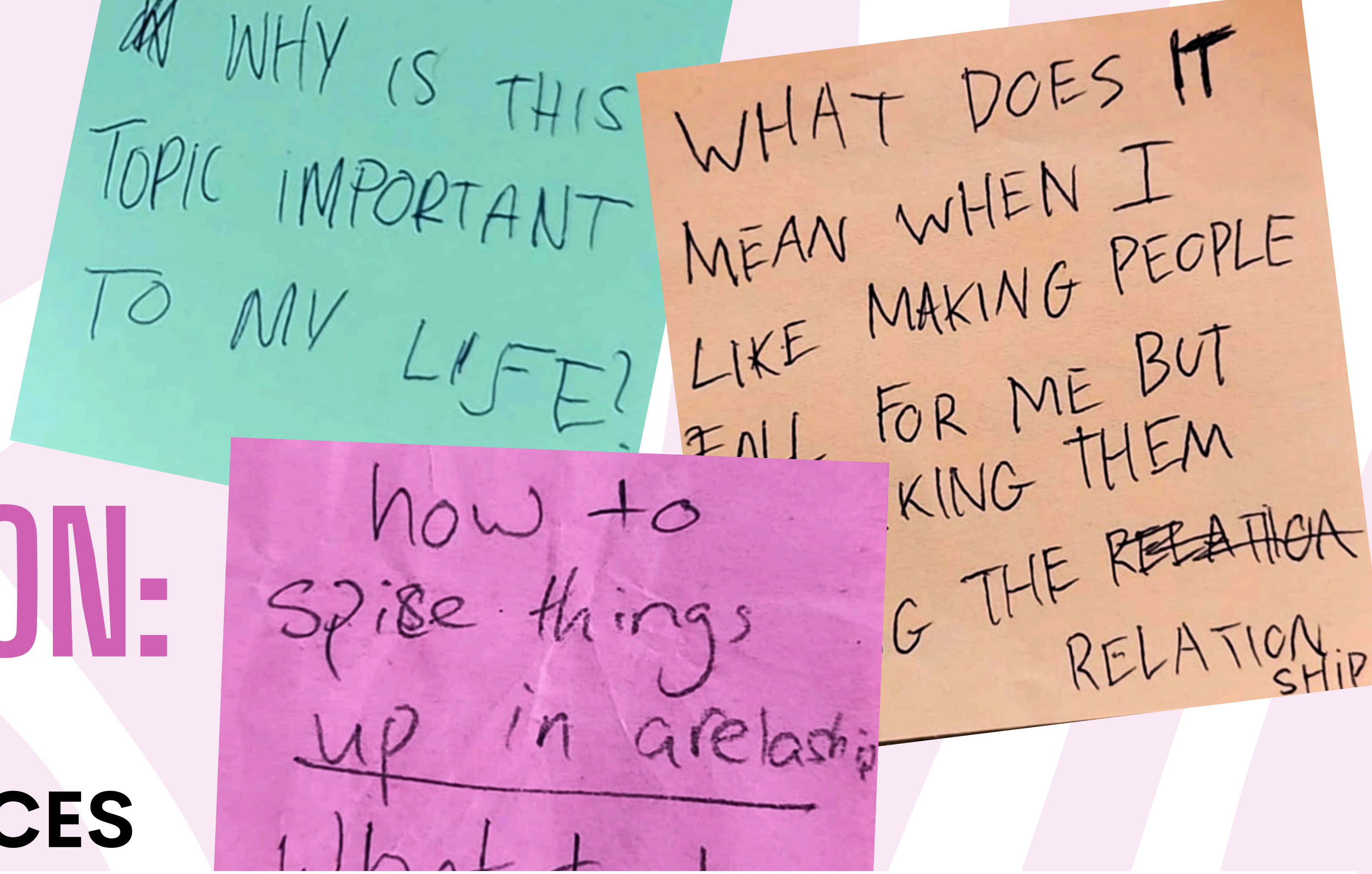


# (RE)THINKING RELATIONSHIP AND SEXUALITY EDUCATION:

## LEARNING FROM MĀORI AND PACIFIC STUDENTS' EXPERIENCES



### THE STUDENT RESEARCHER

Tēnā koutou katoa  
My ancestors are from Canada and France  
They have a complex history of oppressing while being oppressed  
I am born in Québec  
But I now realize that I know little about this land  
My partner is my home  
He is the foundation that enables my growth  
Social justice is my flame  
It guides me in the dark  
Ko Gabrielle au  
Tēnā tātou katoa

### THE RESEARCH WHĀNAU

Professor Louisa Allen  
Faculty of Education and Social Work  
Doctor Moeata Keil  
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### CONTEXT OF THE RESEARCH

Introduction of Relationship and Sexuality Education (RSE) as a mandatory topic in Aotearoa New Zealand  
**1999**

RSE lack to meet Māori and Pacific students' cultural backgrounds and needs (ERO, 2007)  
**2007**

RSE adopts a culturally responsive approach to meet Māori and Pacific experiences and needs.  
**2015**

Māori and Pacific students' cultural backgrounds and needs still represent a challenge in RSE for teachers (ERO, 2018; FP & NZFP, 2019; Dixon, 2022)  
**2018, 2019, 2022**

Coalition government desires to remove/replace gender, sexuality, and relationship-based education guidelines.  
**2024**

### RESEARCH QUESTIONS

What are Māori and Pacific students' experiences of RSE?

What do Māori and Pacific students think are the successes and gaps within RSE?

What are Māori and Pacific students' needs and aspirations in terms of RSE?

### NOTE FROM THE RESEARCHER:

I'M IN THE MIDDLE OF MY DATA COLLECTION AT THE MOMENT. RESULTS TO COME IN 2025!

### A CRITICAL ETHNOGRAPHY (FITZPATRICK & MAY, 2022)

#### THE SCHOOL

An highschool in South Auckland with 87% Pacific and 20% Māori students, and a population coming from low socio-economic communities.

#### PARTICIPANTS

Students from the school, aged 14 years old and above, identifying as Māori and/or Pacific, of all gender and sexual identities (takatāpui, MVPFAFF, LGBTQ+ and allies).

#### RECRUITMENT

Purposive (Campbell et al., 2020) and snowballing (Beauchemin & González-Ferrer, 2011) recruitment through information sessions, posters and social media.

#### PARTICIPANT OBSERVATION (SHAH, 2017)

Immersion in three groups of Year 10 for the entire RSE Unit (10 weeks) and participation in the school's activities from July to December 2024.

#### ARTS-INFORMED WORKSHOPS (VIST, 2016)

5 one-hour workshops, co-facilitated with Māori and Pacific spoken words artists. Participants will be invited to explore their experiences of RSE using spoken words. Participants will be placed in groups of 4-6 students.

#### FOCUS GROUPS (PERE & BARNES, 2009)

The workshops will be followed by unstructured group discussions to discuss the art participants' have created as well as different aspects of their experiences of RSE.

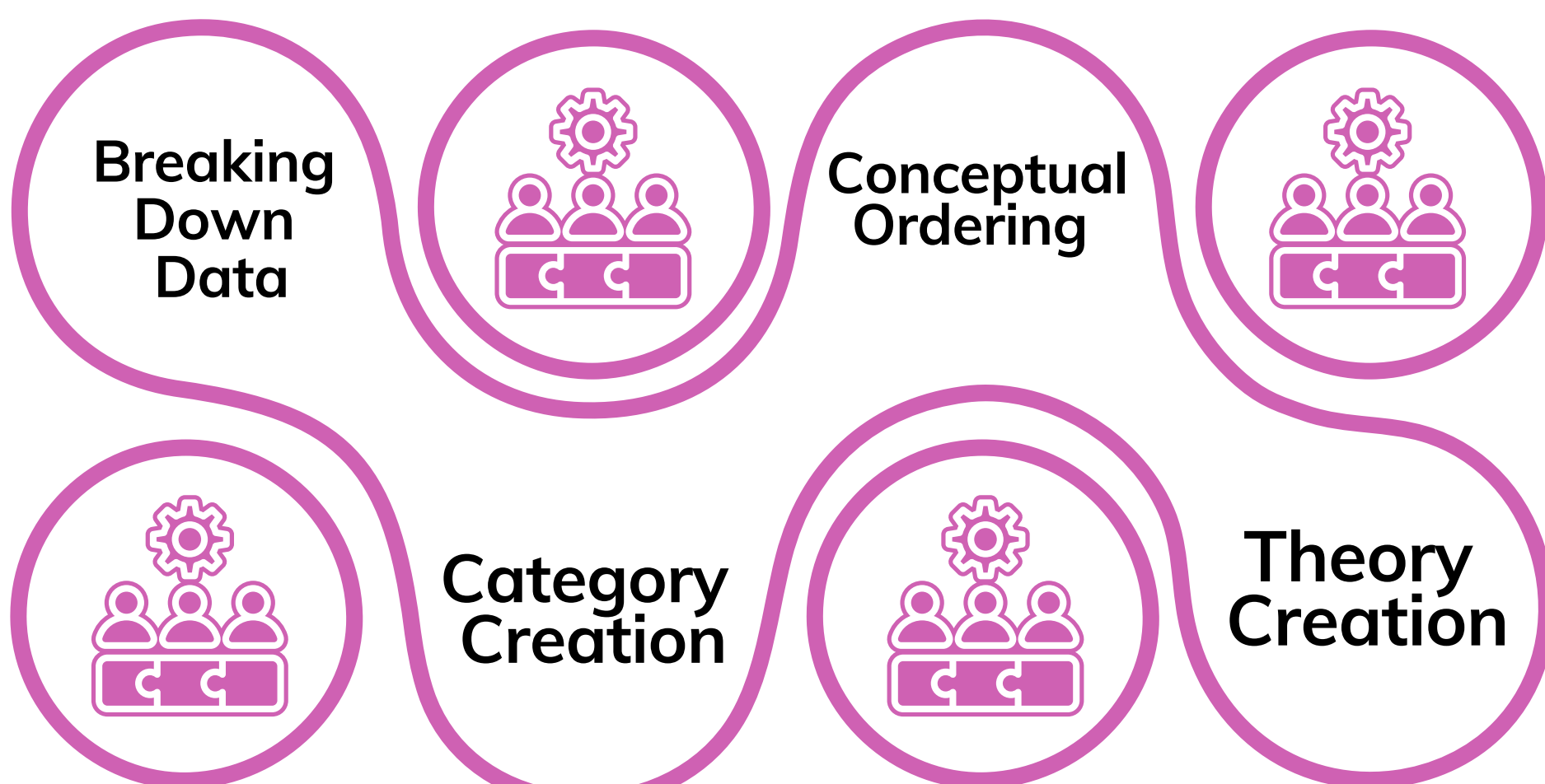
#### INTERVIEWS (ORTIZ & BEACH, 2013)

Participants can request an individual interview to share personal experiences or perspectives that they may not feel comfortable sharing during the group discussions. They will be unstructured and follow the participants' lead.

### ANALYSIS

#### Grounded Theory

(Walker & Myrick, 2006)



### IMPLICATIONS

- Fill the gaps in the literature about Māori and Pacific students' experiences of RSE in Aotearoa New Zealand.
- Co-develop of a culturally responsible theory of RSE for and by Māori and Pacific students.
- Create an undercurrent based on care and respect to hear and value Māori and Pacific young people's voices and experiences.

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