


Annual Reporting 2022

Culturally Responsive Practices - Leadership

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| School Name: | Ruru Specialist School | School Number: | 4011 |
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| Strategic Aim: | Culturally Responsive Practices |
| Annual Aim: | Build upon and extend implementation of te Ao Māori principles across all teaching, learning and therapy services |
| Target: | <ul style="list-style-type: none"> -Foster tuakana-teina relationships at all levels of the school -Extend Culturally Responsive Practises (CRP) with support of MOE-funded Facilitator through to Term 3 2023 -Whole PLD school focus in 2022 – te reo Māori me ona tikanga Māori |

| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Evaluation <i>Where to next?</i> | Future Directions: 2023 |
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| <p>Across the school and Specialist Services the Leadership teams first objective was to highlight the importance of the <i>Treaty of Waitangi</i> and the three principles (Partnership, Participation and Protection) and how as a school we can have these as principles to underpin our practice.</p> <p>Primarily this was lead within our teacher only day, staff meetings, team meetings, and correspondence with staff. We also set out to proactively facilitate and support key events and practices including:</p> <ul style="list-style-type: none"> • Marae Visit • Polyfest involvement • Raiha providing Professional Development to staff • Staff meeting focus topics. • Topic foci on Matariki, Mirihiku, | <p>Across the school and our outcomes have been</p> <p>Our Marae Visit -- Treaty of Waitangi study topic -- Polyfest Participation -- Ruru Karakia -- PLD Readings from Raiha -- Integration of cultural elements into ICP / IEPs – Kanohi ki te kanohi professional development from Raiha -- Whanau Haoura -- Māori Language Week -- Waiata & Karakia widespread use – SIT Te Reo Course -- Wananga Interface – Weaving, Suzanna – Manaakitanga as a focus -- Whanaungatanga -- Te Reo sign language – Pepeha development, written oral and artistically -- Resources for Polyfest -- Teacher only day focus activities -- Powhiri -- Matariki focus in both classroom and specialist services therapy sessions – Newsboard including tikanga and te reo Māori -- Occupational Therapy and Speech Language Therapy Goals -- Māori and ACC special interest group -- Incorporating Te Reo Māori into therapy sessions – Incorporating Māoritanga into planning Matariki – Whanau days to develop whanaungatanga – Te Reo courses – Assemblies - Newsletters</p> <p>February Highlights</p> <ul style="list-style-type: none"> • Te Matatini Tahī/Rua - Coming together for Newsboard each morning and the tuakana/teina that is being displayed by the Te Matatini Rua students to support our Te Matatini tahi students to participate. • Poutama Hine Working towards and continuing to build friendships through our inclusion and whanaungatanga topics within our classroom. • Poutama Rangatahi Our focus this term is ‘Ko Wai au?’ Students have been investigating their pepeha and family trees • Verdon Senior Enjoying Ko Wai Au topic. <p>March April Highlights</p> <ul style="list-style-type: none"> • The Poutama Hine girls working on Whanaungatanga bead trees that represented members of their families. • Students creating Taonga from air dry clay to represent Whanaungatanga and write their meaning. • Mihi doing well on her Te Reo night course at SIT. <p>May Highlights</p> <ul style="list-style-type: none"> • Manaakitanga/Tikanga focus in Poutama Junior | <p>Outcomes Pictorially</p>  | <p>As identified by Evaluative Findings, Evaluative Insights and Teacher and Student Voice</p> <ul style="list-style-type: none"> • Development of a School Haka • Pursue Māori Sign language options • Strengthen Iwi Connections • Repeat Marae Visit • Joining classes together more for Polyfest, Kapa Haka • Increase the breadth of engagement with professional development such as Raiha, Marae, Iwi, researchers. • Continue focus and development |

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| <ul style="list-style-type: none"> • Topic foci concepts such as Manaakitanga, Tuakana-Teina, and other cultural concepts • Consideration of Cultural responsiveness on ICP, IEP planning and implementation. • Supporting the OT and SLT teams to develop their own culturally responsive practices <p>These key events and focus areas were monitored and have undergone reflective evaluation to firstly improve their implementation in subsequent years and sustain our momentum in developing our culturally responsive practices.</p> | <ul style="list-style-type: none"> • Verdon Junior Haoura focus within ‘Move with Me’ topic • Ako through Heading to the Waikiwi Domain to play touch rugby with Poutama Juniors and Poutama Rangatahi. <p>June July Highlights</p> <ul style="list-style-type: none"> • Salford Satellite - Celebrating Matariki with SIT TEC class – waiata, shared kai, icing biscuits and yoga. Ataahua time being together. • Verdon Satellite Visiting Verdon Satellite to Celebrate Matariki • Te Matatini Toru Having shared Kai with Poutama to celebrate Matariki. • Poutama junior Matariki celebrations. • Verdon Junior, we have enjoyed Matariki art. • SIT TEC Matariki week – making poi’s, making pumpkin soup, and hosting the Salford class for songs, games, and Kai. <p>August Highlights</p> <ul style="list-style-type: none"> • Salford The students have enjoyed diving into our Murihiku topic • Donovan Polyfest practice and clubs • Learning about Murihiku – taking photos for our digital diary and visiting new places for some of us. • Verdon Junior & Senior Joining together as one class. We have learnt from each other and had fun, tuakana – teina. It has been great <p>September Highlights</p> <ul style="list-style-type: none"> • Polyfest – the support from our families was wonderful! • Exploring Murihiku and finding whānua connections to places we visited in Bluff • Celebrating Te Wiki of Te Reo Māori • Completing our Murihiku books • Increasing our Te Reo vocabulary • Te Hikoi Museum visit • Mihi gaining a 2nd day at Kimihia Kohanga. • Exploring Murihiku (Bluff and Riverton were highlights) | <p>Evaluative findings</p> <ul style="list-style-type: none"> • The Marae visit provided significant learnings and positive engagement with cultural connectedness. • Participation in the Polyfest was not only enjoyable learning but also mana enhancing for the students and staff. • Within class cultural responsiveness is both evident and appears to be increasing with such elements as, topic areas, art activities, ICP/IEP integration. <p>Evaluative insights</p> <ul style="list-style-type: none"> • From a leadership perspective, it appears focused events are highly beneficial in creating a positive environment for motivated change (Polyfest, Marae Visit) developing our cultural responsiveness • Utilizing support through Raiha, teachers, whanau hua and the local Marae also appears to support our leadership focus and staff motivation for this kaupapa | <p>of Polyfest Involvement.</p> |
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Report completed by:

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Leadership Team
September 2022