



**Linwood College**

**Hawk and Hill  
AIMHI**

AIMHI: Achievement in Multi-cultural High Schools

In their AIMHI research Hawk and Hill (2000) explored the experiences of students in South Auckland low decile schools. The quintessence of their findings is that the context of a low decile secondary school impacts on students and these students have specific needs. Their research indicates that learning will not occur unless the student and the learning need is placed at the centre of all activity and the teacher uses specific pedagogical techniques to create an effective learning environment. “The data show that these students have particular needs that students in other schools do not have.” (p.3) The “crucial” (p.3) and “critical” (p.4) factor in such a context is the relationship that these students form with their teacher.

While the relationship that forms between a student and a teacher in any school is important, the data in this study show that it is not only important to these students but is a prerequisite to learning. (p.3)

When this relationship is formed and certain other qualities, attributes and skills reside in the teacher then learning will occur. Therefore, to teach successfully in a low decile school, teachers must have “particular understandings and attitudes” (p.3) and “appropriate attitudes and qualities” (p.4).

To achieve this it is “important that teacher needs are accurately identified through a comprehensive appraisal process....[and] followed up with targeted development and careful monitoring. (p.4)

Hawk and Hill acknowledge that “some teachers will feel threatened” (p.56) about such a process.