

***Review Area: Cultural Diversity***

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*Review Brief*

*Planning / Resources*

Summary

At the school we currently have a growing range of ethnicities represented ( 15 ) and a growing number of ELLP pupils(10). Teachers are aware of students ethnic identities via the SMS.

There is evidence of planning for Te Reo delivery in every teachers planning folder including unit plans and long term plans. At times planning is done collaboratively across the syndicate and at other times teachers plan individually. Planning links back to the requirements in the school Te Reo delivery document. There is a growing bank of resources within our school for teaching Maori however we have few resources that target out other cultural groups such as our Asian students.

We are fortunate to have within our school community teachers and parents, with some ability in Te Reo who are willing to share their knowledge and skills to support staff members.

Planning for the Te Reo is often influenced by events and opportunities such as assemblies , Polyfest, Open Night and other cultural events.

After reviewing the schools document some slight amendments will be taken to the staff for consideration however we believe the documentation is still appropriate for its purpose. ( esp the teaching Maori in English medium school doc )

School Wide

NAG 10 Maori and other cultures : Survey of our Maori pupils' whanau .( Annual - coordinated by BOT member. Information from surveys or meetings are discussed at a management, school and BOT level and then feedback and implications of this considered and their implications on both policy and curriculum practice. School Te Reo delivery plan, a statement about Maori perspectives across the school. , Procedure for Te reo Me Nga Tikanga Maori , procedure for cultural equity.

We are registered as a school to take “International students” and have documentation for this process. The Code of Practice as well as a summary leaflet outlining the code of practice and procedures for raising concerns are made available in several languages.

Various document resources: Te whariki/ Te Aho Arataki Marau mo te ako i Te Reo Maori (Curric guidelines for teaching and learning Te Reo Maori in English Medium Schools Y1-13 . MOE). S Brown Maori Language texts 1-3 ,

class programmes and planning -

Senior and Junior School have evidence of Te Reo teaching on long term plans and also address this in their appraisal folders under professional standards.

Signage in Maori is evident around the school and there are posters and displays in classes. It is common to hear Te Reo being used by teachers in their classrooms.

There is a Maori curriculum team in place to inform staff of developments and update resources.

Senior level – Last year we established a Senior School kapahaka group after the participation of the Senior School in the Maori and Pasifika Festival for the first time.

Dennis Mariu (a fluent Te Reo speaking parent of a Senior pupil) was brought on board to help support us in our preparation for Polyfest. He enjoyed working with our school and has now come on board working as our Kapa Haka tutor by working weekly with our senior students.

ESOL programmes for all identified pupils who meet assistance criteria- this is funded beyond the MOE funding level where required. The school will also fund programmes in the first 6 months for New Zealand born students who require this.

A school set of Maori costumes was created last year for our Polyfest item.

We have a school set of long Poi and rakau that is used for Te Reo Kori and Kapa haka performance.

Maori Music resources- Learning media and other resources are available for use by all teachers in the school

#### Class Level

Various games, resources in every class. such as poi and rakau  
Assemblies – Mihi and school song selections use Maori waiata

Evidence of rakau , poi and waiata work in most classes.

Art work involving Maori concepts such as koru and learning and using the correct protocol for drawing them.

Use of community resources such as parent helpers.

#### Resourcing and Budgeting

Teachers with positive attitudes are found in all parts of the school who use Te Reo when appropriate. There is no separate budget for cultural diversity as resources are purchased from other curriculum areas.

There was a separate budget established for the making of Maori Costumes for 84 students for the Maori and Pasifika festival.

*Student Progress*

### Summary

Assessment data is gathered for two main purposes; within the class to inform teaching practice and to inform the board. In the reports to the BOT Maori and Pasifika results are reported on as part of reports. This data is then taken into consideration when making recommendations. Student progress is evident across the age groups as shown in BOT reports.

We have expanded our base of Maori and Pasifika students to include those who identify with Maori and Pasifika as second ethnicities.

BOT reports reflect when our ELLP pupils perform below expected levels.

### Assessment Practice

Assessment is carried out within the mainstream programme for most of our cultural groups however at times tasks are modified and replaced with OTJs when language barriers are evident.

Teachers are aware of the Folder of material that supports ELLP children.

### Achievement levels and progress

In the 2012 and 2013 Literacy and Numeracy data it was noted that in particular our Maori and Pasifika pupils performed well in National Standards data, at comparable levels to the overall school data.

In math, the data for 2012/ 2013 is showing positive results for both our Maori and Pasifika students with a clear reduction in the number and percentage of students achieving in the below categories.

In reading the majority of the Maori and Pasifika students were at or above the expected levels 2012/ 2013.

Spelling data 2013 indicates that our Maori and Pasifika students are below the overall student data levels.

Other BOT curriculum reports 2013 indicate pleasing data for our Maori and Pasifika students generally.

Pasifika is a small group of students and their data is removed from external reporting for privacy reasons.

The Esol Teacher aid gathers detailed information on sessions and progress with her students. It is important that this is communicated back to teachers.

### Intervention

Where appropriate teacher aides support individual children with needs to access the curriculum and there are currently 8 pupils receiving ELLP support within the school. Pupils with ESOL needs are identified on enrolment and the application process for ELLP funding is actioned as soon as possible. The number of hours students get for assistances varies depending on need and often reduces with time at school.

### Maori/Pasifika

Polyfest, Waiata, Poi, Rakau, Kapahaka

Visual Arts – use of Maori and Pasifika Icons and Artists

Dramatize myths & legends

Writing of Myths and Legends (2012 Senior School Unit)

Kahurangi performance visiting group.

Involvement of a local member of our iwi in kapahaka

### Summary

The review team believe that our school culture embraces cultural diversity and there is an acceptance of the many ethnic groups within our school.

### **Highlights**

Polyfest, Production 2013 – bi-annual events

Opportunities to share with our community – e.g. Assemblies, Open Night

Inclusion of all students in school events

Visiting performance group Kahurangi 2013

### **Concerns**

#### *Recommendations*

PD for all teachers in Maori/Pacific /Asian languages when and if appropriate.

Documents to be able to be accessed in other languages on request from a parent.

We need to take some of the school documentation back to the staff for reflection such as the Te Reo programme to check that all current staff are aware of this and implementing it and that it fits with Te Aho Arataki Marau mo te ako i Te Reo Maori (Curric guidelines for teaching and learning Te reo Maori in english medium schools Y1-13 . MOE)

We need to ensure that we investigate areas that may require sensitivity when pupils from cultures we are unfamiliar with enrol at the school . ie Jehovah's Witness pupils.

How is our school welcoming to families of other ethnicities?

Ideas to do are to add greetings from our different ethnic groups that are within our school onto the archway into the office.

Make a visual display that celebrates all our cultures in the foyer...art work? Flags? Etc.

Do a cultural audit of our school and classrooms

Update the school Te Reo delivery plan.

Use information from consultation with Maori and pacifica to inform changes to delivery plan and feedback to staff meetings.