

MĀORI CONSULTATION MEETING 2012



24th JULY 2012 7pm Staffroom

PRESENT: Jan Hannon, Paddy Hannon, Guy Royal, Jen Deben, Kim Meo, Phil Reiher, Zita Smith

APOLOGIES: Sally-Ann O' Reilly-Nugent, Adrienne Wood, Tracey and Paul Reiher, Emily Masaga-Pita

KARAKIA: All

CURRENT PRACTICE

1. Zita welcomed the parents and reviewed the actions from the last meeting in November. The school is very pleased to have Māori tutors Todd Kerrick and Clare Butler who teach all students for an hour each week in Tikanga. The children are learning fast and all teachers are part of it as learners too. The BOT has funded this until at least the end of Term 3 which shows their commitment.
2. All full time teachers have enrolled in a Correspondence course in basic te reo Māori and are working through the programme every week together. Very simple, slow progress and giving teacher some basic words and phrases.
3. The Matariki celebration held late last term was a great success with students involved in the hangi and in the welcome, and in telling their myths about the origin of Matariki. The school received many positive comments. This could be an annual occasion.

DISCUSSION POINTS

Discussion was held about how parents see their Māori children succeeding as Māori

- Children being proud to be Māori. Feeling comfortable that who they are as Māori is not only accepted but valued by the whole community.
- Strong preference to not separate out or highlight the Māori pupils specifically but the School as a whole embrace a programme that allows for recognition of Māori language and culture as modified and appropriate for St Theresa's.
- Seeing their culture reflected in the school culture and associated school occasions and visual symbols.
- Continuing to be actively involved in those things that reflect their culture – blowing the conch, karanga, haka.
- An opportunity in their learning to explore and explain the meaning, symbolism and history behind their names (all children could do this).

Continue to use Māori myths, to tell stories and Māori songs - act out stories and

- possibly present at assembly.
- A sense that all children in the school are proud of their heritage as New Zealanders and that all children participate in occasions such as powhiri, Matariki etc.

- There was an expression of disappointment that our links with Hongoeka Marae could slip away (since we have no students in our school who come from the Marae and their resources are stretched). It was strongly felt that this link should be maintained because Hongoeka is an integral part of the Plimmerton community (as is St Theresa's School).
- Affirmation of teachers 'having a go' at speaking te reo, pronunciation, and integrating aspects of Tikanga into their classroom. A clear message that if they have the interests of the children at heart, they won't get it wrong (in terms of correct protocols). At this stage participation is more important but it would be good to set a target (say 2014) for including correct pronunciation into the teachers' commitment toward te reo.
- The idea of developing a whole school mihi that could be used regularly – that teachers, students and parents could use.

NEXT STEPS

	ACTION	PERSON RESPONSIBLE	RESOURCE	BY
1.	Make contact with Hongoeka Marae with a view to ongoing association including school visits. Negotiate how the school and parents can support this without being a burden on the Marae.	Kim Meo, Guy Royal and Jen Deben	Hongoeka Marae	End of Term 3 with a view to visit T4
2.	Check the possibility of Journal stories in both te reo and English for classrooms and Library. Order sets if possible.	Zita	Learning Media, Library	End Week 4 T3
3.	Load the words to the Haka and some common waiata we sing onto the school website.	Zita		End of Week 2
4.	Contact Louana Fruen about the possibility of some PD for Staff on being bi-cultural.	Kim	Kindergarten Association	End of this term
5.	Develop a framework for Māori in the school using the headings of Te Reo, Tikanga and Matauranga. Develop this as a yearly plan into which we can insert appropriate areas of focus as they arise and plan for them. (e.g. Matariki, Māori Language week, Hongoeka visit, ways we can integrate Māori into Inquiry etc.)	Adrienne, Zita and teachers	Parent suggestions, Hongoeka Marae, Pataka, Takapūwāhia, Te Papa, Todd and Clare, Rawiri Hindle and Bert	Ready to start the 2013 year.
6.	Development of a school Mihi This could be done in a way that includes the children researching the history of the school and	Adrienne, Zita and teachers, involving the	Parents, Todd and Clare, Hongoeka Marae	End of the year

	the area using local people as resources.	children		
7.	Explore possibility of purchasing games and puzzles with Māori theme for classes.	Adrienne		

Meeting concluded at 8.30pm with a karakia.

*Following Notes have been contributed with thanks by **Jen Deben** who has done some follow-up on particular action points as a result of discussion at meeting:*

Action No. 2 Journal stories may be too advanced for the school. Possibly source easier to reo books eg 1 picture=1word type books. These might be too young for the school but 'Spot' (the dog) had a series of books printed in te reo.

Action No. 5 I have a friend who is involved in education and facilitation so I asked if she has a multilayered template or framework that we can modify and work from. I've done this with a view to making the task easier for the school instead of starting from scratch. She is going to get back to me within a week.

Action No. 7 I have sent an email to family and friends asking for ideas, contacts and donated resources.

Will let you know how that pans out.

Another idea is 1-4 times per year inviting local kaumatua to speak at the school. The purpose is for children to realize life is a journey full of contribution and to engender pride and relation in their community. On that basis the speakers do not need to be Maori.