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BIO

Cheryl taught in a variety of primary schools in Aotearoa for more than 20 years before becoming Head of Education at Te Whare Wananga o Awanuiarangi in 1999. Her research interests are in Kaupapa Maori education and research; initial teacher education; the professional development of teachers; educational policy, pedagogy, practice; educational leadership; indigenous studies. Her doctoral research examines the classroom practices and teaching experiences of Maori teachers prepared in a pre-service teacher education programme underpinned by a Kaupapa Maori philosophical base. Cheryl is a member of two research teams involved in research about teacher education - Initial Teacher Education Policy and Practice and Making a Difference – Initial Teacher Education and the Induction of Secondary Teaching Graduates. She is also member of the Ministry of Education Maori Research Advisory Committee; a member of the Advisory Committee of Te Kotahitanga Research Project (led by Russell Bishop); a Council member of NZARE and Academic Staff representative on the Council of Te Whare Wananga o Awanuiarangi.

ABSTRACT**Kaupapa Māori Initial Teacher Education : Social, Political and Educational Transformation for Māori**

A recent media release based on the quality of teacher education in New Zealand suggested programmes offered by some Māori providers lacked rigour. This paper talks back to that article heightening the awareness of Māori centred teacher education in Aotearoa New Zealand and the implication of this on policy, pedagogy and practice. This paper presents an indigenous Māori perspective of teacher education examining the outcomes of a Māori educational initiative through analysis of the practices of a sample of beginning teachers who were prepared in Māori centred initial teacher education programme in a Whare Wananga that prioritises the concept of AKO. The paper seeks to make explicit and examine critically the special attributes and pedagogical practices of graduates of a Māori centred initial teacher education programme. The implications for initial teacher education policy and practice and for informing current issues surrounding the achievement of Māori children in schools will be examined.