

DEVELOPING CULTURALLY RESPONSIVE PSYCHOLOGY CURRICULUM IN AOTEAROA NEW ZEALAND

AUTHORS

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INTRODUCTION

Psychology training in Aotearoa New Zealand is dominated by Western viewpoints. WAI2725 outlines the Crown's failure to promote Māori-focused content in psychology and prepare a psychology workforce to meet the needs of Māori.

OBJECTIVE

Track the progress of New Zealand universities in developing culturally responsive psychology curriculum. This analysis is in its third round, following Levy (2007) and Levy & Waitoki (2015) and is focusing on undergraduate papers.

METHODOLOGY

A desktop analysis of psychology department undergraduate papers from:
University of Auckland
Massey University
Auckland University of Technology
University of Waikato
Victoria University of Wellington
University of Canterbury
University of Otago

ANALYSIS/KEY

- Specifically Māori focused:** A course led by a Māori academic and grounded in Kaupapa Māori philosophies and theories. The primary objective is imparting Mātauranga Māori (knowledge).
- Inclusion of Māori-focused content:** Discussion of Māori theories alongside other cultures or consideration of Māori psychologies within broader cultural perspectives.
- Inclusion of reference to culture:** Discussion of cultural perspective and differences without specific mentioning of Mātauranga Māori.
- No integration of Mātauranga** Māori and diverse sources of cultural knowledge

Figure 1. Māori-Focused Undergraduate Psychology Course Content in 2022

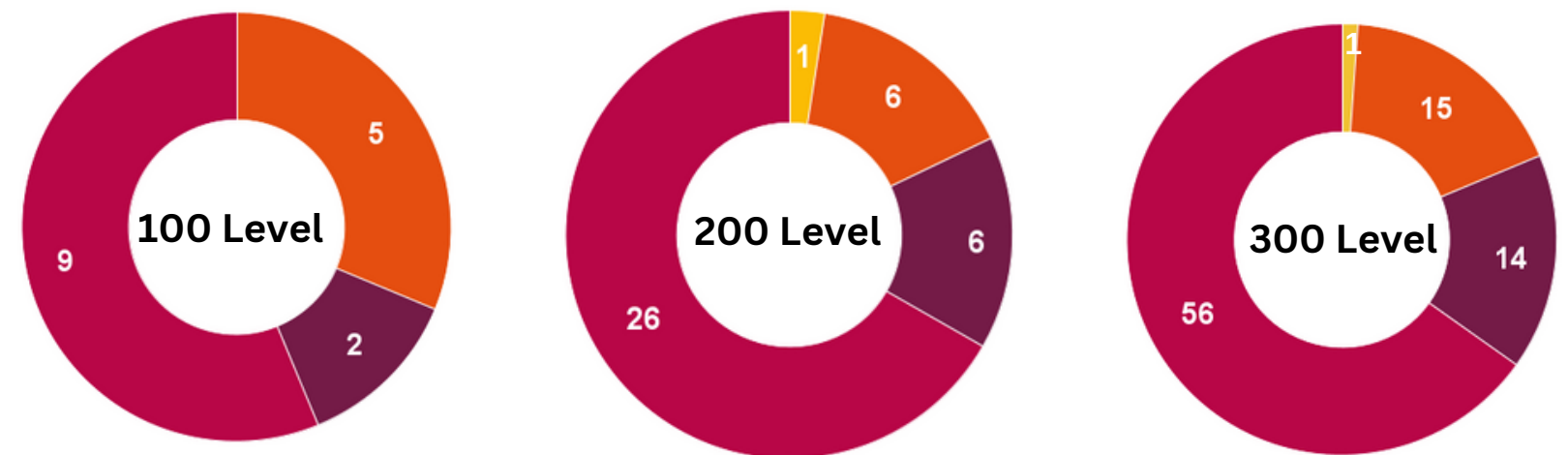
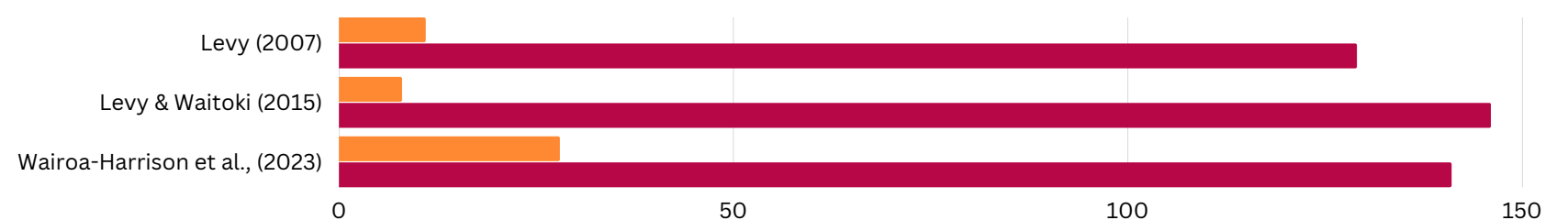


Figure 2. Number of Māori-Focused Course across Three Timepoints



RESULTS/FINDINGS

There were limited number of papers that fit the categories of 'specifically Māori-focused' (n = 2; 1.4%), 'inclusion of Māori-focused content' (n = 26; 18.4%), and 'inclusion of reference to culture' (n = 22; 15.6%). The breakdown of these findings according to level of studies are displayed in Figure 1 (100 Level), (200 Level) and (300 Level).

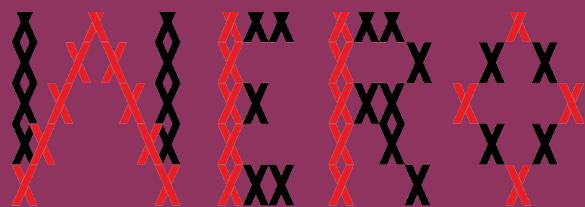
There was a significant increase in the numbers of papers reflecting 'specifically Māori-focused' and 'Inclusion of Māori-focused content' categories from 2007 and 2015 (see Figure 2).

CONCLUSION

There are some significant wins in the development of a culturally competent undergraduate psychology curriculum in Aotearoa New Zealand. These include how Mātauranga Māori is incorporated into research methodology papers, neuroimaging papers, and degree offerings. However, the number of specifically Māori-focused papers has halved since 2007. Further research is needed to gauge students' experiences of the quality of cultural competency in these papers.

BIBLIOGRAPHY

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