**KO NGĀ MAHI KIA EKE AI TE AKO ME TE WHAKAAKO KI NGĀ TAUMATA (HE TAUIRA NOA IHO)** Hei ārahi noa tēnei rauemi i te wānanga, i te whakawhiti whakaaro mō tēnei paerewa. Mā koutou anō e whakaaro ake he aha tā koutou hei whakatutuki i tēnei paerewa, he aha hoki ngā mea me mātua mahi, ka ngana rānei kia mahia. Ākene, he rerekē ā koutou mahi i ērā whakaaro kua tuhia i raro nei.

**Te hononga patui i raro o Tiriti o Waitangi partnership:** Me whakaatu i te ngākau nui ki te tikanga o te tangata whenuatanga me te hononga patui i raro o Te Tirit o Waitangi, i Aotearoa.

**Te roanga atu o tēnei paerewa**

* Me mārama, ā, me mōhio ki te mana ahurei o te tangata whenua i Aotearoa nei.
* Me mārama, ā, me whakaae ki ngā hītori, ki ngā tuku ihotanga, ki ngā reo me ngā ahurea o ngā hoa pātui i raro o Te Tiriti o Waitangi.
* Me whakamahi, ā, me whakawhanake i te reo me ngā tikanga Māori.

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| **I tō mātou kura, koinei ngā mahi whai kounga ka mahia e te kaiako, e hāngai ana ki tēnei paerewa:** | **Ko tenei mahi:** | | **Koinei ngā momo taunakitanga ka puta i ēnei mahi whai kounga:** |
| **e ākina ana/me mātua mahi** | **he hou/ e mahia ana ināianei** |
| 1. We will make direct contact with all parents in our classes each term, sharing our planning ideas and inviting parents to share ideas and contribute to the programme in a way that suits them.   Why? *So that* they know that we value their input and their children learn that we value their prior knowledge and the skills, experience and knowledge of their whānau. | Me mātua mahi | E mahia ana ināianei | Termly communication to parents. (Documentation/teacher)  Whānau comments on Seesaw increasing relate to specific areas of the teaching and learning programme. (Whānau voice). |
| 1. We will actively seek to support tamariki who are mana whenua to hold leadership roles in tikanga, pōhiri, karakia etc.   Why? So that we acknowledge and respect mana whenua and our ākonga understand the place of mana whenua in determining kawa of our rohe. | Me mātua mahi | E mahia ana ināianei | Ākonga articulate who holds leadership roles in regard to tikanga and kawa, and why. (Ākonga voice)  Local whānau support their tamariki with leadership roles. (Observations/Kaiako voice) |
| 1. We will contribute to kaitiakitanga o te whenua through our Pūtaiao programme. We will work with local DoC staff to participate in the local restoration kaupapa.   Why? *So that* we are able to offer authentic learning for our students, strengthen our hapū-kura partnership. | Me mātua mahi | E mahia ana ināianei | Pūtaiao programme plan. (Documentation)  Peer observations of pūtaiao lessons. (Observations/ peer feedback)  Examples of student work and reflections. (Photos/ Ākonga voice)  Students can explain what they are doing Pūtaiao, and why. (Video/ Ākonga voice) |
| 1. We will acknowledge our Māori students’ iwi affiliations in our reports to parents   Why? *So that* ākonga and their whānau understand that we value their identity, and we strengthen that identity as the foundation for learning. | Me mātua mahi | He mahi hou | Reports appropriately acknowledge whānau and iwi.  Our tamariki feel acknowledged and are proud of who they are. kura (Reflections/ Ākonga voice) |
| 1. We will learn new features of local mita.   Why? *So that* our reo as kaiako continues to grow, and we support the revitalisation of local mita. | Me mātua mahi | He mahi hou | Reo ā-iwi is more obvious in classrooms – kaiako and ākonga are familiar with more features of local mita and use them confidently.  (Ākonga work/Observations of kaiako) |
| 1. We will collaborate and plan together around using Te Takanga o te Wā:  He Aratohu mā ngā Pouako Tau 1–8 in our teaching programme.   Why? *So that* our ākonga grow their appreciation of our country’s history and develop their sense of nationhood. <http://maorihistory.tki.org.nz/mi> | Me mātua mahi | He mahi hou | Programme plan (Documentation)  Examples of ākonga work and reflections. (Photos/ākonga voice)  Ākonga are able to express a view about our country’s history and how it has shaped who we are today. (Ākonga work) |
| 1. We will ensure that our programmes include recognition of connections between local iwi and the iwi of our ākonga who affiliate to other rohe.   Why? So that our ākonga understand the links between iwi and how that contributes to their identity, history and whakapapa. | E ākina ana | He mahi hou | Ākonga work (documentation/observations) |
| 1. We will learn something new about Te Tiriti o Waitangi and its principles and discuss together as a staff what this means for us at our kura.   Why? So that we have a greater understanding of what the partnership implications are for us and how we can ensure our tamariki are prepared and grow as confident Treaty partners. | E ākina ana | He mahi hou | Meeting notes (Discussion/teacher voice)  Personal Reflections (Teacher voice)  Teachers can articulate the relevance of Te Tiriti o Waitangi to their role, and what they do in practice as a result. |
| 1. We will consider how we acknowledge and use whakapapa in our practice and processes e.g., student groupings, liaison/communications, hui etc.   Why? So that we support and contribute to strengthening whānau identity; our students have a greater understanding of who they are related to; whānau input into the way we structure our kura and how we do things. | E ākina ana | He mahi hou | Ākonga know their whakapapa links, and the tupuna that connects them with other ākonga (Ākonga voice)  Whānau respond positively to the way that we acknowledge and use whakapapa at kura (Reflections/Whānau voice) |
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