

Student responses to
BAppSocSci teaching about
Treaty/Bicultural practice/working with
Māori

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RESEARCH QUESTION

- ▶ How well does Wintec BAppSocSci teaching prepare our students for Bicultural practice and working with Māori?



Research design

- ▶ Participants – 24 3rd Year students of the BAppSocSci (Te Whiuwhiu o te Hau, Counselling, Social Work)
- ▶ Questionnaire – 2 page
- ▶ Process – administered in class by researcher
- ▶ Analysis –thematic and quantitative



Questionnaire

1. Main learnings in relation to bicultural practice & working with Māori
2. Source of learning
3. Evaluation of whether BAppSocSci taught basic concepts & basic skills in working with Māori
4. Confidence in transferring knowledge and working independently with Māori
5. Preparedness to work with Māori
6. Gaps/Recommendations



Learnings from BAppSocSci

| MAIN LEARNINGS | COMMENTS |
|------------------------------------------------------------------------------------------------------|----------|
| Te Ao Māori/Māori world view, e.g. manaakitanga, tiakitanga, tautoko, awhi, Matauranga Māori, wairua | 15 |
| Understanding of tikanga and cultural practices e.g. whakawhanaungatanga , mihi | 10 |
| Understanding of Treaty of Waitangi e.g. being challenged, impacts on practice | 6 |
| Colonization/decolonization e.g. understanding mamae (hurt) on Māori, how to empower Māori | 6 |
| Bicultural practice | 4 |
| Awareness of own culture and respect for other cultures | 4 |
| Using Te Reo | 2 |

Source of Learnings

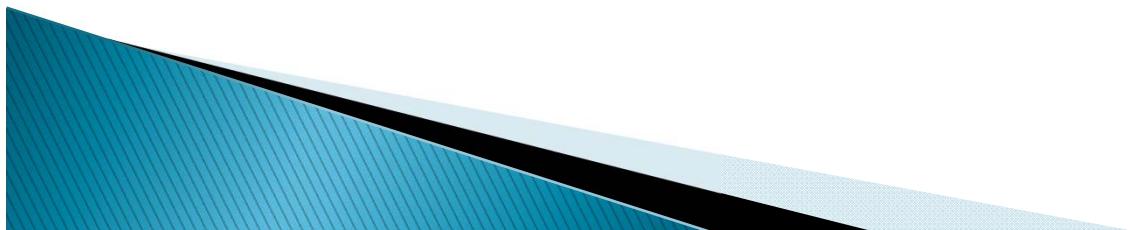
| SOURCE OF LEARNING | COMMENTS |
|---------------------------------------------------|----------|
| Marae Noho/Marae stay | 16 |
| Treaty based papers (e.g. Te Pū, Te Wēu, Te More) | 10 |
| Te Whiuwhiu o te Hau Tikanga/Kaupapa Māori papers | 5 |
| Group presentations/class mates | 6 |
| Class/class discussions/Pākehā and Māori tutors | 6 |
| Most of training/most modules bicultural aspect | 2 |
| Placement | 2 |
| Waiata/karakia | 2 |



Were basic concepts taught?

| RESPONSE | NUMBER | % |
|-----------|--------|----|
| YES | 21 | 87 |
| PARTIALLY | 3 | 13 |
| NO | 0 | 0 |

- ▶ “I have definitely learned a lot about the Treaty based practice, in particular understanding a Māori worldview and the colonisation process”



Were basic skills taught?

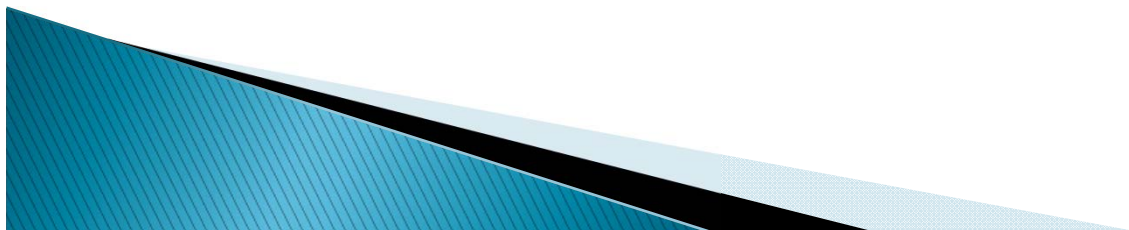
| RESPONSE | NUMBER | % |
|-----------|--------|----|
| YES | 19 | 79 |
| PARTIALLY | 5 | 21 |
| NO | 0 | 0 |

- ▶ “The basics around protocol and whānau
- ▶ “I would have to have learned more Māori language”



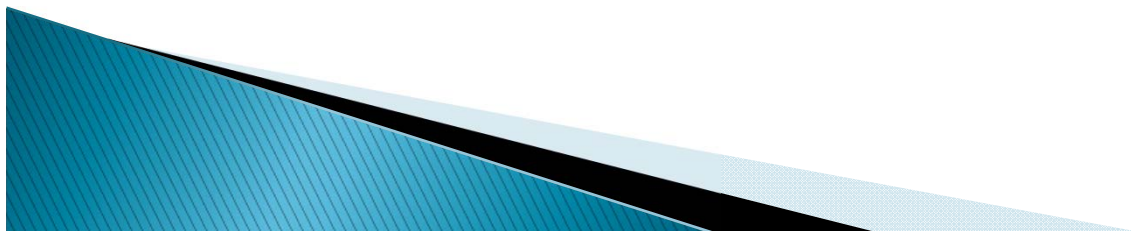
Transfer of knowledge into practice

| RATING | NUMBER | % |
|----------------------|--------|----|
| HIGHLY CONFIDENT | 2 | 8 |
| CONFIDENT | 16 | 67 |
| PARTIALLY CONFIDENT | 6 | 25 |
| NOT VERY CONFIDENT | 0 | 0 |
| NOT AT ALL CONFIDENT | 0 | 0 |



Working independently with Māori

| RATING | NUMBER | % |
|----------------------|--------|----|
| HIGHLY CONFIDENT | 3 | 13 |
| CONFIDENT | 13 | 54 |
| PARTIALLY CONFIDENT | 8 | 33 |
| NOT VERY CONFIDENT | 0 | 0 |
| NOT AT ALL CONFIDENT | 0 | 0 |



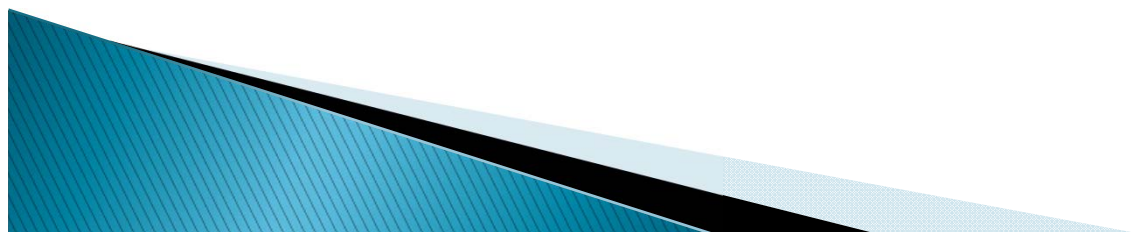
Preparedness for working with Maori

| RESPONSE | NUMBER |
|--------------------------------------|--------|
| Working with whānau | 17 |
| Marae protocol | 12 |
| Meeting protocol | 6 |
| Tikanga | 5 |
| Whakapapa | 3 |
| Whanaungatanga | 3 |
| Access to community/agency resources | 3 |



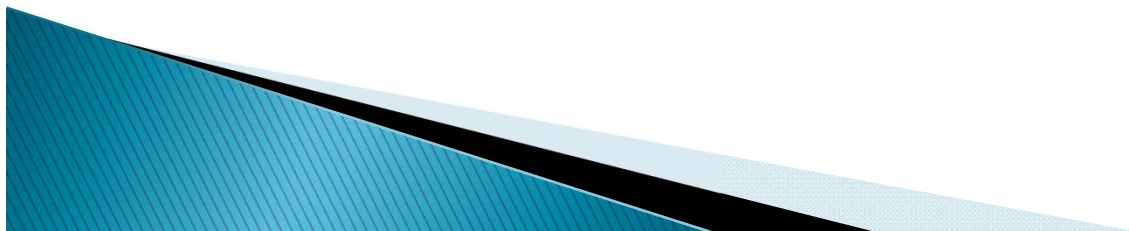
GAPS IN PREPARATION

| RESPONSE | NUMBER | % |
|-------------------------------------------------------------------|--------|----|
| Te Reo understanding and ability to speak | 6 | 25 |
| Leading or working alone in a hui | 2 | 8 |
| Family Group Conference | 2 | 8 |
| Working with high risk clients | 1 | 4 |
| Being challenged about western models and their impact on clients | 1 | 4 |
| Tangi | 1 | 4 |
| | | |



FEEDBACK ABOUT TEACHING

- ▶ “Can not speak Te Reo”
- ▶ “Caucus groups I feel caused complications”
- ▶ “I feel not enough learning about FGC process”
- ▶ “...not shown how to put into practice”



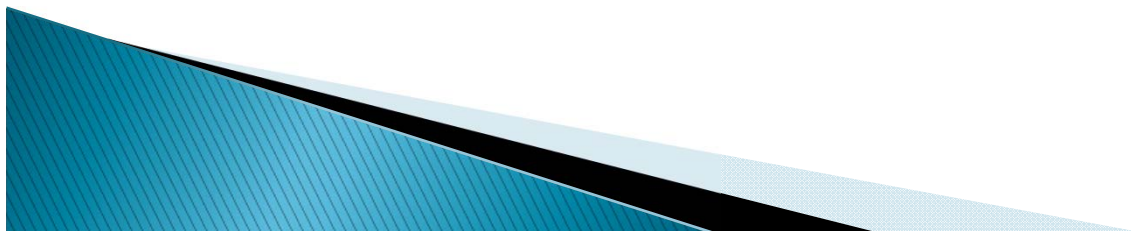
RECOMMENDATIONS BY PARTICIPANTS

- ▶ Provide opportunities for Te Reo learning (3)
- ▶ Diversity of student knowledge/skills in bicultural practice to be accommodated (2)
- ▶ Validate Māori students' knowledge/skills (2)
- ▶ More Māori models
- ▶ Appropriate knowledge/skill levels in tutors
- ▶ Compulsory Kaupapa Māori placement!
- ▶ More practical application of bicultural knowledge/skills



CONCLUSIONS

- ▶ Very rich learning reported in Degree
- ▶ Very high confidence with knowledge and skills learned in Degree
- ▶ Confidence with transfer of knowledge into practice (3/4 confident/highly confident)
- ▶ Confidence to work independently with Māori (2/3 confidence/highly confident)
- ▶ Some gaps in learning and preparedness e.g. ability in Te Reo, applying learning to practice



NEXT STEPS

- Further research possibilities e.g. agency involvement, transfer of knowledge into practice
- Implications for Degree e.g. place of Te Reo

