



Mere Berryman, Ngāi Tūhoe, Ngāti Awa, Ngāti Whare

Associate Professor, Director of Kia Eke Panuku

POSITION STATEMENT

The Treaty of Waitangi, as our nation's founding document, behoves us all, Māori and non-Māori to understand the Treaty principles of partnership, participation and protection, and work to uphold them. In this context, developing respectful relationships with others is the essential foundation from which culturally responsive and collaborative approaches to understanding and resolving problems are more likely to flourish. I have learned that this requires us to listen to people if we are to understand their position of agency and expertise, rather than define them from a position of perceived deficit. Maintaining a critical lens on how power plays out in these relationships and interactions is essential if we are all going to learn together and work to achieve equity and social justice in Aotearoa, New Zealand. As educators, learning how to work together for the benefits of those currently marginalised in our society can create transformative change for all.

QUALIFICATIONS

2009	Doctor of Philosophy	The University of Waikato
2002	Masters of Education, First Class Honours	The University of Waikato
1999	Bachelor of Education	The University of Waikato
1972	Certificate of Teaching	Hamilton Teachers College

RECENT RELEVANT EMPLOYMENT HISTORY

2014 – current	Associate Professor, Director of Kia Eke Panuku, The University of Waikato
2012 – 2013	Associate Professor, Director of Te Kotahitanga, The University of Waikato
2000 – 2012	Director of Te Kotahitanga PLD, The University of Waikato / Ministry of Education
2000 – 2010	Director of the Poutama Pounamu Education Research and Development Centre, Ministry of Education
1995 – 2000	Research Assistant Poutama Pounamu Education Research and Development Centre, Specialist Education Services

RELEVANT EXPERIENCE

1990 – 2000	In the 90s, after more than twenty years as a classroom practitioner I began work as a Special Education Advisor, which led to the proposal of a research centre to work with Māori. Specialist Education Services eventually funded this centre and we worked collaboratively as a research-whānau, with cultural experts and academic experts from the Universities of Otago and Waikato. Our aim was to develop and trial programmes in a range of English and Māori medium settings that would support educators to work more effectively with Māori students and their whānau. This required working collaboratively with school leaders and staff, their home communities and other educators, often across multiple settings. In this time we developed and trialled a number of assessment tools and resources for Māori medium literacy and Māori language acquisition that were published more recently.
1999 – 2008	At the direction of our cultural experts, for me it also meant beginning an academic pathway that would ensure we had a PhD within the research-whānau. Working towards these qualifications I soon began to understand that even though I had experienced some success at school, I had left being told that I would not achieve at University, rather I was directed to Teachers College. To what extent this was happening for other Māori in the education system and if so, what to do about this, prompted my interest to contribute to the research that became Te Kotahitanga.
2001 – 2016	Leading the professional development in Te Kotahitanga from 2001, then directing it from 2012 and moving on to directing Kia Eke Panuku in 2014, has been strongly influenced by my research experiences. This research continues to strongly influence the advisory work that I have also involved myself with, amongst others this includes: <ul style="list-style-type: none">• 2015 - 2016 Expert group restructuring ERO's Evaluation Framework

	<ul style="list-style-type: none"> • 2012 - 2016 The Māori Advisory Group to the Auditor-General. • 2011 Minister Sharple's Teachers' Competence with Māori Students. • 2011 - 2016, Māori Reference Group for the National Monitoring Study of Student Achievement, Wanagatia te putanga tauria. • 2009 - 2010 Te Roopu Kaitiaki, the Reference Group on Conduct Disorder, a combined initiative from the Ministries of Education & Social Development. • 2007, Minister Maharey's Advisory Group on Personalising Learning. • 2006 - 2010 Ministry of Education's ongoing development of the Curriculum Exemplars for Learners with Special Education Needs. • Ministry of Education and Learning Media Literacy Leadership Projects. • Ministry of Education Assessment Overview Group (Māori medium and English medium group).
RELEVANT AWARDS or CONFERENCE PRESENTATIONS	2016 Officer of New Zealand Order of Merit – recipient for contribution to education and Māori in education 2015 NZARE Group Award – University of Waikato: Te Kotahitanga Research and Development Team 2013 WISE Award – received on behalf of the Te Kotahitanga team 2008 Amorangi National Māori Academic Excellence Awards recipient 2004 NZARE Group Award – Ministry of Education: Poutama Pounamu, Research and Development Berryman, M. & Egan, M. (2015 September). <i>Identifying the impacts of an accelerated Te Kotahitanga reform response on classroom pedagogy in two different school cohorts</i> . Paper presented at the European Conference on Educational Research, Budapest, Hungary. Berryman, M. (2015, March). <i>Moving ahead with courage, clarity and coherence</i> . Invited keynote to the annual SPANZ conference Blueprint for Excellence: Aspiration, leadership, data, professional practice and system improvement Berryman, M., Eley, L & Glynn, T. (2015, November). <i>Kia Eke Panuku: Expectations and conceptualisations</i> In <i>Kia Eke Panuku – from policy to praxis</i> . Symposium conducted at New Zealand Association for Research in Education Conference, Whakatane, NZ.
SELECTED RECENT PUBLICATIONS	Berryman, M. (2001). <i>Toitū te whānau, toitū te iwi: A community approach to English translation</i> . Unpublished Masters of Education Thesis. Hamilton: University of Waikato. Berryman, M. (2008). <i>Repositioning within Indigenous discourses of transformation and self-determination</i> . Unpublished Berryman, M., & Bishop, R. (2015). The Te Kotahitanga observation tool: Development, use, reliability and validity. <i>Waikato Journal of Education. Special 20th Anniversary Collection 2015</i> , pp 287-297. The University of Waikato. Berryman, M., Egan, M., & Ford, T. (2016). Examining the potential of critical and Kaupapa Māori approaches to leading education reform in New Zealand's English-medium secondary schools. <i>International Journal of Leadership Education</i> . Published online 11 August 2016 DOI: 10.1080/13603124.2016.1206973 Berryman, M., Eley, E., Ford, T., & Egan, M. (2016). Leadership: Going Beyond personal will and professional skills to give life to Ka Hikitia. <i>Journal of</i>

Educational leadership, policy and practice, 30(2), 56-68.

Berryman, M., Nevin, A., SooHoo, S., & Ford, T. (2015). *A culturally responsive framework for social justice*. In K. Esposito & A. Normore (Eds.). *Inclusive practices for special populations in urban settings: The moral imperative for social justice leadership* (pp.143-164). Charlotte, NC: Information Age Publishers (IAP).

Berryman, M., Nevin, A., SooHoo, S., & Ford, T. (Eds.) (2015). *Relational and responsive inclusion: Contexts for becoming and belonging*. New York: Peter Lang Publishing.

Berryman, M., Ford, T., & Egan, M. (2015). Developing collaborative connections between schools and Māori communities. *SET Research Information for Teachers No. 3*, 18-25.

Berryman, M., SooHoo, S., & Nevin, A. (Eds.) (2013). *Culturally responsive methodologies*. Bingley, UK: Emerald.

Bishop, R., & Berryman, M. (2006). *Culture speaks: Cultural relationships and classroom learning*. Wellington, New Zealand: Huia Publishers.

Bishop, R., Ladwig, J., & Berryman, M. (2014). The centrality of relationships for pedagogy: The Whanaungatanga thesis. *American Educational Research Journal*, 51(1), 184-214. doi:[10.3102/0002831213510019](https://doi.org/10.3102/0002831213510019)

Bio

MERE BERRYMAN

PhD, M.Ed (First Class Honours), BA, Trained Teachers Certificate

Associate Professor, Director of Kia Eke Panuku

Kia Eke Panuku: Building on Success

Mere is an Associate Professor at the University of Waikato in the Faculty of Education. Her research in the 90s focussed on schools collaborating with Māori students, their families and communities through relational and responsive literacy and behavioural interventions in both Māori and English medium settings. In 2001, this work merged with the inception of Te Kotahitanga, an iterative research programme aimed at working with schools to develop more effective learning relationships and culturally responsive pedagogy to promote Māori students' educational success as Māori. This saw understandings from kaupapa Māori begin to merge with critical theories in association with a socio-cultural view of the mind.

Mere is currently directing Kia Eke Panuku, a national secondary school reform initiative that spans three tertiary institutions and continues to work extensively with school leaders, classroom practitioners, Māori communities and other education professionals from 94 secondary schools. On-going evidence of educational disparities for Māori students in schools continues to make education for equity a priority. Mere has also worked in these areas with indigenous and minoritised groups from other parts of the world.