

Ministry of Education competency area	Moana Emett - ACC 398
Te Tiriti o Waitangi	<p>Embodying the principles underpinning the NZ curriculum is inherent in Moana’s heritage of being Māori and viewing the world through a kaupapa Māori lens. She brings this worldview into her PLD facilitation ensuring that tino rangatiratanga and mana ōrite has a valid and valued space. Further to this Moana believes:</p> <ul style="list-style-type: none"> • it is important to ask questions and acknowledge the expertise that resides within the local rohe by finding out who they are (hapū, iwi and mana whenua) and where possible include them in the design, decision making and implementation • it is necessary to challenge entrenched thinking about Te Tiriti o Waitangi through asking thought provoking questions, unpacking Te Tiriti with educators and exploring what each of the articles mean to them, to others and to our tamariki. • that support may be needed to truly live Te Tiriti in teacher professional practice and what actions they are taking to shift their current thinking and practice towards ensuring Māori tamariki are thriving in a culturally inclusive environment.
Kaupapa Māori	<p>Moana is a Māori woman, leader and educator who has worked diligently throughout her education career to progress and contribute to Māori being successful in education. Moana has a proud and rich history of leadership and working for the wellbeing of our whānau, hapū and iwi. She is extremely proud to share that;</p> <ul style="list-style-type: none"> • she is proficient in te reo Māori and continues to grow her confidence and competence towards being fully fluent • she is cognisant and confident in the use of tikanga, mātauranga Māori and facilitating from a Māori worldview as a Māori leader in education • she has had experience in working in both Māori and English medium schools as a PLD facilitator and has had the privilege of working with whānau, hapū, iwi and mana whenua, particularly in her restorative • she utilises the concepts of mana and rangatiratanga in the restorative practice PLD, whereby ākonga, kaiako and whānau are involved and empowered in the process • she ensures the mana of all involved is upheld by using appropriate tikanga, karakia, waiata, whakataukī, awhi, manaaki, whakaute and aroha to guide the way that she work with others.

<p>Critical Consciousness</p>	<p>As the Professional Leader for the PB4L Restorative Practice project Moana bases her work on a culture of mana and respect, as well as growing, maintaining, sustaining and restoring relationships. She is currently working with a small team in the development of a kaupapa Māori framework for working restoratively to build critical consciousness. Further to this her facilitation focuses on;</p> <ul style="list-style-type: none"> • asking questions in her facilitation that are designed to evoke and provoke awareness, perspectives, and explore unconscious or conscious bias in our work as educators • taking a non-judgmental approach and creating the space to explore ideas, perspectives, beliefs, practices and assumptions • providing or establishing a safe environment, building trusting relationships and ensuring that participants have a voice • sharing effective practice and learning skills to contribute to being successful as teachers and learners. • ensuring that her own perspectives, assumptions or bias does not influence her PLD role • regular reflection with a team of professional facilitators and peers (MM & EM) to reflect on her practice and ideas. • seeking guidance and support from her own whānau, kaumatua and kuia.
<p>Whakawhāiti - Inclusion</p>	<p>Moana articulates that being inclusive means recognising and acknowledging the diversity that exists across our learning communities in all of its forms, including race, ethnicity, socio-economic, gender, sexual orientation, ability, age, spiritual belief or perspectives.</p> <p>Moana confidently uses a variety of approaches and ways when acknowledging and supporting diversity when designing a workshop she includes asking the following:</p> <ul style="list-style-type: none"> • What do I need to know about this kura? • Who are the local hapū, iwi and mana whenua? • What other cultural groups and diversity are in the kura? • Who is attending and what is the relevance of this workshop for them? • What range of learning activities can we use to engage in different ways? • Are there any special learning needs of the group? • Who needs to be involved in the planning and facilitation that empowers and strengthens practice across the learning community?