

TE TIRITI O WAITANGI- LIVING THE VALUES

Your thoughts and ideas

Partnership	How to as a classroom teacher
Engage with our Māori community	<ul style="list-style-type: none"> ● Make effort to engage with Maori whanau (sometimes takes extra effort to do so but well worth it - an extra phone call or visit) ● Understanding Maori culture ● Genuine in why you engage ● Invite -(a reason eg skill to share, share some positives from within the school) ● Links to local iwi & marae
Inquiry - place based learning-finding out about the Māori origins of your rōhe, mountains, rivers, history	<ul style="list-style-type: none"> ● Knowing your students - particularly Maori - iwi, whānau, interests, etc ● Environmental opportunities - blessing the ground, buildings etc ● Find out about the local whenua and iwi - invite others to come and share knowledge ● Local legends ● Include this information in mihimihi ● Localised curriculum
Having Māori representatives on boards of trustees	<ul style="list-style-type: none"> ● Invite and look after ● Co-opt ● Skill-based / a why they would be good support to the BOT
Equity for Māori	<ul style="list-style-type: none"> ● Same opportunities & expectations -but by ensuring links are made too culture and identity ● Language - a right to learn and to be within their school environment ● Teachers - awareness and willingness - to learn and develop in culturally responsive practice, reo Māori and tikanga
Power sharing	<ul style="list-style-type: none"> ● Co-construction of learning ● Contextual learning ● Building on prior knowledge/experiences ● Make links to learning/purpose

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Protection	How to as a classroom teacher
Valuing, validating and protecting local knowledge (place-based learning)	<ul style="list-style-type: none"> ● Learning local stories - myths and legends & trips to visit these places ● Stories from the land that the schools are situated on ● Marae visit ● Kapahaka ● Building relationships with local iwi -utilises their knowledge and skills ● pronouncing local placenames
Normalising te reo Māori	<ul style="list-style-type: none"> ● Using reo maori within every day (not just a lesson) ● Greetings, waiata, mihi ● Supporting tamariki at the level they are at -knowing our tamariki ● Kaiako supporting each other in their learning - all at different levels ● Pronunciation - names, place names (& meanings), practice within reo ● Instructions ● Games ● Signage around the school bilingual
Learning and including tikanga school-wide	<ul style="list-style-type: none"> ● Karakia / whakatauki ● Mihi / pepeha ● Not sitting on tables, not touching heads, tapu and noa (leaning tikanga) ● Role modelling expectations / values ● Look at teaching practices and how to include Tikanga - review & reflect ● Shared kai/ karakia/ welcoming ● School-wide waiata ● Shared cultural knowledge school-wide ● Tikanga of local iwi ● Matariki celebrations at school and community level ● Let tamariki bring culture and beliefs to school - celebrate with and learn from ● Visual presence of Māori culture - how would we know we are a school in NZ?
Equity for Māori	<ul style="list-style-type: none"> ● Providing equal opportunities (learning and success as Māori) ● Supporting tamariki & whanau within their own culture & identity - relationships ● Same expectations for success and achieve (high expectations) ● In each individual situation - knowing your learner & responding in whatever way is successful for them ● Māori perspective into topics and inquiry - weave in tikanga & Māori viewpoint/kaupapa Māori ● Build cultural knowledge for teachers and students

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Participation	How to as a classroom teacher
Working to strengthen home-school relationships	<ul style="list-style-type: none"> • Home visits & getting to know the whanau • Connecting with new whanau on a personal level • Connections outside of ECE/school in communities • Whānau events - matariki, shared morning tea • Informal conversations • Celebrating positives with whanau - positive connections • A whānau room in schools - whānau connecting with each other (pick up and drop offs / cup of tea available) • End of term celebrations • Face to face contact (strengths, how they can support, sharing skills etc) • Open door & welcoming • Online tools for sharing eg seesaw & story park
Māori participating in school decision making	<ul style="list-style-type: none"> • Included in goal setting/whanau voice strong • Community consultation • Whanau hui to discuss the terms learning kaupapa - what they would like to see and how they could support • accessing local iwi (consultation and supports)
School environment reflecting the biculturalism of Aotearoa	<ul style="list-style-type: none"> • Signage • Instructions and positive language used • Reflecting values of pono, manakitanga etc • Matariki & celebrations • Mihi • Visually represented in classrooms and school - art, designs, te reo Maori etc • Tuakana teina • Myths & legends • Localised curriculum • Kapahaka, te reo kori , waiata, games
Aspirations of Māori whānau reflected in school planning	<ul style="list-style-type: none"> • Whānau voice in planning and goal setting /aspirations for their tamaiti • Consultation with whanau and iwi - ensure carried out and celebrated • More than just kapahaka - what does it look and sound like within the school for our māori students? • Māori succeeding and engaging in school
Equity for Māori	<ul style="list-style-type: none"> • Tracking achievement / good data collecting • Relationships • expectations