

Professional development plan and cycle

Development goals	
1.	To improve my understanding of Te Reo Māori and to incorporate more Māori words into my teaching
2.	To improve my culturally safe practices with respect to disabled people

My development goal			
2. I wish to improve my understanding of Te Reo Māori and to incorporate more Māori words into my teaching			
How have I identified this area / why is it important (Optional)			
Achieving equitable health outcomes. This area is important for creating inclusive and respectful classroom environments and for modelling good practice			
Actions I will take	Resources / support	Timescales	Feedback / comments on progress
<p>What will I do to develop the behaviour, attitude, knowledge or skill?</p> <p>Consider workplace learning, what coaching might be valuable as well as courses or study</p>	<p>What resources will I need to do this?</p> <p>(\$, time, access to other people)</p>	<p>When do I want to have this done by?</p>	<p>What progress have I made?</p> <p>You may wish to date these and include any examples from your practice or a reflection on your learning</p>
<p>I will become familiar with more Māori words and their pronunciation.</p> <p>I will review the Te Reo Learning Apps that I have on my phone to identify if they are useful for me and search for different ones too such as Koreroero.</p> <p>I will listen to Radio Waatea on my way home from work.</p> <p>I will follow Hemi Kelly and Te Wiki o te Reo Māori on Facebook and others supporting Te Reo Māori learners on Instagram.</p> <p>I will memorise my pepeha.</p>	<p>These activities won't require much money but some will require a commitment of regular time from me.</p> <p>I will try to commit to spending 15 minutes per day looking at the apps, and posts and practising my pepeha and to always using Māori sign offs and</p>	<p>I would like to commit to doing this for the rest of the year to see what the results of this are.</p>	<p>3 months later</p> <p>I am becoming more familiar with Māori words but it will be a very long journey.</p> <p>I have been using Māori sign off and greetings in most of my student messages. I need to memorise more of them though as I am using a list that I refer back to each time I want to use a different one. Some students have begun to reciprocate and reply with a Māori greeting.</p>

<p>I will use more Māori words at work and concentrate on pronunciation.</p> <p>I will always begin and end my e-mails and messages to students with a Māori greeting and sign off. I will try to use different ones.</p> <p>I will try to incorporate more Māori words and phrases during teaching sessions and concentrate on pronunciation.</p> <p>I will consider buying and using the book Māori made easy by Scotty Morrison and/or enrolling in a course if I am not making sufficient progress using the above strategies.</p>	<p>greetings and listening to Radio Waatea on my way home from work.</p>	<p>I am using whakatauki and Māori words in my lessons on a semi-regular basis and I am trying to get my pronunciation correct and to sound confident when doing it.</p> <p>I have been listening to Radio Waatea on the way home, about 3 times a week</p> <p>I do follow Hemi Kelly and Te Wiki o te Reo Māori on Facebook and I do try their suggestions. I am very slow at learning and remembering words though.</p> <p>I have been managing to spend about 15 minutes three times a week learning Maori vocabulary and pronunciation.</p> <p>Maybe I need to enrol in a course next year so that there are other people to learn with and immediate deadlines? This is a journey that I should always be on.</p>
---	--	--

My development goal			
2. To improve my culturally safe practices with respect to disabled people			
How have I identified this area / why is it important (Optional)			
This is important for achieving equitable health outcomes. Demonstrating respect and establishing and developing relationships with disabled communities will strengthen research to improve the accessibility of pharmacy services to disabled people and will facilitate the modelling of a respectful attitude and good practices to students.			
Actions I will take	Resources / support	Timescales	Feedback / comments on progress
<p>What will I do to develop the behaviour, attitude, knowledge or skill?</p> <p>Consider workplace learning, what coaching might be valuable as well as courses or study</p>	<p>What resources will I need to do this?</p> <p>(\$, time, access to other people)</p>	<p>When do I want to have this done by?</p>	<p>What progress have I made?</p> <p>You may wish to date these and include any examples from your practice or a reflection on your learning</p>
<p>Re-read Curtis, E., Jones, R., Tipene-Leach, D. et al. Why cultural safety rather than cultural competency is required to achieve health equity: a literature review and recommended definition. Int J Equity Health 18, 174 (2019). https://doi.org/10.1186/s12939-019-1082-3 Reflect on what this means for my practices in this area</p> <p>Undertake a literature review on the topic of cultural safety and disability which includes grey literature with a focus on Aotearoa New Zealand and health services. Retrieve, read the relevant literature, make notes, discuss with experts and then review my teaching materials using a cultural safety lens.</p>	<p>Access to the relevant resources.</p> <p>Access to people (experts) to talk through the recommendations and stances arising from the literature and comment on my teaching material.</p>	<p>September 2021</p>	<p>A month on</p> <p>Read Curtis, E., Jones, R., Tipene-Leach, D. et al. Why cultural safety rather than cultural competency is required to achieve health equity: a literature review and recommended definition. Int J Equity Health 18, 174 (2019).</p> <p>Read and made notes on Cultural safety in Aotearoa New Zealand Dianne Wepa Port Melbourne, Vic. : Cambridge University Press. 2015. Second edition.</p> <p>Paying particular attention to the chapter - Whānau Hauā Reframing disability from an Indigenous perspective By Huhana Hickey & Denise Wilson MAI Journal volume 6, issue 1, 2017</p> <p>Read the New Zealand Disability Strategy 2016-2026 and the Disability Action Plan 2019-2023</p> <p>Paying attention to the sections on health</p>

		<p>and accessibility to services</p> <p>Read and made notes on Enhancing health care equity with Indigenous populations: evidence-based strategies from an ethnographic study Browne et al. BMC Health Services Research (2016) 16:544. DOI 10.1186/s12913-016-1707-9</p> <p>Read and made notes on Organisational Guidelines for Disability Support Services Working with Pasifika People with Disabilities and their Families by Le Va, 2014</p> <p>Reviewed the CPD material developed developed by Jason Zhou et al relating to defining disability that I completed a few years ago.</p> <p>Several more resources to read, then I need to recruit people to talk to about the topics raised with respect to pharmacy practice. Then review my teaching session material through this lens and seek feedback on the changes I make as a result of this reading and discussions with experts.</p>
--	--	---