Papakowhai School

Māori Achieving Success As Māori, a Culturally Responsive Practice
Self Review Framework

Place yourself (tick) in the column ✔				
Aspect	**Negative**	**Passive**	**Responsive**	**Highly responsive**
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	Staff make no effort to gain an understanding of the individual's cultural background, family, language, interests, talents, learning styles. There is no evidence of personalised learning and the teacher demonstrates a lack of belief in the child's abilities.	Staff are aware of an individual's cultural background, family, language, interests, talents and learning styles.	Staff take positive steps to personalise some aspects of their knowledge and understanding of each individual student's cultural background, family, language, interests, talents and learning styles.	Staff actively work at personalising a deep knowledge and understanding of each individual student, their whanau, culture, background, family, language, interests, talents, and learning styles. This understanding is visible in all their interactions.
	When staff, students and whanau have little respect for each other and no relationships have been formed.	Courteous relationships exist between learners, whānau and staff	There is mutual respect modelled and some relationships between learners have been formed.	There is mutual respect and strong relationships modelled and fostered between all learners (whanau, students and staff).
	Parents do not want to support their child's learning and no support is provided by teachers	Some parents want to support their child's learning but need more support from teachers	Most parents want to support their children's learning. Parents seek help and teachers respond to parents.	Parents support their children's learning by seeking help and teachers proactively provide support for parents when needed.
	Few students take responsibility for their learning. There are no connections to learning outside of school hours	Some students take responsibility for their learning. There are few connections to learning outside of school hours	Most students take responsibility for their learning. Students are developing connections to learning outside of school hours.	Students take responsibility for their learning. They make connections and access their learning outside of school hours (learning doesn't stop at the gate).
	Students are afraid to ask questions and share their perspectives in learning discussions	Students are beginning to ask questions and share their perspectives in learning discussions.	Students and teachers are frequently engaged in learning discussion.	Students are encouraged to ask questions, share their perspectives and are supported in following up their ideas.
	Students do not feel that their teacher believes in them.	Students are beginning to feel that their teacher believes in them. Their success is of some importance to their teacher. Responsibility is not equally distributed between teacher and learner.	Students mostly feel that their teacher believes in them. Their success is of importance to their teacher. Responsibility is beginning to be more equally distributed between teacher and learner/whanau.	All students feel that their teacher believes in them and expects them to succeed. Success is the responsibility of both teacher and learner.
	The student and whanau does not	The teacher and wahanu will	Whanau feel confident talking to teachers about their children's	Whanau/teachers are proactive at initiating communication around the

	feel confident when approaching the teacher. Discussion is closed and can be defensive.	approach communication with a casual or trivial manner. Communication will often be one-sided.	learning. This discussion is open and constructive.	learner's needs. This discussion is consistently open and constructive.

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Aspect	**Negative**	**Passive**	**Responsive**	**Highly responsive**
Whanaungatanga Relationships, (students, iwi, hapu, family connections) with high expectations Effective relationships with Māori learners, parents, whānau and iwi Keeping connected and productive partnerships(Ka Hikitia) Graduating Teacher Standards GTS 6 Registered Teacher Criteria RTC 1	Exclusively teaching the class as a whole No invitation for whānau voice Wall display only display best or the teachers work No sharing of identity, culture or personality Students too scared to share any learning No connection between student & teacher & whanau Closed door policy Minimal parent conversations, tchrs are dismissive Lack of empathy or concern for others Teacher driven curriculum, expectations, behaviour Discouragement of the value of	Good knowledge of how whanau and iwi operate, but not acting on it. There are formal systems such as newsletter and meetings in place to connect with whānau and community. Invitations are provided for consultation events at school and low attendance is blamed on parental dis-interest Students share when asked to. Some understanding of relationship and connections, but without active response Response to identity is understood, but is not evidently valued. No encouragement to share pepeha or value belonging.	Students, whanau and staff work together to create a safe and positive relationship. Relationships are built and maintained. Using the knowledge of how whanau and iwi operate in the classroom to enhance maori learner achievement. There are deliberate strategies in place to make connections with whānau and community both formally & informally. Invitations are provided for consultation events using a range of venues and times. When there is low attendance the school reviews its processes. Student identity is recognised. Some encouragement to those families who are prepared to share a pepeha.	Actively seeks ways to work with whanau and maximise success of children. There are deliberate long-term strategies in place to make connections with whānau and community both formally & informally. Learning Success Criteria is created collaboratively. Feedback on the effectiveness of SC is in-built. Consultation events are organised based on whanau voice using a range of venues and times. When there is low attendance the school reviews its processes in conjunction with key people in the community Knowing the chn - skills, background, abilities. Celebrating the uniqueness of each child Great student/teacher relationships (real caring) with caring and pastoral comments/feedback

	sharing pepeha (cultural profile)			Engaging and open environment with a sense of belonging in class and safety in taking risks. Classes use social skills positively and a class treaty is visible and a living document. Learning of every child displayed There is a representation of where each student is from and there are opportunities to share pepeha.

Place yourself (tick) in the column ✓				
Aspect	**Negative**	**Passive**	**Responsive**	**Highly responsive**
Tangata Whenuatanga Learning that is authentic to where the child is coming from 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	Parents unwelcome in the classroom/school School does not illicit communications with parents/whanau Teacher totally controls content in the classroom and no consideration is given to student voice No acknowledgement of students identity, culture and/or language Te Reo Maori is not acknowledged. No attempt is made to pronounce correctly Learning and relationship expectations are non-existent. No links to homelife and teachers have no real knowledge of student's home life. Learning has no authenticity/relevance to children Hauora (health/well being) is not important	Parents are welcome though little is done to encourage them into school The school determines the best way to communicate with whānau, staff and students The teacher considers their students when planning and reviewing their teaching Teachers are aware of students identity, culture and/or language though little action is taken Te Reo Maori is acknowledged and some attempt is made to pronounce correctly. Learning and relationship expectations exist but are inactive and not shared. Teachers limit conversations with students, staff and whānau Teachers encourage students to write about home life and make some effort to understand each child's situation.	Teachers welcome conversations with students, staff and whānau Communication is effective for whānau, staff and students Teachers acknowledge identity, culture and language when choosing contexts and resources for learning Teachers support students to celebrate their home life and this is obvious in the school environment. Teacher is proactive in building and maintaining contact with the home through phone, text, email and notes Students can confidently share their own pepeha/mihi Teacher/parent/student learning and relational expectations are shared with all stakeholders but not monitored for success. Students have the opportunity to share their ideas about teaching and learning Students, teachers and whanau commit to learning Te Reo Maori.	Parents are welcome at school, feel at ease and have a sense of belonging. They are active participants at school Communication is responsive and highly effective for whānau, staff and students Teachers instigate and are responsive to conversations with students, staff and whānau Students are involved in the planning and review of the teaching and learning There is a clear progression of learning Te Reo Māori and students can confidently share their own pepeha/mihi Learning and relational expectations are co-constructed collaboratively with all stakeholders. Goals are set and monitored. Teachers, whānau and students actively choose relevant resources and contexts for learning. Links to home eg.photos for writing recount

	Students are not supported or encouraged to develop their reo Children leave the school with no understanding of the history of the school and area	Students are encouraged to develop and use their reo Chn leave the school with some understanding of the history of the school	Correct pronunciation is valued. Chn leave the school with some understanding of the history and legends of the local area	Chn leave the school with a deep understanding of the history and legends of the local area

Manaakitanga **Caring** for Maori learners, as culturally located beings 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	**Negative**	**Passive**	**Responsive**	**Highly Responsive**
	Children are not welcomed to school.	Children are welcomed into school	There is a powhiri with some leadership opportunities for students.	There is a well established powhiri with leadership opportunities for students.
	No kapahaka	Kapa Haka waiata are sung at School.	There is a Kapa haka group with opportunities to perform for the school.	There is a Kapa haka group with authentic opportunities to perform for the community regularly. This is led by a respected Kapa Haka expert.
	Inconsistent classroom routines/no routines	Teachers decide on class routines and enforce these.	Teacher decides upon most rules with some student input.	Evidence of co-constructed rules
	Taha Māori is never heard nor seen in the school	Taha Māori is sometimes heard and seen in the classroom	Taha Māori is often heard and seen in the classroom	Taha Māori is integrated - heard and seen throughout the school.
	Children and teachers have no understanding of the history of the school and area	Children and teachers have a limited understanding of the history of the school	Children and teachers have some understanding of the history and legends of the school area	Children and teachers have a deep understanding of the history and legends of the school area. The school is proactive in inviting Kaumatua to visit the school and make visits to the local Marae.
	Students are not supported or encouraged to develop their reo	Students are encouraged to develop and use their reo in the classroom.	Students can confidently share their own pepeha/mihi	Students and teachers are confident using Te Reo in a classroom context and can confidently share their own pepeha/mihi
	Teacher is not engaged with any relevant teaching contexts.	Teacher-led learning	There is some student input into selecting the contexts for learning	Teachers and students select contexts for learning that match students' interests, strengths, backgrounds and learning needs.
	Teacher is not accessible. Teacher	Teacher sometimes engages in	Teacher often initiates and engages	Teacher actively engages in

	does not engage in conversation with students or whanau. Parents/family are ignored if they come in.	student-initiated conversation.	students in conversation. Parents are welcome in classrooms.	conversations with students and whanau enquiring about their lives and interests. Teachers seek opportunities to have whanau participating in learning at school.
	No opportunity to work/interact with other students	Students are expected to work in random groups.	Some flexible working spaces with chn working together with a range of peer, individual and group activities.	Flexible working spaces with children working together with a range of peer, individual and group activities.
	No celebrations of individual achievement/experiences.	Individual achievement is sometimes acknowledged in the classroom.	Individual/group work is often acknowledged in the classroom.	Individual/group work displayed and acknowledged often in the classroom.
	Inappropriate cultural generalisations and stereotypes. Eg Expecting Māori children to be experts at Taha Māori/guitar			

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	One size fits all - children vessels to be filled up No two way communication with parents - parents not feeling welcome. Parents not involved in children's learning There is no community voice evident in the running of the school. There is little or no communication between school and home Teachers avoid conversations with students and whānau Parents are ignored by teachers. No effort to connect. Whole class teaching at the same level for everything - no group work. Little or no discussion - teachers doing all the talking. Nasty shocks at reporting/interviews. Talking about the negative - no positive. No opportunity for discussions re progress or behaviour. No personal comments (Parent interviews in school hall). No buddy system - children feeling	Teachers take regular guided reading and maths groups. Parents invited to attend formal parent-teacher meetings. Meetings are held to gain whanau and community voice. Learning culture and environment are not impacted by whanau voice. Learning is heavily timetabled and inflexible.	Students work in a variety of group situations - buddy, cooperative, mixed ability, informal groups. Teachers have an 'open door' classroom where family are welcome. Parents and whanau encouraged to share expertise and be involved in classroom teaching and learning. Whanau voice is invited and a range of strategies are implemented to gain it. Learning environments are set-up to encourage collaboration where discussion, debate, risk taking are valued.	Child centred approach to learning, Children have their voice listened to and validated. They learn from each other, have choice, variety of group situations. All voices (students, whanau, community, iwi) are invited, shared, respected and valued in a safe and inclusive environment through a responsive range of strategies appropriate to the community. Learning environments are setup to embrace collaboration and communication, teachers are responsive to suggestions and feedback. Teachers share positive comments with parents - shows teachers know the children really well. The classroom environment has strong student agency. 'No surprises' approach. Being proactive when we are involved in discussions with parents re- children's progress and/or problems Modelling conflict resolution in playground. Peer mediation and KiVa Teachers are collaborative and there is a culture of on-sharing learning

	unsafe. No surveys for parents to have a voice. Teachers not working co-operatively			and strategies. The school community/ teachers acknowledge and use the expertise that Maori parents offer. Parents/whanau are fully aware of their child's learning and have multiple opportunities to stay connected with this throughout the year