

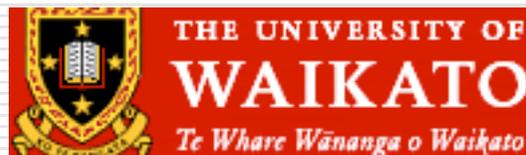
FIT05241

Education and Hybridity:

Maori and Pasifika students' identity and experiences

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Katie Fitzpatrick, The University of Waikato





The Problem

Maori and Pasifika students in NZ education:

Low achievement statistics in national qualifications

Identified as problematic in terms of:

Literacy and language

School suspensions/exclusions



Overview

Current Ministry of Education initiatives/critique

An argument for the consideration of hybridity theory

Hybridity in a South Auckland school

students' views on complexity, education and barriers



Current initiatives

MOE Initiatives/interventions focus on:

Literacy

Pedagogy

Community links



Current initiatives

Critique:

Assumptions - pedagogy, deficit, responsibility
Marginalisation
Institutional racism

Focus of this presentation:

Students constructed as culturally homogenous and static
Student perceptions rarely considered



Hybridity

A theory of cultural identity - 6 relevant tenets

Multiple places/influences - spaces between

Complexity, fluidity, dynamism

Process

Anti-essentialist

Confusion, uncertainty

Agency and structure



Hybridity

Besley (2002)

”The notion of hybridisation as it applies to kids in the post-modern era refers to their **negotiation** of the local and the global and the intrusion, imposition and inter-connectedness of these special and cultural locations. Kids **assemble their identities** in the global market place on the basis of what **their local culture** predisposes them to make.” (p. 10, my emphasis)



Hybridity in a South Auckland school

- Low SES secondary school in South Auckland, NZ
 - Ethnic make-up:
 - Māori 23%, Samoan 35%, Cook Island 25%,
Tongan 9%, Niuean 5%, Indian 1%, Other 2%
 - Research question:
 - How do Maori and Pasifika students in this school view their learning experiences and relate these to their culture?
 - A series of groups and individual interviews
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Hybridity in a South Auckland school

Hybridisation - a dynamic and active process
- agency and structure

Three themes

1. Cultural places: school, home, church, and friends
 2. Collisions
 3. Structure and identity
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Hybridity in a South Auckland school



Theme 1: Cultural places: school, home, church, and friends

The Interface between school and home:

Conflicting perceptions of schooling/ expectations

Agency - Questioning

Fualau (17 year old, Samoan)

*“Um voicing out my opinions like being able to talk in class.
I’ve been able to take that back home in my home
environment and talk back to my parents like not...in a good
way like saying what I thought was wrong and right”*

Hybridity in a South Auckland school



Theme 1: Cultural places: school, home, church, and friends

Interface between school and church:

Conflict

Agency and questioning

Tyah (17, Cook Island and Tahitian):

[I disagree with] all the stuff about [no] sex before marriage, no dating guys and ...religion is your first priority before your family, friends, relationships and school

I come with my own decisions in life now, I do what I think is right for me now, if my family disagrees on something then I don't really care I go with what I want to go with

Hybridity in a South Auckland school



Theme 1: Cultural places: school, home, church, and friends

Interface between school and friends:

Complexity

Parents viewed friends as a distraction

School is where my friends are

Significant support to follow my dreams

Friends provide a breathing space

Lisa (18, Cook Island and Samoan)

With my friends ...I can be loud and be myself ...my friends are the biggest influence on me

Hybridity in a South Auckland school



Theme 2: Collisions

Changing behaviours

Fualau (17 year old, Samoan)

when we go home we don't ...take our things we do at school

Sione (18 year old, Tongan):

your language and your tones of voice just ...automatically switches

Hybridity in a South Auckland school



Theme 2: Collisions

Going Quiet

Fualaau (17 year old, Samoan):

I'll be quiet I'll probably just sit there and let the teacher and the parent talk 'cause my mum will think I'm trying to hide something if I'm talking too much.

Sione (18 year old, Tongan):

I just be quiet...I think it's the fear of saying the wrong thing 'cause like with the guys and [they] talk about sex and then the girls overhear and it would be like they would think you're a perv[ert] or something yeah, so I'd just rather be quiet.

Hybridity in a South Auckland school



Theme 3: Structure and identity

School is supportive but...

- Conflicting messages within school
 - Barriers to entering tertiary education
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Hybridity in a South Auckland school



Theme 3: Structure and identity

Conflicting messages within school

Questioning is encouraged but conformity is required

Mihi: (17, Maori)

They [the teachers] want us to look good, be punctual, be on our good behaviour...

Jenny (17, Maori)

trying to make us do well at school...

Mihi: (17, Maori)

don't do anything bad on school grounds, and respect.

Hybridity in a South Auckland school



Theme 3: Structure and identity

Barriers to tertiary education

Tertiary institutions don't care

Adrian (17, Cook Island)

I don't think they care [universities]...if you can get your diploma then it's up to you

Individualism - I have to change

Fualaau (17, Samoan)

I think I'll have to change my way of learning because they [the university] teach differently...they just talk a lot...I find it hard to learn like that



Summary

Hybrid identity

Students assert agency in negotiating cultural places
Students use coping strategies to manage collisions
Structural limitations to success are acknowledged

MOE initiatives fail to acknowledge:

The complexity of hybrid identities
Students' perspectives



Conclusions

Initiatives addressing underachievement need to recognise:

- The agency and voices of students
- The complexity of students' lives and environments
- The problems with essentialist assumptions

Schools need to:

- Recognise the diverse/complex spaces students engage with
 - Allow students to actively examine influences/crossovers
 - Challenge essentialist perspectives
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