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The Winds of Change: Mapping Tertiary Educators' Self-Efficacy for Culturally Responsive Teaching in Aotearoa New Zealand

Short description / Abstract:

Addressing educational inequities in Aotearoa New Zealand requires tertiary educators to enact culturally responsive approaches that recognise and value Māori knowledge, language, and ways of being. However, there are few tools designed to assess educators' confidence in implementing such practices within higher education settings. This paper presents the development and pilot evaluation of a self-efficacy instrument informed by **Ngā Hau e Whā o Tāwhirimātea**, an Indigenous framework encompassing six dimensions of culturally responsive practice: manaakitanga (care), whanaungatanga (relationships), kotahitanga (unity), rangatiratanga (autonomy), oranga (wellness), and hāpori (community).

Twenty-six academic staff from three divisions of a New Zealand university completed the pilot survey. The instrument demonstrated strong reliability ($\alpha = .96$), suggesting its potential as a measure of culturally responsive teaching self-efficacy. Initial findings indicate participants reported greater confidence in relational and learner-focused practices than in areas requiring engagement with te reo Māori, tikanga Māori, mātauranga Māori, and wider community partnerships. The results highlight a possible gap between confidence in broadly inclusive teaching approaches and confidence in culturally grounded practice. The study offers preliminary evidence for the usefulness of Ngā Hau e Whā o Tāwhirimātea as a framework for investigating culturally responsive teaching capability within tertiary education.