**Home - School Partnership Configuration Map [Resource 7]**

**Activity**

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| **Mapping:**1. Consider current practices within the school and plot yourselves on the configuration map.
2. Consider the configuration map from the collaborative perspectives of five Māori whānau or iwi members that **you know well** and plot yourselves according to where you think they would position you if they were given the map.
3. Consider the configuration map from the collaborative perspectives of five Māori whānau or iwi members that **you know less well** and plot yourselves according to where you think they would position you if they were given the map.
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| **Evaluating:*** Compare the three maps discuss the commonalities and discrepancies.
* What implications has this highlighted for you?
* What opportunities / possible courses of action could you consider so that if you did issue the map to Māori whānau – there would be some consistencies between where you plot yourselves and where Māori whānau or iwi would plot you?
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**Home - School Partnership Configuration Map (after Hall & Hord, 2006; Bishop, O’Sullivan & Berryman, 2010)**

**Developing collaborative home- school relationships with Māori whānau and Māori communities has the potential to significantly improve the learning outcomes of Māori students**

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| **Schools** | **5****Schools that have developed collaborative home-school relationships with Māori communities demonstrate the following:** | **4****Schools that are developing collaborative home-school relationships with Māori communities demonstrate the following:** | **3****Schools that are beginning to develop collaborative home-school relationships with Māori communities demonstrate the following:**  | **2****Schools that have not yet begun to develop collaborative home-school relationships with Māori communities demonstrate the following:** | **1****Schools that do not see a need for developing collaborative home-school relationships with Māori communities...** |
| **Goal** | The full range of school goals, decision-making and educational activities are enhanced on a regular basis throughout the year, through Māori whānau and community participation | Our school is in the process of developing a range of school goals, decision-making and educational activities that can be enhanced on a regular basis throughout the year, through Māori whānau and community participation. | Our school is beginning to encompass active participation and/or decision making by Māori whānau and community in the development of school goals, decision-making and educational activities. | Our school goals, decision-making and educational activities do not yet encompass active participation or decision making by Māori whānau and community. | We do not see the need for including active participation or decision making by Māori whānau and community into our school goals, decision-making and educational activities. |
| **Pedagogy** | Our school’s pedagogical practices and curriculum implementation are enhanced through the regular representation of Māori whānau and community experiences and ways of knowing.  | We are engaged in the process of developing and enhancing our school’s pedagogical practices and curriculum implementation by ensuring that Māori whānau and community experiences and ways of knowing are represented. | We are beginning to provide opportunities for including Māori experiences and ways of knowing within our school’s pedagogical practices and curriculum implementation. | Our school does not yet provide opportunities for including Māori experiences and ways of knowing within our school’s pedagogical practices and curriculum implementation. | We do not see the need for including Māori so that Māori experiences and ways of knowing are represented in our school’s pedagogical practices and curriculum implementation. |
| **Institution** | Our school has developed systems and structures that enable Māori whānau and community to define their contribution and access the school’s resources. | Our school is in the process of developing systems and structures that enable Māori whānau and community to define their contribution and access the school’s resources. | Our school is beginning to develop systems and structures that enable Māori whānau and community to define their contribution and access the school’s resources. | Our school systems and structures do not yet enable Māori whānau and community to define their contribution or access the school’s resources. | We do not see the need for the school’s systems and structures to enable Māori whānau and community to define their contribution or access the school’s resources. |
| **Leadership** | Leadership across the school maintain relationships with Māori whānau and community that have resulted in Māori engaging regularly and on their own terms to promote and lead collaborative endeavours.  | Leadership across the school is developing relationships and strategies that will facilitate regular engagement with Māori whānau and community on their own terms in order to promote and lead collaborative endeavours. | Leadership across the school is beginning to develop relationships and strategies that will facilitate regular engagement with Māori whānau and community on their own terms in order to promote and lead collaborative endeavours. | Leadership across the school does not yet regularly engage with Māori whānau and community on their own terms in order to promote, guide and lead collaborative endeavours. | We do not see the need for leadership to regularly engage with Māori whānau and community on their own terms in order to promote and lead collaborative endeavours. |
| **Spread** | We ensure that at all levels in the school representative Māori voices and decision- making contribute when decisions about Māori are being made. | We ensure that at some levels in the school, representative Māori voices can contribute when decisions about Māori are being made. | We are beginning to provide opportunities for representative Māori voices to contribute whenever decisions about Māori are being made. | Māori voices are not yet representative or able to contribute whenever decisions about Māori are being made. | We do not see the need to ensure representative Māori voices are able to contribute to decisions being made about Māori. |
| **Evidence** | We ensure that achievement data is disaggregated, fed-back to Māori and used as the basis for collaborative learning decisions. As a result of this collaboration Māori students are achieving across the full range of school activities. | We are developing our capacity to disaggregate participation and achievement data to provide feedback to Māori and use as the basis of collaborative learning decisions. As a result of this collaboration Māori students are achieving across a range of school activities. | We are beginning to disaggregate participation and achievement data to provide feedback to Māori and use as the basis for collaborative learning decisions. As a result of this collaboration Māori students are beginning to achieve across a range of school activities. | Participation and achievement data is not yet disaggregated, fed-back to Māori and used as the basis for collaborative decisions in regards to future programming and learning.  | We do not see the need to ensure that participation and achievement data is disaggregated, fed-back to Māori and used as the basis for collaborative decisions in regards to future programming and learning.  |
| **Ownership** | School ownership of Māori representation across all dimensions of GPILSEO has resulted in the development of a full range of educational initiatives that benefit from the knowledge, skills and energy of Māori whānau and community. | We are developing Māori representation across the GPILSEO dimensions. As a result of this development we have some educational initiatives that benefit from the knowledge, skills and energy of Māori whānau and community. | We are beginning to include Māori representation across the GPILSEO dimensions. We are seeking ways to develop a range of educational initiatives that benefit from the knowledge, skills and energy of Māori whānau and community. | We have not yet included Māori representation across the GPILSEO dimensions, therefore our educational initiatives are yet to benefit from the knowledge, skills and energy of Māori whānau and community. | We do not see the need to include Māori representation across the GPILSEO dimensions consequently our educational initiatives do not access the knowledge, skills and energy of Māori whānau and community. |