ohia

A brief overview of the New Zealand education system and the negative impact on our Māori people

Examples of positive transformative change through Māori, for Māori and ALL peoples of the world

### Part Two: Watson Ohia

Education by us, for us, our way!

### Part Three: Conclusion and ideas for the future

## “Aotearoa” – The “land of the long white cloud”, now commonly known as **New Zealand**

- Māori are the indigenous peoples of Aotearoa New Zealand (17% population)
- **The arrival of the European (United Kingdom) people (Pākehā) in late 1700’s early 1800’s in search for land “terra nullus” no one lived there?**
- The colonization of Aotearoa NZ was led by the Missionaries followed by the Colonial army to initially eliminate Māori and when that failed strategy to “harmonize” Māori towards establishing “Te Tiriti o Waitangi” the “Treaty of Waitangi” in 1840 known as the founding document of Aotearoa New Zealand
- Māori were the **majority** population in 1840 and were a **minority** by 1860 (a twenty year period)

*The negative impact on Māori following the signing of the “Treaty of Waitangi” was devastating as outlined in the following slides*

**The impact of the intentional Pākehā (European) way of life negatively impacted Māori (1840 – 1990) based on a belief that the European culture was a MORE superior culture than the Indigenous Māori culture**

- THE IMPACTS INCLUDED: the deteriorating loss and the near death of the Māori **language**
- The near loss of our **traditional knowledge** as Māori
- The near loss of our **cultural practices** as Māori
- The near loss of our **spiritual strength** as Māori
- The near loss of our **economic base (land)** as Māori
- The near loss of our **political power** as Māori
- The near loss of our **social construction** as Māori
- The near loss of our **ability to think** as Māori
- The near loss of our **ability to “know who we were”** as Māori
- The near loss of our **ability “to live”** as Māori
- The near loss of our **Identity** as Māori

**The European Pākehā strategy focused on eliminating Māori identity, culture, language and knowledge replaced with a “more superior” European Pākehā culture**

**Our challenge was and continues to be:**

**“The survival of Māori as a People”**

Professor Whatarangi Winiata (2014)

**“To Live as Māori”**

Professor Mason Durie (2002)

*Our leaders encouraged us to go beyond our shores of both Indigenous & non Indigenous peoples to seek and to share diverse “solutions” to overcome the many “diverse challenges” we face at home”*

Transformation through strengthening our Indigenous identity, knowledge, culture and language as a collective

- **“Don’t teach me about my culture but **use my culture** to teach me”** – Benny Shendo (Jemez Pueblo New Mexico)
- **“I am not a socialist, I am not a capitalist, **I am Indigenous**”** Bolivia President Evo Morales
- **The 5 R’s of Indigenous Values Based Leadership (Ladonna Harris, Comanche)**  
Relationships, Responsibility, Reciprocity, Redistribution, **Respect**

## Alaska – The “second” most beautiful place in the world!

1. **First Alaskan Institute** – Elizabeth Medicine Crow (President/ CEO in 2014),

Mission Statement: “**Progress for the next 10,000 years**”

2. **The Foraker Group** (Anchorage) – Dennis Mc Millan (President/ CEO in 2015)

### Theme 1: “SHIFTS”

“Institutions to **Movements**” (The culture and character of the organization)

“Hero to **Host**” (The leadership model and ideology/ the enactment of our leadership practice)

“Hierarchies to **Networks**” (How do you see the structure of your organization/ “dis-enabler” or an “enabler”)

### Theme 2:

#### VUCA (Risk)

Volatility  
Uncertainty  
Complexity  
Ambiguity

#### VUCA (Strategy)

**VISION**  
**UNDERSTANDING**  
**CLARITY**  
**AGILITY**

3. **Chairman Richard Peterson:** “Be a good ancestor” (September 2018 in Kake Alaska)

4. **Valorie Davidson (Yesterday):** “Children and families are always the right reason”  
“People will do amazing things under the most impossible conditions”  
“Don’t believe your own hype, be objective of the things you are not good at”

5. **Nick Hanson (ninja Warrior)** “Start putting yourself out of your comfort zone!”

## A thought? How do we support our parents/ caregivers to improve the support of the children in their academic achievement journey in our schools and in our homes?

- **Step 1. What does success look like?** If our parents experience academic success, their motivation to support the academic success of their children will increase as they would have experienced the success that they would want for their children? Unfortunately many of our parents failed in the education system, or did the education system fail them?
- **Step 2. What are the barriers to achieving that success for parents?** Adult and Tertiary education programmes, location of programmes to the community, access including cost and qualified staff to deliver the programme
- **Step 3. What are the solutions?** Utilize the current assets available at the local school to deliver tertiary education programmes for parents and adult community members from 5 – 8 pm (or in the weekends) as an opportunity for parents to experience success in tertiary/ adult education and appreciating the positive transforming value of education

## Step 3

- **How do we support our parents/ caregivers to improve the support of the children in their academic achievement journey in our schools and in our homes?**

**Raise Conciousness** *A real Māori context.... Many Māori parents did not experience academic success in the NZ education system therefore their last experiences may continue to be negative and their faith and confidence in the schools low)*

“Transformation comes from within ourselves” (Smith 2013)

**Conscientisation** (Understand what is happening to us)



**Transformative Action**  
(Identify actions, enact positive change)

**Resistance** (Stop the continuing decline)

### Aim to ensure the survival of our Indigenous People

Conscientisation	Resistance	Transformative Action
<b>Loss of our Language</b>	*Educate the historical colonizing actions contributing to the loss of the language. *Advocate the need to revitalize the language to strengthen our identity, culture, knowledge and language as Māori	Just start! Don't wait!  Multiple Māori language initiatives created with minimum to no resources
<b>Loss of our Culture</b>	Cultural/ spiritual/ intellectual/practice  "To Live as Maori" (Durie 2002)	Preserve traditional and adapt contemporary Māori cultural practices
<b>Loss of our Knowledge</b>	Traditional Māori knowledge, new knowledge, Māori education, bilingual education, Māori cultural practices	Establish our own movements, affirm traditional knowledge, create new knowledge, establish systems and structures to support
		Ohia (2017): 12

### Aim to ensure the survival of Maori as a People

Conscientisation	Resistance	Transformative Action
<b>Loss of Economic base</b>	Holt the decline of land confiscation and sale, preserve traditional cultural spaces and places	Pool resources, litigate!
<b>Loss of Political influence</b>	Raise political consciousness of all Māori Establish a Maori voice in parliament Establish Māori influence and membership within existing political parties Establish a Māori Political Party voice	Maori presence across all political parties  The establishment of a Maori/ Mana party
<b>Loss of our way of Life as Māori</b>	*Return and make a contribution to your people *Establish new places of Māori identity within urban spaces *Start a movement for positive change (Women/ Youth/ Men/ Urban/ rural/ teachers/ community/ social & cultural) <b>"YOUR TURN"</b> Ohia (2017)	Marae/ Papa Kainga/ Any place and space "Redevelopment projects"
		14

## Interview of the Māori parents aspirations for their children in 1984 (G. Smith 1990)

“Self determination/ to be self determining/ Tino Rangatiratanga”

“Language knowledge and culture at the centre”

“Cultural aspirations”

“Rebuilding the power of extended family structure and practice”

“Mediating socio – economic impediments”

“Shared/ Collective vision”

## Next session of our presentation by Watson





## Whanau (Family) Transformation through Education



### Te Kohanga Reo Movement Maori Language Pre-Schools

- <https://www.youtube.com/watch?v=q-kS85pBtmw>
- Maori children immersed in being and speaking Maori.
- **1982:** Kohanga Reo Movement started. **1 Kohanga Reo** by three elderly women and less than 10 children.
- **1997:** **675 Kohanga Reo** (Early Childhood Centres)



Kura Kaupapa Maori Movement:  
Maori Immersion Elementary Schools:  
1985

- A movement started by committed families, tribes, communities.
- Had **no faith in the status quo** – system and its negative statistic.
- They **did not rely on government**.
- Started with a **small group** of committed parents supported by passionate, brave, committed teachers.
- **By the people, for the people!**
- **Government** and its systems and structures had to **catch up**.
- **Community Leadership - Movement**



Wharekura: Maori Immersion  
Secondary Schools

- **Driven by the Community**
- **Centered on Maori/Tribal values, language and culture**
- **Identity is their strength** – use it as a tool to **academic success**
- We can **achieve as Maori!**
- **By Us, For Us, Our Way!**



## New Zealand Education System

### NZ Government Structures and Systems (Institution)

1. **Ministry of Education (MOE)** – Federal Education Department
  2. Develop policy and systems
  3. Provide curriculum resources or contract to others to supply resources
- **Education Review Office (ERO):**
    1. Reviews the effectiveness of schools.
  - **NZ Qualifications Authority (NZQA)**

### Community Driven Schools (Movement)

- Each School has a **Board** responsible for the governance of the school
- Board's serve the aspirations of their **community** and the requirements of the **state**.
- Board develops the **vision**, strategy and hires principal and staff.
- This is the opportunity for **communities to determine** the why, what and who.

## Case Study: Nga Taiatea Wharekura Maori Immersion Secondary School

- Fought for by communities with children in Hamilton Immersion Primary Schools
- A place where our culture is their advantage – it is their edge (their advantage) – language, culture, values, identity.
- A place where being Maori and successful is normal.
- A place where Maori determine the secondary education for their children
- After 7 years the government agreed to establish a specialist Maori Immersion Secondary School.
- School was opened on January 27<sup>th</sup> 2004.

## Nga Taiatea Community: Shared Challenge - Shared Vision!

- Process where the school community (tribe, parents, students, staff) sets the school's vision.
- Nga Taiatea used the ILIS process (Indigenous Leaders Interactive System) – Gifted by AIO to develop the shared vision and strategic priorities.
- Developed the Graduate Profile based on PUTA to show what achievement looks like according to the community that Nga Taiatea Wharekura serves.



- <https://www.youtube.com/watch?v=piYf11YI7-Y>



## School Community Vision Driving Curriculum Ancestrally Driven – Future Focused!

### Ancestrally Driven

**Tukuihotanga:** Confident in their **Identity, Language and Culture** as Tainui (tribe), as Maori

**Uaratanga:** Strong in Character moulded by our **Core Cultural Values**

### Future Focused

• **Pukenga Ako:** Future Proofed with **21<sup>st</sup> Century Learning Capabilities**

• **Ara Whai Oranga:** Purposeful in Learning and Life through **Self Determined Pathways**

## Nga Taiatea Wharekura Education for Life! Wisdom of the Community

- This is about the student's life
- **Strength in Identity, Self Worth, Self Determining Students**
- **Education to have Purpose and Meaning to the Student and their Family**
- Personal PUTA Plan –Beyond Graduation – Life Well Beyond Graduation
- Partnership – Student, Family, School
- **Curriculum – Ancestrally Driven and Future Focused Opportunities** - Select based on plan.
- Education in the Community – Learn in the Community – incl Compulsory Internships
- NZ Target – NCEA Level 3 - Senior Qualification 2017 Year 13 = **84%**
- Nga Taiatea Wharekura – NCEA Level 3 – Senior Qualification 2017 Year 13 = **95%**
- Nirai: 1.04 – 1.54: Purpose, Passion, Internship, Future  
<https://www.youtube.com/watch?v=FhW-XUkwZLE>



## Nga Kura a Iwi o Aotearoa;

is a constituted body that represents and supports tribal schools that affiliate to our organisation voluntarily. Existed since 2007.



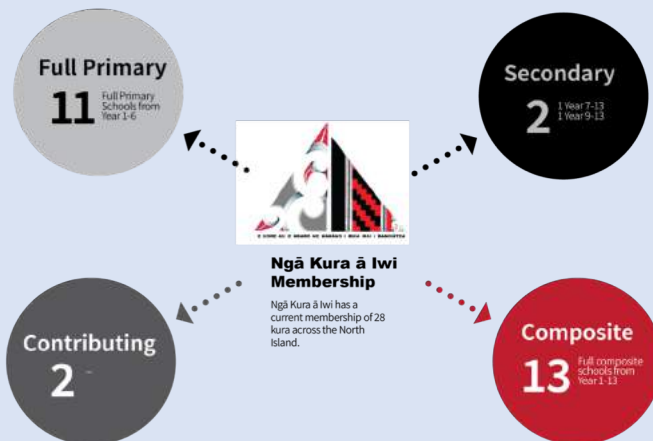
## NGĀ KURA Ā IWI O AOTEAROA

Te Tihi o Angitu | Mō tātou, mā tātou, e ai ki a tātou



- Tribal Schools of NZ

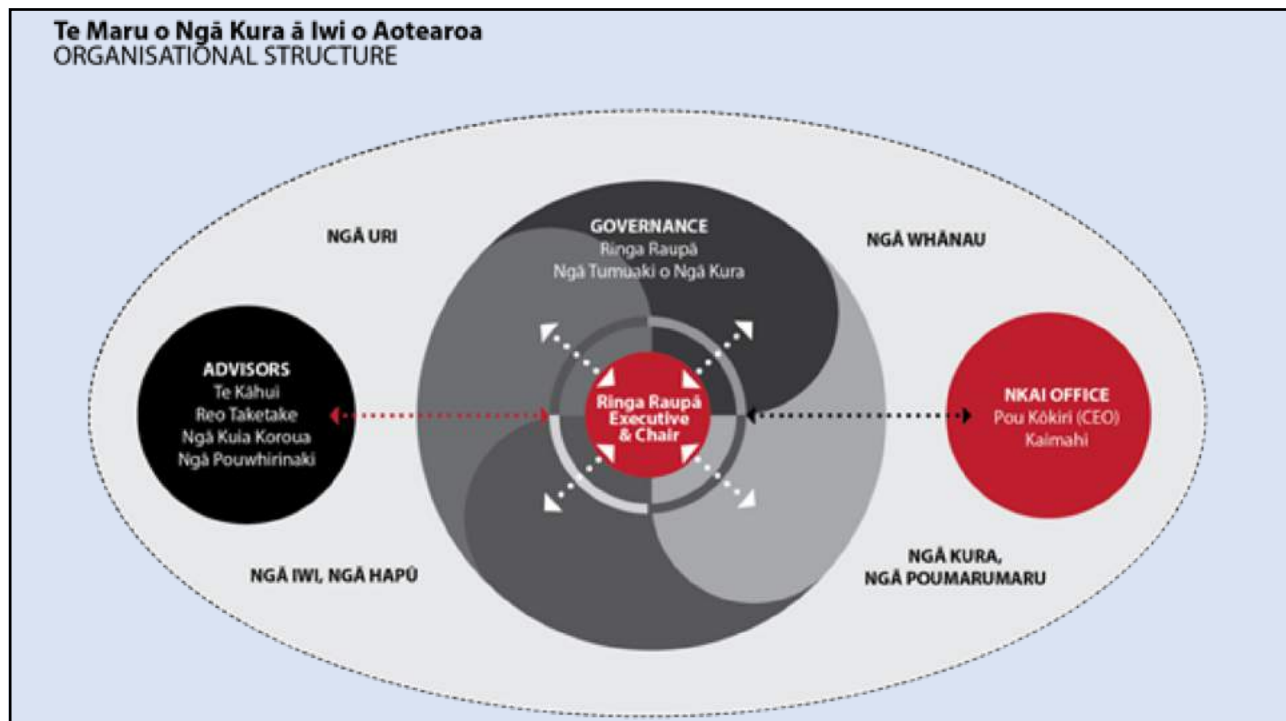
# •NKAI



## NKAI: Our Fundamental Purpose

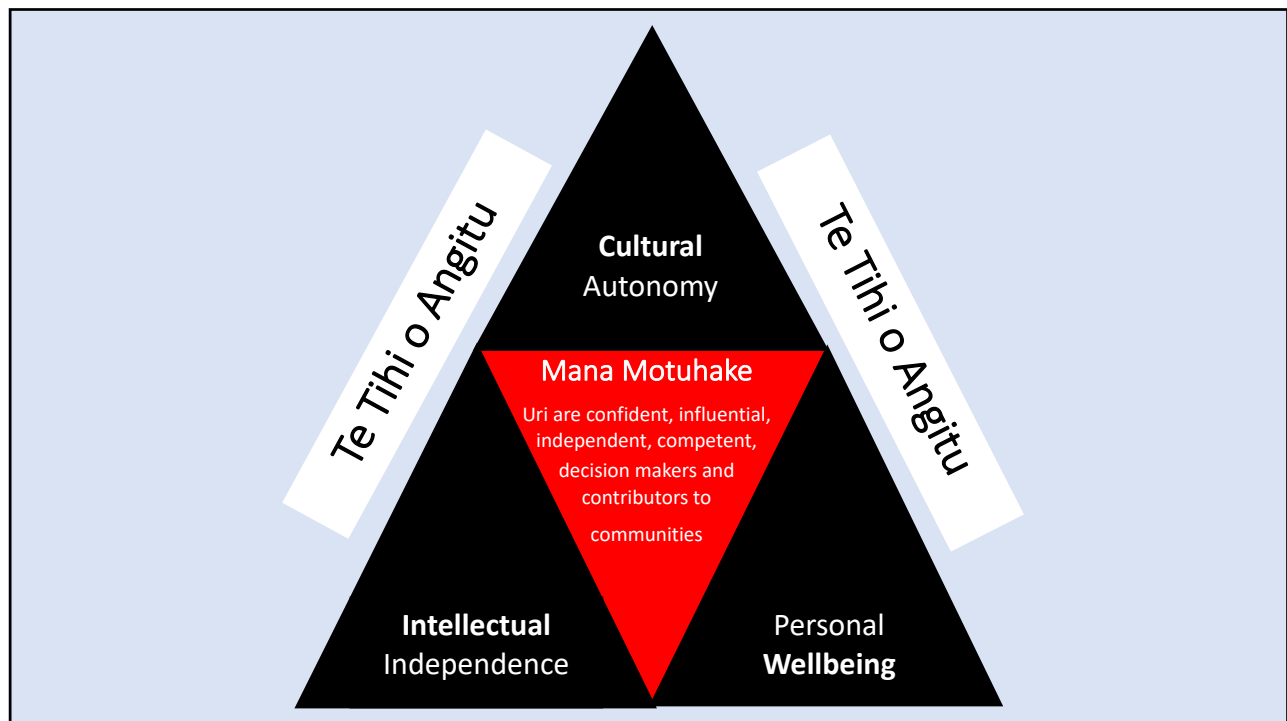
Our Survival as Indigenous Tribal People:

- To embed our identity markers such as our language/dialects, **our way of life**, our view of the world.
- Creating **our own unique epistemology**, (curriculum, pedagogy, values) and a governance model and policy framework to support that.
- To have the freedom **to live with authority as tribal people**/communities.
- To be **key decision makers** on all aspects of the **education of our children**.



## Key words: Phrases in NKAI

- **Tukuihotanga:** **Culturacy.** This is the X factor. The source of our uniqueness “tanga”.
- Our students are **Uri.** We see them as our family, not just a student. Therefore our responsibility to Uri and their **family** is more than a school-family-student relationship. They are not “a” family. **They are “our” family.**
- The tribe/community determine the direction: **By Us, For Us, Our Way!**
- Kia eke ki “**Te Tihi o Angitu**”. We believe that all of our students can “achieve”. (Achievement is determined by the tribe, community, family, school).





## NKAI Office;

- Supports families, tribes/community to determine the education for their children.
- Focuses on building community and school capacity, facilitate collaboration, and advocates on the communities/schools behalf.
- NKAI agreement with the NZ government based on Mana Orite. We have equal authority. Genuine partnership!
- NKAI Outcomes Agreement – Co-create the outcomes. NKAI strategizes to achieve the outcomes. NZ Govt supports with funding. Accountability based on outcomes.

## Te Tihi o Angitu: NKAI–NZ Govt Outcomes Agreement

- NKAI have an agreement with the NZ Government based on co-created outcomes. Some of the indicators in the “Outcomes Agreement” are;
- 95% of all Year 12 students are gaining National Certificate of Educational Achievement (NCEA) rates for levels 2. NZ target is 85%.
- 95% of all Year 13 students are gaining National Certificate of Educational Achievement (NCEA) rates for levels 3.
- More than 85% of all NKAI Kura will be strong performing schools and are on a 3-5 year ERO review cycle.

## NKAI 2017 NCEA Participation-Cumulative Pass Rates

	Year 12 – Level 2 NCEA	Year 13 – Level 3 NCEA
General Students in NZ	90%	84%
Maori Student in NZ	86%	76%
<b>NKAI Students in NZ</b>	<b>91%</b>	<b>90%</b>

- Tamoko: 3.38-4.38: Vision to serve his community through
- <https://www.youtube.com/watch?v=V-mf-Mgucxg&t=151s>

## NKAI Organisational Capacity

- Governance and Management
- Strategic Planning and Accountability
- Administration and Financial Management
- Communication and Collaboration
- Data Gathering and Analysis
- **Kura Management System - Tihi o Angitu- WIP**



## NKAI Stakeholder Capability

- ‘Te Tihi o Angitu’ **Learning Progressions Framework** - NKAI Achievement-WIP
- Learning and Development for:
  - Leadership of our schools:
    - **Tribes/ Community/ Boards**
    - Principals, Management, Aspiring Principals
  - Teachers: Teaching and Learning - incl Reo Maori, PBL, Internships
  - Student Development: Student Self Leadership, Self Determination.
  - Quality Support for Identified Schools



## NKAI Advocacy

- Advocate on behalf of our Communities and their Schools,
- Ensure that they have a voice at any major government decision making forum.
- Government Auditor – **ERO** – Education Review Office
  - **NKAI develop with ERO the indicators of success**
  - ERO judge our schools based on those indicators
  - An NKAI rep will be on the review group
  - **We will hold ERO accountable**
  - Mana Orite – Equal Power
  - 93% on 3 – 5 year reviews
- Hana: 1.23 – 2.03: School growing advocates  
<https://www.youtube.com/watch?v=GFOQdILbMk>



## NKAI Partnerships

- **Maori Tribes-Communities**
- Other Immersion/ Indigenous Movements – NZ-Global
- International Community Advancement Networks
- NZ Government Agencies- MOE, NZQA etc
- Early Childhood Agencies
- Tertiary Providers
- Progressive Education Networks
- Private Sector Organisations



## He Manu Taiko: Some recent graduates

- Nirai: 1.04 – 1.54: Purpose, Passion, Internship, Future  
<https://www.youtube.com/watch?v=FhW-XUkwZLE>
- Hana: 1.23 – 2.03: Kura: Prepare to stand for what she believes in  
<https://www.youtube.com/watch?v=GFOOqdILbMk>
- Tamoko: 1.38-4.38: Vision to serve his community through  
<https://www.youtube.com/watch?v=V-mf-Mgucxg&t=151s>



Take care of  
our children.  
Take care of  
what they  
hear, take care  
of what they  
see, take care  
of what they  
feel. For how  
the children  
grow, so will be  
the shape of  
Aotearoa.

*Dame Whina Cooper  
Photographer: Michael  
Tubberty*

