Māori Achieving Success As Māori(MASAM)/Culturally Responsive school-derived self review framework

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| **Purpose** | * to explore, experience and engage in a MASAM framework regarding our own practice at **XXXXXXX** school * to co-construct an **XXXXXXX** school self review tool that is relevant, purposeful and useful to our setting and location |
| **Expected outcomes** | * a draft **XXXXXXX** MASAM framework has been constructed involving all voices of the group |

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| **Aspect** | **Deficit**  What will classroom /school/teachers/BOT space/behaviour look like if it/you’re/they’re displaying **DEFICIT** behaviours, regarding **AKO**…. | **Passive**  What will classroom /school/teachers/BOT space/behaviour look like if it/you’re/they’re displaying **PASSIVE** behaviours, regarding **AKO**…. | **Responsive**  What will classroom /school/teachers/BOT space/behaviour look like if it/you’re/they’re displaying **RESPONSIBLE** behaviours, regarding **AKO**…. | **Highly responsive**  What will classroom /school/teachers/BOT space/behaviour look like if it/you’re/they’re displaying **HIGHLY RESPONSIVE** behaviours, regarding **AKO**…. |
| **Ako**  Reciprocal teaching and learning  Practice in the classroom and beyond  Ako-reciprocal teaching/learning; parent, whānau, hapū, learner, teacher (Ka Hikitia)  Effective learning by Māori learners  Effective pedagogy  Effective curriculum for Māori learners  Graduating Teacher Standards  GTS 2 ,4 ,5 ,7  Registered Teacher Criteria  RTC 4, 6, 8, 12 | **NOTE**: *Content in each of these spaces is unique, personalised, useful, relevant and pertinent to each individual school co-constructing/co-crafting* ***their own*** *MASAM/CR framework* |  |  |  |
| **Place yourself (tick) in**  **the column ✔** |  |  |  |  |
| **Whanaungatanga**  Relationships, (students, iwi, hapu, family connections) **with** high expectations  Effective relationships with Māori learners  Effective parent, whānau and iwi  Keeping connected  Productive partnerships(Ka Hikitia)  Graduating Teacher Standards  GTS 6  Registered Teacher Criteria  RTC 1 |  |  |  |  |
| **Place yourself (tick) in**  **the column ✔** |  |  |  |  |
| **Tangata Whenuatanga**  Learning that is authentic to where the child is coming from (Place based education)  Place-based, socio-cultural awareness and knowledge  Effective language and cultural practices for Māori learners  Te Reo Māori/reo ā-iwi  Tikanga Māori/tikanga-ā-iwi  Place based education  All learning and interaction occurs within a cultural context  Knowledge of whakapapa - knowing who children are, where they come from and who they belong to  Identity, language, culture  Graduating Teacher Standards  GTS 1, 3  Registered Teacher Criteria  RTC 3, 9, 10 |  |  |  |  |
| **Place yourself (tick) in**  **the column ✔** |  |  |  |  |
| **Manaakitanga**  **Caring** for Maori learners, as culturally located beings - equity, trust, sincerity, integrity  Values - integrity, trust, sincerity, equity  Effective teaching profile(Te Kotahitanga)  Caring for Māori learners as culturally located beings.  Treating Māori students, whānau and iwi equitably with sincerity and integrity  Graduating Teacher Standards  GTS 3, 4, 6  Registered Teacher Criteria  RTC 2, 7 |  |  |  |  |
| **Place yourself (tick) in**  **the column ✔** |  |  |  |  |
| **Wānanga**  Communication, problem-solving, innovation  Students, whānau, and iwi engaging in discussions and robust debate  Effective learning and teaching interactions with students, whānau and iwi  Reporting and co-constructing learning goals  Graduating Teacher Standards  GTS 5, 6, 7  Registered Teacher Criteria  RTC 5, 11, 12 |  |  |  |  |
| **Place yourself (tick) in**  **the column ✔** |  |  |  |  |
| **Ako-e (e-Learning)**  Using technologies in a manner that support Maori learners  **Teaching and Learning** (dimension form the eLPF)  Students using technologies to support high quality learning in a way that is culturally appropriate and responsive |  |  |  |  |
| **Place yourself (tick) in**  **the column ✔** |  |  |  |  |

**Cultural (priority) competency/ies identified**

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| **Current status identified** | **Cumulative data**  **from above** | **Priorities** | **Where to next** |
| **Ako** |  |  |  |
| **Whanaungātanga** |  |  |  |
| **Tangata Whenuatangā** |  |  |  |
| **Manaakitanga** |  |  |  |
| **Wānanga** |  |  |  |
| **Ako-e (e-learning aspect)** |  |  |  |

**Draft Action Plan**

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| **Actions** | **Who is responsible** | **Timeframes** | **Mitigations** | **Success criteria** |
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