

Ministry of Education competency area	Ros Bartosh - ACC 406
Te Tiriti o Waitangi	<p>Ros has been in the privileged position of being deeply involved in Māori Medium education for the last 30 plus years and has been totally supported by tangata whenua to become bilingual and bicultural. She acknowledges this unique position, as Pākehā and manuhiri in Aotearoa, as well as the result and responsibilities as an genuine, authentic tiriti partner.</p> <p>In her facilitation role she ensures the following:</p> <ul style="list-style-type: none"> • Acknowledgement of mana whenua and PLD driven by the aspirations of kura and whānau. She continues to develop her understanding in this area and seeks guidance from tumuaki and kaiako within the various regions she works in. Ros firmly articulates that this is the starting point before facilitation occurs. • Connections with mana whenua are explored from the outset. • Acknowledging and exploring the expert knowledge of mana whenua particularly in dual medium settings where Marau ā-kura are being developed and reviewed. • Encouraging and challenging leaders and schools that a two way process or a reciprocal relationship is necessary when it comes to sharing mātauranga and that schools must also be seen to be giving to mana whenua rather than just taking. • Challenging our responsibilities as genuine tiriti partners whenever the opportunity presents particularly at the organizational level of Te Whai Toi Tangata. • Giving attention is given to what quality tangata whenua and tangata tiriti relationships look and feel like.
Kaupapa Māori	<p>Kaupapa Māori approaches, methodologies and pedagogies are the foundation of Ros's practice when facilitating. Ros demonstrates this by being:</p> <ul style="list-style-type: none"> • confident to speak te reo Māori in all education settings, firstly checking with kaiako as to which language they would prefer. This is to ensure she is demonstrating humility and is cognizant of the te reo Māori confidence of her participants. • collaborative in planning and co-facilitating is a pathway Ros actively pursues whenever possible, to ensure she continues to grow and be questioned in the area of facilitating from a Māori world view. The input from mana whenua is vital here. The position taken is one of listening and then planning to meet the identified needs. She sees her role here to add value to kaiako practice from her identified marau skill

	<p>set.</p> <ul style="list-style-type: none"> invited into kura and bilingual settings because of her demonstrated commitment to Māori medium education and through well-established networks, carefully nurtured over many years.
<p>Critical Consciousness</p>	<p>In her facilitation work Ros has:</p> <ul style="list-style-type: none"> co-constructed workshops with senior leadership teams in schools, to challenge the conscious and unconscious bias that we all have, and to explore in PLD sessions the impact this has on our practice. worked closely with other facilitators to openly address and confront personal assumptions and bias. Ongoing learning in this area is essential as well as being honest with kaiako. related to Pākehā teachers by showing it is possible to be bilingual and bicultural and this privileged position is attainable and carries roles and responsibilities. created discomfort through examining imbalances of power particularly in the classrooms and at a structural level within schools. advocated when needed for kaiako in Maōri medium settings within dual contexts and challenged school leaders to allow mana motuhake and independence as well as the development of a school within a school. challenged issues of equity with principals and senior leadership to ensure kaiako in bilingual units are not “immersed” into the mainstream and are not expected to engage, for example; having to do two sets of PLD (EM and MM) or being expected to participate in PLD with EM and then translate it. advocated for rumaki units to have the freedom to develop Marau ā kura, different to the localised curriculum from NZC, and to be confident to be Māori in their workplace.
<p>Whakawhāiti - <i>Inclusion</i></p>	<p>Ros models inclusive practices in facilitation workshops by:</p> <ul style="list-style-type: none"> ensuring all stakeholders are engaged and involved particularly in areas such as development of Mārau ā Kura and localised curriculum in English medium settings, and the development of graduate profiles using inclusion approaches during PLD to ensure all participants have a voice that is heard using a variety of facilitation strategies, so there are opportunities to contribute individually, in pairs and in small groups providing regular feedback from tamariki, whānau and hapū modeling that it is crucial for whānau, hapū, iwi to be driving the schools vision. encouraging schools to aspire to their inspirations for all groups ensuring school leaders engage their communities, from the outset and regularly, has been a focus in her PLD facilitation within our schools.