Te Whai
Toi Tangata
Institute of Professional Learning
THE UNIVERSITY OF WAIKATO

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Te Whare Wānanga o Waikato

Ministry of Education competency area	Shannon Dryden - ACC 409
Te Tiriti o Waitangi	With over 20 years', experience in Māori Medium and English Medium school settings Shannon brings a rich, bi-cultural and bilingual lens to all of her work. She understands the importance of Te Tiriti o Waitangi and ensures this underpins all of her work within schools. Shannon constructively challenges entrenched thinking in safe ways that allow the participants to critically inquire into their own belief systems. Within her practice Shannon: • Normalises the use of te reo Māori. She offers safe spaces for others to practice and grow their use of te reo. • Identifies and promotes tino rangatiratanga in ways that allow kaiako to see the value in it being acknowledged and celebrated. • Facilitates sessions in ways that participants are nurtured and nudged into growth. • Supports teachers, leaders, support staff and BoT members to actively grow their own knowledge base on Te Tiriti o Waitangi. Purposeful attention is given to what quality tangata whenua and tangata tiriti relationships look and feel like. • Openly seeks advice and guidance from mana whenua to enhance and deepen the ways in which she teaches others. • Encourages leadership, kaiako and BoT to engage on authentic levels with mana whenua in ways that reflect the notions of reciprocity.
Kaupapa Māori	Shannon actively uses both Te Reo Māori and English within her facilitation work. She is confident in delivering workshops in either Te Reo Māori or English. She supports kura/schools to develop rich local curriculums that are reflective of whānau, iwi, hapū and community aspirations and created in ways that allow all ākonga to succeed. Shannon supports kaiako to critically review the lens they are teaching through; to decolonise their thinking and facilitate learning through a Māori worldview. Through her commitment to tangata whenua, rangatiratanga and kaupapa Māori, Shannon challenges kaiako and leaders to develop their own cultural capability and capacity. Shannon draws on the founding documents *Ka Hikitia, Tātaiako, Tū Rangatira, Rukuhia Rarangahia* and the philosophical thinking that entrenches kaupapa Māori ways of being and doing. Shannon draws on traditional and contemporary mātauranga Māori to facilitate

	from a Māori worldview perspective.
Critical Consciousness	In all her work Shannon leads with moral purpose; the pursuit for equity, the need for improvement and ensuring that, as educators, we are committed to doing better for tangata whenua. To achieve this she models the following: • Challenging tumuaki, leaders to critically evaluate their current thinking and practices within their leadership teams and then the wider school setting. • Supporting development and growth in cultural awareness, cultural capacity by developing understanding within Te Tiriti o Waitangi and the use of Māori models. • Using strategies, in safe ways, she challenges and disrupts the status quo, and then explores ways in which the current narrative can change within their school. • Supporting others to develop their own understanding that by getting things right for Māori, Pasifika and other minority whānau will also benefit.
Whakawhāiti - *Inclusion*	Shannon believes that in order for diversity to be truly acknowledged and achieved, 'inclusion' must be the determining factor. She often articulates that 'We can invite diversity to the table but it is inclusion that makes the difference in equity". In her facilitation practice Shannon uses the following approaches: • consideration is taken for group / kaiako diversity • the way in which sessions are facilitated are responsive to individual and group needs • the environment is set up to be safe and respectful for all • constructive and challenging conversations can be had in a way that ensures all participants retain their mana • varying facilitation strategies are used and when appropriate 'choice to share' is given • participants are given opportunities to work in a tuakana/teina model, individually, in pairs and/or small groups.