

Annual Reporting 2022

Culturally Responsive Practice – SIT TEC

School Name:	Ruru Specialist School	School Number:	4011
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Strategic Aim:	<i>Culturally Responsive Practices</i>
Annual Aim:	<i>Build upon and extend implementation of te Ao Māori principles across all teaching, learning and therapy services</i>
Target:	<i>Extend Culturally Responsive Practises (CRP) with support of MOE-funded Facilitator through to Term 3 2023</i>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Evaluation <i>Where to next?</i>	Future Directions:
<ul style="list-style-type: none"> • Daily Karakia and waiata's • Integrating Te Reo, Tikanaga throughout the day. • Marae visit • Whare Tapa Whā- Mason Durie article. • Student display of Whare Tapa Whā and Teachers using Te Whare Tapa Whā into learning. • Utilising skills of staff/students with knowledge in the class; Suzanna & Mihi. • Hauora Māori – Mason Durie • Matauranga PD– Raiha • Te Reo visuals displayed around room • Whakatauki's shared/displayed • Māori Games introduced • Resources made, poi's, te rākau, flash cards • Art & Crafts • Encouraging to recite pepeha's • Te Reo ICP's embedded • Kupu App- everyday vocabulary and utilizing Māori dictionary hard copy or Te Aka online. • Twinkl resources • Te Reo Māori Classroom resources. • Polyfest – practice and participation • Whānau Haua • Whānau supporting students to prep for Polyfest. • Niho Taniwha PD– Raiha • Tātaiako PD – Raiha • Staff and students Marae visit • Matariki • Tikanga - PD Hera Fisher • Māori Language Week resources • Te Reo Values embedded into learning each term • Provided Tuakana Teina • Curriculum Review 	<p>Students have become confident in leading/starting karakia & waiata without teacher prompt.</p> <p>Te Tomairangi Marae visit allowed students to embrace the whare and its cultural knowledge of local tribe. It provided students an authentic learning experience, knowing their tikanga and demonstrating tuakana teina to our younger akonga.</p> <p>Whare Tapa Whā- some students expressing their hauora. Teachers embedding it into their teaching/learning.</p> <p>Utilising skilful staff/student; Suzanna and Mihi speaking te reo Māori to teach the class some basic vocabulary, waiata, and games.</p> <p>Resources utilised for ICPs and everyday language building.</p> <p>Hands on Learning as per Te Āo Māori – examples include speeches (pepeha), reading aloud, arts and crafts, cooking and sharing kai, weaving, poi, rakau, Kapa Haka, Polyfest.</p> <p>Polyfest practice allowed SIT to share their strengths- manaakitanga and build a connection with Verdon. Senior group students demonstrated whanaungatanga on stage and performing as one-mahi tahi.</p> <p>Engaging whānau support, to bring their knowledge and expertise and explain the protocols/tikanga of how/why garments or makeup are worn.</p> <p>Tuakana/Teina (leadership) allowing SIT students to guide our younger or less expert teina and to foster their wellbeing. Through- Sports Day, Class Visit, Polyfest, Marae visit, Whanau Day.</p>	<p>Current knowledge reinforcement and extension of te reo/tikanga.</p> <p>Strengthen the relationship between SIT and Te Tomairangi Marae. Utilise the marae as a learning environment.</p> <p>Explore local events, iwi, myths</p> <p>Create more opportunities for kapa haka and to enhance teachers to demonstrate some of the cultural competencies in Tātaiako.</p> <p>Utilising whanau/staff and their expertise</p>	<p>Further develop current knowledge, reinforcement and extension of Te Reo Māori and Tikanga into classroom environment/community.</p> <p>This will happen by:-</p> <ul style="list-style-type: none"> • PLD facilitator Raiha Johnstone • Engage whanau to bring their knowledge and expertise into SIT/and school • Online courses/readings/resources shared by staff
Report completed by: Marina Marie 23 October 2022			