developed a *Te Kotahitanga model*, which is based on the Maori students’ cultural elements and their voices on the human rights and responsibilities in education. The *Te Kotahitanga model* aims at developing a cultural-responsive pedagogy. It was largely used to enhance educational attainment among the Maori community in New Zealand. The model posits that teaching will be more effective when teachers integrate ethnic identities and culture within the subject contents. Based on the data from the presented study as well past literature, it may be fair to state that culturally responsive pedagogy is one of the pedagogical strategies that are supposed to be taken into account while designing the curriculum for aboriginal education.

**Conclusions**

Overall, this study shows that aboriginal parents have provided various socio-educational support for their children. As most parents have limited knowledge on educational guidance, specific programmes for help are needed. In order to promote awareness and instruct aboriginal parents on educational guidance, a specific programme focusing on both aspects is suggested. Teachers’ initiative to make the teaching and learning processes effective is also needed. This highlights the importance of pedagogical content knowledge.

**Acknowledgements**

Appreciation to the funders: the National University of Malaysia and the Abdulaziz’ Palace Foundation.

**References**


