



Annual Reporting 2022

Culturally Responsive Practices – Tuakana Teina

School Name:	Ruru Specialist School	School Number:	4011
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 Practices (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:
<p>Developing Tuakana/Teina relationships through</p> <ul style="list-style-type: none"> • Students to help others with self management eg shoe laces, doing up buttons, packing school bags, opening small packets of food during morning tea. • Matariki celebration where classes worked together • Marae visit to Te Tomairangi – Activities offered would have both younger and older students working and learning together. • Sports Day/Special Olympics competitions – our senior students naturally help the younger students. • Head students and House leaders – are given opportunities to model Tuakana Teina relationships. Senior students are role models for Junior and this supports communication. • Students helping other students within their classroom setting. Students are observant with who needs help and will often complete or help with a task that a staff member would usually be called upon to do. • Ruru School Ball – the students of SIT TEC support and make welcome students from other classes and returning students. • Polyfest – 3 groups performed. Extremely beneficial opportunity for Tuakana Teina. Those that are familiar of Polyfest expectations support those that are not. This also occurs with staff too. • Go Bus transport to and from school provides students opportunities to support others, including communication and entering and exiting Go Bus. • Morning tea and lunch-time create opportunities in the playground and classroom both at base school and satellite classes. Role-modelling and teaching of games or just purely looking out for each other. • Salford, Donovan and Verdon have occasions where mainstream students support our Ruru based students. Willingly and genuinely, they help, care and offer inclusion with lunch-time games, assemblies, invitations to celebrations and school wide swimming lessons. • Work Experience where TA's support and model the expectation to the student, so that independence can occur over time. 	<p>Staff are well aware of promoting and role-modelling Tuakana Teina relationships. There is a focus at staff meetings, whole school planning – discussions and documents and whole school events.</p> <p>Students have or are developing genuine Tuakana Teina relationships and are able to show in practical terms how and why we do this at Ruru Specialist school.</p>	<p>Evaluation shows that Tuakana Teina is an integral part of Ruru relationships and learning. We now need to focus on other ways of responding to the Culture responsive practices through language - te reo delivery.</p>	<p>To focus on and develop the use of Te Reo in the classroom and whole school context.</p> <p>This will happen by-:</p> <ul style="list-style-type: none"> • Use of PLD facilitator Raiha Johnstone • Online learning • Collegial learning and mentoring
Report completed by:			
Amelia-Jane McKelvie 30 September 2022			