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<th>Partnership</th>
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| Engage with our Māori community | ● Make effort to engage with Māori whānau (sometimes takes extra effort to do so but well worth it - an extra phone call or visit)  
● Understanding Māori culture  
● Genuine in why you engage  
● Invite -(a reason eg skill to share, share some positives from within the school)  
● Links to local iwi & marae |
| Inquiry - place based learning-finding out about the Māori origins of your rōhe, mountains, rivers, history | ● Knowing your students - particularly Māori - iwi, whānau, interests, etc  
● Environmental opportunities - blessing the ground, buildings etc  
● Find out about the local whenua and iwi - invite others to come and share knowledge  
● Local legends  
● Include this information in mihimihi  
● Localised curriculum |
| Having Māori representatives on boards of trustees | ● Invite and look after  
● Co-opt  
● Skill-based / a why they would be good support to the BOT |
| Equity for Māori | ● Same opportunities & expectations -but by ensuring links are made too culture and identity  
● Language - a right to learn and to be within their school environment  
● Teachers - awareness and willingness - to learn and develop in culturally responsive practice, reo Māori and tikanga |
| Power sharing | ● Co-construction of learning  
● Contextual learning  
● Building on prior knowledge/experiences  
● Make links to learning/purpose |
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| Valuing, validating and protecting local knowledge (place-based learning) | ● Learning local stories - myths and legends & trips to visit these places  
● Stories from the land that the schools are situated on  
● Marae visit  
● Kapahaka  
● Building relationships with local iwi - utilises their knowledge and skills  
● Pronouncing local placenames |
| Normalising te reo Māori | ● Using reo maori within every day (not just a lesson)  
● Greetings, waiata, mihi  
● Supporting tamariki at the level they are at - knowing our tamariki  
● Kaiako supporting each other in their learning - all at different levels  
● Pronunciation - names, place names (& meanings), practice within reo  
● Instructions  
● Games  
● Signage around the school bilingual |
| Learning and including tikanga school-wide | ● Karakia / whakatauki  
● Mihi / pepeha  
● Not sitting on tables, not touching heads, tapu and noa (leaning tikanga)  
● Role modelling expectations / values  
● Look at teaching practices and how to include Tikanga - review & reflect  
● Shared kai/ karakia/ welcoming  
● School-wide waiata  
● Shared cultural knowledge school-wide  
● Tikanga of local iwi  
● Matariki celebrations at school and community level  
● Let tamariki bring culture and beliefs to school - celebrate with and learn from  
● Visual presence of Māori culture - how would we know we are a school in NZ? |
| Equity for Māori | ● Providing equal opportunities (learning and success as Māori)  
● Supporting tamariki & whanau within their own culture & identity - relationships  
● Same expectations for success and achieve (high expectations)  
● In each individual situation - knowing your learner & responding in whatever way is successful for them  
● Māori perspective into topics and inquiry - weave in tikanga & Māori viewpoint/kaupapa Māori  
● Build cultural knowledge for teachers and students |
# TE TIRITI O WAITANGI - LIVING THE VALUES

Your thoughts and ideas

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<th>How to as a classroom teacher</th>
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| **Working to strengthen home-school relationships** | ● Home visits & getting to know the whānau  
● Connecting with new whānau on a personal level  
● Connections outside of ECE/school in communities  
● Whānau events - mātariki, shared morning tea  
● Informal conversations  
● Celebrating positives with whānau - positive connections  
● A whānau room in schools - whānau connecting with each other (pick up and drop offs / cup of tea available)  
● End of term celebrations  
● Face to face contact (strengths, how they can support, sharing skills etc)  
● Open door & welcoming  
● Online tools for sharing eg seesaw & story park  |
| **Māori participating in school decision making** | ● Included in goal setting/whānau voice strong  
● Community consultation  
● Whanau hui to discuss the terms learning kaupapa - what they would like to see and how they could support  
● accessing local iwi (consultation and supports)  |
| **School environment reflecting the biculturalism of Aotearoa** | ● Signage  
● Instructions and positive language used  
● Reflecting values of pono, manakitanga etc  
● Mātariki & celebrations  
● Mihi  
● Visually represented in classrooms and school - art, designs, te reo Māori etc  
● Tuakana teina  
● Myths & legends  
● Localised curriculum  
● Kapahaka, te reo kori, waiata, games  |
| **Aspirations of Māori whānau reflected in school planning** | ● Whānau voice in planning and goal setting/aspirations for their tamaiti  
● Consultation with whanau and iwi - ensure carried out and celebrated  
● More than just kapahaka - what does it look and sound like within the school for our māori students?  
● Māori succeeding and engaging in school  |
| **Equity for Māori** | ● Tracking achievement / good data collecting  
● Relationships  
● expectations  |