

Māori Achieving Success As Māori_(MASAM)/Culturally Responsive school-derived self review framework TEMPLATE-take a copy

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Purpose	- to explore, experience and engage in a MASAM framework regarding our own practice at XXXX - to co-construct a self review tool that is relevant, purposeful and useful to our setting and location
Expected outcomes	a draft MASAM framework including all voices of the group is constructed



A useful space on the EEL(Enabling e-learning) website: [Māori Achieving Success as Māori](#)

<i>Ka Hikitia</i> <i>Managing for Success</i> <i>Accelerating for Success</i>	<table><tr><td><i>Language</i> <i>Throughout this journey, there will be a focus on supporting more Māori students to access high quality Māori language in education</i></td><td><i>Culture</i> <i>Students do better in education when what and how they learn reflects and positively reinforces where they come from, what they value and what they already know. Learning needs to connect with students’ existing knowledge.</i></td><td><i>Identity</i> <i>A productive partnership starts by understanding that Māori children and students are connected to their whānau and should not be viewed or treated as separate, isolated or disconnected</i></td></tr></table>				<i>Language</i> <i>Throughout this journey, there will be a focus on supporting more Māori students to access high quality Māori language in education</i>	<i>Culture</i> <i>Students do better in education when what and how they learn reflects and positively reinforces where they come from, what they value and what they already know. Learning needs to connect with students’ existing knowledge.</i>	<i>Identity</i> <i>A productive partnership starts by understanding that Māori children and students are connected to their whānau and should not be viewed or treated as separate, isolated or disconnected</i>
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<i>Treaty of Waitangi</i>	<table><tr><td><i>Participation & Consultation</i> <i>equality of opportunity and outcomes. Students/Teachers need to learn how to participate and contribute as active citizens</i> <i>* Invite and engage</i> <i>* Go and learn about them</i></td><td><i>Protection & Self Determination</i> <i>is about actively protecting Māori knowledge, interests, values, and other taonga</i> <i>* Their aspirations</i> <i>* Their culture, reo, iwi</i> <i>* Their whānau</i></td><td><i>Partnership</i> <i>forming partnerships and harnessing the knowledge and expertise of the diverse people who can contribute to student learning, including families, whānau, iwi, and other community members</i> <i>* Equitable, reciprocal</i> <i>* Acknowledge their mana & whakapapa</i> <i>* Acknowledge & grow their potential</i></td></tr></table>				<i>Participation & Consultation</i> <i>equality of opportunity and outcomes. Students/Teachers need to learn how to participate and contribute as active citizens</i> <i>* Invite and engage</i> <i>* Go and learn about them</i>	<i>Protection & Self Determination</i> <i>is about actively protecting Māori knowledge, interests, values, and other taonga</i> <i>* Their aspirations</i> <i>* Their culture, reo, iwi</i> <i>* Their whānau</i>	<i>Partnership</i> <i>forming partnerships and harnessing the knowledge and expertise of the diverse people who can contribute to student learning, including families, whānau, iwi, and other community members</i> <i>* Equitable, reciprocal</i> <i>* Acknowledge their mana & whakapapa</i> <i>* Acknowledge & grow their potential</i>
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<i>Aspect</i>	<i>Deficit</i> <i>What will classroom /school/teachers/BOT</i>	<i>Passive</i> <i>What will classroom /school/teachers/BOT</i>	<i>Responsive</i> <i>What will classroom /school/teachers/BOT</i>	<i>Highly responsive</i> <i>What will classroom /school/teachers/BOT space/behaviour look like if it/you’re/they’re</i>			

Tataiako	space/behaviour look like if it/you're/they're displaying DEFICIT behaviours, regarding AKO	space/behaviour look like if it/you're/they're displaying PASSIVE behaviours, regarding AKO	space/behaviour look like if it/you're/they're displaying RESPONSIVE behaviours, regarding AKO	displaying HIGHLY RESPONSIVE behaviours, regarding AKO
Ako Partnership <i>Reciprocal teaching and learning</i> <i>Practice in the classroom and beyond</i> <i>Ako-reciprocal teaching/learning; parent, whānau, hapū, learner, teacher (Ka Hikitia)</i> <i>Effective learning by Māori learners</i> <i>Effective pedagogy</i> <i>Effective curriculum for Māori learners</i> <i>Graduating Teacher Standards</i> <i>GTS 2 ,4 ,5 ,7</i> <i>Registered Teacher Criteria</i> <i>RTC 4, 6, 8, 12</i>	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/Culturally Responsive framework			
Whanaungatanga Participation <i>Relationships, (students, iwi, hapu, family connections) with high expectations</i>				

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				
Tangata Whenuatanga Identity Protection 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				

Manaakitanga <i>Culture</i> <i>Caring for Maori learners, as culturally located beings - equity, trust, sincerity, integrity</i> <i>Values - integrity, trust, sincerity, equity</i> <i>Effective teaching profile(Te Kotahitanga)</i> <i>Caring for Māori learners as culturally located beings.</i> <i>Treating Māori students, whānau and iwi equitably with sincerity and integrity</i> <i>Graduating Teacher Standards</i> <i>GTS 3, 4, 6</i> <i>Registered Teacher Criteria</i> <i>RTC 2, 7</i>				
Wānanga <i>Language</i> <i>Communication, problem-solving, innovation</i> <i>Students, whānau, and iwi engaging in discussions and robust debate</i> <i>Effective learning and teaching interactions with students, whānau and iwi</i>				

<i>Reporting and co-constructing learning goals</i> <i>Graduating Teacher Standards GTS 5, 6, 7</i> <i>Registered Teacher Criteria RTC 5, 11, 12</i>				
<i>Ako-e (e-Learning)</i> <i>Using technologies in a manner that support Maori learners</i> <i>Teaching and Learning</i> <i>(dimension from the eLPF)</i> <i>Students using technologies to support high quality learning in a way that is culturally appropriate and responsive</i>				

Cultural (priority) competency/ies identified

Current status identified	Cumulative data	Priorities	Where to next? <i>Which particular aspect, within which competency, is going to be most useful for</i>
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	<i>from above</i>		<i>us to progress at this stage?</i>
Ako			
Whanaungātanga			
Tangata Whenuatangā			
Manaakitanga			
Wānanga			
Ako-e (e-learning aspect)			

Draft Action Plan /Inquiry: **How will we....XXXXX**(Reframe your chosen aspect into a question?)

Actions	Who is responsible	Timeframes	Mitigations	Success indicators
We will...				
We will...				
We will...				
We will...				
We will...				