

**Partnership
Protection
Participation**

Te Tiriti o Waitangi

A red square with a white border. The word "Mihimihi" is written in white text in the center of the square.

Mihimihi

Setting the scene:

<https://edtalks.org/#/video/giving-mana-to-tiriti-o-waitangi-in-our-schools>



Te Tiriti o Waitangi – Living the Values

1. Read the handout (5 minutes)

2. Note down your thoughts:

“How does your teaching practice reflect the Treaty of Waitangi and its principals ?”

(reflections and thoughts just for you)

Protection, Partnership & Participation

In groups you will be given a value to gain greater understanding of:

- Within your group take a deeper look into the bullet points
- Brainstorm ideasHow can I do this as a classroom teacher?

Your group will share this with everyone

In education partnership is:

- **engaging with Māori community**
- **inquiry- place based learning-finding out about the Māori origins of your rōhe, mountains, rivers, history**
- **having Māori representatives on boards of trustees**
- **equity for Māori**
- **power sharing**

In education protection is:

- **valuing, validating and protecting local knowledge (place-based learning)**
- **normalising te reo Māori**
- **learning and including tikanga school-wide**
- **equity for Māori**

In education participation is:

- **working to strengthen home-school relationships**
- **Māori participating in school decision making**
- **School environment reflecting the biculturalism of Aotearoa**
- **aspirations of Māori whānau reflected in school planning**
- **equity for Māori**

Mā te whakapono

Mā te whakapono

Mā te tūmanako

Mā te titiro

Mā te whakarongo

Mā te mahitahi

Mā te manawanui

Mā te aroha

Ka taea e au



By believing and trusting

By having faith and hope

By looking and searching

By listening and hearing

By working and striving together

By patience and perseverance

By doing this with love and compassion

I can succeed

Tātaiako: Cultural competencies for teachers of Māori learners

Tātaiako: Cultural Competencies for Teachers of Māori Learners is about teachers' relationships and engagement with Māori learners and with their whānau and iwi. Designed for teachers in early childhood education (ECE) services and in primary and secondary schools, it will support your work to personalise learning for and with Māori learners, to ensure they enjoy education success as Māori.

Tataiako- Discussion and goal setting tool for self-initiated professional development. This is a dialogue focused on curriculum and instruction.

Relationships for Learning	Evidence Teacher	Evidence Learners	Evidence Environment
<p>Wānanga Participates with learners and communities in robust dialogue for the benefit of Māori learners achievement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Speaks with <u>learner</u> about their learning <input type="checkbox"/> Listens to learners views <input type="checkbox"/> Shares their views with the learners <input type="checkbox"/> Demonstrates caring about what the learners think 	<ul style="list-style-type: none"> <input type="checkbox"/> Interacting with peers and learners <input type="checkbox"/> Speak about learning with teacher and peers <input type="checkbox"/> Share their views with the teacher and peers <input type="checkbox"/> Learning happens with others- tuakana- teina 	<ul style="list-style-type: none"> <input type="checkbox"/> Mind mapping <input type="checkbox"/> Models <input type="checkbox"/> Success criteria <input type="checkbox"/> Learning intentions
<p>Whanaungatanga Actively engages in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Warm responsive relationship with learners evident <input type="checkbox"/> Refers to learners home, experiences and interests <input type="checkbox"/> Positive attitude displayed by teacher to learners 	<ul style="list-style-type: none"> <input type="checkbox"/> Warm responsive relationships with teacher and peers evident <input type="checkbox"/> Bring own <u>experiences, home and interests</u> to the learning <input type="checkbox"/> Positive attitude displayed by learners to teacher and peers <input type="checkbox"/> Exhibit a sense of comfort and belonging 	<ul style="list-style-type: none"> <input type="checkbox"/> Models/photographs <input checked="" type="checkbox"/> <input type="checkbox"/> Stories from students about home/ interests and experiences
<p>Manaakitanga Demonstrate integrity, sincerity and respect towards Māori beliefs, language and culture</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Creates opportunities for cultural knowledge/values to be integrated into the learning <input type="checkbox"/> Pronounces Māori names well, if not perfectly <input type="checkbox"/> Local tikanga is part of the classroom culture <input type="checkbox"/> Shows a good sense of humour <input type="checkbox"/> Uses Te Reo in the class and encourages learners to speak Māori 	<ul style="list-style-type: none"> <input type="checkbox"/> Are seen as the experts of their cultural knowledge <input type="checkbox"/> Confidently use Te Reo in the class with the teacher and peers 	<ul style="list-style-type: none"> <input type="checkbox"/> Karakia <input type="checkbox"/> Whakatauki <input type="checkbox"/> Cultural values <input type="checkbox"/> Te Reo
<p>Tangata Whenuatanga Affirms Māori learners as Māori- provides contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau are affirmed</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Knows how to involve learners and what they bring to the learning <input type="checkbox"/> Is interested in what they know already <input type="checkbox"/> Knows how to make the learning relevant to the learners <input type="checkbox"/> Encourages learners to explore and talk about what happens around here, at the marae and with their whānau 	<ul style="list-style-type: none"> <input type="checkbox"/> Are able to bring what they know to the learning <input type="checkbox"/> Are engaged in the learning <input type="checkbox"/> Speak confidently about what goes on around here, at the marae and with their whānau 	<ul style="list-style-type: none"> <input type="checkbox"/> Pictures of cultural contexts (relevant to learning and learners) <input type="checkbox"/> Learner centred/ initiated contexts

<p>Ako Takes responsibility for their own learning and that of Māori learners</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Lets learners know when they are doing well in the learning <input type="checkbox"/> Demonstrates a positive outlook of achievement for the learners <input type="checkbox"/> Knows what works for the learners and their learning <input type="checkbox"/> Models how to... <input type="checkbox"/> Displays high expectations of achievement <input type="checkbox"/> Communicates effectively the roles both the teacher and the learner have in achievement <input type="checkbox"/> Seems to enjoy the learning <input type="checkbox"/> Lets learners know what they need to do next <input type="checkbox"/> Links to prior learning made 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate a positive attitude to learning <input type="checkbox"/> Knows what they are doing well <input type="checkbox"/> Able to say what they are doing, why they are doing it and how <input type="checkbox"/> Know what success looks like <input type="checkbox"/> Can describe what they need to do next to improve <input type="checkbox"/> Seem to enjoy learning <input type="checkbox"/> Pictures of cultural contexts (relevant to learning) <input type="checkbox"/> Can choose from a range of activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Independent work routines <input type="checkbox"/> Routines for accessing resources <input type="checkbox"/> Keys to success models displayed <input type="checkbox"/> Positive behaviour for learning models <input type="checkbox"/> Learning intentions <input type="checkbox"/> Success criteria <input type="checkbox"/> Appropriate and readily accessible resources <input type="checkbox"/> Technology being used
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<p>Areas of Strength:</p>	<p>Areas for Development:</p>
<p>My goal(s)</p>	

Te Tiriti o Waitangi three Principles



Partnership is:

- engaging with Māori community
- inquiry- place based learning-finding out about the Māori origins of your *tōhū*, mountains, rivers, history
- having Māori representatives on boards of trustees
- equity for Māori
- power sharing

Protection is:

- valuing, validating and protecting local knowledge (place-based learning)
- normalising *te reo Māori*
- learning and including *tikanga* school-wide
- equity for Māori

Participation is:

- working to strengthen home-school relationships
- Māori participating in school decision making
- School environment reflecting the biculturalism of *Aotearoa*
- aspirations of Māori *whānau* reflected in school planning
- equity for Māori

Taitaiako-

- areas of strength
- areas of development
- set a classroom and school wide goal.
- What will you go away and do within 24 hours