

<b>Ministry of Education competency area</b>	<b>Vivienne (Viv) Russell - ACC 416</b>
<b>Te Tiriti o Waitangi</b>	<p>Viv's practice honours Te Tiriti o Waitangi to ensure that Māori enjoying success as Māori is fundamental and is of benefit for all learners. She works in both primary and secondary school contexts and in diverse communities. Viv supports leaders to develop transformational shifts in their practice from mono cultural, to bi-cultural and to embrace Te Tiriti o Waitangi led approaches within their localised context.</p> <ul style="list-style-type: none"> <li>• She values the aspirations of whānau, hapū and iwi for their tamariki by supporting change that promotes, realises and embraces rangatiratanga.</li> <li>• Viv supports schools to develop ākonga, whānau and teacher communities of learning with a collective investment in success.</li> <li>• Mobilising the '<i>Wisdom of the Collective</i>, Viv designs teacher led PLD which values their expertise and passions for the benefit of all.</li> <li>• She works to build internal capability through Appreciative Inquiry as an inclusive and affirmative approach to school wide change and supports school leaders in their strategic planning for sustainable change.</li> </ul>
<b>Kaupapa Māori</b>	<p>Viv models the importance of whanaungatanga, mana- enhancing relationships and whakapapa in both content and delivery from a Te Tiriti led approach for PLD. She introduces the foundation documents <i>Te Marautanga o Aotearoa</i>, <i>Te Whāriki</i>, <i>Rukuhia Rarangahia - Aromatawai</i> and <i>Tū Rangatira</i> alongside the <i>New Zealand Curriculum</i> and places emphasis on holistic, responsive approaches that grows the localised ākonga within a global context.</p> <p>Viv uses kaupapa Māori ways of being and doing in her facilitation practice by:</p> <ul style="list-style-type: none"> <li>• being informed by Te Ao Māori, realising that when Māori benefit, then everyone does.</li> <li>• co-constructing and co-delivering to ensure that learners have agency over their learning</li> <li>• building internal capacity and recognising that learning belongs to the people, in their place and for their benefit</li> <li>• supporting schools/kura to ensure that the espoused values which underpin a localised curriculum and way of being are evidenced as actions.</li> <li>• co-constructing frameworks that mobilise the cultural capital of whānau and ākonga as rangatiratanga and agency in transformational change</li> <li>• supporting Whānau wananga in the creation of Māori and Pasifika perspectives of giftedness to inform</li> </ul>

	<p>school-wide practices which value and nurture abilities and qualities in new ways</p> <ul style="list-style-type: none"> <li>• working with Kāhui Ako and supporting them to mobilise the social and cultural capital of the community in the revitalisation of te reo Māori.</li> <li>• developing PLD design that is relationships-based learning.</li> </ul>
<p><b>Critical Consciousness</b></p>	<p>Viv often works in low trust contexts but she is able to create safe learning environments built on high trust, mana-enhancing relationships. She facilitates the co-construction of parallel learning pathways, for key stakeholders as they create, lead and deliver strategic and transformational change.</p> <p>In this context, Viv is also able to:</p> <ul style="list-style-type: none"> <li>• ask critical questions to provide a cultural lens, and to ensure those who are marginalised and underserved have a voice and are visible</li> <li>• surface values and beliefs and how these are evidenced in actions</li> <li>• draw on analysis of data, including ākonga voice and classroom observations, as she challenges potential disconnects between espoused responsive and inclusive theory, and theory in action</li> <li>• actively seek feedback as she works alongside others</li> <li>• model being an active learner who has the privilege to be joining others on their journey</li> <li>• coach and mentor others where she provides a critical lens and that she respects and values them in their place.</li> </ul>
<p><b>Whakawhāiti - Inclusion</b></p>	<p>Viv delivers innovative, responsive and inclusive practice in diverse communities. This practice promotes positive identity through high expectations and challenges for all ākonga within personalised and holistic approaches to teaching and learning as well as success.</p> <p>Viv believes that that inclusive pedagogy is effective pedagogy for all by including:</p> <ul style="list-style-type: none"> <li>• differentiation and Universal Design for Learning as schoolwide approaches to effective pedagogy and models these practices in her delivery</li> <li>• formative practices, Assessment for Learning, and Assessment as Learning collective teacher, whānau and ākonga agency underpin school wide approaches to differentiation</li> <li>• learning in the home and the community is valued in school settings and Viv draws on her evidence based approach to personalised learning</li> <li>• much needed holistic and responsive approaches to progress, achievement, success and hauora aligned to their practice such as Aromatawai and Te Whare Tapa Whā.</li> <li>• specialised support for Secondary Provisionally Certificated Teachers and Learning Support Coordinators as they translate Inclusive Education theory into practice in response to diverse learners.</li> </ul>