



Rationale:

Kilbirnie School acknowledges the special position of Māori as tangata whenua of Aotearoa New Zealand, te reo Māori as an official New Zealand language, and Te Tiriti o Waitangi/The Treaty of Waitangi as the founding document of New Zealand as a nation. *(Te Tiriti forms the basis of the relationship between the Crown and Māori, and therefore between the school and Māori.)*

Through greater understanding of Te Tiriti, knowledge of Te Reo me nga tikanga and engagement with Māori whānau we recognise that our school community will be enriched, better prepared to engage with, and contribute, to New Zealand society.

This policy is a living document, providing guidance for the teaching of bicultural concepts, both in its delivery and its content, characterising the unique bicultural partnership in Aotearoa New Zealand. It references *Ka Hikitia*, and reflects the needs of the Kilbirnie School community.

Purpose:

This policy outlines how Kilbirnie School will ensure that these important elements of our nation's history and culture are implemented in school practice, integrated into the classroom, and in doing so, that a supportive and challenging environment is created in which our Māori students enjoy and achieve success as Māori.

Responsibilities:

The **Board of Trustees** has the overall responsibility to ensure that the school makes a genuine commitment to the reference documents below. The **Board of Trustees** will commit to bicultural practice in its own operation, and will delegate to the **Principal**, the responsibility for implementation of the three guideline areas in the school and classroom.

This policy will apply to all **staff** and **students** at the school, and to the school's **wider community**. This policy also links closely with the school's commitment to inclusive practices, which ensures that all students are given the opportunity to shine and enjoy success.

Guidelines:

Kilbirnie School has chosen to focus on three of the five principles of *Ka Hikitia - Accelerating Success 2013-2017, The Māori Education Strategy*. Each principle has a corresponding school procedure, and when all three are enabled, they will address knowledge-based curriculum focus areas, the delivery of programmes in the classroom, and the management of the school through productive partnerships. They are:

1. The Treaty of Waitangi

The three broad principles of Te Tiriti - Partnership, Participation and Protection - will be applied to all aspects of the school environment, including school policy, management, organisation, planning and curriculum.

Through greater understanding of Te Tiriti, knowledge of Te Reo me nga tikanga and engagement with Māori whānau we recognise that our school community will be enriched, better prepared to engage with, and contribute, to New Zealand society.

2. Identity, Language and Culture

Kilbirnie School recognises that Māori children succeed when their learning programme reflects and values their identity, language and culture. The school will ensure that Māori identity, language and culture is integral to the school's planning and teaching practice by providing opportunities to ensure all children have positive, meaningful engagement with te Ao Māori.

This will occur through regular and ongoing teaching of te reo Māori throughout the school, ensuring that tikanga Māori is a part of everyday teaching, and by developing a relevant history programme for all children.

3. Ako – a two-way teaching and learning process

Ako describes holistic, collaborative learning relationships. The concept is embodied at the school by tuakana-teina relationships, buddying programmes, enrichment and recovery programmes, and parent involvement in the child's learning journey. It reflects the Māori approach to learning, and an emphasis on this approach will support whānau Māori and Māori students' success while enriching the learning environment for all students.

These principles will guide our approach and will be reflected in the school's strategic planning, policies, procedures and practice.

In order to fulfil the policy, the Board and Management have developed the following Procedures associated with the Bicultural Policy, which provide more detail about each of the principles, and how they can be successfully integrated in to the classroom for the best student outcomes. These will be reviewed regularly by the Management Team, and the review discussion and any resulting changes will be reported to the Board at the following/subsequent BOT meeting.

Te Tiriti o Waitangi
Identity, Language and Culture
Ako – a two-way teaching and learning process

Document Control

Version	Status/change	Date
v1.0	Approved by Kilbirnie School Board of Trustees	December 2014
v1.1	Formatted and minor editing	March 2017

Te Tiriti o Waitangi Procedure

Strategic statement

Kilbirnie School is committed to giving effect to the principles of Te Tiriti o Waitangi/The Treaty of Waitangi as Aoteara/New Zealand's founding documents.

The three broad principles of Te Tiriti - Partnership, Participation and Protection - will be applied to all aspects of the school environment, including school policy, management, planning and curriculum.

Through greater understanding of Te Tiriti, knowledge of Te Reo me nga tikanga and engagement with Māori whānau we recognise that our school community will be enriched, better prepared to engage with, and contribute, to New Zealand society.

The school will achieve these goals by:

Partnership – build and nurture partnerships between Treaty partners.

- Building relationships and consulting with local kaumatua and iwi
- Meaningful engagement and collaboration with whānau Māori.
- Promote the partnership model within all aspects of the school

Participation – encourage Māori participation in all areas of the school (equality of opportunity)

- Encourage and foster a culture of bicultural practices, te reo Māori me nga tikanga – and ensure that they are meaningfully integrated into all curriculum areas
- Encourage and foster a culture of staff and community development to support knowledge of Te Tiriti, te reo Māori me nga tikanga.

Protection – ensure positive outcomes for all students and the sustainability of te reo Māori and tikanga within the school culture/environment.

- Monitoring the performance of Māori students in literacy, numeracy, language and engagement.
- Ensuring Te Reo Māori me nga tikanga are a part of the school's daily programme

Related documents:

Te Tiriti o Waitangi / the Treaty of Waitangi

Ka Hikitia – Accelerating Success 2013-2017, The Māori Education Strategy

Tau Mai Te Reo, The Māori Language in Education Strategy 2013-2017

Tataiako, Cultural Competencies for Teachers of Māori Learners – NZ Teachers Council

Te Aho Arataki Marau mo I te reo Māori – Kura Auraki – TKI website

Identity, Language and Culture Procedure

Strategic statement

1. *Kia mau ki to Māoritanga.* Hold fast to your culture.

Kilbirnie School recognises that Māori children succeed when their learning programme reflects and values their identity, language and culture.

The school's leadership team will ensure that Māori identity, language and culture is integral to the school's planning and teaching practice.

2. *Ko te reo te taikura o te whakaaō mārama.* Language is the key to understanding.

Te reo Māori is fundamental to te Ao Māori (the Māori world view). Te reo holds identity, and it is a bridge to tikanga Māori. Respect for whānau and whakapapa is also fundamental to te Ao Māori.

Kilbirnie School will provide opportunities to ensure all children have positive, meaningful engagement with te Ao Māori. This will occur through regular and ongoing teaching of te reo Māori throughout the school, and ensuring that tikanga Māori is a part of everyday teaching.

3. *Kia whakatōmuri te haere whakamua.* My past is my present is my future, I walk backwards into the future with my eyes fixed on my past.

Identity is also derived from history. Kilbirnie School will develop a relevant history programme for all children.

The school will achieve these goals by:

- Ensuring there is strong collaboration with parents, whānau and the community on ways to take account of identity, language and culture in the development of the school's programme. Syndicates will collaborate and establish whole-school goals to ensure identity, language and culture is reflected in everyday teaching practice, and plan to achieve these.
- Creating opportunities for children who identify as Māori to be given supported opportunities to lead-in, and be celebrated by way of that identity.
- Ensuring non-Māori students are given equal opportunity to learn these aspects of the curriculum. This policy acknowledges that for the Māori world view to be treasured and respected, both Māori and non-Māori need shared understanding.
- Using positive teaching strategies to deliver high-quality lessons in te reo Māori. The Te reo Māori Curriculum will provide the framework for all syndicates and teachers to plan and teach.
- Pronouncing te reo Māori correctly. This is fundamental to respecting the language.
- Providing a quality kapa haka programme.
- Ensuring that classrooms and the school library have a range of resources that promote te reo Māori and tikanga Māori.
- Exploring whakatauki and whakatauāki as an insight into the te Ao Māori.
- Providing all children with meaningful opportunities to become familiar with tikanga Māori through its everyday use within the school environment. Tikanga Māori will be adopted as

best practice in this context. This will include for example, protocols around pōwhiri, poroaki, shared kai, hui, and traditional celebrations such as Matariki.

- Developing a programme for pre-European history of Aotearoa/New Zealand for all students.
- Supporting successful transitions, eg starting school, changing year levels within school, transferring from/to another school, from Kilbirnie School to intermediate school.

Teachers who do not have confidence in their knowledge and practice in these areas will be supported by the school in appropriate professional development.

Where existing knowledge is not available in-school to support students in their learning journey, appropriate alternative resources will be sourced.

Related documents:

Ka Hikitia – Accelerating Success 2013-2017, The Māori Education Strategy

Tau Mai Te Reo, The Māori Language in Education Strategy 2013-2017

Tataiako, Cultural Competencies for Teachers of Māori Learners – NZ Teachers Council

Te Aho Arataki Marau mo I te reo Māori – Kura Auraki – TKI website

Ako (a two-way teaching and learning process) Procedure

Strategic statement

Ako describes holistic, collaborative learning relationships. The concept is embodied at the school by tuakana-teina relationships, buddying programmes, enrichment and recovery programmes, and parent involvement in the child's learning journey. It reflects the Māori approach to learning, and an emphasis on this approach will support whānau Māori and Māori students' success while enriching the learning environment for all students.

The school will achieve these goals by:

- Recognising that students and their whānau cannot be separated, and therefore regular, meaningful engagement with whānau is important. This relates to all students at Kilbirnie School and will be demonstrated through:
 - Hearing a whānau voice through early engagement with parents at beginning of the school year
 - Providing an opportunity for meaningful engagement with 3-way conferences
 - Regular, ongoing communication with whānau, particularly with regards to enrichment and recovery programmes
 - Ensuring that the identity, language and culture knowledge that the students learn at school is shared with home.
- Providing support and PD for teachers and teacher aides to ensure their practice is deliberate and reflective, so that they can learn from students in a two-way process.
- Seeking the Māori perspective (from students, whānau, Māori organisations and experts) when planning and implementing integrated studies programmes e.g. music, art, social studies, reading and mathematics.
- Ensuring that opportunities for tuakana-teina relationships continue to be supported and encouraged in school life, through buddy classes, technology workshops, etc.
- Ensuring that Māori students enjoy success as Māori. While the measure of success may be informed by data, it will also reflect the views of the student and their whānau, and of their teacher who is on a learning journey with them.
- Invite consultation and engagement with Māori whānau regarding the achievement of Māori students, and open consultation with all families of the school regarding the school's bicultural intentions and successes.

Related Documents:

Kilbirnie School three-year planning grid

Ka Hikitia – Accelerating Success 2013-2017, The Māori Education Strategy

Tau Mai Te Reo, The Māori Language in Education Strategy 2013-2017

Tataiako, Cultural Competencies for Teachers of Māori Learners – NZ Teachers Council

Te Aho Arataki Marau mo I te reo Māori – Kura Auraki – TKI website.