

Annual Reporting 2022

Culturally Responsive Practice – Poutama and Te Matatini

School Name:	Ruru Specialist School	School Number:	4011
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Strategic Aim:	<i>Culturally Responsive Practice</i>
Annual Aim:	<i>Build upon and extend implementation of Te Āo 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"> ➤ Hauora Māori – Mason Durie ➤ Matauranga PD– Raiha ➤ Whānau Haua ➤ Niho Taniwha PD– Raiha ➤ Whare Tapa Whā– Mason Durie article ➤ Poutama philosophy (see attached) ➤ Drops App – classroom vocabulary ➤ Kupu App- everyday vocabulary ➤ Māori waiata and karakia ➤ Polyfest – practice and participation ➤ Twinkl resources ➤ Tātaiako PD – Raiha ➤ Staff and students Marae visit ➤ Matariki ➤ Tikanga - PD Hera Fisher ➤ Māori Language Week resources ➤ Te Papa resources ➤ Curriculum Review 	<p>Using Te Reo Māori every day – enhances Mana of students and teaching staff.</p> <p>Our Te Tomairangi Marae visit was such a great success, and everyone learnt something new. The main feedback was how welcoming the whole visit felt, and how much the students felt that too, and were relaxed and happy to be in the space, for learning, waita, poi and the arts.</p> <p>Tuakana/Teina opportunities – brought to the fore both in classes and around the whole school. Examples are Polyfest, Work Experience, students sharing ideas and knowledge with peers and staff, Matariki.</p> <p>During Matariki classes that do not always meet regularly made time to connect and share kai, waiata, games, etc. This was a huge success, and developed Whanaungatanga within the school. All teachers have expressed that they would like to more opportunities to connect in a similar way in the future on a regular basis.</p> <p>Providing resources in each classroom- reflecting current practices, PLD, interests of students, input from whānau.</p> <p>Tikanga practices as a focus during Term 2 enhanced staff and student knowledge. The outcome of this was a stronger sense of belonging for students. Developing whanaungatanga and mana for students and staff.</p> <p>Poutama classes developed a class philosophy (see attached). After sharing this, Te Matatini classes will also develop their own philosophy. Poutama teachers reflected on how much this enhanced their understanding of being culturally responsive for all students in their classes, and how they can support development of manaakitanga and whanaungatanga in their space.</p>	<p>Staff would like to further develop opportunities for Tuakana/Teina to be evident within Ruru School as part of our everyday teaching as well as being part of larger events with classes and age groups throughout the school, thus supporting each other.</p> <p>Each class can form a philosophy that reflects a cultural response and Te Āo Māori. This will raise the mana of our students.</p> <p>Kapa Haka groups and regular Kapa Haka sessions timetabled.</p> <p>Connections with our local area and Iwi.</p>	<p>Develop the use of Te Reo Māori and Te Āo Māori in the classroom and whole school context.</p> <p>This will happen by:-</p> <ul style="list-style-type: none"> • PLD facilitator Raiha Johnstone • Online courses shared by staff • Ideas from the Whānau Haua group

Making connections through home and school. Through sharing examples of cultural reflection in students' assessments and weekly updates on Seesaw, teachers have developed a stronger knowledge of their students' needs and interests. This has also developed good relationships with whanau who have felt confident to express their opinions and feedback to teachers, strengthening communication and developing whanaungatanga.

Hands on Learning as per Te Āo Māori – examples include speeches, reading aloud, arts and crafts, cooking and sharing kai, weaving, poi, rakau, Haka, Kapa Haka, Polyfest.

Kapa Haka – preparing for Polyfest created so many opportunities for staff to reflect on how this will look moving forward. We will be developing kapa haka groups within the school year-round, and this will also develop further leadership opportunities within Ruru School. It was evident during our Polyfest performances and Sports Day, as our school leaders really stepped up and showed the whole school how capable they are, and how the whole school whānau appreciated their input, that this a valuable area for growth. We have also ensured that Te Āo Māori and Kapa Haka are part of each class's weekly timetable.

Term 3 focus on Murihiku – people and places. This was a strong culturally responsive Inquiry subject, as it reflected Te Āo Māori, local iwi and connections with our whanau. Each class learnt something about the history of Murihiku and how our students connect to where they live, through historic family connections or interests developed during Term 3.

Report completed by:

Deborah Sunshine
17/10/2022