

Ministry of Education competency area	Tammy Gardiner - ACC 414
Te Tiriti o Waitangi	<p>Tammy is an admirable example of being an active treaty led partner with both Māori and Pākehā descent. She is extremely fortunate to bring to her work a bicultural and bilingual lens. Tammy has over 25 years of experience in the education system including English medium, Dual medium and Māori medium contexts. She has been a facilitator for 10 years, brings an understanding that Te Tiriti o Waitangi is highly important, and applies to us as a nation. She clearly articulates and practices that:</p> <ul style="list-style-type: none"> • Te Tiriti o Waitangi is the foundation document that promotes a genuine and authentic partnership between both Māori and the Crown. • it is imperative to be able to identify that tino rangatiratanga needs to be acknowledged and celebrated. • tangata whenua and mana whenua both have important roles to portray • keeping the mana of everyone involved intact is imperative to developing and consolidating relational trust built on the principles of whanaungatanga. • he taonga te reo; that te reo Māori is indeed a taonga and is to be respected • te reo Māori should be normalised in facilitation practice • self determination and autonomy is an inherent right and is owned by tumuaki/leaders, kaiako/teachers and the kura/schools. • every school/kura should have a comfortable relationship with mana whenua as schools/kura are based in an area that has tikanga, history, local stories and people of the land.
Kaupapa Māori	<p>Tammy acknowledges cultural difference and the importance of developing capability to transform educational experience for Māori and indigenous ākonga. She clearly states that it is imperative to make changes in an education system for Māori ākonga as it is a system that is not created with an indigeneous worldview. Although often bound by legislation and Ministry requirements, she suggests and encourages her kura leaders and kaiako to acknowledge a lens of indigeneity that can be applied to all teaching and learning. She encourages kaiako to decolonize their current thinking, instead encouraging them so that a connection to a Māori worldview and understanding is evident. Tammy often challenges leaders and kaiako to build on their own cultural knowledge taking into consideration that before this can happen they need to be able to identify where they are culturally located themselves. Intrinsically she works collaboratively with whānau, hapū, iwi and mana whenua, which is a necessity when growing kaupapa Māori ways of being and doing.</p>

	<p>Tammy is clearly very proud of her dual heritage and in an organisation aspiring to be Tiriti led she applies and validates this in all projects she leads out on including; hui, wānanga, workshops, professional learning groups as well as coaching and mentoring sessions. The importance of language and culture is embedded in all aspects of her work.</p>
<p>Critical Consciousness</p>	<p>Tammy ensures that equitable outcomes is a high priority when it comes to supporting critical, culturally sustaining pedagogy and leadership in schools and kura. In her facilitation practice she models the following:</p> <ul style="list-style-type: none"> • she challenges tumuaki/leaders and kaiako/teachers to find a voice and create dissonance when needed. • encourages the exploration of what equity and equality looks like for Māori, indigenous, special needs and other minority groups that often form the 'other' category. • she shares resources that support the importance of having equitable outcomes for all learners • she encourages strategic goals of strengthening cultural identity through critically conscious ways of being • she supports groups to critically engage with a range of ethical issues that may challenge individuals, whānau, hapū, iwi and communities. • promotes change to take critical action in strengthening teaching and learning that will contribute to equitable outcomes for all learners.
<p>Whakawhāiti - Inclusion</p>	<p>Tammy often shares that by accommodating diversity, inclusion is encouraged and during her facilitation practice she uses the following approaches to complement the way she works with others, this includes:</p> <ul style="list-style-type: none"> • utilising facilitation approaches that are inclusive to the needs of diverse groups such as; cultural, social, physical and emotional needs. • Using the Whare Tapa Whā model and facilitating a balanced way of working with people and their wellbeing including the Taha Hinengaro, Taha Wairua, Taha Tinana, Taha Whānau and the Taha Whenua. • Creating a safe learning environment where all values, opinions and ideas are valued and respected. • Creating learning opportunities where participants will interact and learn from each other.