

Te Kete Hikitia: A culturally responsive writing model underpinned by Kaitiakitanga

Jane Caffery and TeUrikore Biddle

jane.caffery@wintec.ac.nz; Teurikore.Biddle@wintec.ac.nz

Recent studies show numerous Māori adult learners are below literacy national minimum standards, invoking a catalyst for change (Haea Te Pū Ata, 2016). Similarly, the evidence collected by the Tomorrow Schools taskforce (2018) highlights, over the past twelve years; Māori learners in English-medium learning have not improved in core mental subjects that require teacher expertise like; Math, English, and Science. This paper acknowledges academic success for Māori learners' rests largely upon Kaiako who have the most participation with learners. Kaiako are also a part of the solution expected by the draft Te Tiriti excellence framework to deliver equitable outcomes for learners. Te Kete Hikitia is a culturally responsive writing model developed in response to the needs of our Māori tertiary learners. It embraces Pūrākau¹, regarded as a transmitting of historical knowledge as Māori, by Māori, for Māori. According to Lee (2005) pūrākau is a type of Māori narrative used to create, support and disseminate knowledge about ourselves and the world around us. Kaitiakitanga in this context, is the Tikanga Māori value that gives guidance and insight to building respectful relationships between the kaiako and taura. Pūrākau invites learners to convey their stories, lived experiences and rangahau within an academic writing model to enable literacy success and rangatiratanga².
