**QUALITY TEACHING PRACTICE (EXAMPLE ONLY)** This resource is an example only. It is intended as a guide to generate discussion and ideas. Your school may describe fewer and different practices than those below.

**Te Tiriti o Waitangi partnership:** Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

**Elaborations of this standard**

* Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand.
* Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.
* Practise and develop the use of te reo and tikanga Māori.

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| **In our school, the quality practices leaders will use that connect with this standard are:** | **This practice is:**  | **The evidence we will use that demonstrates these quality practices includes:**  |
| **optional/****essential** | **new/ established** |
| 1. We will ensure that all formal contact with whānau, parents and community acknowledges local iwi.

Why? *So that* we demonstrate respect for the special status that they have in this area. | Essential | New | Website, letters, pānui. (Documentation) |
| 1. We will support the whānau group of Māori parents to drive and contribute to decisions about specific kaupapa in our school.

Why? *So that* we demonstrate our commitment to our partnership. | Essential | Established | Whānau group is active and their voice feeds in to decisions being made by the Board. (Documentation/Board minutes) |
| 1. We will familiarise ourselves with the local iwi education plan and discuss together what this means for us in our school.

Why? *So that* we are able to demonstrate our commitment to our partnership in a tangible way and through the learning programmes.  | Essential | Established | All school leaders can articulate our shared understanding and how we, as a school, are contributing to the iwi education outcomes. (Reflection / Peer voice).  |
| 1. We will find out what Māori parents’ expectations are of us as leaders, and their aspirations for their children.

Why? *So that* we are able to develop a graduate profile that is relevant and valued by our community.  | Essential | Established | Graduate profile specifying these aspirations. (Documentation)Mission statement details parents’ expectations of school leadership. (Documentation/ Parent voice) |
| 1. We will acknowledge the iwi connections of our Māori staff by talking with each of them about where they are from.

Why? *So that* we acknowledge Māori staff as Māori in the first instance and show that value who they are as Māori.  | Essential | Established | Māori teacher staff retention rates. (Data/Documentation)Staff climate surveys showing Māori staff feel valued. (Documentation/Peer voice) |
| 1. We will incorporate mihimihi, karakia, waiata into our school culture and set an expectation that kaiako will also acknowledge these practices in their classrooms.

Why? *So that* we actively promote a sense of national identity for our students based on practices that make us unique.  | Essential | Established | All children know school waiata (local waiata), and talk about being proud to be able to use Māori language for these protocols. (Student voice) |
| 1. We will review our Māori language plan for the school.

Why? *So that* we strengthen the appreciation amongst ourselves and our students for the value and status of te reo Māori, and contribute to its revitalisation.  | Optional | Established | Reviewed plan with specific outcomes about language status. (Documentation) |
| 1. We will find out about the local marae, and set up a kura database of local marae.

Why? *So that* we are able to connect with the right people, and can support our teachers to build their relationship with iwi. | Essential | New | Online database. (Documentation) |
| 1. We will learn something new about the Treaty of Waitangi and its principles and discuss together what this means for us in our school.

Why? *So that* we are able to lead staff effectively and appropriately in discussing how we will realise the Treaty partnership in our practice. | Essential | New | Staff meeting minutes. (Documentation)Plans /Ideas captured on staff room walls. (Photos/Documentation) |
| 1. We will acknowledge our Māori students’ iwi affiliations at prizegiving.

Why? *So that* we are giving meaning to “Māori enjoying success as Māori” in a tangible and visible way.  | Essential | New | Video of prize giving. (Documentation)Students talk about how it feels to have their iwi acknowledged. (Observations /Student voice)Whānau acknowledge this practice as positive. (Observations / Whānau voice) |
| 1. We will acknowledge staff who are doing great work in relation to this standard.

Why? *So that* we act with integrity in showing our commitment to the ToW partnership. Also, so that our students benefit from being at a school which values our relationship with tangata whenua and mana whenua.  | Essential | New | Teachers can identify the practices that matter to us as a school. (Reflections / Teacher Voice) |
| 1. We will foster a relationship with local hapū by:
* holding a planning wānanga for staff at the local marae
* strengthening our relationship with local leaders
* learning when we should “lead from behind”
* developing with mana whenua a Treaty of Waitangi plan which identifies their aspirations for the school, our respective roles and responsibilities of being a school in this rohe/area.

Why? *So that* our marau ā-kura becomes a living curriculum that demonstrates a real partnership with local hapū.  | Essential | New | Evaluation of the wānanga. (Documentation / Teacher voice / Hapū voice)Treaty of Waitangi plan/ policy review (Documentation) |
| 1. We will resource activities and learning around this partnership appropriately.

Why? *So that* we make the Treaty of Waitangi partnership a priority for our school and ensure that the benefits reach our students.  | Essential | New | Teachers can identify the practices that matter to us as a school in relation to the ToW partnership. (Reflections / Teacher Voice)Local curriculum (marau ā-kura) identified key events and activities. (Documentation) |
| 1. We will find out about local issues that are confronting local iwi and hapū, currently, and ensure that all kaiako are aware of these.

Why? *So that* we can acknowledge the things that matter to Māori, in particular to the mana whenua. And, also, so that we grow our understanding of the things that may be affecting our students and their whānau that may impact on their learning.  | Optional  | New | Teachers can engage appropriately in discussions with their colleagues about local issues and demonstrate sensitivity to students when appropriate. (Reflections / Student voice) |
| 1. We will participate in a local Māori community event that we haven’t attended before

Why? *So that* we can strengthen our relationships with whānau, local hapū, and iwi for the betterment of our students.  | Optional  | New | Reflections on the event. Photographs. (Teacher voice/Whanau voice on Seesaw)Whānau feel comfortable, valued, and understood in our school |
| 1. We will strengthen our links with iwi social and health services by negotiating an MoU that outlines our shared expectations.

Why? *So that* we can work together to provide wrap around services for whānau to support their children’s health, wellbeing and education.  | Optional | New | MoU. (Documentation)Referrals meet with appropriate and timely responses. (Documentation) |
| 1. We will set up school-wide processes to extend our school-home relationships with Māori whānau by self-reviewing what we are doing currently, how it is working, how we know, and what’s next.

Why? *So that* we continue learning and improving, and our local curriculum (marau ā-kura) reflects the priorities for whānau.  | Optional | New | Self-review documentation and strengthened Home-school processes. (Documentation)Whānau are increasingly visible in the school. (Reflection) |
| 1. We will be honest with staff about our challenges as a leader in acknowledging tikanga.

Why? *So that* we demonstrate that we are actively learning, and our genuine commitment to strengthening our relationship with the Māori community despite any challenges.  | Optional | New | Staff and leaders take greater risks for the benefit of their students, such as seeking support, advice and guidance from whānau and students. (Reflections/ Peer voice) |
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