**Effective consultation with our Mãori community**

**Senior Management / BOT to speak basic Te Reo Mãori and raise profile of the language**

**Student teachers from Mãori teacher education providers**

**School - Marae relationship**

**Mãori books relating to your topic available in the classroom**

**Weave a Mãori perspective into your lesson**

**Hospitality – facility for cups of tea and hosting**

**Relationships fostered with School Kaumatua**

**Signs around the school in te reo Mãori**

**Mãori art / craft / taonga on display around school**

**Local History module**

**Compulsory basic te reo Mãori module**

**Staff waiata**

**Selecting teachers carefully for particular students**

**Support for staff who wish to learn te reo Mãori**

**Have a sense of humour**

**Staff professional development in te reo and Tikanga Mãori, learning styles and cultural competencies**

**Teach students to understand the learning process**

**Utilise preferred learning styles**

**Give recognition and respect to what the student already knows**

**Role model a love of learning, caring, humility and personal loyalty**

**Invite Mãori role models to the school**

**Team games**

**Peer tutoring / student mentors / tuakana-teina**

**Mentoring programmes**

**Occasions for sharing kai / food**

**Ongoing specific praise and encouragement**

**Nurturing mana through leadership opportunities**

**Acknowledge achievement in a variety of ways**

**Target Mãori students who are achieving**

**Provide opportunities through the curriculum to explore Mãori worldview**

**E.O.T.C opportunities**

**Quality, well-trained teachers with empathy**

**Discuss with students the characteristics of high achievers**

**Instant feedback of success**

**Utilise local Mãori resources**

**Know the student’s background, home situation, idiosyncrasies, triggers**

**Developing high teacher expectations**

**Allow choice in the modes of assessment to be used**

**Clearly communicate what it is you want the student to do**

**Build on success – set up opportunities for all to be successful, watch for improvements and give feedback**

**Make learning fun – games, movement**

**Incorporate self esteem strategies; be an active listener, ask open non-judgemental questions, be positive, affirm and acknowledge students**

**Communicate your standards and criteria for success so students understand how they can be successful**

**Relate learning to Mãori concepts**

**Recognise prior knowledge and students’ background**

**Reciprocal teaching**

**Students perceiving that their culture is valued**

**Holistic approach**

**Opportunities for cooperative learning**

**Interactive delivery of curriculum**

**Understanding student learning styles**

**Story telling**

**Teacher understanding of te reo Mãori esp. name pronounciation and protocols**

**Do not accept mediocrity**

**Use visual cues for instructions, proceedures etc**

**Integrating Mãori contexts across the curriculum**

**Whãnau atmosphere within class**

**Make things relative to them**

**Value te reo – greetings, pronounciation**

**Positively and vehemently reject deficit theorising as a means of explaining Mãori students educational achievement**

**Teachers care for the performance of their students**

**Manaakitanga: Teachers care for the students as culturally-located human beings above all else**

**Teachers are able to engage in effective teaching interactions with Mãori students as Mãori**

**Co-constructing learning goals**

**Engaging whanau in communication, problem solving, innovation**

**Treating Mãori students, whanau, and iwi equitably with sincerity and respect**

**Effective relationships with Mãori learners**

**Check your assumptions**

**Effective pedagogy**

**Effective curriculum**

 **for Mãori learners**

**Belonging, connection, relationship…**

**Teachers as life long learners**

**Teachers as agents of change**

**Warm welcome from all staff to visitors**

**Self review of factors that influence achievement**

**Focus on strengths – no more deficit thinking**

**Understanding and accepting that CULTURE COUNTS**

**Mãori learners are dynamic and vibrant individuals who have potential and are inherently capable**

**Strong relationships around learning = presence, engagement, achievement**

**Think back on your own teachers. Who do you remember, and why?**

**Learning is more effective when whanau and iwi are valued partners in the education process and when educators, whanau and iwi are open to learning from and with one another**

**Integrity, sincerity and respect towards Mãori beliefs, language and culture**

**Educators who have the relevant skills, knowledge and experience to ensure Mãori learners succeed are crucial**

**Broker the relationship. Take time. Find out. Connect**

**Implement culturally responsive pedagogy**

**Increased teacher proficiency in te reo Mãori**

**Multiple intelligences, learning styles recognised and provided for**

**Increase teacher capacity and capability to provide culturally responsive contexts for learning**

**Sharing of best practice**

**Set culturally responsive appraisal goals, plan and implement, gather evidence**

**A high level of personal warmth and sincerity**

**It does not matter if the teacher is non-Mãori. What matters is the provision of meaningful experiences to enhance self worth**

**Use te reo Mãori regularly and naturally**

**Identify aspects of the school system that are barriers to Mãori students’ learning**

**Give leadership and responsibility opportunities to Mãori learners**

**Mãori learning styles: visual learner; prefers demonstration and illustrations to verbal instructions and explanations**

**Mãori learning styles: informal atmosphere, socially orientated rather than task orientated**

**Mãori learning styles: starts with general principles, holistic, overall view THEN specific facts**

**Mãori learning styles: accepts intuition, coincidence, feelings, emotions, hunches alongside reason, logic, facts, causes**

**Mãori learning styles: observes carefully then tries when security is felt in doing so**

**Mãori learning styles: Ako, co-constructed learning, modelling, group learning, group assessment, memory/rote learning, storytelling**

**Holistic learning and wellbeing. Academic progress is inextricably bound to self esteem, physical needs met, healthy social interactions and spiritual wellbeing**

**For registered teachers the focus is mōhio: knowing how to validate and affirm Mãori and Iwi culture, and applying that knowledge**

**Teachers taking responsibility for their own learning and that of Mãori learners**

**Teachers actively engaging in respectful working relationships with Mãori learners and whanau**

**Provide contexts for learning across the curriculm where Mãori identity, culture and language is affirmed**

**Strengths-based or deficit thinking?**

**Growth mindset**

**Learning styles and multiple intelligences are key**

**Co-construction of knowledge, reciprocal learning, Ako**

**Deliver key concepts in at least three ways**

**Shared goal setting**

**You project – they react**

**“teaching and learning contexts are created as a direct reflection of the beliefs and assumptions the teacher holds about the learner”**

**Have a strong belief in high expectations**

**Set students up for success. Find their talents**

**Include Mãori key words and concepts when planning units**

**Use current knowledge, interests, talents as platform for new learning**

**Genuine interest = reciprocated care and respect**

**Do you know the student, their people, their identity, their values, their interests, their learning styles, their talents, their holistic wellbeing?**

**Pronounciation!! Support each other to get it right**

**Use inclusive language**

**Naturalise te reo Mãori in your class**

**Learning styles and talents – find them and use them!**

**Consider assessment contexts**