Kia Hiwa Ra! Listen to Culture—Māori Students’ Plea to Educators

'Kia hiwa rā' literally means 'to be alert.' This book is intended to alert teachers to models of good teaching in diverse classrooms and to encourage them to be alert to the various cultures that are represented. If we want to extend academic achievement for Māori students, we need to create a strong foundation for their learning. This foundation includes building upon students' cultural and experiential strengths to help them acquire new skills and knowledge.

This book records the work and thoughts of culturally relevant teachers, all of whom demonstrate connectedness with students and who see their classrooms as places where they 'listen to culture' in order to forge meaningful relationships that enhance the quality of the learning environment. 

*Kia Hiwa Ro* is a book which can help all teachers to become 'edu-cultural': helping them to understand themselves, their culture, and the culture of others—and to be more successful with all students.

Dr Angus Macfarlane affiliates to the Te Arawa confederation of tribes in the central Bay of Plenty. He is an experienced teacher and educator in secondary schools, Special Education Services, and the Ministry of Education. Currently, he is a senior lecturer at the University of Waikato where he co-ordinates teaching and research in the Master of Special Education programme. His research has focused on the classroom management skills that can make teaching and learning more culturally relevant. In 2003 Dr Macfarlane was awarded the inaugural Senior Research Fellowship by the New Zealand Council for Educational Research.

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Listen to culture - Māori students' plea to educators. Book. Jan 2004. Angus MacFarlane. "Kia hiwa ra" literally means "to be alert". This book is intended to alert teachers to models of good teaching in diverse classrooms and to encourage them to be alert to the various cultures that are represented. If we want to extend academic achievement for Māori students, we need to create a strong foundation for their learning. We draw on a cultural models framework and tools of narrative inquiry to analyze the participant's changing understandings of care in teaching, focusing both on her cultural models of care, and some key dilemmas she wrestled with in her experiences as a student teacher. View. Show abstract. Kia hiwa rā! Listen to culture: Māori students' plea to educators. Wellington, NZ: NZCER Press. Macfarlane, A. (2008, March). Multicultural issues in the education of students with behavioural disorders. Cambridge, MA: Brookline Books. Ramsay, P., Hawk, K., Harold, B., Marriott, R., & Poskitt, J. (1993).