

“Every artist was first an amateur.” Ralph Waldo Emerson



Historical Position

Over the last eight years there has been considerable growth in this area. We have engaged in Treaty of Waitangi training two-yearly, have resourced a truly wonderful kapa haka, and have extended our curriculum delivery in this area (in particular, developing a partial immersion class). Achievement data in recent years has been commensurate with other ethnicities, however, last year there was a drop and we are now faced with a new challenge.

Strategic goal 5 states:

To build and sustain te reo me ona tikanga, where:

- Staff are educated around the ‘Treaty of Waitangi’;
- Students experience maori culture in an authentic manner;
- Maori achieve success as Maori;
- Trustees, leadership and staff are responsive to whanau, local community, iwi or government priorities;
- Maori students all know their heritage.

Targets or Intended Outcomes:

- Wananga, To engage in robust dialogue for the benefit of Māori learners’ achievement.
- Whanaungatanga To actively engage in respectful working relationships with māori learners, parents and whanau, hapu, iwi and the Māori community.
- Tangata Whenuatanga- Affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whanau is affirmed.
- Manaakitanga –To show integrity, sincerity and respect towards Māori beliefs, language and culture.
- Ako –To take responsibility for our own learning and that of Māori learners.
- To build capacity, ensuring sustainability.

Action	When	Cost/resource	Responsibility
Level four immersion class (Poutokomanawa) approved for third year. Expressions of Interest sought and confirmed. Class placements advised to parents.	Nov-Dec		D, Rosie
Budget approved to support the release of our Leader Of Maori (Rosie). One day per fortnight to primarily allow Rosie to monitor and connect with students of Maori origin and to connect with staff about celebrating their strengths and problem-solving where there may be barriers to their learning. Leader also to link with Gifted and Talented Facilitator (Suzanne) and Learning Support Coordinator (Mel) over meeting needs.	Nov	\$7300	D, R
Management Unit allocated to Leadership of Maori.	Nov	\$4000 (M Unit)	D
Apply for funding to support the purchase of ‘kakahu’ (kapa haka uniforms)	Feb	\$2000 (apply for \$3000)	D
Te Reo Maori programme outlined for teaching staff. Term one resources provided.	Feb		R, N
Term One –focus on relationships and unity (whakawhanaungatanga, kotahitanga) with a marae visit for all students. Make the naming of buildings a stream of work, alongside this (engaging student). Students present to Board and Board consider naming of buildings.	Feb-Apr	Costs for marae trip met from Act Fee	ALL

Development of powhiri guidelines. Have first powhiri at 9.00 am on first day of each term. Shift to front of admin. Review later. Powhiri held at intervals to welcome new students, their whanau, and on occasions, esteemed visitors/guests.	Feb		Nic, R, Whanau
Identify lead team within school (leadership, staff) Also confirm lead of Te Iti Rearea and Nga Whakaaro participants, as well as Kai Tautoko.	Feb		D, Darryn (Dr), R, N
Kapa haka (junior and senior) initiated for the year.	Feb-	Release time equivalent of 0.05 staffing	R, N, E
Whanau hui held at least once per term, discussing issues, reviewing and setting goals.	Feb -Dec		Dr, R
Revise/review current Maori Strategy and develop goals for the medium term future. Where to next? What will drive our decision making?	Apr-June		R, N, D, Dr, Nga Whakaaro
Celebrate Matariki. Concert/hangi again? (Te Iti Rearea decision)	June		Dr, R, N
Term 3 context for learning, schoolwide, is Tikanga Maori. Possibly involve the school production being a celebration of this.	Sept		N, R, Jenny
Kapa haka prepares and participates in Pae Tamariki.	Oct		R, N, Whanau