



# Pukekohe North School

Princes Street, Pukekohe. Phone 0-9-238-8552

## TE TIRITI O WAITANGI POLICY

### Rationale:

The Pukekohe North School Board of Trustees recognizes that New Zealand has a dual cultural heritage and is committed to the spirit of partnership, participation and protection embodied by the Treaty of Waitangi.

### Partnership

involves working together with iwi, hapū, whānau and Māori communities to develop strategies for Māori education.

Partnership encourages and requires Māori to be involved at all levels of the education sector, including decision-making, planning, and development of curriculum.

- engaging with Māori community
- inquiry- place based learning-finding out about the Māori origins of our rōhe, mountains, rivers, history
- having Māori representatives on boards of trustees
- equity for Māori
- power sharing

### Protection

Protection means actively protecting Māori knowledge, interests, values, and other tāonga. Identity, language, and culture are important expressions of what it means to be a culturally located learner.

A commitment to “knowing, respecting and valuing where students are, where they come from and building on what they bring with them”

- valuing, validating and protecting local knowledge (place-based learning)
- normalising te reo Māori
- learning and including tikanga school-wide
- equity for Māori

### Participation

Emphasise positive Māori involvement at all levels of education.”

Participation is:

- working to strengthen home-school relationships
- Māori participating in school decision making
- School environment reflecting the biculturalism of Aotearoa
- aspirations of Māori whānau reflected in school planning
- equity for Māori

### Guidelines:

**Pukekohe North School is committed to ensuring that staff take responsibility under the Te Tiriti O Waitangi to provide a learning culture that:**

1. actively recruits staff that have the qualifications, skills and experiences to make this policy a reality through practices that include:
  - familiar Maori contexts
  - Te Ao Maori is reflected in daily class / school programming.
  - Co-construction of the learning programme
  - Building connections and a sense of belonging with akonga and their whanau
2. Ensures all parents/guardians/whanau have opportunities to discuss their aspirations for their children having success as Maori. This includes instruction in te reo Maori
3. Reflects the unique place of Maori as tangata whenua and the principle of partnership inherent in Te Tiriti O Waitangi
4. Acknowledges the principles of the Te Tiriti O Waitangi in the curriculum and ensures that practices are inclusive, equitable and culturally appropriate
5. Incorporates te reo Maori; demonstrates respect for Maori values and tikanga and is inclusive of a Maori world view
6. Provides opportunities for all children to become familiar with local landmarks, myths, legends and historical events that are of significant cultural importance for Maori ( Tainui Ngati Tamaoho)
7. Consult with the kaumatua, kuia, and whanau of our community regularly

### Procedures:

1. Staff will encourage and support parents/guardians/whanau contributions and acknowledge that they play an important role in their child's development
2. Partnership relies upon staff to be welcoming and having genuine relationships with our Māori community. Historically for many Māori there have not been "open door" policies and Māori have not felt welcomed and valued in some schools.
3. Sometimes these relationships take time and effort. For most communities, once they feel there is genuine relationship building, they will be more than happy to be a part of the school and add expertise
4. Curriculum practices will facilitate children's understanding and command of te reo language
5. Curriculum practices will acknowledge a diversity of values and beliefs, and demonstrate respect for tikanga Maori
6. As classroom teachers we are able to implement these principles every day. Normalising te reo not only in your classroom, but in staff meetings, the staff room, on duty, at assemblies and in other areas.
7. Adding a Māori perspective to topics and inquiry is an opportunity for us to weave tikanga and Māori view point into everyday situations.
8. Staff will be encouraged to attend professional development on Maori culture and language for implementation in learning programmers
9. Staff will undertake self review processes with the objective of improving outcomes for Maori children and their parents and whanau as a part of their annual appraisal process as expressed through the Professional Standards

### Conclusion:

Students will receive an education that is cultural, linguistic and responsive to the educational needs of Maori having success as Maori.

**Policy April 2020**

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