**Framework Activity [Resource 3]**

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| **Initiation** | Who initiates home-school and/or community-school interactions?How are the relationships established?Whose interests/experiences are paramount?How is power-sharing initiated? |
| **Benefits** | Who will benefit from power-sharing arrangements?In what way will our Māori community (whānau, hapū, iwi) participate in power-sharing? |
| **Representation** | Whose cultural reality is current?In what ways do interaction processes facilitate authentic ‘voice’?In what ways will our Māori community (whānau, hapū, iwi) share in the co-construction of and across the curriculum? |
| **Legitimation** | Whose realities and experiences are legitimate?What authority does the relationship have?How do we know this? |
| **Accountability** | Who are the participants (teachers, school leaders and Māori communities) accountable to?How is this accountability demonstrated?­How do we know this (what is our evidence)? |

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| *What are the connections between the Making Metaphors Meaningful activity in Section 3 and this activity?* |
| *How do these connections already apply in your school?* |
| *What benefits would emerge if more were to apply?* |

*Leaders can promote educationally powerful connections between home, school and community by utilising opportunities that arise out of the core business of teaching and learning.*