

# **Vygotsky in Education in Aotearoa**

**Exploring the possibilities of weaving  
Mātauranga Māori / indigenous thinking  
with Vygotsky's Theory of Development  
and how the two theories can co-exist**

**Mā te areare o ngā taringa,  
ka rongo**

**Mā te rongo, ka mōhio**

**Mā te mōhio, ka mārama**

**Mā te mārama, ka mātau**

**Mā te mātau, ka ora**

**From listening comes knowledge,  
From knowledge comes clarity,  
From clarity comes wisdom,  
From wisdom comes life everlasting.**

# Tēnā koutou.

**Ko wai ahau?**

**Kāi Tahu / Kāti Mamoe /  
Waitaha**

**Te Ati Awa / Ngāti Mutunga /**

**Te Hauiti Pakeha**

**Te Waipounamu / Hokianga**

**Daughter / Mother / Wife**

**Teacher / RTLB / SEA**



# Dobro došli



# Who am I?

*Edward Said*

**Internationalist counter articulation**

**The most important challenge of today is to show how cultures always have and always will live together. To show how important they are to each other.**

**Vygotsky's theory is a contribution to this challenge.**

# **Development is Social - not Biological**

## **Two levels of Psychological Functions**

- 1. Lower level-Natural-includes: elementary perception; basic memory; basic attention**
- 2. Higher level – Cultural includes: abstract reasoning; logical memory; language; planned attention; decision making; planned memory**

# Higher Level Psychological Functions develop in Two stages

- First between people – outside the person in the relationship
- Second internalised – by using cultural tools

*Education leads development through internalisation of cultural and social relationships.*

# **Te Ao Māori is traditionally a group culture based on whānau, hapū, iwi**

- **where the collective benefited through the transmission of knowledge**
- **where vibrant Māori communities share collective energies and a collective sense of well-being**
- **which celebrates the human / environmental union**
- **where human well-being is inseparable from the natural environment**
- **who are indigenous to this country**

# Māori Theory of Learning

Knowledge is transmitted through daily experiences of relationships and wānanga

**Poutama** – visually depicts the concept of a *staircase* for learning where learning is a continuous process.

**Ngā Kete o te Wānanga** (Three baskets of knowledge)

**Durie principles:** which states Māori should be able to: Live as Māori

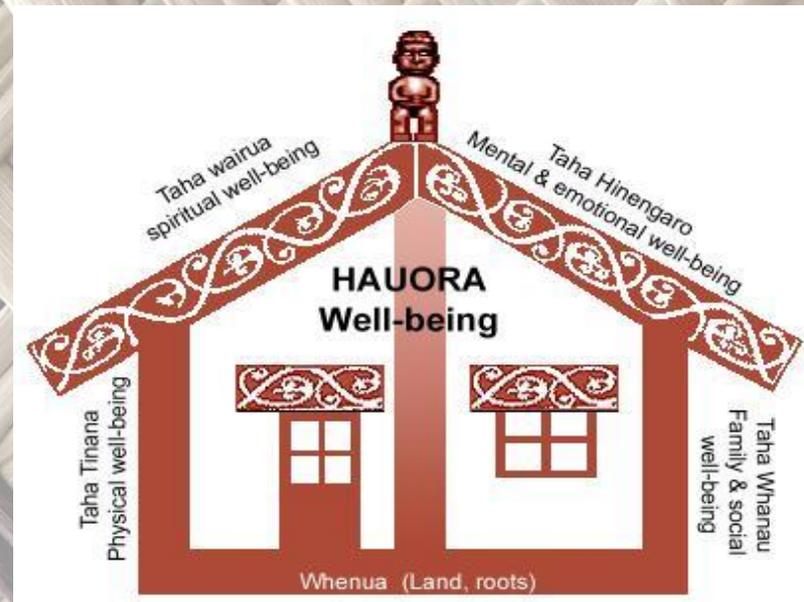
- Enjoy good health and education
- Be global citizens

# Ako mai - Ako Atu

**The learner is a teacher and the teacher is a learner**

- Knowledge belongs to the group
- Recognition of individual's strengths promoted
- Tuakana / teina encouraging learning alongside others within the community of learners

Holistic approach to learning  
eg. Te Whare Tapa Whā



**By relating to the child as ahead of themselves teachers become co creators**

**Learning becomes joint meaning making-**

**Development as tool and result of developmental activity**

**Shared activity where the knowledge is created in the process, not given- relationship is indivisibly linked with this process**

*Example: Similar to all development and learning, our thoughts are never complete without a relationship.*

# Te Tapu o te Tangata

## Māori Perspective of Disability

It is not the disability that is the issue but the disabling factors in our society – drugs/alcohol/poverty/colonisation/land loss...etc

*Jo Kingi*

**Te Wheke Model – “children are born unique with a great sense of knowing and unconditional love”**

*Dr Rose Pere*

**It is us, and how we perceive the child (as belonging to learners', or learning disabled community) that determines how the child develops higher psychological functions.**

**The focus should be on intensification of cultural engagement, the strengthening of higher psychological functioning, the quantity and quality of communication with people, and the social relationships with the community.**

# Stepping Up

**Students who can't "see" themselves in their educational context and have no established relationships are most likely to be less engaged, less likely to learn and more likely to fail.**

**Respectful relationships between**

- **teacher / student**
- **Teacher / school / whānau**

**Use tools and knowledge to optimise all children's learning experiences.**



**Hutia te rito o the harakeke**

**Kei hea te kōmako e ko?**

**Ki mai ki ahau**

**He aha te mea nui o te ao?**

**He tangata**

**he tangata**

**he tangata!**



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