

Culturally Authentic and Rich Thinking tasks - How can we work in Partnership?

Concerns from parents	<p>Differentiated self select activities - grid (tic tac toe) tasks that give the student choice and allow them to follow their interests within a subject PE - Taking Action for your Hauora</p> <p>Incorporate everyday routines from home into learning: Food prep, prayer time, household responsibilities Spoken Samoan interaction</p> <p>Diary entries/reflection journals in different formats (photo, voice record, dance, written)</p> <p>Maximise opportunities for place based learning or identity focused learning (they have adults at home to discuss/research with)</p> <p>Opportunities for group work using different platforms for communication. Maybe a simple: think, pair, share. OR work with siblings</p> <p>Generalised parameters so students can make tasks applicable to them. E.g choose a family recipe, get your caregiver to teach you how to make it and discuss where it came from, its significance, can the ingredients be accessed all year round etc.</p> <p>Give tasks relevance about how they fit into the current unit of work and how that unit fits into the Terms work.</p> <p>Assumptions to avoid: Access to resources such as stationery (rulers, calculators, print media etc).</p>
<ul style="list-style-type: none"> ● Reduced social interaction ● Equitable access eg stationery, wifi, ● Subject knowledge ● Time, energy & emotional capacity ● Less busy work more purposeful learning ● Busy households with a number of tamariki all trying to learn ● Overwhelm of platforms and work 	
Opportunities	
<ul style="list-style-type: none"> ● Chance to engage parents in school community ● Teaching life skills ● Content to align with interests 	
Positives from parents	
<ul style="list-style-type: none"> ● Flexible schedule ● Students responsibility for own learning ● Not having to rush through the day ● Timetable in chunks 	
<p><i>Voice of Parents: Maori & Pasifika (April, 2020) Dr Riwai-Couch</i></p>	