

PRT1 Meeting, Wednesday 6 May 2015 3.25 – 4.30

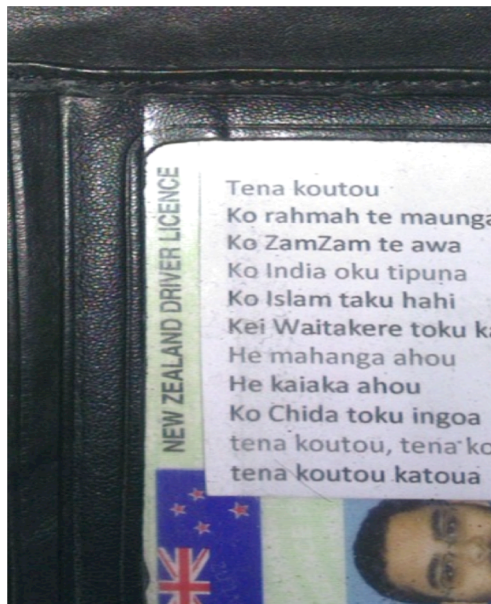
Present:

MSN CNG, DFN, MRY, UQT, SPN, WTS, WON, AST, SME, PPE, TOD, WTN, CVT, JTN, SEO, STW, PRY, WBR, TMR

Apologies: FRC

1. Anzar Chida re RTC 3 and 10 CDA

- Does a mihi. Did it in University. Chickened out at school but there was a kid who was making fun of Maori. Anzar felt terrible about this and he called him on it. He got to the 3rd line and it seemed that everyone was laughing but when he got to the end the response was great.



- Building relationships means building respect. Don't bend rules to get respect. Do the mihi and you will get their respect. You become part of their family and you value them as a Maori person and their culture.
- PPE talked about his mihi which he has done with his class since 2010

2. Aubrey Mason HOF English - RTC 3 and 10 NZ Bicultural heritage

- Distinctly different cultures in NZ
- Speaking Maori at the Maori Pathways evening. By being part of three worlds. It becomes a strength for her - Maori, English and Lebanese
- Students will come from a range of worlds within Maori. But from your point of view you need to share your cultural perceptions
- So think about your own culturally inclusive environment in the classroom
- Do you have something that says this is your world?
- RTC 10 As far as bi-culturalism and teaching, there is tribal and Maori traditions. eg Questioning in groups – no more than 4 with designated roles is a far better approach than the individual questioning approach where the teacher asks the whole class questions
- Think about respecting the oral tradition and slowly you move them to Think Pair Share
- This is not tokenism, it is cooperative not just groups ie designated roles in the groups. Think about the structure of the group
- You can use these ideas with Seniors and Juniors

If you think of it as a work in progress the whole process is on a continuum of learning and we are continually learning

- You are climbing a ladder of cultural competency as a teacher
- In her previous school 5 blondes only, so difficult when she first arrived here because so many blondes here.
- Students can identify as Maori even though they do not look Maori
- RTC 10 there is a second bullet point about tikanga – not tokenism. Your pepiha and proverbs are important.
- Remember the deadline is the deadline.
- If you get into a situation with a Maori or Pasifika always give them a way out
- Be careful about making judgemental comments
- Deal with it later not in front of the class. If you throw them out repair the relationship before they come back into class.

Last item:

- Choosing role models that are positive not those that reinforce negative role models eg if a Video clip mentions meth use and Maori probably not good to use it
- If you make mistakes, apologise with humility

3. Questions from PRTs

- STW How do we gather with evidence for this RTC?
 - Notes
 - Emails
 - Minutes of these meetings
 - Professional development
 - Student feedback
 - Teacher feedback
 - Goal setting with them
 - Your own mihi
 - reflections
- DFN asked about a student who poo pooed Maori theories of creation?
 - But the inclusiveness of your teaching can cope with these situations
 - All cultures have a cosmology and this needs to be accommodated
 - There are bound to be other cultures in the class and that is the way to take one step back from the comments

4. Tataiako Survey/Questionnaire completed by many of the teachers.

- Te Tiriti and the English version?
 - 2 versions because Maori understood the Maori version, English understood the English version. The translation was not the same for both
 - These days the principles have been an attempt to accommodate the notion of partnership because if we did not, international law argues that the Maori version is the one that she stand and it does not transfer sovereignty under Article 1 (only kawanatanga) and guarantees Rangatiratanga under Article 2. So the principles of partnership are a compromise from the 1980s
- The difficulty has been and is that the Treaty as an institution has had a renaissance since the 1980s so for about 100 years the Treaty has been institutionally ignored
- <http://ignore.wikispaces.com/Chapter+2+THE+ARGUMENT>
- <http://ignore.wikispaces.com/Chapter+1.+MY+PERSONAL+STORY>
- Kyoko interviewed me today. here is the interview
https://www.youtube.com/watch?v=Ob_I2bt5TPo