

Editorial

Tēnā koutou katoa

It is a pleasure to present Issue 1 of *Set: Research Information for Teachers* in 2024. While the winds of change from a new coalition government are gusting around, *Set* remains steadfast in its commitment to Te Tiriti o Waitangi and Māori education.

The focus section, *Models to Uplift Māori Education*, provides teachers with research-based guidance. Professor Melinda Webber (Ngāpuhi, Ngāti Whakaue) presents “The mana model—A Māori framework for reconceptualising student success and thriving”. The mana model is informed by some of Aotearoa’s top Māori educationalists and is derived from a Māori worldview. The article supports teachers to create optimal conditions for Māori success by paying attention to the presence of mana, especially how it can ebb and flow in response to classroom content and contexts for learning.

Karyn Saunders has found that the paddling along together interactions (PATI) model can help non-Māori teachers and the parents of Māori students understand and enhance their partnerships. A key point she makes is that teachers must develop a positive learning approach towards their own cultural understanding and teaching identity, as well as a genuine interest in their Māori students, before Māori parents are likely to trust and engage with them.

He Whakaaro Anō acknowledges that ongoing curriculum change can leave teachers jaded and confused about whether old ideas are being thrown out, or fine-tuned, or replaced with entirely new ideas. Rose Hipkins takes a close look at the Science learning area and, in particular, the movement from the terminology of key competencies to capabilities to, now, enduring competencies. Enduring competencies are both expansive and grounded, with a connect to discipline metaknowledge involving the critical practice of science. Enduring competencies provide more space for he mana ōrite mō te mātauranga Māori—equal status for mātauranga Māori knowledge in the curriculum.

Space for non-Western contexts and approaches to science is also of interest to Martyn Reynolds and Pio Lupo. Their article dives deep into the memories of school science shared by two young Pacific scientists who are now engaged in the health sector. Both young men faced a high degree of stereotyping and many other inequities. Their strength and dedication pulled them through, despite secondary education’s implication that their cultural knowledge and lived experience were not a good fit.

The other teaching and learning article puts mathematics under the microscope. Primary school teacher Amanda Gardner seeks to help others improve how they teach fractions. Amanda demonstrates how hypothetical learning trajectories can surface conceptual linkages. She encourages teachers to take a broader yet more logical approach to students understanding fractions within their classroom and across syndicates.

Assessment News addresses potential policy changes being proposed by the coalition government. The New Zealand Council for Educational Research’s Tumuaki / Chief Executive, Graeme Cosslett, and Kaihautū Rangahau / Chief Researcher, Charles Darr, consider National’s suggestion that they will seek to increase and standardise assessment and reporting across schools. Concern is expressed about the limitations of a single mandatory tool as well as the risk that assessment could begin to dictate learning instead of inform teaching.

As the government settles and policy is developed, *Set* will continue to provide quality research insight to support the professional knowledge and reflective practice of teachers.

Kia kaha, kia māia, kia manawanui.

*Nā Josie Roberts
Set Editor*