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
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| **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 learningPractice in the classroom and beyondAko-reciprocal teaching/learning; parent, whānau, hapū, learner, teacher (Ka Hikitia)Effective learning by Māori learnersEffective pedagogyEffective curriculum for Māori learnersGraduating Teacher StandardsGTS 2 ,4 ,5 ,7Registered Teacher CriteriaRTC 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 expectationsEffective relationships with Māori learnersEffective parent, whānau and iwiKeeping connectedProductive partnerships(Ka Hikitia)Graduating Teacher StandardsGTS 6Registered Teacher CriteriaRTC 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 knowledgeEffective language and cultural practices for Māori learnersTe Reo Māori/reo ā-iwiTikanga Māori/tikanga-ā-iwiPlace based educationAll learning and interaction occurs within a cultural contextKnowledge of whakapapa - knowing who children are, where they come from and who they belong toIdentity, language, cultureGraduating Teacher StandardsGTS 1, 3Registered Teacher CriteriaRTC 3, 9, 10 |  |  |  |  |
| **Place yourself (tick) in****the column ✔** |  |  |  |  |
| **Manaakitanga** **Caring** for Maori learners, as culturally located beings - equity, trust, sincerity, integrityValues - integrity, trust, sincerity, equityEffective teaching profile(Te Kotahitanga)Caring for Māori learners as culturally located beings.Treating Māori students, whānau and iwi equitably with sincerity and integrityGraduating Teacher StandardsGTS 3, 4, 6Registered Teacher CriteriaRTC 2, 7 |  |  |  |  |
| **Place yourself (tick) in****the column ✔** |  |  |  |  |
| **Wānanga**Communication, problem-solving, innovationStudents, whānau, and iwi engaging in discussions and robust debateEffective learning and teaching interactions with students, whānau and iwiReporting and co-constructing learning goalsGraduating Teacher StandardsGTS 5, 6, 7Registered Teacher CriteriaRTC 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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