

## MĀORI EDUCATION PLAN FOR PARAPARAUMU BEACH SCHOOL

Paraparaumu Beach School upholds Te Tiriti o Waitangi and is committed to reflecting the founding principles of Protection, Partnership and Participation. Realising the educational and cultural aspirations of Māori promotes mana/self esteem, success and a sense of belonging/tūrangawaewae.

<b>MANAAKITANGA (CARING)</b>	<b>TOHATOHA (SHARING)</b>	<b>WHAKARITE ĀKONGA (PREPARING)</b>
<p>“Kia mau ki to Māoritanga.” “Hold fast to your culture.”</p> <p><b>Paraparaumu Beach School’s Māori learners will have their identity, language and culture maintained, enhanced and reflected in their learning environment.</b></p>	<p>“Nā tō rourou nā taku te rourou ka ora ai te iwi.” “With your food basket and my food basket the people will thrive.”</p> <p><b>Paraparaumu Beach School will build and sustain strong and effective school-whānau, school-ākonga and school-iwi links, to raise student achievement.</b></p>	<p>“Whāia te iti kahurangi ki te tūoho koe, me he maunga teitei.” “Pursue excellence – should you stumble, let it be to a lofty mountain.”</p> <p><b>Paraparaumu Beach School’s Māori learners will achieve academic success through culturally appropriate and responsive contexts for learning.</b></p>

### VALUES OF TE AO MĀORI

<p><b>Whakawhanaungatanga</b> whānau and school working together to reflect the community’s values</p>	<p><b>Manaakitanga</b> caring for and respecting each other</p>	<p><b>Atawhai</b> whānau and school working together to nurture the students</p>	<p><b>Tū pono</b> know oneself, one’s identity</p>	<p><b>Mahi ngātahi</b> working collaboratively</p>
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## MĀORI ENJOYING SUCCESS AS MĀORI

Māori ākonga achieving academic success while maintaining and enhancing their identity, language and culture

### TĀTAIAKO – KOTAHITANGA EFFECTIVE TEACHER PROFILE

#### MANAAKITANGA (CARING)

At PBS we:

##### **Manaakitanga**

build and nurture a supportive and caring environment.

display respect, integrity and sincerity when engaging with Māori learners and their whānau, hapū, iwi and communities.

##### **Mana motuhake**

assist in the development of personal or group identity.

identify cultural approaches to learning that will enhance Māori student learning.

##### **Tangata Whenuatanga**

consciously use and actively encourage the use of local Māori contexts to support Māori learners' learning.

actively facilitate the participation of whānau and people with the knowledge of local context, tikanga, history and language, to support classroom teaching and learning.

#### EXAMPLES IN PRACTICE

**Te Kura Tātahi o Paraparaumu (At Paraparaumu Beach School)**

- We will identify Māori tamariki on enrolment using information provided by whānau
- Staff will learn to pronounce Māori names correctly
- Teachers will reflect on progress and achievement of students
- Staff are welcoming to whānau and manuhiri

#### **Implementation of Cultural Competencies**

##### Competencies:

**Wānanga:** participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement

**Whanaungatanga:** actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.

**Manaakitanga:** showing integrity, sincerity and respect towards Māori beliefs, language and culture.

**Tangata Whenuatanga:** affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.

**Ako:** taking responsibility for their own learning and that of Māori learner

Integration of Te Ao Māori into all aspects of the curriculum e.g.

- *Māori narratives (pūrākau) - plentiful books and resources using te reo and te ao concept themes, local and national history*
- *STEM, Science, Astronomy (Matariki)*
- *Arts / Nga Toi*
- *Kapa Haka / Waiata Māori. Use of school haka & /waiata*
- *Experience of pepeha*
- *Pepeha and Pōwhiri at assembly*
- *Support staff to develop their knowledge of Te Reo and Tikanga Māori*
- *Turangawaewae Project – Year 7-8*
- *Tuakana Teina - Buddy classes*
- *Whānau Groups with regular meetings and activities*
- *Māori students will celebrate success and leadership opportunities*
- *Ensure opportunities for Māori representation on the student council, sports council, librarians, road patrollers, peace patrollers etc*
- *Cultural performances*
- *Bilingual signage in the school*
- *Welcome distinguished visitors with powhiri*
- *NZ Curriculum -Level 1&2 Te Aho Arataki Marau mō te Ako I Te Reo Māori.*

	<p><b>Te Hapori (Community)</b></p> <ul style="list-style-type: none"> <li>● <b>Tātahi: Marae Visit</b> - introduction to basic tikanga on the Marae</li> <li>● <b>Ngaru: Knowing the places of our school pepeha</b> -possible visits to some areas and learning about these places</li> <li>● <b>Te Moana: Marae Visit</b> - building on basic tikanga on the Marae with a focus on Powhiri</li> <li>● <b>Te Motu: Tiki Tour of local historical places and trip to Kapiti Island</b> - focussing on the history of our area and why it is our taonga.</li> </ul> <ul style="list-style-type: none"> <li>- Access to and utilisation of local resources and expertise.</li> <li>- Use of Māori role models and mentors</li> <li>- Annual Kapa Haka festival - “Takiri o te Ata”</li> </ul>
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<p><b>TOHATOHA (SHARING)</b></p> <p><b>At PBS we:</b>  <b>Kotahitanga</b>  collaborate with whānau, ākonga and iwi towards a commonly held vision, goal or other such purpose or outcome.</p> <p><b>Wānanga</b>  engage in a rich and dynamic sharing of knowledge, in order to reshape and accommodate new ideas and understanding.</p> <p>communicate effectively with Māori parents and whānau about their child’s learning.</p> <p>engage with Māori learners, whānau, hapū, iwi and Māori communities in open discussion about teaching and learning.</p> <p>acknowledge and access the expertise that Māori parents, whānau, hapū and iwi offer.</p> <p><b>Whanaungatanga</b>  have respectful working partnerships. Mana ōrite is an active and equal working partnership with Māori learners and their whānau to enhance Māori learner achievement.</p> <p>actively seek ways to work with whānau to maximise Māori learner success.</p>	<p><b>EXAMPLES IN PRACTICE</b></p> <p><b>Kanohi Kitea (Day to day interactions)</b></p> <ul style="list-style-type: none"> <li>- Kanohi ki te kanohi interactions are valued (face to face)</li> <li>- Increasing usage of Māori greetings in all communications</li> <li>- Connections are made with whānau</li> <li>- Open communication through meetings, phone calls, emails and Zoom</li> <li>- Whānau participation in learning conferences and meetings is highly encouraged</li> <li>- Kaiako (teachers) ensure whānau are aware of learning goals and progress using Spotlight and Seesaw</li> </ul> <p><b>Mahi-ā-whānau (Formal)</b></p> <ul style="list-style-type: none"> <li>- Learning Conferences and meetings</li> <li>- Information evenings</li> <li>- Programme Updates (termly)</li> <li>- Invitations issued to whānau support meetings/celebrations</li> <li>- Mahi tahi – Kai tahi (working and eating together)</li> <li>- Parent-led Whānau support group</li> <li>- Support effective transitions from early childhood and to college</li> </ul> <p><b>Te Hapori (Community)</b></p> <ul style="list-style-type: none"> <li>- Use ākonga, whānau,iwi and collegial expertise</li> <li>- Connections with iwi &amp; Whakarongotai Marae</li> <li>- Knowledge of local Māori history</li> <li>- Knowledge of Kapiti Island and local whenua</li> <li>- Collective celebrations of significant events e.g. Matariki</li> <li>- Acknowledge the value of whenua and tangata</li> <li>- Involve Kaumatua/Kuia in school events and decision making</li> </ul>
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value the lived experiences of students and affirm their cultural identity

## **WHAKARITE ĀKONGA (PREPARING)**

### **At PBS we:**

#### **Ako**

consciously plan and use pedagogy to engage Māori learners and cater for their needs.

plan and implement programmes of learning, which accelerate the progress of each Māori learner identified as achieving below-expected curriculum levels.

actively engage Māori learners and whānau in the learning partnership through regular, purposeful feedback and constructive feed-forward.

validate the prior knowledge that Māori learners bring to their learning.

maintain high expectations of Māori learners succeeding as Māori.

take responsibility for our own development about Māori learner achievement.

show an understanding that 'streaming' is an outdated model which reinforces low-expectation thinking.

normalise te reo and tikanga Māori in classrooms and the school environment - to increase student exposure to it and embed this as a foundational practice at PBS

## **EXAMPLES IN PRACTICE**

### **Manaakitanga**

- Kaiako (Teachers) care for their ākonga (students) as culturally located people, building a supportive and caring environment

### **Mana motuhake**

- Kaiako care for the performance of their ākonga and have high expectations for all
- Kaiako address barriers related to conscious/unconscious bias, deficit thinking, racism and privilege

### **Ngā whakapiringatanga**

- Kaiako create a secure, well-managed learning environment by incorporating routine and culturally responsive practices
- The school and classrooms will reflect aspects of te Ao Māori.

### **Wananga**

- Kaiako engage in effective teaching practices with Māori students as Māori, providing inclusive programmes and learning support as necessary

### **Ako**

- Kaiako use strategies that promote effective teaching interactions and relationships with their learners
- Work from the children's strengths and interests.

### **Kotahitanga**

- Kaiako promote, monitor and reflect on outcomes which lead to improvements in educational achievement for Māori ākonga