**How Quality Circle Time fits in with helping Maori Philosophy and Education**

The Quality Circle Time model is based upon us all needing the same things in life – beautifully described in the writings of the psychologists A Maslow and W Glasser. We need our basic physiological needs to be met, then we need to feel physically and emotionally safe, feel a sense of acceptance and belonging, a feeling of being valued and appreciated, experiences of fun and joy – and then there is nothing that we cannot achieve in life! The Quality Circle Time model is a whole-school approach to creating a respectful, caring community.

The Maori education systems works towards many goals which are the same, or very similar in culturally appropriate and inclusive ways. In Maori culture Whanau, an extended family or community of related families who live together in the same area, and Iwi, a Maori community or people, are very much included in the thinking and practice of the education system.

Below are some ways of thinking about what the QCT model and Maori education systems have in common:

**Whole-school approach**

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| *Jenny Mosley’s Whole School*  *Quality Circle Time approach* | *Maori Education including Kaupapa Maori (Huakina Mai and Te Mana Tikitiki) and PB4L* |
| Includes all staff including assistants, lunchtimes staff, administration staff and all pupils. The systems and philosophies run throughout all areas of the school throughout the day, influencing the whole school culture. | Whole school approaches to PB4L encompass the whole school. Elements of Kaupapa Maori also encompasses the whole school and the philosophy runs throughout activities through the day, influencing whole school culture. |

**Embracing families and the wider community**

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| *Jenny Mosley’s Whole School*  *Quality Circle Time approach* | *Maori Education including Kaupapa Maori (Huakina Mai and Te Mana Tikitiki) and PB4L* |
| This system reaches out to parents and other members of the community. Members of the community are invited in for circle time discussions and games, for celebration lunches and on other occasions. | The Maori systems reach to Whanau (family groups) and Iwi (the wider community) and the culture of the groups influences the education and the systems.  PB4L helps parents, whānau, teachers, early childhood centres, and schools address problem behaviour, improve children’s well-being, and increase educational achievement. |

**Positive behaviour**

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| *Jenny Mosley’s Whole School*  *Quality Circle Time approach* | *Maori Education including Kaupapa Maori (Huakina Mai and Te Mana Tikitiki) and PB4L* |
| Promotes positive behaviour for learning through creating systems with golden rules for behaviour, which are also moral values, plus incentives and sanctions systems. These run through the whole school throughout the day, whatever activities on offer, to help students make positive behaviour choices. | PB4L runs throughout the school and is about changing the environment, systems and practices to support students to make positive behaviour choices. |

**Strengthening communities**

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| *Jenny Mosley’s Whole School*  *Quality Circle Time approach* | *Maori Education including Kaupapa Maori (Huakina Mai and Te Mana Tikitiki) and PB4L* |
| Jenny Mosley’s Circle Time is about strengthening communities and relationships through participating together in circle time, through speaking and listening and getting to know other members of the community, by sharing power and positive behaviour management. | Huakina Mai – the whole school approach to positive behaviour is based on strong relationships, authentic engagement, power sharing, culturally responsive behaviour management systems, processes, practices and pedagogy. |

**Understanding of others through listening systems**

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| *Jenny Mosley’s Whole School*  *Quality Circle Time approach* | *Maori Education including Kaupapa Maori (Huakina Mai and Te Mana Tikitiki) and PB4L* |
| Through Circle Time, the class communities and staff room communities are developed as people speak and listen more to each other, and get to know each other better. | Much of the Maori traditional culture involves aural tradition of |

**Encouraging students to reach their full potential**

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| *Jenny Mosley’s Whole School*  *Quality Circle Time approach* | *Maori Education including Kaupapa Maori (Huakina Mai and Te Mana Tikitiki) and PB4L* |
| Through basic skills development, working on self-esteem, social and communication skills and by having a fair system of boundaries and encouraging positive behaviour for learning, the QCT model is designed to help all children to reach their full potential. | Kaupapa Maori provides all Māori students with the opportunity to realise their own unique potential and succeed in their lives as Māori. |

**Using the arts and creativity**

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| *Jenny Mosley’s Whole School*  *Quality Circle Time approach* | *Maori Education including Kaupapa Maori (Huakina Mai and Te Mana Tikitiki) and PB4L* |
| The QCT model in its wider format promotes creativity and expression by encouraging games, stories, arts, relaxation, teamwork, skipping, clapping, singing and drama. | Kaupapa Maori, in particular, Te Mana Tikitiki,is based on student’s interest and needs and offers the following:  Te reo Māori (Māori language)  Taonga puoro (musical instruments)  Mau rākau (stick movements)  Toi Māori (art)  Waiata (song). |