

8003 5.0 Collaboration

From: Jess Petersen [mailto:JePetersen@papatoetoehighschoolnz.onmicrosoft.com]
Sent: Friday, 15 June 2018 10:29 AM
To: Hine Waitere <Hine.Waitere@wananga.ac.nz>
Cc: RaHamlin <RaHamlin@papatoetoehigh.school.nz>
Subject: The Culturally Responsive Classroom Update+Feedback

Rachel – Just FYI in case you're curious what's going on with my project!

Morena Hine!

It was lovely seeing you again yesterday, and I'd really like to thank you for your support and ideas! I have completed version 1 of my "Culturally Responsive Classroom" project (3 days before the due date 😊) and I would love some feedback about the wording that I have chosen. If you know of anybody else who you think may be interested in giving feedback on the project or checking it out, I would really appreciate it if you could send me their email addresses – the more feedback I get, the more I can improve the application! I intend to create a short survey to help me get the most out of my feedback once I'm sure that the wording that I have chosen is culturally appropriate – if I have misunderstood something, please let me know!

I really appreciate what you said about all of us being on a journey to improve our culturally responsive practice together, and I hope my application can support teachers to improve their cultural responsiveness in the classroom.

You can find the project here (<http://jesspetersen.net/projects/CulturallyResponsiveClassroom.html>) and a direct link to a google document where I have saved the text is here (https://docs.google.com/document/d/1Z_i6CRlAZINur2bBat9l99xvzNOgN1hyXYWHtm5bn0/edit?usp=sharing).

I'm mostly looking for feedback about the text right now, but if you have any suggestions on the design, I would love to hear them too!

Thank you so much for your support!
Jess Petersen

From: Hine Waitere <Hine.Waitere@wananga.ac.nz>
Sent: Friday, 15 June 2018 10:47 AM
To: Jess Petersen <JePetersen@papatoetoehighschoolnz.onmicrosoft.com>
Subject: RE: The Culturally Responsive Classroom Update+Feedback

Kia ora Jess,
Do you have a minute to have a quick chat? This IT fossil is finding it difficult to edit or make suggestions within the app (?) Is that the right term?
I can call you but I only have about 10 minutes before my next hui.


Nga mihi, Nāku noa, nā



Hine Waitere | Director Te Āwheonui: The Centre for Professional Learning and Development
Te Whare Wānanga o Awanuiārangi



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 **Jess Petersen** <JePetersen@papatoetoehighschoolnz.onmicrosoft.com>
18/06/2018 9:12 AM




To: Hine Waitere

Morena Hine!

Thank you so much for your comment on my document, I'll work on changing the whakatauki text at the moment. Your comment about "what is the next step from displaying to integrating?" really resonated with me, and I think I'm going to apply that to the entire artefact, and build another, smaller section about how to incorporate each of the values/visible things into a classroom. Do you have any comments on the wording of any of the other sections?

Thank you again so much for your support – I really appreciate it!
Jess Petersen 😊

- Seeking out feedback from relevant sources in the community, outside of teach first, and my school.
- Positive interactions
- Substantial change to initial artefact as a result of feedback (addition of "How to Implement" section)

 **Otto Wendt** • Discussion 1w

My plan for the Artifact


How have you identified the need for the artifact? Culturally, Pacific Island values are built on the Christian concepts of being humble and obedient to authority figures - "shut up, just listen and don't ask questions". In my own experience, I know that these values are conflicting at school, where in contrast you are expected to have an opinion and be able to articulate your thoughts.

I got this idea from a video in the week we looked at 'colouring white spaces.' I can't remember the name of the video but one teacher mentioned how Pasefika students are having to wear "2 hats" - the cultural hat at home and church and then the academic hat at school and how the expectations and values of these 'two hats' are in conflict.

Who is the artifact for? Year 9.


What is the artifact? My junior debate team. As we are reaching the end of the debate season, I want feedback from my debate team on the importance of critical thought and being able to articulate thoughts and opinions vs the expectations at home. With their parents permission, I will record my debate teams feedback and look at this issue of having to wear "two hats."


[Shared privately](#) • [View activity](#)

 **Jessica Petersen** 1w

This sounds fantastic! Do you plan to do anything with the data you gather? Perhaps present it in some way?

[REPLY](#) +1

 Add a comment... +1 4

 **arihana hakiwai** • C18 MTEL The Mind Lab by Unitec and Teach Firs... Jun 22, 2018

How have you identified the need for the artifact?

Na te kore mōhio o te nuinga o ngā kaiako rātou ko ngā tauria, ko te whānau whānui o te kāreti o Mangere ki ngā kōrero o te waahi nei. Ka mutu, te mana whenua me ngā tohu whenua hoki. The word 'Tangata Whenuatanga' is how I have identified the need, because there is such a lack of knowledge around the school of who the tangata whenua actually are, and the rich history of this area that they need to know.

Who is the artifact for?


Mō ngā tangata/tauria e noho kua ana ki tēnei waahi, ki Nga Hau Mangere. Initially, for my TRM classes, but eventually staff and other classes.

What is the artifact?

My idea is to make a fun language resource based on a trip our TRM classes went on a few weeks ago down to the Mangere Mountain Education centre. I am planning on making a game, I haven't worked out if it will be a board game or what kind of game yet but its purpose is to have quiz like questions with answers on the other side and its all about 'mana whenua, tohu whenua, kōrero o te waahi'. I want to make a game so that its another way of learning and passing down our stories. I also need more resources for my class and I think this will be a good resource not just for my classes this year but next year and so forth. I also think that this way staff can play it and anyone else who would like to learn a few things about Te Waiohū, Te Pane o Mataoho and Nga Hau Mangere can learn in a fun way and interactive way and it will encourage whanaungatanga through playing it.

[Translate](#)

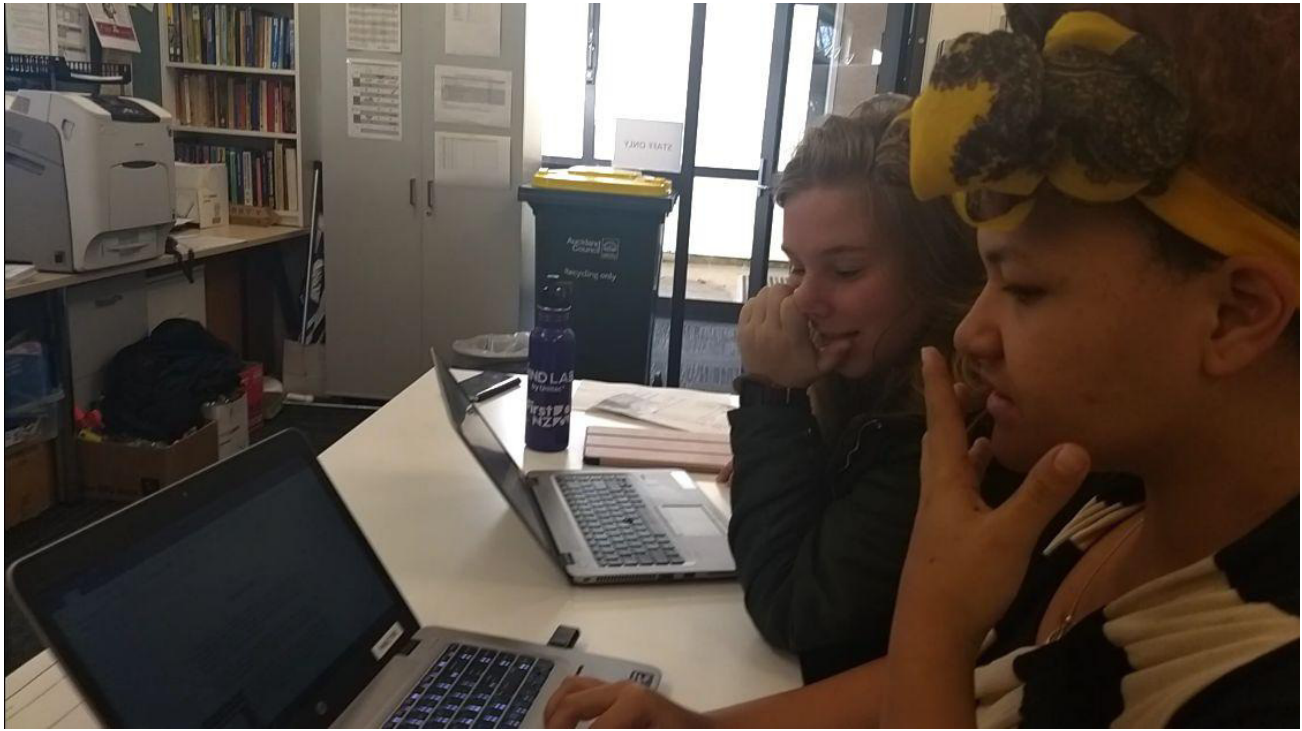
[Shared privately](#) • [View activity](#)

 **Jessica Petersen** +1 1w

Hana this sounds awesome! Making a game sounds super interactive and a great way to engage learners. Is it going to have any focus at all on the local area or local iwi? That could be a super interesting thing to look at! :D

[REPLY](#) +1

- Positive interactions with others
- Possibility to substantially influence artefact as a result of feedback (presenting Otto's research in some way)



Met with Tash on Monday 2 July to discuss our artefacts and progress with assessments

- Positive interactions with others
- Linking to course materials
 - Te tiriti o Waitangi
 - Ka Hikitia
 - NZ Curriculum - Key Competencies
 - Teacher Standards
 - Colouring in the White Spaces - Ann Milne's talk
- Links to personal experience
 - Differentiation
 - Exploring other cultures
 - Ako

DRAFT ONE

Would you benefit from additional resources around what cultural responsiveness/"culture counts" looks like in your classroom?

 Jess Petersen <JePetersen@papatoetoehighschoolnz.onmicrosoft.com>
14/06/2018 12:50 PM



To: Ben Claxton; jessica.petersen@outlook.co.nz

BEN: THE FOLLOWING IS AN EMAIL THAT I WISH TO FORWARD TO ALL TEACHING STAFF. DO YOU HAVE ANY SUGGESTIONS FOR IMPROVEMENT?

Kia ora koutou,

We, as teachers, are constantly on a journey to improve our practice, and cultural responsiveness is a focus for many of us. Something that I have personally found challenging so far in my teaching journey, is making cultural responsiveness visible in my classroom, and it's an area that I am consistently working on improving.

As part of an assignment that I am currently doing for my teaching studies, I am required to create an artefact and justify its need in the community. My artefact is based around supporting teachers in making "culture counts" visible in the classroom. For my justification, I need to provide evidence around a need for my artefact, and as a result, I would like to get teacher input from the school about making "culture counts" visible in the classroom.

"Culture Counts" refers to the following aspirational goals:

- Tikanga & te reo Māori authentically linked to learning
- Culturally responsive learning contexts promote reciprocal learning & value diverse perspectives
- Cultural identity authentically valued & integral to learning
- Classroom environment authentically reflects cultural diversity & is integrated with the learning

The results of this survey will be used only for this assessment, and responders will not be identified. The overall percentages of responses from the survey is what will be used.

The question is: **Would you benefit from additional resources around what cultural responsiveness/"culture counts" looks like in your classroom?**

If you have any further questions or comments to make in regards to this survey, or making "culture counts" visible in your classroom in general, I would love to have a conversation with you. Please do not hesitate to reply to this email or speak to me in person.

Ngā mihi nui,
Jess P. 😊

REVISED AND SENT

From: jessica.elizabeth.petersen@gmail.com <jessica.elizabeth.petersen@gmail.com>
Sent: Wednesday, 20 June 2018 9:41 AM
To: Jess Petersen <JePetersen@papatoetoehighschoolnz.onmicrosoft.com>
Subject: Making Culture Count - Research Assignment for Jess P.

Google Forms

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Kia ora koutou,

Something that I have personally found challenging so far in my teaching journey, is making cultural responsiveness visible in my classroom, and it's an area that I am consistently working on improving.

As part of an assignment I am creating an application based around supporting teachers in making "culture counts" visible in the classroom. For my justification, I need to provide evidence around a need for my artefact so I would love to get some feedback from other teachers in the school about their feelings on implementing cultural responsiveness.

If you're interested, please fill out the form below - even just the first (yes or no) question would mean a lot to me!

Making Culture Count

Answers will remain anonymous but will be used in a research assignment for Jess Petersen for the Masters of Teaching and Educational Leadership through the Mindlab by Unitec

Would you benefit from additional resources around what cultural responsiveness/"culture counts" looks like in your classroom?

- ☐ Yes
- ☐ No

Any other comments or suggestions?

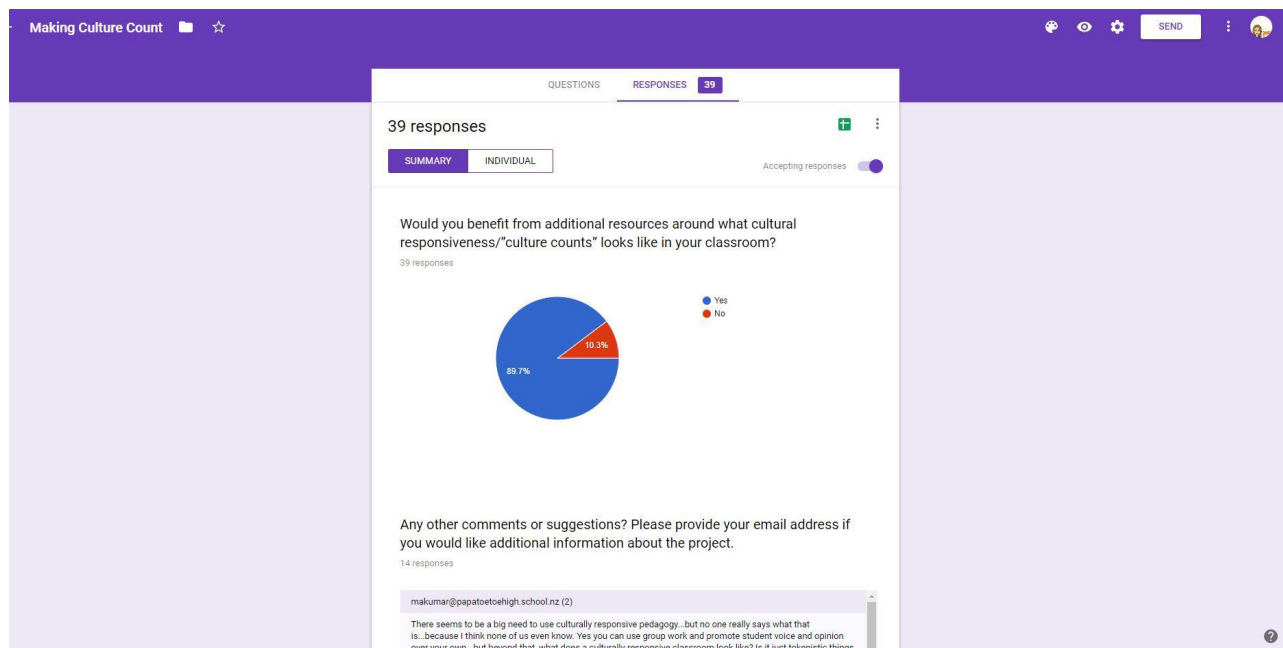
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Email sent to all teaching staff at Papatoetoe High School

- Positive interactions with others
- Reaching into the community for feedback
- Personal experience related to the meaning behind creating the artefact (my own experience with struggling to make cultural responsiveness visible in the classroom)



Making Culture Count

QUESTIONS RESPONSES 39

Any other comments or suggestions? Please provide your email address if you would like additional information about the project.

14 responses

mocole@papatoetoehigh.school.nz

I am of the opinion that cultural responsive pedagogy comes from the heart and not through window dressing activities. You will soon not from your students' response to you whether your teaching reflects cultural responsiveness. You are quite welcome to talk with me regarding my left-field viewpoints.
Cheers
moparker

PLD resources which give teachers the ability to see how CR can look in their classrooms and exemplars would be very valuable.

We used to live in a very egalitarian society - now we live in one of the least egalitarian societies on the planet. The social and economic forces that have caused this growing division cannot be 'cured' by well-intentioned teachers, no matter how hard we try. So all we can do is tinker.

MaCASSIDY@papatoetoehigh.school.nz - I already said 'yes' earlier so this is my second response, in case that skews your data! Just wanted to add that I would love to see the end result.

muram@papatoetoehigh.school.nz

jhalafni@student.phs.school.nz

not really

- Positive interactions with others
- Reaching into the community for feedback
- Personal experience related to the meaning behind creating the artefact (personal experience of others - some speaking about subject specific resources, others about lack of understanding of cultural responsiveness in general)