



## Professional Learning and Development Accreditation

### Personal Profile

First name and Surname	<b>Alice Patrick</b> ( <a href="mailto:arahia3@clear.net.nz">arahia3@clear.net.nz</a> / Ph: 027 665 9443) (See <a href="http://alicepatrick.co.nz">http://alicepatrick.co.nz</a> – and <a href="http://www.radionz.co.nz/national/programmes/teahikaa/audio/201793548/alice-patrick-passionate-about-te-reo-Māori">http://www.radionz.co.nz/national/programmes/teahikaa/audio/201793548/alice-patrick-passionate-about-te-reo-Māori</a> )
Personal statement	I am passionate about the maintenance of Māori language – as evidenced by my involvement in this area for nearly four decades as a teacher in the primary, secondary and tertiary sectors. In my current role as a Māori language adviser in schools, I work mainly with English medium primary teachers – introducing them to relevant resources, building their confidence, upskilling their Māori language proficiency, and equipping them with knowledge around second language acquisition. Māori advancement is important to me. My desire is for the next generation of <i>rangatahi</i> to have more Māori language input in English medium primary schools than their predecessors (like my two adult Māori sons, whose heritage language was not particularly visible at school). I would like to think that the next generation of <i>mokopuna</i> will have their language and culture validated at school – to give effect to the vision of the Māori education strategy, <i>Ka Hikitia</i> ; namely, that Māori students will achieve success <u>as Māori</u> .

### Professional Learning and Development Overview

#### Intimate knowledge of:

- the multimedia Māori language resource *He Reo Tupu He Reo Ora* (as the writer thereof);
- the Māori language curriculum guidelines *Te Aho Arataki Marau* and the multimedia reo resource *Ka Mau te Wehi* (having been responsible for the development of both at MOE)
- Ability to speak, read and write in te reo Māori
- Skill in writing (and adapting) Māori readers (and associated teachers' notes) for English medium
- Teaching experience in all sectors ie primary, secondary, tertiary and corporate sectors
- Knowledge of second language theory and pedagogy (from Masters degree and current PhD)
- Kapa haka skills, having been a long-standing member of the Ministry's rōpū
- Ability to successfully unpack, and apply, *Ka Hikitia* and *Tātaiako* in classroom settings

### Professional Information

#### Relevant Experience

- **Teacher** (primary & secondary)
- **Writer of** Māori language materials for schools eg *He Reo Tupu He Reo Ora*; and Māori language courses (distance and face-to-face). NB **Award nominee** (TUANZ Education Awards) for 2 multimedia resources, *He Reo Tupu* and *Kia Mau*
- **Senior adviser at MOE** – responsible for Māori language PLD in English medium schools, plus development of reo curriculum guidelines and support materials (print and online)
- **Senior Lecturer** at Wellington College of Education/ Victoria University – teaching in-service and pre-service eg te reo Māori, ESOL, and Languages Other Than English
- **Head of Māori Department** at Wellington College of Education & also Wellington Boys College
- **Educator & social worker** in Youth Justice & Child Protection, with 'at risk' priority learners

#### Qualifications

- 2015 – **PhD study** (part-time) re Māori language materials in primary schools
- 2000 **Māori Language Level Finder Test** (Māori Language Commission)
- 1996 **M.A.** (Applied Linguistics) with Merit, re communicative teaching of Māori
- 1978 **Dip TESL** re second language acquisition
- 1977 **Dip Teaching** in the teaching & learning of Māori
- 1974 **Teachers' Certificate** in primary teaching
- 1973 **B.A.**

## Summary of examples of practice

An English medium primary school near Porirua, Wellington, requested my services for school-wide professional development around te reo Māori teaching and learning – over a period of 3 consecutive years (2012-14 inclusive).

The general content of the PD was tailored to their needs (after scoping), as listed below:

- overview of multimedia aspects in *He Reo Tupu*, including the planning & delivery of 8 kaupapa
- reo input via animations, Māori readers (for literacy focus), You Tube, waiata, karakia
- teachers' reo output via participation in second language tasks (from *He Reo Tupu*)
- building vocabulary via flashcards and bingo (in *He Reo Tupu*)
- breaking down sentence structure/grammar
- unpacking Māori language curriculum guidelines, *Te Aho Arataki Marau*
- continually making connections with *Ka Hikitia* and *Tātaiako*.

ERO (2014) reported that teachers were *"better placed to provide more culturally responsive learning opportunities as a result of professional development in te ao Māori"*. In addition, ERO wrote that the PD focus on improving teachers' reo Māori had increased their confidence. As a result, students were now participating in regular reo Māori lessons in each classroom (Levels 1 and 2), which validated Māori learners' language, identity and culture.

In anonymous written evaluations, teachers commented about the quality of the PD – which had resulted in increased use of Māori language in the classroom. In the words of one teacher, *"the PD has made Māori language come alive at this school"*.

The principal has provided a written reference to support this accreditation, which includes these comments: *"Alice brings fun, structured, student-directed learning into her sessions ... with ... phenomenal knowledge of the language and culture. Alice does this in such an interactive way that teachers can take her approach directly back into their classrooms, knowing that they will have success, while catering for the diverse range of abilities the students present in Te Reo within the classroom. We all feel exceptionally privileged to be working with such a talented lady and each one of us has a better understanding of manaakitanga than when we started."*

A senior teacher described how the PD had changed the whole 'āhua' of the school (in terms of the teaching of Māori language, the re-invigoration of the whānau group, and the commitment to school-wide kapa). Staff had appreciated my non-threatening and inclusive manner. The senior teacher described the impact of the PD as the *'perfect storm for change'*.

An unintended consequence of the PD was whanaungatanga - bringing the staff together to embrace new learning, as tuākana/tēina, supporting each other in the spirit of 'ako' to go forward with a positive and sustainable school-wide commitment to Māori language teaching and learning. This sense of whanaungatanga has continued – in that, despite my no longer being involved formally with the school, I am still invited to participate in their Māori events, along with whānau e.g. Matariki hill climb at dawn; shared parakuihi; Māori expo evening; inter- school kapa concerts.

### Referees (in addition to the referees below, see testimonials on my website <http://alicepatrick.co.nz>)

Referee Name	Carmen JENNINGS, Principal at Discovery School, Wellington
Contact Number	Ph: 04 234 7103
Contact email address	<a href="mailto:cj@discovery.school.nz">cj@discovery.school.nz</a>

Referee Name	Ramona Barbara, Māori teacher at Discovery School, Wellington
Contact Number	Ph: 04 234 7103
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