

NEW ZEALAND ASSOCIATION FOR RESEARCH IN EDUCATION
TE HUNGA RANGAHAU MĀTAURANGA O AOTEAROA

NZARE Group Award 2015

Te Kotahitanga Research and Professional Development Team

The use of kaupapa Māori principles and methodologies, as well as the volition to establish productive Treaty-based partnerships with non-Māori, has resulted in indigenous expertise driving culturally responsive provision for Māori students in New Zealand secondary school contexts. Recognised across and within communities locally, nationally and internationally, Te Kotahitanga as a research and professional development initiative, has made a major impact on Māori students' levels of engagement and achievement. In doing so the Te Kotahitanga team has been successful in supporting schools and their communities to reduce educational disadvantage and disparity.

The Te Kotahitanga research and development team exemplifies the principles of the NZARE Group Award. Over an extended period of time, through working together collaboratively, the team has published a substantial collection of more than 250 books, articles, theses and other research outputs. Significantly these outputs have contributed to national and international understanding of successful large-scale reform initiatives. Drawing attention to the theoretical and methodological rigour of Te Kotahitanga, Emeritus Professor Christine Sleeter (California State University) noted that "Te Kotahitanga has been one of the very few teacher professional development programs worldwide to gather varied kinds of data that link program processes with student outcomes, and that use methodologies that enable findings to be generalized." Hence, as judged by their peers, the team is seen as innovative, leading the field in regard to accelerating achievement for indigenous learners. Numerous publications aimed at supporting school, teacher and policy learning for educational improvement have been well received and utilised.

A commitment by senior members of a research team to the sustained development of educational research expertise and capability is inherent in the spirit of the NZARE Group Award. Within the Te Kotahitanga team the use of cycles of research, along with the ongoing and rigorous collection of evidence to inform practice has seen the emergence of 'new' researchers within the discipline. Just as importantly, facilitators and teachers have also been supported to acquire the knowledge and skills, and to recognise the value in undertaking educational research for school improvement purposes.



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