

Ministry of Education competency area	Anna MacDougall - ACC 352
Te Tiriti o Waitangi	<p>Anna openly acknowledges Te Tiriti: Partnership, Protection, Participation as outlined below where she:</p> <ul style="list-style-type: none"> • involves iwi, hapū, whānau and Māori communities in decision making and co-construction of school/community goals. • values whakawhanaungatanga, building mana enhancing relationships based on Māori culture, identity and relationships. • values and facilitates the sharing of existing and developing expertise. • addresses the outcomes of colonisation, confiscation of lands, generational white privilege, racism and the huge impacts this has had on Māori. • acknowledges the combined responsibility as treaty partners to bring about change, build relationships to value and empower Māori as Māori. • challenges Euro-Centric world views • facilitates the sharing of views of mana whenua • questions and advocates for the biculturalism of Aotearoa • supports leaders and communities to develop policy reflecting the Protection and Partnership of Te Tiriti ie biculturalism, decolonising Western spaces and elevating Māori to equitable status.
Kaupapa Māori	<p>Anna effectively integrates te reo Māori me ngā tikanga in all interactions including karakia, waiata, mihi and whakataukī. She is also able to:</p> <ul style="list-style-type: none"> • make connections to local iwi, marae, history, interests, contexts and values • values Māori as whānau, hapū, iwi, tangata whenua, rangatira, navigators, collaborators, scientists, philosophers, storytellers now and throughout history • builds relationships based on trust, whanaungatanga, understanding kaiako have their own experiences and cultures, using metaphors and whakataukī to build common understanding of learning relationships • implements collaborative learning strategies and practices that promotes tuakana-teina relationships, shows humility, respect for all learners, and shared leadership • weaves Māoritanga through curriculum practices and context

	<ul style="list-style-type: none"> • focuses on <i>Mauri ora</i>: how identity, language and sense of belonging are essential for the wellbeing of everybody.
<p>Critical Consciousness</p>	<p>Anna explicitly articulates the moral purpose others have to promote a sense of belonging, equity and excellence for ākonga. She supports this with research, student and whānau voice and strategies. Anna is able to:</p> <ul style="list-style-type: none"> • instill in others a sense of moral purpose to strive for equity and to be critically conscious of their actions • listen, observe, and provides safe spaces to be sensitive when asking direct questions • promote deep data discussions as a segway to influence and challenge thinking and actions • draw on personal experience of bias towards her own tamariki, her own mistakes and learning and challenges kaiako to recognise their own biases • uses Christine Ruby-Davies research on <i>High Expectations</i> to promote discussion and reflection around building genuine relationships with all learners, valuing cultures, identities, diversity, interests, inclusive practices, rich learning for all, student agency and goal setting • supports school leaders, teachers and students to collaboratively enhance the mana of land, culture and identity throughout the school.
<p>Whakawhāiti - Inclusion</p>	<p>Anna believes diversity refers to the range of identities existing among a group of people: race, gender, sexuality, religion, socio-economic background, physical and learning needs national origin. In her facilitation she:</p> <ul style="list-style-type: none"> • considers the cultures, interests, diversity of the community and supports schools to include and reflect their needs and voices • models and provides exemplars of inclusive low floor high ceiling rich learning approaches that cater for all learners • supports school leaders and kaiako to gather, analyse, compare and act on the voices of students, whānau, kaiako, iwi, hapū and wider community • questions beliefs about target students, minority groups, discusses how their mana and cultures can be elevated within kura and the community. • models collaborative practices, inclusive tuakana - teina learning relationships • supports kaiako to capture the uniqueness of every student, to nurture and grow them to their potential.