



Annual Reporting 2022

Culturally Responsive Practice - Satellite Team

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

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Evaluation <i>Where to next? So What does this mean</i>	Future Directions:
<p>Our first team meeting for term three outlined the question from the Annual plan. The discussion focused on what is currently happening in classrooms and what we know to have worked in the past, strategies that supported Māori Whanau to interact more with school staff.</p> <p>The team made a plan that supported more conversation about each individual team member, time to get to know each other better.</p> <p>Each teacher identified where they were on their journey using the key competencies from Tataiako.</p> <p>The team attended PLD with our provider and read articles related to culturally responsive practice.</p>	<ul style="list-style-type: none"> • We shared Whakapapa and teaching resources for Karakia • Discussed implementation into classes, most classes start and end the day with Karakia, and all implemented Karakia mo tei Kai • Had a whakatauki for the team and opened each meeting with Karakia. • Talked about our teaching experience to date including levels taught and schools we have worked in. • Discussed Interests and hobbies • Polyfest week • PLD with Raiha – discussed chapter 6 and 7. • Discussed self-directed learning • Marae visit • Discussed authentic assessment for Māori and Pasifika students 	<p>The Satellite team are working to understand what cultural competence is and what the concept culturally responsive practice is. That isn't to say the team are not demonstrating either concept, teachers are using Te Reo and Te Ao Māori in daily classroom programmes, are and increasingly adding to programmes with waiata, kapa haka and rakau. This is not about what we 'do' or are 'doing', this is about how we are 'being', and time is of the essence. We (the education sector) have been discussing this for more than 15 years and still there are teachers that can only add Māori designs to the edge of their whiteboards. It is however, our argument that tokenism practice is becoming less in schools and culturally responsive practice is beginning to come through.</p>	<p>The team will work with our PLD provider, seeking more discussion and experiences. The team collectively feels we need to keep the momentum going, the Marae visit this term has ignited the desire to keep moving in a culturally responsive learning direction.</p> <p>From our current question the next enquiry question could be "does increasing communication support responsive relationships?", or "How can we support the Whanau Haua roopu to enhance outcomes for students?". Or completing a year of immersive experiential opportunities with pre and post questions for staff including support staff, could be another option for action research in 2023.</p>
Report completed by:			
<p>Your name: Robyn Laidlaw – Satellite teams Date of Report: 28.09.2022</p>			