



# Māori and Bicultural Strategy 2017 – 2019

## Objectives/goals, plans and targets to foster the achievement of Māori students

*(To be read in conjunction with the BHS Strategic Plan 2017-2019, the Annual Plan 2017, pages 6-14 of the New Zealand Curriculum (2007) and the Ka Hikitia - The Māori Education Strategy - Accelerating Success 2013-2017.*



### Whakataukī

Te manu e kai i te miro  
Nōnā te ngāhere.  
Te manu e kai i te mātauranga;  
Nōnā te ao.

### He Māhuri - The seed to the sapling

A Māori Achievement Focus Group was first established at Waimairi-iri in 2005. Since then Waimairi-iri has made substantial progress in its achievement of Māori students, particularly through the He Kākano Professional Learning Programme (2011-13). The phrase 'He Kākano' translates to 'a seed', and has planted within our kura the essential kaupapa of Māori students seeing success as Māori. As the He Kākano programme wrapped up, it was important that we not lose sight of our aims and continue to seek improved educational outcomes for our Māori students.

As a result, in 2014, the Māori Focus Group at Waimairi-iri changed its name to the 'He Māhuri' ('a sapling') Steering Group in order to continue our whakapapa. This group consists of the SLT, Faculty Heads, and representatives across the school as well as whānau and students. The focus is on engagement, pedagogy (cultural responsive practices), pastoral support/wellbeing and data analysis.

In 2016 a Māori Student Achievement (MSA) sub committee was formed to lead the Staff Professional Learning and development of culturally responsive practices.

*The bird that eats the miro berry owns the forest.  
The bird that partakes of education owns the world.*

## Rationale

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### *Tino Kaupapa*

Waimairi-iri is committed to supporting the aspirations of Māori students and whānau. This strategy presents a coordinated approach to meet **four key objectives and related goals**. It represents a formalised commitment by Waimairi-iri to act in partnership with Māori by addressing Māori and bicultural issues in teaching and learning as they present at Waimairi-iri. It is designed to create positive opportunities for Māori achievement and for non-Māori to understand the importance of our Bicultural heritage -

## Background

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### *Raupapa*

- Waimairi-iri has a significant and increasing number of Māori students (200+) within our ethnically and culturally diverse local and international community. This represents 9% of the school roll.
- The principles of the Treaty of Waitangi (*refer appendix 1*) require teachers to develop strategies that will support the learning and cultural needs of our Māori students and acknowledge the bicultural world that we live in. Teachers are encouraged to recognise, support and value Māori cultural identity. This includes:
  - a knowledge of local Ngāi Tūāhuriri Māori history, tikanga and waiata
  - understanding of cultural ceremonies such as pōwhiri, tangihanga requirements, marae protocol (kawa)
  - correctly pronouncing Māori words and names
  - welcoming extended family members (whānau) into the school
  - supporting local and national speech competitions (Manu Kōrero) and regional song and dance organisations (kapa haka)
- Research shows that ‘What is best for Māori students benefits all students’. Our aim is for our BHS Māori students to enjoy success as Māori (*Ka Hikitia, page 18*). This will involve culturally responsive practices that focus on strengthening their profile and sense of identity, language and culture through the provision of a broad curriculum that incorporates Māori content and perspectives.
- Our recent NCEA statistics (2012–2016) show overall achievement of Māori students is close to but slightly below that of the general school population. Our statistics show that Māori students who stay on to Year 12 and 13 do well. We can do better though, particularly with the engagement and retention of our junior Māori students.



## School developments to date include:

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### *Ngā Whanaketanga*

- A Māori Achievement Focus Group first established in 2005.
- The employment of a full-time teacher of Te Reo Māori and subsequent Kaitiaki o te Ao Māori
- Te Reo Māori classes taught at all levels
- Involved in the 'He Kākano' Professional Learning Programme (2011–13)
- Introducing a multi-level Māori Performing Arts Course (Years 11-13) in 2012
- Introducing a prize for the most successful senior student in NCEA Te Reo Māori
- Bicultural signage at entrance, on school buildings and school letterhead
- A Mentor Programme for junior Māori students
- Introducing Year 13 Māori leaders/mentors
- Māori 24/7 Youth Worker since 2013
- Establishing a Homework Club on Thursday's after school
- A pōwhiri at the beginning of the school year to welcome new students and staff
- Year 9 whakapapa sessions with Dr Terry Ryan since 2010
- Year 9 Tūrangawaewae Units (Our Place) in English, Social Studies and Science including a visit to Rāpaki Marae
- Staff Guiding Principles document – 'Our Place'
- Development of our whare ako – a new building in 2012
- Establishment of a pā harakeke (flax plantings behind K Block)
- Regular whānau meetings/student hui to communicate and consult with our Māori community about issues relating to Māori students
- Professional development sessions for staff on strategies to engage Māori students in learning
- Participation in the He Kākano Project 2011–2013
- He Māhuri Steering Group since 2014
- Māori Student Achievement Team (MSA) established in 2016 to lead Staff Professional Learning focus on Cultural Responsive Practice (a sub-committee of He Māhuri)
- Establishment of the BHS Poutama in 2014 based on tuku tuku design panels (*refer appendix 2 for updated version*) – step wise pathway for the school to identify where we have been, where now and where he heading to improve the outcomes for our Māori students through culturally responsive practices
- All Faculties have established their own Poutama which is updated regularly with action plans
- Established links with local rūnanga and local advisers; ongoing links with Te Ora Hou (community based organisation)
- Celebrating 'Te Wiki o Te Reo Māori' as a school
- Oral History Project started in 2014 – stage two completed
- Purchase of kapa haka uniforms and employing a kapa haka tutor

- Participation in the Regional and National Secondary Schools Kapa Haka and Manu Kōrero competitions (hosted regional competitions)
- Poroporoaki for Year 13 Māori students
- Introducing a service award for kapa haka
- A number of notable Māori successes in the ARA Rakatahi Awards since 2013
- Introducing a Māori Achievement Support Teacher 2011–2014
- Year 10 Māori students activities day at a local marae since 2013
- Participating in the University of Canterbury He Puna Pūtaiao for Year 10 Māori students
- Participating in the University of Canterbury Te Ara programme for Year 11–13 Māori students (2012–2013) and then the Te Ara Pathways programme for Year 12 Māori students since 2014
- Participating in the University of Canterbury Ekea programme for Year 10 Māori students since 2016
- Developing our own 'Tracking/Profile system' to monitor the progress and achievements of all Māori students
- Raising profile of Māori Student Leaders within the school – Head Māori Prefect Taonga established in 2016
- Māori Youth Mentor since 2016
- Development of a BHS online kete
- Providing a qualified teacher of Te Reo Māori to conduct lessons for staff since 2014
- Participating in the MOE ART initiative



## **Key Objectives/Goals:**

### ***Ngā Tino Whāinga/Wawata***

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To develop an inclusive community where Māori students can achieve success as Māori.

#### **1. To foster the concept of mana tamariki (pride and identity) for Māori students.**

To achieve this we will:

- 1.1 develop the school's kapa haka group so that it has a prominent place in school activities and regularly competes at regional competitions
- 1.2 support students to participate in Manu Kōrero and other events in the Māori community
- 1.3 encourage staff to further foster and build positive relationships with Māori students by sharing their own identity e.g. mihi, participation in extracurricular activities
- 1.4 encourage staff to use Te Reo, such as greetings in class. Expect the correct pronunciation of student names, place names and common Māori words

- 1.4 promote and support 'Te Wiki o Te Reo Māori' and other initiatives that support Māori students to achieve
- 1.5 encourage and support students to research/learn about their own whakapapa
- 1.6 encourage and support Māori students to take leadership roles in the school

## **2. To promote bi-cultural perspectives and understandings among all staff and students.**

To achieve this we will:

- 2.1 hold a pōwhiri to welcome new students/families and staff to the school
- 2.2 develop a school haka, karakia and waiata that is known and understood by all students and staff
- 2.3 purchase, create and display items of Māori Art, language and culture
- 2.4 include Māori perspectives and content in curriculum programmes, units of work and at assemblies, and in the general life of the school
- 2.5 survey students/hui to identify key factors which enhance/hinder their learning
- 2.6 endeavour to:
  - employ staff who are Māori and/or have an understanding of Te Ao Māori
  - extend the Year 9 Tūrangawaewae units of work to include a component of Te Reo Māori
- 2.7 support the ongoing development and funding of the Oral History Project
- 2.8 investigate the re-introduction of a Māori Performing Arts Course
- 2.9 continue to ensure that biculturalism is apparent in the physical environment of the school and in its formal documentation

## **3. To develop partnerships with parents/whānau so they can contribute to the promotion of wellbeing and ongoing learning for all Māori students.**

To achieve this we will:

- 3.1 hold regular whānau meetings to keep whānau up-to-date with Māori kaupapa that are happening in the school community so they can be involved
- 3.2 to increase links with Māori support services and local iwi
- 3.3 encourage staff to regularly contact whānau

## **4. To foster high academic achievement levels among Māori students.**

To achieve this we will:

- 4.1 set and monitor academic goals with all Māori students
- 4.2 regularly monitor and track attendance, behaviour and achievement of Māori students from Year 9
- 4.3 set student achievement targets which focus on Māori academic achievement levels
- 4.4 organise a Mentor System for junior Māori students

- 4.5 provide professional development opportunities for teachers on teaching and learning strategies to engage Māori student and for all staff on culturally responsive practices
- 4.6 provide career information, activities and opportunities that target Māori students, using Māori liaison staff where appropriate
- 4.7 regularly acknowledge and celebrate Māori Academic achievement and successes at all levels



## The Treaty of Waitangi

The Treaty of Waitangi was signed in 1840 between Māori and the British Crown. The Waitangi Tribunal was established by the Treaty of Waitangi Act 1975. This was the first law to refer to the principles of the treaty. At first these were not defined. But through court cases, new laws, Waitangi Tribunal findings and a 1989 government statement, the meaning of the treaty to contemporary New Zealand society has been outlined.

The treaty text itself is not regarded as a law because:

- the English and Māori versions are not exactly the same,
- it focuses on the issues relevant at the time it was signed.

Instead, the intentions and goals of the treaty are taken into account.

## Principles

Treaty principles include:

- The treaty set up a partnership, and the partners have a duty to act reasonably and in good faith.
- The Crown has freedom to govern.
- The Crown has a duty to actively protect Māori interests.
- The Crown has a duty to remedy past breaches.
- Māori retain rangatiratanga over their resources and taonga and have all the rights and privileges of citizenship.
- The Crown has a duty to consult with Māori.
- The needs of both Māori and the wider community must be met, which will require compromise.
- The Crown cannot avoid its obligations under the treaty by conferring authority on some other body.
- The Treaty can be adapted to meet new circumstances.
- Tino rangatiratanga includes management of resources and other taonga according to Māori culture.
- Taonga include all valued resources and intangible cultural assets.



## Waimairi-iri / Burnside High School

### Cultural Competence

#### FUTURE # 2

- Whare
- Māori Department
- All Māori identifying and succeeding as Māori

### Bicultural Engagement

#### FUTURE # 1

- Waimairi-iri – a Māori school
- Tātaiako dimensions at core of practice
- Culturally Responsive Practice embedded
- Whānau collaboration
- Strong connections with Tūāhuriri Rūnaka and Tertiary
- Māori and Bicultural Strategy embedded

### Culturally Empathic

#### PRESENT

- He Māhuri – all faculties represented
- Increasing profile of Te Ao Māori
- Māori celebrating success as Māori
- Ongoing MSA PLD targeting culturally responsive practice
- Tūāhuriri Runaka and Tertiary connections formed
- Māori and Bicultural Strategy reviewed
- Whānau and rangatahi consultation
- Increased profile of Māori student leaders
- Tuākana Teina concept embedded

Deficit theorising  
Well Intentioned  
Mono-cultural

#### PAST

- SLT commitment
- He Kākano – all departments represented
- Te Reo / Tikanga courses – ARA / UC
- Māori and Bicultural Strategy introduced
- Staff Resource Manual created
- Committed individuals