

# Tō Tātou Kura Atawhai

Ngā tirohanga a ngā ākonga, whānau, kaimahi me te hapori ā-kura mō te hanga taiao whāi hua, taiao haumarū, taiao whakakotahi e ārai ana, e whakautu ana i ngā mahi poke.

Whiringa-ā-Rangi 2021



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## Mō Mātou

He kaupapa mahinga tahi tēnei nā Te Tari o te Kaikōmihana mō ngā Tamariki o Aotearoa me te Tāhuhu o te Mātauranga, ā, i tautokohia e te Bullying Prevention Advisory Group.

Ko te tirohanga kia whai i te māramatanga whānui e pā ana ki ngā kura me tā rātou hanga i ngā taiao auaha, e āta kitea ai, e taea hoki te ārai me te whakakōrero i tēnei mea o te poke me ngā ākongā. I aro hoki mātou ki ngā āhuatanga e tautoko ana i ngā kura kia ū tēnei kaupapa, tae atu ki ngā pōreareatanga hoki. I hoahoatia e tō mātou rōpū tētahi ara whakapā ki te whakarongo ki ngā ākongā, te hunga ngaio o te kura, te whānau me te hāpori whānui hoki, hei whakatipu i tēnei momo māramatanga.

Kua āta whakamāramatia mai ngā mōtika a ngā tamariki, rangatahi hoki i roto i Te Tiriti o Waitangi, kei te Children’s Convention me te pire Education and Training Act 2020. Ka mahi tahi Te Tari o te Kaikōmihana mō ngā Tamariki o Aotearoa me te Tāhuhu o te Mātauranga ki te whakaatu me te pupuri i ngā mōtika a ngā tamariki, rangatahi, ā, e rangonahia ana tō rātou reo kōrero hoki.

Ko te rōpū kawē i te kaupapa o “Our Kind of School” i takea mai i ngā kaimahi o te rōpū Mai World, he kaupapa nā Te Tari o te Kaikōmihana mō ngā Tamariki o Aotearoa me te Tāhuhu o te Mātauranga. I noho tahi mātou ki te whakarongo ki ngā whakaaro a ngā ākongā me te tuari i aua whakaaro kia whai hua i roto i ngā mahi mātauranga puta noa i Aotearoa.

## Ngā Mihi

He maha tonu ngā tāngata me ngā rōpū whakahaere i whai koha mai e hua ai, e oti ai tēnei pūrongo. E whā ngā kura tuatahi me tētahi kura kaupapa Māori i whakaae kia tomo atu mātou ki tō rātou taiao me ngā hāpori whānui e pā ana hoki. Me mihi hoki ki te Bullying Prevention Advisory Group mō ngā whakaaro. I te mutunga tēnei te mihi atu ki ngā ākongā i uru mai ki tēnei kaupapa, me mihi ka tika mō tā koutou whakapau kaha, whakapau wā hoki, mō ngā māramatanga me ngā tirohanga i kitea.

Ngā mihi nui ki a koutou katoa.

**I whāia e mātou tēnei kaupapa kia mārama ai mātou me pēhea te whakakore i tēnei mea o te poke i roto i ngā kura. Mā te whakamahi i te anga whāinga<sup>1</sup> o te Rautaki Oranga Tamariki me te Rangatahi hei tūāpapa, ka noho mātou ki te hanga i tētahi whakaahua o ngā mahi mā ngā kura me ngā kura kaupapa Māori, kia ‘whakaaetia, whakautehia, kia noho hono’, kia ‘whakauruhia, kia whakapakaritia’ ki roto i ngā kura me ngā kura kaupapa Māori.<sup>2</sup>**

Kua rongō kē mātou mō ngā mahi whakauru o mua, a ngā tamariki, rangatahi hoki kia noho haumarū, kia noho wairua ora rātou i mua i te nohonga ki te ako.<sup>3</sup> E whakaatahia ana tēnei āhuetanga i roto i te Education and Training Act 2020 e kī ana:

- » ko te whāinga matua o te Pire, ko te whakatū me te whakahaere i te pūnaha mātauranga e tautoko ana i te hauora, i te haumarū me te wairua ora o te ākongā (S4(b))
- » me mātua whakahau ngā Poari ā-kura kia noho haumarū ā-tinana, ā-hinengaro hoki ngā ākongā me ngā kaiako, ā, me kaha hoki te pare atu i te kaikiri, i te poke me ērā momo āhuetanga whakaparahako i roto i ngā kura (S127(1)(b)).

Atu i tērā, ko te whakaarotau matua o Te Tauākī o Ngā Kaupapa Matua ā-Motu mō te Mātauranga me te Ako i whakarārangitia mai e te Kāwana i te tau 2020, “kia noho he wāhi haumarū hei akoako, kāore he pōreareatanga pērā i te kaikiri, i te poke hoki”.

E whakaahua ana ēnei kōrero i te momo o te taiao me ngā āhuetanga e mahi nei ngā ākongā i roto i ngā akomanga. Ko te otinga atu o ēnei whāinga ka puta he wero, e pā ana ki te kaupapa o te poke.

<sup>1</sup> Ko te rautaki e kīia nei ko te Rautaki Oranga Tamariki me te Rangatahi, i whakarewahia i te tau 2019, e whakaatu ana i ngā mōhiotanga ki te hauora rangatahi me te hauora rangatahi hoki, ngā mahi Kāwana me ngā tohu paetae: <https://childyouthwellbeing.govt.nz/resources/child-and-youth-wellbeing-strategy>.

<sup>2</sup> I tēnei pūrongo e pā ana te kupu ‘kura’ ki te kura kaupapa Māori.

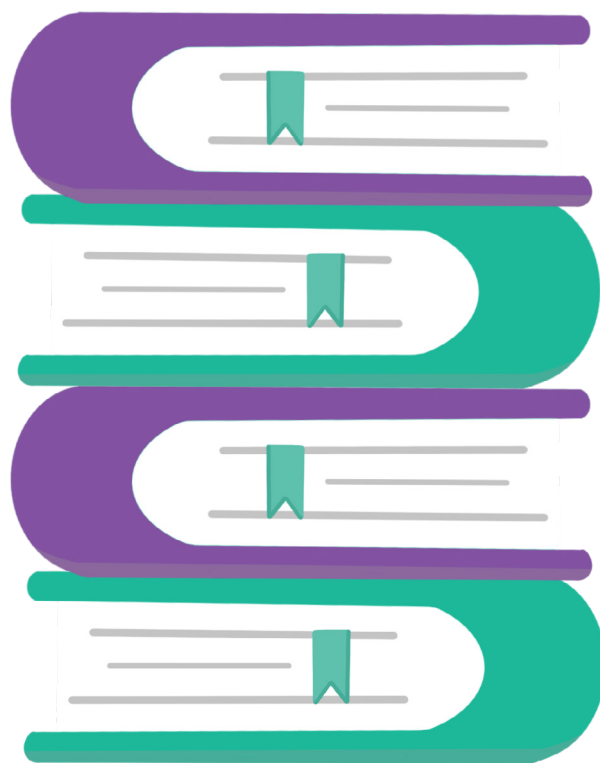
<sup>3</sup> Hei tauira: Education Matters to Me (2018) <https://www.occ.org.nz/publications/reports/education-matters-to-me-key-insights/>.

# I tīmata mai i te tūāpapa tūturu

He take nui tēnei o te poke i roto i ngā kura puta noa i Aotearoa. Kei roto i ngā pūrongo pērā i te Education Matters to Me, na Te Tari o te Kaikōmihana mō ngā Tamariki o Aotearoa me te Whakarōputanga Kaitiaki Kura o Aotearoa<sup>4</sup>, me te pūrongo a te Tari Arotake Mātauranga, te Bullying Prevention and Response in New Zealand Schools<sup>5</sup>, tae atu ki ngā raraunga mai i rūri a te Rangahau Mātauranga o Aotearoa, arā, te Wellbeing@School<sup>6</sup>, e kōrero katoa ana mō te aranga ake me te āhua ake o tēnei me o te poke i roto i ngā kura o Aotearoa. I whakahaeretia e te Tāhūhū o te Mātauranga tētahi arotake o ngā taunakitanga o ngā pūrongo. I whakaarohia hoki ētahi atu whakaurunga ā-kura o mua me ngā hapori ā-kura pērā i te kaupapa o Kōrero Mātauranga (te kaupapa a te Tāhūhū te “Education Conversation” i whāngaihia ki te arotakenga o te kaupapa o Tomorrow’s Schools).<sup>7</sup> Ka whakahaeretia e te Tāhuhu o te Mātauranga he kaupapa whakawhiti rāngai, arā, ko te Bullying Prevention Advisory Group (BPAG) e hāngai ana ki te whakarato i tētahi kaupapa mahi tahi hei ārahi i ngā whakautu me ngā āraitanga i ngā mahi poke. Ko tētahi kaupapa mahi tahi i waenga i te BPAG me te Tāhuhu o te Mātauranga, arā, ko te paetukutuku Bullying-Free NZ. Ko tā te paetukutuku nei he whakarato i ngā rauemi e pā ana ki te Bullying-Free NZ School Framework<sup>8</sup> me ētahi atu pārongo e aro ana ki te tautoko i ngā kura ki te whakauru i ēnei momo ara ā-taunaki ki ngā mahi poke. E iwa ngā wāhanga o tēnei anga marautanga hei waihanga i te taiao me te ahurea haumarū, whai hua hoki.

E mārāma ana mai i ēnei tūmahinga katoa ko ngā tukanga ka whakamahia ki te ārai atu i te mahi poke e pā ana ki te taiao matarau mō te kura me tōna hapori katoa.

Ko te whāinga o tēnei kaupapa he kōhi i ngā tauira whai hua ka rapu i ngā āraitanga me ngā whakahoutanga e pā nei ki ngā kura i a rātou e waihanga nei i ngā taiao haumarū, taiao hauora hoki. Kei tēnei kohinga ngā tauira, ngā whakaaro me ngā whakaawetanga mō a rātou ake hapori.



<sup>4</sup> Tirohia: <https://www.occ.org.nz/publications/reports/education-matters-to-me-key-insights/>.

<sup>5</sup> Tirohia: <https://ero.govt.nz/our-research/bullying-prevention-and-response-in-new-zealand-schools-may-2019>.

<sup>6</sup> Tirohia: <https://wellbeingatschool.org.nz/ws-surveystools>.

<sup>7</sup> Tirohia: <https://conversation.education.govt.nz/about>.

<sup>8</sup> Tirohia: <https://bullyingfree.nz/preventing-bullying/the-nine-elements-of-an-effective-whole-school-approach-to-preventing-and-responding-to-bullying/>.

# I rapua e mātou ngā kura e hua ana tēnei kaupapa

E whā ngā kura tuatahi i haere ai mātou, me tētahi kura kaupapa Māori e whakamātau ana i ngā tauira pai mō te haumarutanga a te ākonga.<sup>9</sup> I rapua e mātou ngā tirohanga a ngā ākonga, ngā whānau, ngā kaimahi me te hāpori whānui hoki a te kura mō ngā mahi whai hua me ngā mahi kāre i whai hua me te take i pērā ai.

E whakaatu ana tēnei pūrongo i ngā kitenga. Me tīmata pea ki ngā tirohanga whānui auau puta noa i ngā kura e rima. Whai atu i ēnei ko ngā whakarāpopototanga mai i ia o ngā kura e rima, tae atu ki tauira i tohatohahia e rātou. He whakamārama poto anō ka whai mō te whakaurutanga o tēnei tikanga ako, ka noho hei tāpiritanga ki tēnei pūrongo, ā, he kuputaka hoki e pā ana ki tēnei pūrongo.

Kāre i whakapuakina ngā ingoa o ngā kura me te hunga i whai wāhi mai ki tēnei kaupapa. Nā runga i tēnei āhukatanga, i māmā tonu te whakaputa o te hunga nei i o rātou whakaaro.

Ehara i te mea me whāia ngā āhukatanga kei tēnei pūrongo. He motuhake tonu ngā kura 2,500+ o Aotearoa. Ko te wawata hoki mō ngā kura arareo Pākehā, arareo Māori hoki kia kitea e rātou ētahi whakamahinga o tēnei pūrongo hei whakamahi mā rātou i roto i o rātou ake kura, hei whakatipu ahurea whakakaako i roto i ngā pūnaha ā-kura, kia whakaaetia, kia whakautea, kia tūhono atu te ākonga i roto i te kura, i waho atu o te kura hoki.

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<sup>9</sup> Ko ngā paearu hauora e hāngai ana ki ērā o ngā raraunga o NZCER Wellbeing@School. <https://wellbeingatschool.org.nz/about>. Kei te wāhanga Tāpiringa 1 te roanga atu o ngā kōrero.

# I wānanga mātou me ngā kura arareo Pākehā e whā me tētahi kura kaupapa Māori

I te pito o te tau o 2020, ka haere atu mātou ki ngā kura arareo Pākehā e rima. He kura tuatahi te nuinga me tētahi kura kaupapa Māori. Na te wā i haere atu mātou i te wāhanga tuawhā o te tau ā-kura, kāre mātou i toro atu ki ngā kura tuarua, ki ngā wharekura hoki.

He whānui te hora o ngā kura nei. Mai i te taone ki ngā haukāinga me ngā momo waengahuru katoa. Ko te nui o ngā ākongā o ngā kura mai i te 50 ngā ākongā ki te 400+ mai i ngā kura katoa. He rerekē anō ngā āhuatanga e pā ana ki ngā tatauranga a ngā ākongā, ko te nuinga he Māori, ko ētahi he ākongā Pasifika, me ngā ākongā o ētahi atu iwi, he ākongā whai kaha, me ērā ākongā me whai āwhina ki te akoako.

## Āhua neke atu i te 350 te hunga i whai wāhi mai ki tēnei kaupapa mai i ngā kura e rima, pērā ki ēnei:

- » Ngā ākongā neke atu i te 250+ te maha, kei ngā tau 5-8 (ko ētahi he tamariki ake)
- » Āhua 70 ngā kaimahi kura, pērā ki ngā kaiārahi o te kura, ngā kaiako, ngā kaiirīwhi me ngā kaiwhakahaere hoki. I uiuitia anō hoki e mātou ētahi kaimahi ā-waho pērā i te hunga Social Workers in Schools (SWiS), ngā Learning Support Coordinators (LSC), ngā Resource Teachers: Learning and Behaviour (RTLB) Me ngā Resource Teachers Māori (RTM)
- » Āhua 45+ ngā mema o te whānau me te hāpori i whai wāhi mai ki te kaupapa nei, nā rātou rānei whai ratonga mai ki te kura, pērā ki ngā mema o te poari ā-kura. Ko ētahi atu ko ngā matua a ngā ākongā whai kaha, whai akoranga rānei i uiuitia i ētahi o ngā kura.

Ko te tūāpapa o tō mātou hoatanga ko te ara “aronga-tahi”. I hoahoatia ngā whakaurunga katoa me ngā kōrero i puta i ia o ngā kura. Na tēnei, i riro mā ngā kura tonu e tohu i te ara whai hua e pā ana ki ngā ākongā, ngā whānau me ngā kaimahi. Ko te ara i whāia he ara rau, ko ngā uiuitanga ērā me ngā rōpū hāngai, ka tukuna ngā pātai e te kaitūruki, ko ngā pātai i takea mai i tētahi rārangi pātai i ata rangahautia hei kōhi i ngā kōrero e hāngai ana.

I pātaihia ngā tumuaki kia tautoko mai rātou ki whānui te hunga me uiuitia, me Māori, me Pasifika, me te hunga kōpere, me te hunga ākongā, pākeke e whai kaha ana. E hua ai a mātou mahi, ka whakarōpūhia e mātou he mātanga, pērā ki ngā mātanga reo Māori me ērā e matatau ana ki ngā whakahaere a te hunga whai kaha me te hunga kōpere. I tukuna ngā pārongo mō tēnei kaupapa ki ngā whānau me ngā hāpori e te kura, ā, pai ana te hou mai o te hāpori ki te tautoko i te kaupapa.

Mā te aro me te whakahōnore i Te Tiriti o Waitangi tētahi o ngā tino mahi e hauora ai te hunga uiui, te whakarongo ki ngā reo me te mārama ki ngā whakaaro i puta i ngā mokopuna Māori me a rātou whānau. I whakatūhia he tūranga Kaitakawaenga Kaupapa Māori kia whāia ai ngā tikanga Māori, te mātauranga Māori me te reo Māori, hei ārahi i te rōpū whakahaere me te tūtakitaki ki te hunga uiui. Ā, i ata tuhia he karakia e whakaata ana i te pūtake o te kaupapa nei, tae atu ki ngā wawata a ngā ākongā i tuhia ai ēnei kōrero.

O ngā kura e rima i uiuitia, e toru o ngā kura i whakarato kōwhiringa reo rua, reo rumakī, ā, ko tētahi he kura kaupapa Māori, ko te reo Māori anake te reo kōrero. I uiuitia ētahi tangata kōrero Māori mai i ngā kura e toru. I roto i ngā kura he reo rua, he reo rumakī rānei tā rātou, i uiui mātou i ngā kaiako o ērā wāhanga.

Mō ētahi pārongo mō ngā tohutohu, te whakauru me ngā matatika tirohia te wāhanga tikanga ako o te Appendix 1.

# He nui ngā wheako i kitea mai i ngā kura nei

## He rawe ngā tirohanga a ngā ākonga e pā ana ki te haumarū, ki te whai hua me ngā taiao whakauru pērā ki

- » Te mārama ki ngā wheako a te ākonga ake, me ōna momo āhuatanga, te whakarongo ki ngā kōrero me te aro ki a rātou ake wheako.
- » Te whakarongo ki ngā kōrero a ngā ākonga mō a rātou tirohanga me a rātou whakaaro ki te whakatinana ki te waihanga i te ahurea whakaute i waenga i ngā kaimahi, kaiako me ngā ākonga. Me whai wāhi mai ngā ākonga, ahakoa kei tēhea kura, ahakoa te pakeke o te ākonga.
- » Nā tā mātou e whakarongo ki ngā tirohanga a ngā ākonga, i hua mai ai ngā taiao haumarū, taiao whai hua, taiao whakakotahi o ngā kura.

## Me pakari tonu te hunga ārahi i ngā kura, mā tēnei e hua ai te taiao haumarū, taiao whai hua, taiao whakakotahi hoki

- » Nā te pakari o te hunga kaiārahi o te kura, i pakari te ahurea o te kura.
- » Nā ngā mahi whakapakari me ngā urupare mai i ngā ākonga, kaiako me te whānau i hua ai ēnei taiao i te kura.

## Me mātua mōhio ki ngā ākonga me ō rātou whānau, me kaha hoki te hanga i taua whanaungatanga puta noa i te hāpori ā-kura

- » I tautokohia ngā ākonga e ngā kura i roto i a rātou rōpū whānui ā-whānau, ā-hoa hoki.
- » He kaha te whanaungatanga i waenga i ngā kaimahi me ngā whānau, nā tēnei i hua ai te taiao haumarū, whakakotahi hoki o te kura, ā, nā te kura, mā te kura.

- » I aro ngā whānau kia uru mai ki te haerenga a te tamaiti me ō rātou whakaaro, takoha hoki.
- » Te hanga whanaungatanga me ngā whānau hei āwhina ki te toro me te pare atu i ngā take i puta.
- » He maha ngā ara hei whakauru mai, hei whakawhiti kōrero me te whānau.

## Ehara i te mea ko te whakautu ka kitea, te whakautu anake mō te pare me te ārai atu i te mahi poke

- » Ko ngā taiao haumarū, whai hua, whakakotahi i hangaia i runga i ngā whanaungatanga kaha ki te ārai atu i tēnei mahi o te poke.
- » I āraitia e ēnei kura te mahi poke, engari kāre i whakamahia ngā hōtaka ārai mahi poke.
- » Nā te tikanga Māori te tūāpapa i whakarato mō te hanga i te taiao haumarū, whai hua, whakakotahi hoki mō te ārai me te whakautu i tēnei mahi o te poke.

## Ehara ko ngā rauemi anake – engari he āwhina nui tēnei

- » I hangaia e ētahi o ngā kura ngā taiao nei, ahakoa te iti o ngā rauemi. Ahakoa tērā, nā te hunga ārahi i te kura i pērā ai, ara noa ngā mahi i oti i a rātou kia ū pai ai tēnei kaupapa, i ētahi wā he utu mai i ā rātou ake pūkoro.
- » Nā runga i te maha o ngā rauemi i taea ai e te kura te whakarato i ngā rārangi tautoko. Kāre ngā kura o uta i whai wāhi ki ngā rauemi me ngā rauemi hāpori pēnei i ngā kura o te taone, ka noho ko rātou te ratonga tōmua mō ngā hauora a te tamaiti i tua atu i te kura.



# E ono ngā māramatanga i kitea



## E ono ngā māramatanga i kitea

He maha ngā mahi whai hua kua oti i ngā kura nei ki te ārai me te whakautu ki te mahi poke. Ko ētahi mahi he hanga i ngā taiao e hua ai ngā ākongā i roto i o rātou taiao me ngā whakaututanga e pā ana ki ngā mahi poke. E rua, e rua.

Mā te whakaata i ēnei o ngā take, i kitea e mātou ngā āraitanga, ngā pōreareatanga, te hunga toko i ngā kura ki te hanga i ngā taiao mō te ārai me te whakautu ki te mahi poke. I ia kura i mahia tēnei mahi i runga anō i ngā whakaaro a ngā ākongā, whānau kaiako me te hapori whānui.

### E ono ngā ōritenga i kitea puta noa i ngā kura e rima nei:

1. Te mōhio me te whakatutuki i ngā hiahia a te ākongā.
2. Me kaha, me whakaute hoki te hunga ārahi o te kura, mā tēnei e hanga i te tūāpapa mō te ahurea whai hua i te kura.
3. Te manawanui ki te reo me ōna tikanga i roto i te akomanga, i te ahurea, i te hapori o te kura hoki.
4. Te hono ki ngā whānau me te hapori whānui o te kura.
5. Te whakanui, te whakahōnore i te kaiako me te ākongā hoki.
6. Kia tere, kia hua ngā whakautunga ki ngā take poke.

## 1. Te mōhio me te tutuki i ngā hiahia a te ākongā

I aro ngā kura ki ngā ākongā me ōna rerekētanga katoa, me tā rātou ngana ki te whakatutuki i a rātou hiahia. Ko te otinga atu me rite ngā whakaakoranga a te kaiako mō ngā ākongā katoa. I puta te kōrero a tētahi o ngā kaiako:

“Me aukati ki te kore taea te akomanga katoa ki te ako”

Katoa ngā ākongā o ngā kura e rima nei i kōrero mō te tūtaki o te kaiako i ā rātou ake hiahia, i kitea rānei e pērā ana te kaiako ki ētahi kē.

“Teachers help us learn and look after each other. We are all like a big family.”

He nui te aronga o ngā ākongā ki ngā hiahia a ngā hoa me tā rātou tautoko ake i tēnei tū āhua, me a rātou hoa. Hei tauira, i māranga ngā ākongā he rerekē ngā ara akoranga me ngā pakaritanga, a tēnā, a tēnā. I tutuki i a rātou tēnei mahi mā te mahi tahi, te whakaute, tētahi ki tētahi, te nuku haere i te akomanga, te tuku āwhina ki a rātou anō i roto i te akomanga, me te kore e whakawātia.

Nā te nui o ngā rauemi i āhei ngā kura ki te whakatutuki i ngā hiahia a ngā ākongā. I tētahi o ngā kura, ina kē te maha o ngā rauemi me te hunga kaiako mātanga e pā ana ki tēnei kaupapa, hei tautoko i ngā mahi, i āhei ai ngā kaiako te noho tahi me te ākongā. Nā runga anō i tēnei āhuatanga, i taea e rātou te hanga mahere ako hei tautoko i ngā akoranga a tēnā ākongā, a tēnā ākongā. Ko tā te tumuaki, na te kaha o tēnei mahinga tautoko i wātea ai au te whai i ētahi atu kaupapa:

“If we didn’t have a SENCO [Special Education Needs Coordinator], I [the principal] would be doing it. The SENCO does a range of things including organising teacher aides, planning interventions, doing referrals, in-class support referrals, RTLB [Resource Teacher: Learning and Behaviour] referrals, liaising with classroom teachers, ORS applications – which takes time - but is invaluable. She spends a lot of time on pastoral care.

I kōrero ētahi o ngā kura mō ētahi atu pūtea hei tautoko ki te hanga rauemi e tutuki ai ngā hiahia a ngā ākongā. Akene he anga ā-roto hou, ētahi atu kaiako, me ngā tautokotanga ngaio. Ko te kōrero a ētahi atu o ngā ākongā, ko te wawata kia rahi ake ngā rauemi i o rātou kura. I te pātaitanga ki a rātou mō ngā pōreareatanga o te kura, ko tā rātou:

“There’s no money-we need to pay the bills of the whole school so we can do more things.”

I rongo kōrero mātou mō te eke o ngā kaiako me ngā kaimahi o te kura ki te taumata i tua atu i a rātou mahi, kia tutuki ai ngā hiahia a ngā ākongā. I puta te kōrero a tētahi o ngā mātua o te kura:

“There is no embarrassment for parents if they don’t have food. If one kid doesn’t have a lunch the whole school gets a lunch so that one kid won’t get singled out.”

E whakaatu ana tēnei i te manawanui a te hapori me tana ara whai kia tutuki ngā hiahia a te ākongā.

He maha ngā ara i whāia e ngā kura ki te tautoko i a rātou ākongā e pā ana ki te rangatiratanga me te umanga hoki. Ko ngā ara kaiārahi ērā i whāia, te ako o te ākongā, te tautoko i ngā kōtuinga o te tuakana-tēina i waenga i ngā reanga ākongā. I whakanui ngā ākongā i te ara e taea ai te kōwhiri ka pēhea tā rātou ako, me tā rātou whai wāhi atu ki ngā whakahaerenga a te kura.

“Instead of, like, the teachers controlling it you can suggest ideas to the teachers”

“Seniors are given responsibilities and get to have a say in some of the things that happen at school.”

“They ask us in our classroom, and we can give our ideas.”

Pērā anō ngā whānau, i kitea e rātou he whai hua ēnei arā, kia riro mā te ākongā tonu te mana o ngā akoranga, te tūhura i a rātou aronga me te kohi ake i ngā pūkenga kaiārahi. Anei te kōrero a tētahi matua:

“My experience (I’m 33 now) in education felt like I had to follow the system, it was just a process to go through to get to uni or earning potential. What they’ve done now the kaiako are all about boosting them up in the classroom; they invite them to share that type of thing. For me it was ‘shut up and pay attention’. Now the way the class is moving, they adjust the room, have individual set ups, lets the kids find their own space. They are open to kids expressing themselves how they like. I’m impressed with that.”

## 2. Me kaha, me whakaute hoki te hunga ārahi o te kura, mā tēnei e hanga i te tūāpapa mō te ahurea whai hua i te kura

He nui te whai wāhi o te hunga ārahi o te kura ki tōna ake ahurea. Katoa ngā kaiārahi i ngā kura nei i whai i te ara whakapakari, uiuinga i roto i ngā panonitanga. Ka rapua ngā urupare mai i ngā ākongā, whānau me ngā kaiako hoki mēnā e tuwhera ana rātou ki ngā whakaaro hou. He ara pai tēnei i whāia, hei hiki i te ahurea o ngā kaimahi katoa. Te nuinga o ngā kaimahi i kōrero mō te whanaungatanga whakaute i waenga i a rātou me te hunga ārahi. Nā ēnei i āwhina i a rātou ki te whakatū whāinga mō ngā kaimahi me ngā ākongā.

Ko te ki a tētahi o ngā kaimahi o te kura i pēnei:

“If you can create a safe place for the teachers, as they learn, they have to feel safe, confident, that they’re not bullied; everything’s trickle down ... If you’re not providing a safe, confident, comfortable area for your teachers, children are never going to feel loved, because they can see you’re not expressing love to your colleagues ... Our group of teachers plan together, talk together often; meet out on the deck a lot; kids always see them out there together – visibly together out there and quite close. We do have expectations as to what children should or shouldn’t do and how they should act; respect in all its forms; aligned with values.”

He nui ngā kōrero a te hunga i uiuitia mō te āhua ki ngā tumuaki, ahakoa kaimahi, kaiako mai, whānau mai rānei, ko rātou ngā tino rangatira, ngā tino kaiārahi, ka haere ki tua o ngā mahi i wawatahia mō a rātou kaimahi, ākongā, whānau hoki. Ko ngā kaiārahi i te kura he tangata e mōhiotia ana e te hapori, he tangata pono, he māhaki, he hanga whanaungatanga me te hapori

o te kura. I tētahi o ngā kura nei, ka noho te tumuaki me te tumuaki tuarua ki te tomokanga o te kura ka pōhirihiri, ka tūtakitaki ki ngā whānau me ngā ākonga i ia rā, i ia rā.

Mō ētahi o ngā kura, i panoni te hunga kaiārahi o te kura. I kōrero ngā kaimahi me ngā whānau mō te hāpai ake o ēnei kaiārahi hou ki te huri i te ahurea me te whakatipu i te pono ki roto i te hapori ā-kura. Ko taua mahi a te tumuaki ki te hanga i ngā hononga kaha puta noa i ngā hapori whānui.

I kōrero ngā kaimahi me ngā whānau mō te mahi a te tumuaki ki te whakamahi i ngā hononga kaha kia whai hua ai te kura:

“[Principal] keeps the environment stimulating and is proactive about what is available to the school. He will go out into the community to find opportunities that will support the growth of the school including PD [training] for the teachers; programmes for students; lunches etc.”

“Current tumuaki is from the area and has strong connections. Always advertising the school socially and shares her pride for the school and community. Continues to have an interest in students that have left the school, and follows their achievements etc which forms lifelong relationships.

He tino tautoko i ngā kaimahi:

“Current tumuaki has always been incredibly supportive and incredibly approachable.”

[Principal] is also very considerate of his staff’s needs. He will never overload the staff with work but offer support.”

Ko te whakapono a te tumuaki ki ana kaimahi, kia tautokohia rātou e toko ake nei i ngā ākonga, e tika ana ka puta te whai huatanga:

“Great management at the top – principal and deputy principal. They’re really good support and open to anything. So definitely them. I just think that they’re leading from the top, and if it’s done right from there then everything else... I mean it’s only just got better since the time that I got here. I like that there’s not so many restrictions on myself. If I thought it was gonna work for my kids, then I’d do it, and I would be allowed to do it. Management and having faith in the staff, that we know we’re doing what we need to do for our kids.”

“[Principal] has always been receptive to anything that will widen the kids’ world, add to their kete. Wonderful ambassador for the school.”

Ā, i te otinga atu, kua noho a rātou kura hei taiao haumaruru, taiao whai hua hoki:

“Koirā ngā momo rangatira pai ki au, kia aukati te raruraru, kia haumaruru te kura katoa, ko ia tērā”

I kitea e ngā kaimahi o ngā kura nei, ki te whakautē mai te ākonga ki a koe, me whakautē hoki koe ki a rātou me ngā whāinga wheako a te ākonga. He kaha tonu hiahia ki te whakaputa i te whanonga whai hua hei whakaatu ki ngā ākonga, hei ako mā rātou; e noho ai rātou hei “tangata i wawatahia ai e koe” te kī a tētahi o ngā kaimahi.

Ko te ki a ētahi o ngā ākonga, ko te kite i ngā kaiako e whakatinana ana i ngā uara o te kura, ki a rātou anō, na tēnei i whakahau i a rātou ki te whakatinana i aua whāinga hoki. I rongu mātou mō tētahi mahinga ki tētahi o ngā kura, mai i ngā uiuitanga i reira, me ngā kaiako, ākonga hoki, i kōrero mō te noho o te ākonga ki te kōrero atu ki ngā kaiako ki te kite te ākonga e āhua kotiti ana te kaiako i ngā uara a te kura.

### 3. Te manawanui ki te reo me ōna tikanga i roto i te akomanga, i te ahurea, me te hāpori o te kura

I rongu mātou mō ngā momo tirohanga o ia kura e pā ana ki te reo Māori me ōna tikanga, me te noho o te tirohanga Māori ki te ahurea o te kura. Ahakoa ngā rerekētanga o ngā kura, he anga whakamahi, he tukanga i whāia ki te whakauru mai i te reo me ōna tikanga ahakoa ngā momo ara rerekē: te akomanga, te mahi me te whānau.

I ētahi kura i kitea te whakaurunga mai o te tikanga Māori ki te kura. Ko ngā uara a te kura ērā, te whakaako o ngā kaiako, te aro atu o te kura ki ngā take poke. Nui te kōrero mai a ngā ākonga mō te tētahi rākau kauri, tawhito nei, he wāhi haumarū ki a rātou. I kī mai rātou ko te tikanga o Koro Kauri, ko te noho āio. I kī pēnei te ākonga:

“Ko Koro Kauri tētahi wāhi tino pai hei whakatau i taku wairua. Ko tērā taku raukura mauri.” “Ko te whakapapa o Koro Kauri, ko te manaaki i ngā rākau katoa”

I kōrero mai ngā ākonga me ngā pakeke o ētahi o ngā kura mō te whakaurunga mai o te karakia, te whakataukī me te pūrākau, te wairuatanga me ngā kōrero hītori o te iwi, ngā tīpuna hoki ki roto i ngā whakaakoranga. I kōrero mai ngā ākonga mō ngā pūrākau mō te whenua me te whakapapa, e kaha ai te hononga ki te whenua. Ka kōrero anō mō tā rātou tautoko i a rātou anō mā ngā mahi haka, karakia, waiata hoki, he puna whakahīhi pai nei.

“Every day we do karakia and waiata and kapa haka and we learn stories. We learn about supporting each other.”

I rongu hoki ngā kaimahi me ngā whānau mō te whakauru i te tikanga, ka noho hei tūāpapa mō ngā ākonga me ngā kaimahi e tūhono ai rātou ki a rātou. He whakapakari hoki i te mana ahurea, i te mana tamaiti ake mō a tātou mokopuna, whānau Māori hoki. I tere te kōrero mō ngā take, i kitea ngā āwhina i hiahiatia kia whakaratoa mā ngā ākonga me ngā whānau i te wā i hiahiatia, na runga hoki te mōhio a ngā ākonga, ngā kaimahi me ngā whānau kua tau kē he tukanga hei whai i ēnei momo take.

Mō ētahi kura e whakauru nei i ngā tikanga Māori, he whakaaro hou tēnei, engari he kaha ki roto i ngā akomanga reo rua me ngā akomanga rumaki. Mō ētahi atu, ka puta te tikanga Māori i roto i te akomanga, i runga anō i te matatau o te kaiako, ā, he rerekē hoki mai i tēnā akomanga ki tēnā.

Ko te hiahia o ngā kura katoa ko te whakatipu me te whakahaere i ngā mahi reo Māori me ōna tikanga.

## 4. Te hono ki ngā whānau me te hapori whānui o te kura

He kaha te aronga o ia o ngā kura ki te whakauru mai i ngā whānau me te tautoko i a rātou kia hou mai ki te ao o te kura. I ētahi kura ka mahi tata ngā whānau e pā ana ki ngā whakaakoranga, me ngā tukanga whakariterite, pērā i te hanga anga marau, rautaki rānei mō te kura. Ngā kōtuinga i waenga i te kura me te whānau me te hapori whānui hoki, i ētahi kura i puta i roto inga whakapapa me ngā mema o ngā whānau ka noho nei hei kaimahi hoki. Ko ētahi i hari mai i ngā whānau i roto i ngā kaupapa i whakahaerehia.

I kitea ko te kura te manawa tonu o te hapori, i tautokohia e ngā tumuaki na rātou nei ngā kōtuinga kaha i hanga me te hapori whānui. Ka whakapau kaha rātou ko ngā kaimahi o te kura kia mōhio ki ngā ākongā me ngā whānau, i roto, i waho hoki o te kura. I kōrero mai rātou mō ngā mahi kōtuinga, he mahi nui, he mahi me whai wā koe. Ko te hunga i urupare mai ki a mātou, ko te kōtuinga te kaupapa i haumarua ai ngā kura mō ngā whānau. Pai noa tā rātou toro atu ki te kura mō ētahi tautoko, ā, e rikarika ana ki te uru mai ki te ao o te kura. I puta i tētahi o ngā mātua tēnei kōrero:

“... Here you can rock up as a māmā and you can sit down and eat your lunch with them and you are not told to leave straight away, you can have a kōrero with whoever is here, there is an openness that is not experienced in the city schools, and respectful relationships.”

I noho haumarua hoki ngā ākongā. I kī mai tētahi ākongā: *“I always feel connected when I am with my whānau. This kura is my whānau.”*

I rongō mātou mai i ngā whānau mō ngā rerekētanga e pā ana ki te mōhio o te kaiako ki te whānau, me te whakawhiti kōrero mō te tamaiti me tōna haerenga. Ahakoa he ōrite tēnei āhua puta noa i ngā kura, ko te whakautu a ngā kaiako e pā ana ki ngā hiahia o te kura i taua wā. Hei tauira, ka whakawhiti kōrero ngā kura mā te īmēra, mā te taupānga rānei, ko ētahi he kanohi ki te kanohi. Ko te otinga, kāre he aha ki ngā whānau ka pēhea te whakapā atu ki a rātou, engari me auau te whakapā, ka taea hoki tā rātou whakamahia, me tā rātou mōhio ki te tuku kōrero, ka whakautuhia taua kōrero.

Ko te pono i whakaatuhia i waenga i ngā kaimahi me ngā ākongā he mea nui kia pērā i waenga i ngā kaiako me ngā whānau hoki. Mā te whakatipu i te pono me te whānau, ka mōhio rātou, ka arohia rātou i ngā wā e tika ana, ā, e whai ana rātou i te tamaiti i runga i tana haerenga ā-kura. Ki te kore rātou e kōrero ki te kaiako, ka kite tonu rātou i ngā mahi a te tamaiti. I kōrero mai tētahi o ngā mātua:

“Seesaw (an app) allows the teacher to be able to share what they do in the classroom with parents. When we see what they’re doing – the kids probably forget sometimes, but seeing it is good...”

There is a direct channel to contact teachers. The teachers know me pretty well on private message, even though I work and don’t do drop offs.”

Ka taea hoki te kī, ki te waia mai te whānau ki te tono tautoko mai, ahakoa te aha, he kai, kore rawa rātou e whakawātia. I kōrero mai tētahi o ngā kaimahi o te kura:

“Parents now feel comfortable with emailing regularly asking for the school to feed kids – whereas previously would keep the child at home. Quite a large contingent now, become socially acceptable to ask. Relationship with the families and treating them with respect, responding positively when parents do ask, has enabled this to happen. Real culture of making people feel comfortable to ask for support – by being non-judgemental and treating people with respect.”

## 5. Te whakanui, te whakahōnore i te kaiako me te ākonga hoki

E tika ana kia whakanuia e ngā kura tēnei mea o ngā momo rerekētanga o ngā kaiako me ngā ākonga hoki; mai i te hoahoa marau ā-rohe, ki te whakaata i ngā kōrero mana whenua, te whakaara i ngā haki kei te tari o te kura, ki te mahi kapa haka, mahi whakangahau hoki. He mea nui ngā kaupapa whakanui mō te kōtuinga o te kura me ngā whānau katoa.

I kōrero mai ngā ākonga mō ngā ara i whāia ki te whakanui i tā rātou ahurea, i rangona te whakaaetanga te whakaute me te kotahitanga:

“Kapa haka – learning about our stories and our culture” [makes students feel accepted, respected, and connected]

“Pasifika roopu” [helps students make friends at school]

“Including us and our culture” [makes students feel like they belong at school]

He maha ngā kaimahi i kōrero mō te noho whakakahīhi o te ākonga ki a rātou anō, me tō rātou hononga ahakoa ngā ahurea, ngā iwi, ngā reo hoki. I kī mai tētahi tumuaki o te kura:

One of the most powerful things we talk about at [school] is “knowing the learner”, so that involves language, culture and identity. And so when those children and families and whānau walk in the gate, they feel a connection and see something they connect to. For example, students should not have to take off their “Māori backpack” at the gate to succeed at [school].

I kōrero rātou mō te whakahuahua tika i ngā ingoa a ngā ākonga. I kōrero mai tētahi o ngā tumuaki:

“We have very diverse communities, but our friends are just our friends. People are not treated differently, the expectation is that you are accepted rather than you are not. There are no groups or sense of ‘I will only be around these people.’ Everyone is encouraged to know everyone and see everyone as a friend.”

Ā, i puta hoki te kōrero a tētahi atu tumuaki, ko te nuinga o ana ākonga he Māori, he hononga ā-iwi ki te rohe:

“To make the kids feel good – it’s about supporting the kids with their identity. It’s making them feel proud that they’re actually who they are – they’re the ahi kā around here. They have a really important role holding the knowledge of (place). They’re worth something.”



I kōrero mai ētahi o ngā kaimahi mō te whakanui i ngā ahurea a ētahi kē, ka hāngai he taiao haumarū, taiao poke kore:

“Kids are generally accepted and respected for who they are, especially in my class. I don’t tolerate any bullying of race or culture, but I haven’t had to deal with that which shows that the kids are accepting of each other. It’s part of the community which is so diverse.”

Ka whāia e ngā kura te ara whai kaha, whai urunga mā ngā ākongā whai kaha me ērā me whai āwhina mō ngā mahi akoako. Ā, ahakoa ngā iwi rerekē, ngā ahurea rerekē, ngā rerekētanga o ngā whai kaha me ngā mahi akoako a te ākongā me whakanuia. I kōrero mai tētahi kaimahi o tētahi kura:

“Children are really accepting of kids who need support. Kids don’t mock them – they are part of the class, but they just accept it; kids just carry on with their work and let the teacher deal with it. Teachers also accept kids saying hello to the teacher aides when they come into the class. It’s brilliant, really good.”

I kōrero mai ngā kaimahi mō ngā rerekētanga i roto i te akomanga me te āwhina i ngā ākongā kia whakaaro pai, kia whakaae hoki ki ēnei āhuatanga. I pēnei tana kōrero:

“I think a really big part of what makes the children the way they are [is that] they are all inherently kind and respectful and understanding. Students have been exposed to children with special needs. They develop empathy through interaction with a whole range of different children. Automatically makes them accepting. They’re exposed to equity, rather than equality.”

## 6. Kia tere, kia hua ngā whakautunga ki ngā take poke

Kāre mātou i rongō mō ngā hōtaka āraitanga mahi poke i roto i a mātou whakawhitinga kōrero. Engari he maha ngā ara hei kaupare, hei ārai i tēnei mahi poke. Ko ngā whakautu i hāngai ki te rapu i te pūtaka o te raru me te whanonga, me te hohou i te rongō i waenga i ngā ākongā.

Ko ngā kōrero mō te mahi poke i puta i ngā kura, ko te itiiti o te puta o tēnei momo raru. Ina puta ana te mahi poke, i rongō mātou, he tere tonu te kake ake i te kaupapa nei, i whai hua hoki. I pēnei ai nā runga i te kaha o ngā whanaungatanga me te mōhio o ngā kaimahi ki ngā ākongā me ngā whānau hoki.

I kōrero pēnei mai tētahi o ngā kaimahi:

“If you model, then children know. I think that’s happening all over and people are doing well at making relationships throughout the school and that’s knowing who your kids are and who their families are. You...need to find out why children are lashing out, something going on and we need to work it out. So, you still have to say ‘hey stop, that’s not acceptable. We need to talk’ but the next part as a teacher is to find out why that’s happening.”

Ngā rerekē o ngā whakautu a ngā kura ki te mahi poke. I ētahi kura he tukanga tonu i whāia mō ēnei raru poke, mā te whakamahi i ngā uara a te kura, ko ētahi i whāia te ara o te whānau. Puta noa i ngā kura, i kitea me whai wā te tamaiti ki te ata noho, ki te whakaaro mō ana mahi, me te whakamārama mai i aha? I roto inga kura i kitea he take anō tā te tamaiti i pērā rawa tana mahi, e tika ana kia whāia e te kaiako taua pūtaka rā. I āhei ai tēnei tū āhuatanga nā runga anō hononga kaha mai i te ākongā ki te ākongā, ākongā ki te kaiako hoki.

I kōrero mai ngā ākonga mai i o rātou ake tirohanga:

“I te mahi hē koe, te mahi kino koe rānei, ka haere koe ki te tiki i tētahi Kaiako, a ka waiho ia i te tamaiti ki tētahi taha kia whakatau ia i tana wairua. A ka taea te hoki mai.”

“When there is problems the teachers will talk to us, sometimes in a small group sometimes all together. They hear our side and the other person’s side.

We are reminded about our whakapapa and our potential – our roles in the school and why we should do better.”

Nā tēnei arā, i āhei ai ngā ākonga ki te rongō i te haumarutanga, ki te toro atu ki te kaiako, ka whakawhiti kōrero mō ngā take mahi poke. I puta tēnei kōrero i tētahi o ngā kaimahi:

“A lot of kids come to you and talk about different things. It’s nice to be in a school that’s like that, with no bullying... Things come out and it gets addressed in the classroom. And they do feel that they can come to us and talk to us without being scared or anything like that.”

He maha ngā ākonga i kōrero mai he rawe ki a rātou ēnei mahi tautoko i roto i ngā mahi taumaha, pērā i te poke. Ka pātaihia tētahi o ngā ākonga mēnā he pai tēnei kura ki te taha o te mahi poke, anei tana whakautu:

“Definitely ... When I was at my old school and I’d get hurt they’d say sort it out by yourself. At this school they actually help you.”

Mō tētahi rōpū ākonga i uiui ai mātou, i kī, “ko ngā hē ngā mea pai katoa,” nā te mea ka taea e ngā kaimahi me ngā kaiako te āwhina i a rātou, ā, mutu noa. I whakamārama mai rātou i akona rātou ki te “te tū, te whakarongo me te whakautu” ki ngā momo āhuatanga katoa.

Ko te kī a ngā ākonga, ki te pērā rawa te ākonga, te tamaiti hoki, he take anō i pērā ai ia, akene kei te pāmamae, he hiahia rānei ōna kāre anō kia tutuki. I whakaatu mai ngā ākonga i te wairua whakaaro pai ki te tangata mō tēnei āhuatanga. Hei tauira, i kōrero mai ngā ākonga mō te hunga poke, me whai āwhina hoki rātou.

“I feel they bully because they got bullied once and they just want to bully back.”

“Adults should help students, talk to them daily about some things they might be having trouble with”.

Ngā tauira mai i tēnā  
kura, i tēnā kura



# 1. Kura Kaupapa

## He whakarāpopototanga

### Te horopaki

Kei te taha rāwhiti o Te Ika a Māui tēnei kura kaupapa Māori, āhua 70 ngā ākonga, mai i ngā tau 1-8. He kaha te hononga ki ngā iwi o te rohe.

### Ngā ara ka whāia e te kura, kia whai hua ngā taiao, kia noho haumaruru, kia āraihia atu te mahi poke

Ko tā te kura he whakakaha i ngā hononga ki ngā iwi me ngā marae me te whakanui i te tuku kōrero i waenga i te ākonga me te kaumātua. Ko ngā tikanga me ngā kaupapa Māori ngā tūāpapa o te kura, ngā mahinga me ngā whakaakoranga o te kura. Kua whakaakohia te tikanga ki te ākonga, mārama ana te whānau, he momo oranga e whai ana i ngā uara a te kura.

Ka whai wā, ka whai wāhi atu ki te hanga i ngā hononga kaha puta noa i te kura me te hapori. Ko tā te kura mā te whanaungatanga, me ngā tātai whakapapa e āwhina i a tātou. Mā tēnei tū āhua e tū ai te mahi poke. Mā te hononga tuakana-teina i waenga i ngā ākonga e āwhina ki te whakakaha i ngā hononga i waenga i ngā reanga.

Mā ngā kaiako e whakatauiria mai i ngā hononga whai hua ki ngā ākonga. Nā te tumuaki ngā hononga i waenga i ngā tamariki me ngā whānau, tae atu ki te hapori me ērā atu rōpū tautoko i te kura. Kua uru mai ngā whānau ki ngā kaupapa ā-kura me ngā whakahaerenga, te hui me ngā kaiako, ki te tohatoha whakaaro, ā, he nama waea utukore 0800 mō ngā whānau rawa kore.

Me hāngai ngā kaiako ki ia ākonga me ā rātou whānau. I te akomanga me ngāwari te ara ki te whakautu i ngā hiahia a ngā ākonga; hei tauira, mēnā me whai wā whakatā poto me tukuna rātou ki te puta mō te wā poto.

Ka whakamahia e te kura te whakairo me te ngākau Māori ki te whakautu atu i ngā take pēnei i te poke. Ka whakamahi hoki i ngā kārī wātea (calming cards) e whai wā, whai wāhi ngā tamariki ki te whakawātea i a rātou anō. I kī mai ētahi o ngā ākonga ka haere rātou ki a Koro Kauri, he rākau, haumaruru, hauora hoki, ki te hiahia rātou ki te whakatau wairua.

## Te rongō i te “whakaaetanga, i te whakaute me te hononga”

### **Ko te whakapapa me te whanaungatanga ngā kaihono i a tātou ki te whenua, ki te whānau me te tangata**

I kōrero mai ngā ākonga mō a rātou kaiako/tangata makau, he āwhina ia rātou, me te tautoko i a rātou. Ko ētahi o ngā pūkenga, o ngā tāera i rongō rātou ko te whai wā ki a rātou, te ngākau nui, te whakaatu aroha, te tautoko, te tākaro, te noho hei poutokomanawa mā rātou.

“He nui te aroha mai ngā kaiako hei awhiawhi.”

I kī mai ngā whānau mō tēnei mea o te whakapapa me te whanaungatanga e hanga nei i ngā hononga kaha ki roto i te kura mete hapori whānui hoki. I kī mai rātou anei te ara i whāia e rātou, ko te tauira, *“Tuakana-Teina – ā-whānau nei. Mā ngā āhua a ngā reanga e āwhina ki te whakatutuki i ēnei hononga.”*

I kī mai ngā ākonga he pai ki a rātou te tauira o te tuakana-teina ki te kura, ka riro mā ngā tuakana e tiaki i ngā teina, mā te tohatoha i ngā tina ki ngā mea paku i te wā kai nui.

I kī mai hoki rātou he tino pai te kapa haka, te waiata me te mau rākau ki te tūhonohono i a rātou. I whakamārama mai rātou ahakoa he aha, ko te kaupapa Māori ngā akoranga o ia rā, o ia rā ki te kura nei.

“Ngā waiata me te kapa haka.”

### **Mā te whai kai, e rongō ai te ākonga i te whakaaetanga, i te whakaute me te hononga hoki**

I kōrero ngā ākonga mō tēnei mea o te kai, me te rongō i te hari me te koa, e tiakina ana rātou. E mōhio ana ngā ākonga he kai kei te kura, ka taea te tuku atu ki ngā whānau i ngā hāora kati o te kura:

“He kai kei roto i te tari.”

## Ngā ara whai a tēnei kura kia rongō ai ngā ākonga i te whakaaetanga, i te whakaute me te hononga

### **Mā te whakapapa e hono ai te whanaungatanga i waenga i ngā kaiako, i ngā ākonga me ngā whānau. Mā tēnei tūāpapa e hangaia ai ngā hononga whai kaha rawa atu.**

I puta i ngā ākonga tēnei mea o te whai manaaki, tautokotanga mai i te kaiako i tipu mai i te ao Māori. I kōrero mai rātou mō a rātou hononga ā-rohe, ā-iwi hoki, he mea nui hoki tēnei ki a rātou.

I kī mai hoki ngā whānau mā te whanaungatanga e āwhina ki te ārai atu i tēnei mahi o te poke ākongā e kīia nei he 'rerekē', pērā i te hunga whaikaha. I kōrero mai tētahi matua, e pūāwai ana tana tama whaikaha i tēnei kura, nā te rawe o ngā mahi tautoko:

"I have been to a mainstream and special needs school and now kura kaupapa and this is the most confident he has ever been. We had that risk of him struggling with communicating in English let alone the reo. We have brought him into an environment where he is loved. He is wrapped around by everybody. They all love him so that has helped him to strive. He's been able to pick up things better than other kura."

I kōrero te whānau mō ngā tātai whakapapa kaha rawa. Ka whakamahia e te kura ngā pūrākau o ngā tīpuna he whakatau i ngā whanonga e hiahiatia ana.

Te kī a tētahi matua:

"[The kura] uses our tīpuna and our stories as reference for behaviour and allowing the tēina to be leaders and being consistent with what behaviour is okay and what is not okay. They get time to fix their mistakes if they need."

**Kua kōtuia te tikanga me te kaupapa Māori ki te pūweru tonu o te kura, koia nei te kai toko i ngā urupare a te kura ki ngā raru**

E ārahitia ana tēnei kura e te tikanga Māori, kua mau pū nei ki te pūweru o te kura. Mama te kitea o te manaakitanga puta noa i te hāpori whānui o te kura, ngā kaiako, te tumuaki e whakapau kaha nei ki te whakapai ake i te hauoratanga. I kōrero te tumuaki mō te ara "pā," hei tautoko i te hauoratanga o te ākongā:

"Now the saying goes it takes a village to raise a tamaiti so we take a similar approach. So we have kids that we know of that have certain things that tick their behaviours so as a collective we don't have a paper or a ture (rule) thing telling us me pēnei me pērā (such and such), we just doing what the ngākau Māori would do so if the tamaiti was hungry you whāngai that tamaiti. I don't care where that tamaiti came from I don't care what behaviour that tamaiti has; at the end of the day they must be fed - fed with kai, fed with knowledge. Both go two and two, nothing can't go without one another so just providing wellbeing. And our wellbeing kaupapa hasn't stopped."

Ka whakauru ngā ākongā me ngā kaiako i te tikanga ki a rātou mahi katoa. E mārāma ana ngā tukanga me ngā hiahia ki te katoa. I kī mai ngā whānau he ara oranga tēnei mea o te tikanga, ehara i te mea he ture anake, ā, e hāngai ana te tikanga me ngā uara a te kura.

Ko te tikanga o te whakautu raru he āhua whānui, ehara i te mea patu, engari kōrerohia, tautokohia hoki. Hei tauira, e mārāma ana ngā kaiako, he pūtaka anō mō te whanonga poke, pērā i te panga o te kaikiri me te tāmitanga, me te hāngai ki ngā whakatauiratanga, ki ngā whakapakaritanga o te whanonga whai hua.

Nā tētahi mema o te whānau:

“Some teachers are developing models of positive behaviour and are giving the tamariki nice things to say to one another as not all kids have positive reinforcements. There is a consistent focus on positives and positive behaviour. Some forms of punishment can reinforce bullying itself. They need to reprogram and give tamariki another option, take a holistic view ... In its simplest form bullies are bullies because they have been bullied or it is learned behaviour. The impacts of colonisation and racism and then the further stress of corona and where that behaviour is normalised that added stress just perpetuates that behaviour. All whānau need to be involved and be aware of bullying within the school.”

I hōmaitia e tētahi o ngā kaiako tēnei o ngā tauira o te tumuaki e kōrero ana mō tētahi raru i puta, ka hurihia hei mahinga akoako, tērā i te hāmene i te/ngā ākongā:

“[He] shifted it to curriculum; let them go out there and do something around curriculum rather than punish them for going out and playing with the tires out there. Because they were very attracted to the pile of tires out there. And his response was to turn to the kaiako and rather making it a punishable matter, go and get them to write a poetry about the tires or something like that.”

Ka kōrero ngā ākongā mō ngā ngohe e rawe ana ki a rātou, e tautoko ana hoki i ngā uara a te kura me te ao Māori hoki. I kī mai rātou ka whakamahia te kaupapa Māori i te kura hei whakaako i ngā uara, i ngā tikanga me ngā hiahiatanga whanonga.

I mōhio ngā ākongā ki te tikanga e pā ana ki te mahi poke. I kī mai rātou ki te puta he raru, ka mōhio rātou ka haere rātou ki te kaiako hei tautoko i te hunga i uru ki te raru, ka noho tahi ki te whakatika i te raru. Ka hōmaitia ngā tauira o ngā whanonga rā i te kura, pērā i te whai wā me Koro Kauri (he rākau kauri tawhito kei te kura) te whai wā me rātou anō, te whakawātea me te whakaata.

Whakamahia ai e te kura te whakairo me te ngākau Māori ki e tūhura me te whakautu ki ngā raru. Ka whakamahia hoki ngā kāri wātea (calming cards) e whai wā, e whai wāhi ai te ākongā ki te whakawātea i a ia anō. He kari ake ēnei ka hoatuhia e te kaiako ki te ākongā, i te wā ka puta he raru, ki te kite te kaiako ka puta he raru nā ngā whanonga a te ākongā, kia whai wā rātou ki te whakawātea i a rātou i waho. Kia paku noa te wā, ka haere ki te kōrero ki ngā ākongā mēnā kua tau, kātahi ka hoki mai anō ki te akomanga. He pai tēnei tukanga ki ngā whānau nā te mea whakawātea i ngā raru.

### **Kua hangaia e te kura he wāhi haumarū mā ngā ākongā me ngā whānau**

Nui te kōrero mai a ngā ākongā mō te tētahi rākau kauri, tawhito nei, he wāhi haumarū ki a rātou. I kī mai rātou ko te tikanga o Koro Kauri, ko te noho āio.

“Ko Koro Kauri tētahi wāhi tino pai hei whakataui i taku wairua. Ko tērā taku raukura mauri.” “Ko te whakapapa o Koro Kauri, ko te manaaki i ngā rākau katoa.”

He nui te kōrero a ngā ākonga mō Koro Kauri: “One as safe place, two as a place to calm one’s spirit before returning to play or to class.”

I kōrero mai ngā whānau ko te kura te wāhi haumaruru mā ngā ākonga me ngā whānau, e tukuna nei te tumuaki mai i ngā mahi whakaako, ki te hoahoa i te tikanga o te kura, me te whakatō i te whanaungatanga ki te hapori kura. I mahia tēnei i runga i ngā whakawhitinga kōrero ā-whānau nei, me ngā wānanga mō ngā whānau hoki.

### **Mā te Kaiako e waihanganga i te tauira mō te taiao whai hua, e noho hoki hei tauira mō ngā uara o te kura**

I kōrero mai ngā whānau ki a mātou mō te noho o te kaiako hei tauira whai hua, hei whakakaha i te ākonga i roto i ana mahi. Anei te kōrero o te mema o tētahi whānau:

“It starts from the āhua of the kaiako. The kaiako is responsible for facilitating that from the beginning.”

I kōrero mai ngā whānau ka mahitahi ngā kaiako o te kura, ka noho hoki ki te āwhina tētahi ki tētahi.

He nui te aroha a ngā kaiako ki ngā ākonga, e rongorongo ai ngā ākonga i te whakaaetanga, i te whakaute me te hononga:

“Have experienced bullying in a previous kura, and since being at [kura] her son has said that he feels like he ‘has been here forever māmā.’”

“At [kura] when there is a raru (conflict) they (Kaiako) are quick to resolve it and make a lesson of it so kids are learning.”

“In fact, the main and most important thing is that at this kura they know they are loved.”

Ētahi tauira o te panga o tēnei āhuatanga, i tuarohia e tahi o ngā mātua:

“The few times there has been a problem with his behaviour the kaiako have been able to resolve things like we do for him at home, they know what to do for him when he is feeling overwhelmed, and they take care to let us know what kind of a day he has had each and every day. If he’s had a problem we talk about what happened and work out together what he needs. Sometimes we realise that there are small things that make him react.”

“All we hoped for is that they would meet us halfway and they’ve done so much more than that.”



I kōrero mai ngā whānau, mō ngā mahi a ngā kaiako me te kura, ahakoa te mahi ka mahia e rātou, ko te mea nui ko ngā mahi akoako a ngā ākonga. Ka noho hoki rātou ki te manaaki i ngā ākonga whaikaha, me te whakatakoto i ngā mahi whakaako kia hāngai ki aua ākonga rā. Hei tauira, kua whakahāngai a rātou akoranga kia āhei ai taua ākonga ki te mahi i ana mahi, te uru mai ki te akomanga, te tuku i ngā ākonga takiwātanga te hoki mai ki te akomanga i ngā wā e hiahia ana rātou.

I whakamārama mai te mea o tētahi whānau mō te hua ki tana tama:

“This kura and the people here it just made him feel safe to be him. And so they don’t push him to try be like the others, they just nurture him at his own pace which is a huge strain on the resources that they currently have ‘cause they don’t have much. He doesn’t have ORS funding. But they’re willing to go out on a limb for our special needs [ākonga], I think they have 4-5 special needs kids here and they do what they can to make them feel included as well as lift their ability as well.”

I kōrero mai tētahi kaimahi:

“Me aukati ki te kore taea te akomanga katoa ki te ako.”

**Te waihanga o te kura i tētahi taiao whakauru, taiao haumaruru, e rongohia ai ngā ākonga i te whakaaetanga, i te whakaute me te hononga, he wāhi e arohia ana, e āraitia ai te mahi poke**

**Me tuarhia te kaupapa e angitu ai te kura nei. I hangaia mai i ngā hononga i waenga i te kura, i te whānau, te ākonga me te hapori hoki**

I kī mai ngā whānau e mahitahi ana ngā kaiako katoa i te kaupapa o te kura, ā, he rawe ngā whakawhitinga kōrero i waenga i ngā kaimahi. Kāre he rārangi i konei, ka taea e ngā kaiako te tuku whakaaro noa ki te tumuaki.

I kī mai hoki rātou he pai ngā hononga i waenga i ngā kaimahi, te kura me te hapori, tae noa ki te uru mai o ngā whānau hoki. Mārama ana te kite i te ara e whāia ana e te kura ki te whakatinana i ngā uara a te kura mā te ākonga. Mai i te kaitaraiwa pahi, ki te pakeke e whai ana i ngā ākonga i runga pahi, mai i ngā kaiako ki te tumuaki, e kitea ana ngā uara o te kura.

**Kua whakaatu mai te tumuaki hou he kaiārahi kaha ia, e manawanui ana ki te tautoko i ngā kaiako me ngā whānau**

“Koirā ngā momo rangatira pai ki au, kia aukati te rarururu, kia haumaruru te kura katoa, ko ia tērā.”

I kōrero mai ngā whānau kua maha ake ngā tautokotanga no te taenga mai o te tumuaki hou. Kei te kite te whānau i ana pūkenga ārahi, te whakahau i ngā kaiako me ngā whānau ki te ārahi i ngā kaupapa. Kua hangaia e te tumuaki tōna tūāpapa me te kura, e āhei ai ngā kaiako ki te whakaputa whakaaro, kōrero hoki. Kua whakawāteahia he wāhi hei whakaputa whakaaro mā ngā whānau hoki, ā, e kaha ake ana te hononga i waenga i te hapori me ngā rōpū tautoko i te kura. Nā tēnei āhuatanga, Māori ake nei te whakawhitinga o ngā whakaaro me te kotahitanga hoki.

I kī mai ngā whānau, nā runga i ngā ārahitanga a te tumuaki, kua eke te kura i ētahi o ngā āhuatanga e ārai nei i ngā whānau, pērā ki te waihangatia o tētahi nama waea utukore 0800 mō ngā whānau rawa kore, he whakarato kai me te whakawhiti kōrero me ngā whānau. Mā te tuwhera i ngā whakawhitinga kōrero i waenga i ngā whānau e taea tā rātou whakawhiti whakaaro me te kura:

“Kua kite au i tēnei kura, i tēnei tau, kei reira ētahi tamariki kāre e tau ana i ngā Rāhina.”

### **Ka hangaia mai e te kura tētahi wāhi e taea ai ngā whānau te tono āwhina. Ko te haepapa ka puritia e ngā kaiako me ngā kaimahi o te kura**

I kōrero mai ngā Kaiako me tuku āwhina ki ngā whānau i runga i tā rātou i hiahia ai. Heoi, he rawe te whiwhi i te maha o ngā rawa. Ka āwhina ngā kaimahi i ngā whānau, mā te aromatawai i ngā āraitanga me te mahere i ngā whakautu ki aua āraitanga. I kōrero mai rātou kua whakaurua he rautaki urupare, pērā i ngā kaiako e whai ana i ngā ākongā ki te pahi, i ngā ata, i ngā ahiahi hoki, he aukati i ngā whanonga hē.

## **Te whakauru mai o te kura i ngā whānau me te hapori whānui**

### **Ko tā te kura he hanga wāhi mō te reo o te whānau**

“Every time a whānau sits in this office, they leave, and their mana is still intact.”

I kōrero mai ngā whānau e ngākaunui ana te kura me ngā kaiako ki ō rātou reo, e whakautehia o rātou mana, ā, e tuwhera ana ngā kuaha ki te tari o te tumuaki, i ngā wā katoa, hei wāhi haumarua, e taea ai e ngā whānau te uru mai ki te whakawhiti kōrero.

### **Te kura e whakakaha ana i ngā hononga ki ngā iwi, ngā marae, ngā hapori hoki**

I kī mai ngā whānau ko te kura te kaiwhakakaha i ngā hononga ki ngā iwi, ki ngā marae me te whakatairanga i te tuku mōhiohio i waenga i ngā ākongā me ngā kaumātua. I kī mai hoki rātou e whakarite ana te kura me ētahi kiritaki o waho ki te tautoko i ngā ākongā me ngā whānau. He tauira tēnei na tētahi o ngā mema o te whānau:

“One of his things he has just established is a kaumātua mokopuna programme. He has teed up with [iwi], [marae] and [organisation] and they have a kaumātua programme where they go to [marae] every fortnight. Kaumātua will teach the kids how to cook and in return they will teach the kaumātua how to use technology. It’s beautiful he’s amazing. But also teaching us moteatea and even composing songs together.”

Ko tētahi atu tauira mō te hono atu o te kura ki te iwi o te rohe, he waihanga whakaahua tauira ā-iwi mō te hunga e wehe atu ana i te kura, e mōhio ai rātou he kaha tā rātou hononga ki to rātou marae, kei i a rātou hoki ngā mōhioanga a te iwi. Ka whakamārama mai te tumuaki:

“We are liaising with key iwi members in terms of what our graduate profile look like... What does a [iwi] tauira aged 12 look like when they leave our kura, same for [iwi] ... I want our tauira to be able to go into their whare tūpuna (ancestral house) and recite all the carvings and pou (poles).”

Ko tā te whānau, nā ngā mahinga tahi a te kura me te hāpori, ngā whānau me ngā ākongā, i angitu ai tēnei kaupapa.

### **Te uru mai o te whānau ki ngā wānanga me ngā kaupapa**

I kī mai te whānau ko te kaupapa kei mua i a rātou ko te hāngai ki ngā reo wānanga me te whakauru mai i te whānau ki te kaupapa nei. He nui te tautoko o ngā kaimahi pērā i ngā kaiako, ngā ākongā me ngā whānau ki ngā kaupapa marae, kaupapa hāpori hoki. Ka whakahautia ngā whānau kia uru mai ki ngā wānanga kura whānui, ka riro mā te tumuaki me ngā kaiako e rapu urupare mō ngā whakaritenga a ngā whānau. Ko tētahi tauira ko te whakatau ki te tono atu ki tētahi matua ki te whai i ngā ākongā i runga i ngā pahi, ki te awhi kia kore ai e puta ake tēnei ngāngara o te poke mai i te kura ki te kāinga, kāinga ki te kura.

I kī mai ētahi ākongā e hiahia ana ētahi o ā rātou matua kia uru mai ki ngā kaupapa ā-kura, engari e mahi ana rātou, he pukamahi rawa.

**Me tautoko i ngā ākongā kia rongō ai rātou i te whakaaetanga, i te whakaute me te hononga i te kura**

### **E noho mohoao ana te kura mai i te taone**

“Noho tawhiti tēnei kura, kati to tātou ao.”

Ko te kī a ngā ākongā he tawhiti atu no te kura i te taone, he rahi rawa te moni ki te hopu i te pahi ki te taone.

Heoi anō, ki te haere rātou i runga pahi, kua whakamahia te eke pahi ki te tuku i ngā uara a te kura:

“They focus on whakataukī and waiata on the bus which reinforces their school values.”

### **Me whai rawa te kura kia tutuki ai ngā hiahia a ngā ākongā**

“The Ministry needs a lot more faith in kura Māori.”

I kī mai ngā whānau he mahi uaua te whai atu i ngā rauemi a te Tāhuhu o te Mātauranga, ā, kāre hoki te Tāhuhu e whakapono ki te kura. Ko tā ētahi, kāre te Tāhuhu e pono ki te kura me ana rauemi, te ara whakautu i ngā take. I ki mai rātou he roa rawa te tukanga tonu mō te kaupapa Kai in Kura, e matekai ana ngā ākongā. Nā tērā āhuatanga, whāia e rātou te kaupapa o Kids Can, ki a rātou, he pai ake tēnei tukanga mō rātou.

“So if the whānau are low on kai, I’m pretty quick to dash to the kura and get some kai for them.”

“If I could choose more support it would be more kaiako, a hall that has room for the kids to play and a space for karakia.”

Ko tā ngā ākongā, ko a rātou moemoeā kia rahi ake ngā rauemi, tae atu ki ērā o te wharekura, he waka mō te kura, kia rahi ake ngā pūtea, me ngā kai. I kōrero mai rātou ko tā rātou hiahia he whakatū pae kōrero ki te whare Pāremata, ā, kia toru hoki ngā wā whakatā i ia rangi.

### **He mea nui te whakahiki pūkenga mō ngā kaimahi**

I kī mai ngā kaimahi e hiahiatia ana ētahi atu mahi whakahiki pūkenga, he wheako whai hua me a rātou mahi whakahiki pūkenga i puta i mua.

## 2. Kura

### He whakarāpopotanga

#### Te horopaki

He kura tāpaetanga tēnei (ngā tau 1-6) kei te Ika a Māui, āhua 400 ngā ākonga. He maha ngā momo iwi kei tēnei kura. He maha tonu ngā ākonga whai kaha me ngā ākonga me whai āwhina mō ngā mahi akoako.

#### Ngā ara ka whāia e te kura, kia whai hua ngā taiao, kia noho haumaruru, kia āraihia atu te mahi poke

Ka mahi ā-rōpū ngā kaimahi mō te taha ki te whakaako, hei whakatauiria i te mahi tahi ki ngā ākonga. Mā tēnei ara e taea ai e ngā kaiako te noho tahi me ngā ākonga me whai āwhina ki te whakatutuki i ngā take. Ā, inā kē te ngākau nui o ngā kaimahi e manaaki ana, e tautoko ana i ngā ākonga. Arā noa atu ngā taurua pērā i te kaitiaki o te kura e whakahaere ana i ētahi atu akoranga kē me ngā ākonga.

Ka hanga hononga hoki ngā matua me ngā ākonga, ka āta noho ki te kōrero, tētahi ki tētahi, e mārama ai koe ki tōna horopaki, e taea ai te whakatutuki i ōna hiahia. Ka tautoko ngā kaiako i ngā ākonga ki te whakaputa i to rātou reo, umanga hoki e noho whakautu ai rātou ina tutuki ai ō rātou whāinga.

Ko tā te kura e whai ana ko te ara whakarauora ki ngā raru poke, ko tōna hāngaitanga ko te tuku tonu mā ngā ākonga tonu e rapu whakatau i te tuatahi mēnā ka taea. Ahakoa tērā ka toro atu ngā kaiako ki te tautoko i tēnei tū āhuatanga i waenga i ngā ākonga ki te hiahia tautoko ngā ākonga.

E tūhura ana te kura ki te tō mai me te whakaata i ngā āhuatanga o te ao Māori me te hanga i tōna āheinga ahurea whānui. Na runga i tēnei āhuatanga, kua noho ngā kaiako me ngā ākonga ki te ako mō tā rātou rohe mai i tētahi hōtaka e whakahaerehia ana e te mana whenua. Hei tautoko i tēnei āhuatanga, e whakahiki ana ētahi o ngā kaiako i tō rātou reo Māori.

He maha tonu ngā ara ka whāia e te kura ki te āwhina i ngā ākonga kia whakaaetia, kia whakautehia, kia whakakotahi hoki i te kura. Hei tauira ake:

- » Te hāngai i ngā hononga kaha me te whānau, te hapori whānui mā roto i ngā rōpū whānau e mahi moni me te whakatū i ngā kaupapa hapori
- » Te tautoko i ngā ākonga ki te whai i ngā tūmahi e hira ana ki a ia, ki tōna ahurea, hāhi rānei, pērā i te haere ki te mōhiki mō ngā inoi a te Rāmere
- » Kia wātea te tīmata o ngā ākonga i te kura i ngā ata, hei āwhina i a rātou ki te hono me ōna hoa ākonga i te akomanga
- » Me whai wāhi ki ngā papa tākaru tūturu
- » Te tuku i ngā ākonga kātahi anō ka tīmata i te kura me ngā ākonga tau 5/6 kia noho tahi mō ētahi tau, e kaha ake ai te hononga i waenga i ngā ākonga nei, ā, tae noa ki ngā wā ka whakawhiti akomanga rātou.

## Te rongō i te “whakaaetanga, i te whakaute me te whakakotahi”

**Ko te whakapapa me te whanaungatanga ngā kaihono i a tātou ki te whenua, ki te whānau me te tangata**

I kōrero ngā ākonga mō te mahi a ngā kaiako ki te whakaharikoa i ngā ākonga, te whakahau kia tae mai ki te kura, kia pārekareka hoki ngā mahi akoranga.

**He mea nui te whānau me ngā hoa**

He maha ngā ākonga i kī mai ki a mātou mō te whai hoa, he mea nui tēnei, ki te hiahia rātou kia whakaaetia, ki whakautehia, kia whakakotahi hoki rātou. I kī tētahi ākonga, *“every morning I always greet my friends, and they always greet me back.”* (1A) I kōrero hoki ētahi o ngā ākonga mō te nui o te whānau, tae atu ki ngā mōkai.

## Te rongō i te “whakaaetanga, i te whakaute me te whakakotahi” i te kura

**Mā ngā kaiako e whakatauirā mai i ngā whanonga whai hua me ngā hononga pai i waenga i a rātou me ngā ākonga**

I kōrero mai ngā ākonga ka tautoko ngā kaiako i ngā ākonga, ā, me ngā ākonga e tautoko ana i ngā kaiako.

I kōrero ngā kaiako me ngā whānau mō te ngākau nui a ngā kaimahi o te kura me te whai hua o tā rātou whakatauirā i ngā hononga whai hua. Mā tēnei e āwhina i ngā ākonga kia mōhio ki ngā whanonga tika. Hei tauira, te mahi tahi a ngā kaimahi me ngā kaiako, ā, kia pērā anō ngā ākonga me mahi tahi hoki rātou i roto i ngā akomanga.

I kī tētahi o ngā kaimahi:

*If you can create a safe place for the teachers, as they learn, they have to feel safe, confident, that they’re not bullied; everything’s trickle down ... If you’re not providing a safe, confident, comfortable area for your teachers, students are never going to feel loved, because they can see you’re not expressing love to your colleagues ... Our group of teachers plan together, talk together often; meet out on the deck a lot; kids always see them out there together – visibly together out there and quite close. Do have expectations as to what students should or shouldn’t do and how they should act; respect in all its forms; aligned with values.*

## **He ahurea whakauru tā te kura, e tautokohia ana e ngā hononga pakari me ngā whai kaha.**

I kōrero mai ngā ākonga mō te manaaki, mō te ako me te pārekareka me rātou anō, ā, mā ngā kaiako e āwhina ki te whakatau i ngā take ka puta.

I kōrero hoki ngā kaimahi me ngā whānau mō te tautoko me te whakauru o ngā ākonga i a rātou anō, tētahi ki tētahi. I kī pēnei tētahi kaimahi:

“It’s really struck me how incredibly patient the students are with each other and that sort of respect and tone that is throughout the class. For example, noticing when students are upset or needing a bit more support, and the students themselves are quick to offer that support themselves.”

I kōrero hoki ngā kaimahi me ngā whānau mō ngā kaimahi tautoko, pērā i ērā ehara i te kaiako, kei tua noa atu a rātou mahi ki te tautoko i ngā ākonga o te kura. Ko ētahi tauira, ko te whakahaere mahi mō muri o te kura, te tautoko i ngā ākonga ki te whakaāio i a rātou anō i waho o te akomanga.

“He [the caretaker] organises sports at lunch for kids, organises games and soccer tournaments; runs basketball tournaments, does painting with kids, does a lot of things outside school; massive amount of stuff.”

## **E whakahau ana te kura i tēnei mea o te ākonga umanga mā ngā ara kaiārahi me te akoranga whai tohu**

He maha ngā ākonga i kōrero mō te akoranga whai tohu. I kī ētahi i rawe ki a rātou tēnei ara, i riro mā rātou e tohu he aha, ā, me pēhea tā rātou ako, ā, mō ētahi atu i hiahia ki tētahi rārangi ako kua maheretia.

I kōrero hoki rātou mō ngā rōpū kaiārahi e whai wāhi ai rātou ki te hono, ki te ārahi hoki. Hei tā rātou, koinei te ara “ki te mahi mō te kura” – hei tauira, te āwhina ki te whakahaere i te karapu parakuihi, te whakarite i ngā hui, te mahi i ngā kaupapa taiao, te whakarite whakatau mā ngā ākonga hou o te kura. He rawe katoa ēnei āhuatanga ki ngā ākonga, te whai āwhina mai i ngā kaiako ki te whakatinana i ō rātou whakaaro.

I kōrero ngā kaimahi me ngā whānau mō ēnei kaupapa me tā rātou ki te i te whai hua o te whakauru i ngā ākonga ki ngā whakahaerenga o te kura. E pā ana ki a rātou anō.

I kī tētahi o ngā matua:

“All kids are given a chance to be part of a group that spear headed a thing, I am amazed at the initiative my child was able to have .... That opportunity gives kids scope to feel like leaders with a range of options, because of everyone’s different interests.”

Whai atu i tēnei, ka kōrero ngā kaimahi me ngā whānau mō te mahi nui o te tautoko i ngā ākonga ki te whakatinana i te ākonga umanga nei, whakaputa reo nei, ko te whakaute te tūāpapa hei whai i a rātou hiahia, whāinga hoki. I kī mai te tumuaki:

“Kaiako need to respect students, for them to respect you as the teacher it starts with respecting them. Learner agency – not a power play. It used to be, the teacher would sit at their desk and the students fill out their sheets. Now students have the autonomy to do what they need to do, the teacher is there to push their learning, challenge and support them. Respect where the child wants to be but if they think they aren’t moving they can say well if you already know how to do that then maybe you aren’t pushing yourself, but that it’s done in a respectful way.”

I kī tētahi o ngā mātua:

“My experience (I’m 33 now) in education felt like I had to follow the system, it was just a process to go through to get to uni or earning potential. What they’ve done now the kaiako are all about boosting them up in the classroom; they invite them to share that type of thing. For me it was ‘shut up and pay attention’. Now the way the class is moving, they adjust the room, have individual set ups, lets the kids find their own space. They are open to kids expressing themselves how they like. I’m impressed with that.”

Ko tētahi ara i kitea ai tēnei ko te whakahaere o ngā ākonga i a rātou ake wānanga. Katoa ngā kaiako, ngā whānau me ngā ākonga i rata mai ki tēnei tū āhuratanga o te akoranga mana motuhake.

**Tā te kura mahi ki te hanga wāhi haumaruru, he wāhi whakakotahi e rongō ai te ākonga i te whakaaetanga, i te whakaute me te whakakotahitanga, he wāhi e āraihia ai, e whakaatuhia ai te mahi poke**

**He whānui ngā ara ka whāia e te kura ki te hanga i te ahurea whai hua, whakauru hoki, e manawanui nei ki te whakamātau i ngā mahi hou me te whakapakari anō hoki i aua mahi**

Ko ētahi o ngā tauira i puta, ko te māmā o ngā hāora tīmata o te kura, he papa tākaro, me ngā tukanga ki te whakatau pai i ngā teina me ngā tuakana.

I kōrero mai ngā ākonga he pai ngā wā tīmata, kia ngāwari ai tā rātou uru atu ki ngā akomanga, te whakawhiti kōrero me ā rātou hoa.

He rawe hoki ki a rātou ngā wāhi tākaro, me ngā wāhi wātea. I kōrero mai ngā ākonga mō te “hari wīra mai” (hei tauira, te hari kutā, pahikara rānei) ki te kura i ngā rā ka tohua, te haere rānei ki te papa tākaro tuakana me tētahi hoa.

I kōrero mai ngā whānau me ngā kaimahi e maha ngā ara ka whāia mō te whakatau pai i ngā ākonga hou ki te kura. Hei tauira, mā te tonu atu kia haere mai ki tētahi “pāti 5 tau” i mua i tā rātou tīmata, i whakaritea e ngā ākonga tonu, te haere ki te tiro i te kura me te tohu mēnā ka taea te noho ki taua akomanga mō te roanga ake o te wā mēnā i tīmata tōmuri mai koe i taua tau.



## **Kei te hanga te kura i tana āheinga ahurea**

I kōrero ngā kaimahi me ngā whānau mō te to mai o te kura i ngā kōrero o te ao Māori me te hanga āheinga ahurea, pērā i ētahi o ngā kaiako e ako ana i te reo Māori. Ko te āhua nei kei mua tonu te kura e haere ana ki te hanga i tana āheinga ahurea. I kī mai tētahi kaimahi:

“Used to be like that [tokenism]. You’d have the one person trying to get everyone on board and they’d be like ‘why do we have to do this?’ and that uneducated view. But now people are starting to know who’s in front of them and recognise, then you have to take it on. This school’s on a really good start to do that over the last few years. Teachers are taking themselves to te reo and taking it upon themselves to educate themselves. But there are schools in this area doing a really good job, and a lot of that is with a lot of staff with culture – I think.”

Heoi, ko tā tētahi atu matua, me tika tonu te whai o te kura i tēnei tū āhuatanga, kia kaua e “waea kaumātua” noa iho nei

## **Me manawanui ki te tūtaki i ngā hiahia a te ākonga i roto i ngā mahi akoako, te whakatauraru me te hanga tūāpapa whai kaha**

I kī mai ngā ākonga ka tautoko ngā kaiako i a rātou ki te ako i ētahi atu ara akoako mā rātou, hei āwhina i a rātou ki te rongoi i te whakaaetanga, i te whakaute me te whakakotahitanga hoki.

Ka hanga hononga ngā kaimahi me ia ākonga, te whai wā ki te ata kōrero ki a rātou i roto i tō rātou ao, te tuku i a rātou ki te whakatutuki i a rātou ake hiahia. I whakamārama mai tētahi kaimahi:

“The ‘priority learners’ are not boxed – they are just seen as learners. That’s one way we are good. We don’t lump kids into categories. (e.g. culture, target learner) They are all learners ... Focus on strengths and what they need to work on. We do still upskill staff to recognise and respond to cultural needs and identify how the school can help students access and celebrate their culture.”

I kōrero mai ngā kaimahi mō ngā hononga kaha e āhei ai, e pono ai ka taea e ngā kaimahi te whakaako me te whakatauraru take e pā ana ki ngā pūkenga kaha a ngā ākonga me te mahi tahi hoki. I kī mai tētahi kaimahi:

“Teachers work collaboratively, know the kids. Also every time someone has an issue, the teachers respond in the same, responsive, equitable, way to address any issue. We need to let them know that we understand from their perspective it will look different.”

## **Mā te mahi tahi ā-rōpū e ako ai ngā kaiako. E tautoko ai ngā kaiako mai i a rātou anō, ka whai wāhi hoki rātou ki te whakatauraru i ngā raru ka puta i te akomanga**

I kōrero mai ngā kaimahi ko tētahi atu āhua o te whakakaha hononga i waenga i ngā kaiako me ngā ākonga ko ngā mahi whakaako mahi tahi.

I roto i ngā kāhui ka mahi tahi ngā kaiako me ngā kairiwhi, he whakatipu i te pono me te tautoko pai i ngā ākonga. Ka whakamahia e te kura ngā momo akomanga maha, kei te pai te haere o tēnei kaupapa. I kī mai ngā ākonga, he rawe ki a rātou te whiwhi i tēnei ‘tīma’ kaiako.

I kōrero mai ngā kaimahi na te noho rōpū a ngā kaiako, ka mahere tahi rātou, ka akoako i waenga i a rātou anō, te whakatau raru i roto hoki i te akomanga. Hei tauira, ko tētahi kaiako ka whakatau i te raru, ā, ko tētahi atu ka haere tonu me ngā mahi whakaako. I kī mai tētahi matua:

“I’m quite interested in how they use the teacher aide in my child’s class; a child in her class has a fulltime teacher aide but the teacher aide doesn’t only support the child - she supports the class generally and works in with the teachers which I quite like e.g. doing baking with the class while the teachers support students who need it – quite good to hear she is doing work within the class, not only to support the child but involved and included with the teachers as well.”

I kī mai tētahi kaimahi:

“I [a teacher aide] have mornings with one student and the afternoon with another. Gives a nice switch to go with another child and be refreshed. I enjoy settling with the teacher; it makes a difference if you’re getting on well with the teacher, works well.”

**Ko te oranga o te ākonga te mea nui, pērā i ngā wā rāhui nā runga i te mate urutā KŌWHEORI-19. Na runga hoki i tērā, na ngā ture o te mate urutā nei he uaua mō ētahi whānau te whakawhiti kōrero me ngā kaiako**

I puta i ngā ākonga te noho haumaruru ki te kura nā te mea he mōhio rātou he tangata (ngā hoa me ngā kaimahi) kei konei hei āwhina i a rātou ahakoa te aha.

I kōrero ngā whānau me ngā kaiako mō te hāngai ki te haumaruru ā-tinana a te ākonga me tō rātou oranga nui hoki, koia nei te tino whāinga i te wā o te rāhui KŌWHEORI-19, nā tēnei i āwhina i a rātou ki te hoki pai mai ki te kura. I kōrero hoki ngā ākonga mō tēnei kaupapa, me tā rātou whai tautoko ki te tuhi i a rātou wheako, i runga i tā rātou i mahi, i kite hoki, hei tauira, mā te tā pikitia, mā te tuhi kōrero rānei, me ngā mahi āwhina i puta.

I tētahi taha, i kī mai ētahi mātua, he āhua uaua ngā ture ā-kura mō te kore e taea te kuhu atu ki te kura nā runga i ngā rāhui KŌWHEORI-19, he iti, kāre rānei i whai wāhi ki te tūtaki me te kaiako.

“COVID through most of this year – parents locked outside the gates, then when we were let back in they requested that parents don’t come in cos they found it easier when we aren’t around. The face to face with the teacher has gone down.”

“I can go in and talk to the teacher, but at the moment, getting communication around “don’t come in before school. Make a time and we’ll find a space” – for Covid reasons. Teachers are more than happy to talk, but just tough if you can only make it in before school.”

## Ko te ara ka whāia e te kura ko te ara rauora mō ngā mahi poke me te whai i te ara mā ngā ākongā tonu e whakataū i a rātou raru

I kōrero mai ngā ākongā e tautoko ana rātou mā rātou tonu e whakataū i a rātou raru, hei tauira, me whai wā ia o ngā ākongā te whakaputa i a rātou kōrero, kātahi ka mahi tahi ki te whakataū, whakatika me ngā hua pai hoki. I whakamārama mai tētahi o ngā ākongā:

“I know lots of bullies, they’re mean and they hurt you. They kick you. I tell the teacher, and tell them that’s not very nice. They’ll [the teacher] will say stuff like that’s not what we do at [school]. They’d say ‘don’t do that again, please’ and then they’ll sort it out – say sorry and that, then when everyone’s happy they go and play.”

Engari anō mō ētahi atu ākongā, ko tā rātou, kāre tonu ngā kaiako, “*didn’t do much about it*” kāre rānei “*didn’t take much control*” i te wā e pokea ana rātou.

He maha tonu ngā whakaaro a ngā ākongā e pā ana ki te whakataū i ngā mahi poke: pērā ki te ārai me te tautoko i te ākongā e pokea ana, te whakahoa rānei ki te ākongā e mahi poke ana, te tiki i tētahi kaiwhakamahereora mō te kura, te kore e aro ki ngā mahi poke, te whakatū karapu poke-kore, te kōrero rānei ki tētahi e pono ana koe. I miramira hoki ngā whānau me ngā kaimahi mō ngā ara rauora e whāia ana e te kura – me whai wāhi ngā ākongā ki te whakaputa kōrero mō te raru me te mahi tahi ki te whakataū i te raru. Ko tētahi o ngā tino aronga ko te tautoko i ngā ākongā mō te āhua ki ngā raru, te tuku pātai i ngā wā e tika ana. I kī tētahi o ngā kaimahi:

“Get the group together, one at a time, everybody gets to share their story without being interrupted, and sometimes come to an agreement. How they feel, what went wrong, come to a resolution. Picked this up from other teachers. A typical situation in class: two kids, two sets of parents. Takes a long time. Need to put time in knowing what happened. Give that time. Kids that are in the wrong appreciate it. There’s somebody here who wants to help and understand.”

Ko te whakamārama mai a ngā kaimahi mō tēnei arā, e hāngai ana ki te rapu i pūtake e pēnei ana te tamaiti. I kōrero mai ngā kaimahi me ngā ākongā e akoako tonu ana rātou ki tēnei momo ara, e kore rātou e rāhui i te kairaru. Ko te kī a tētahi kaimahi:

“I think it comes down to what you’re willing to accept for bullying – are you willing to accept those actions towards people? If you have good moral teachers, then you know what’s right or wrong. So, I think again if you model, then students know. I think that’s happening all over and people are doing well at making relationships throughout the school and that’s knowing who your kids are and who their families are. You do have to change a little bit depending on who you’re talking to – need to find out why students are lashing out, something going on and we need to work it out. So, you still have to say ‘hey stop, that’s not acceptable. We need to talk’ but the next part as a teacher is to find out why that’s happening. And also teaching what bullying is; so, bullying is not just calling a name, or taking someone’s pencil. Have to be really clear what the meaning of bullying with kids. Like make sure, especially at the beginning of the year, you address what bullying is clearly.”

## Te whakauru mai o te kura i ngā whānau me te hapori whānui

### **Ka herea te kura me te hapori, ko ngā kōrero me ngā mahi a ngā whānau, ngā kaimahi me te hapori whānui**

I kōrero mai ngā kaimahi ngā whānau, ahakoa tōna rahi he “wairua pā” ka rangona, he wairua hapori. Ko ētahi o ngā mātua i kōrero atu mātou, i kuraina ki konei i a rātou e tamariki ana, matatau ana rātou ki tō rātou hapori kura.

Tae atu ki ngā kaimahi, kei te hapori whānui te hiahia ki te whakauru i ētahi mahere rautaki, ki ngā kaimahi he pai tēnei ki te whakakaha i te wairua o te hapori. Anei te kōrero a te tumuaki:

*“Everyone is invited to strategic planning – staff and community and we have done them in 2015 and 2018 and will do another. Important for common understanding.”*

He maha ngā ara e whakauru ai te kura i ngā mātua me te hapori, i kī mai ngā whānau, me tūhono atu te kura ki ngā whānau. Ko ngā tauira, ko te whakahaere mahi moni me tētahi rōpū mātua, te whakatū i tētahi rā whakanui ā-tau mā te kura, mā ngā mātua e whakahaere me te tautoko i ngā kaupapa a te rōpū ākongā hoki. I kī mai ngā ākongā ka haere mai ngā mātua ki runga i ngā haerenga ā-kura. I kī tētahi matua:

*“I think [school] has always been big on fundraising, brings community together. Seeing the school develop like it’s changed so much – keeps on getting better .... Heart-warming to see people pull together like that. You don’t have to let the teachers take over. There’s a lot you can do. It’s quite easy as parents to see schools as somewhere you drop the kids off. But you see people come together and create relationships.”*

I kōrero ngā kaimahi me ngā whānau mō tā rātou tino rata ki te whakamahi i ngā whare a te hapori, pērā i te pokapū hākinakina, moana hoki. Ka tautoko te hapori i te kura, mā te koha kai atu o ngā wharekai mō a rātou kaupapa.

### **He maha ngā ara e tūtaki ai ngā kaimahi ki ngā whānau. He rerekē ngā wheako a tēnā whānau, a tēnā whānau, e pā ana ki ngā whakawhitinga kōrero me te kura.**

I kōrero mai ngā kaimahi me ngā whānau mō ngā ara rerekē, ara māmā ki te whakawhiti kōrero. Ko tētahi ko te kūaha tuwhera me ngā hangarau tautoko pērā i te Zoom, i ngā imēra me ngā taupānga ipurangi. Kei ngā kura hoki ngā pānui, te ‘tuhi ki te kāinga.’ Nā tēnei mahi me te tuari i ngā ara akoako a ngā ākongā ki ngā kaiako, ka māmā ake, ka hāngai hoki ki a rātou anō. Hei tauira, tērā i te tuku pūrongo i te pito o ia wāhanga o te tau, ka taea e ngā kaiako te tuku kiriata, whakaahua, kōnae oro o ngā ākongā e akoako ana ki ngā whānau, hei kite, hei kōrero hoki mā rātou.

I rongō mātou mō ngā momo tikanga ka mahia e te whānau, pērā i ngā rā tuwhera, ngā pāti ‘tau 5’ me te whai tuakana teina o ngā ākongā paku ki ngā mea pakeke, hei āwhina i ngā whakawhitinga tau.

Ko ētahi whānau i kī he pai tonu ngā whakawhitinga kōrero me ngā kaiako. Engari anō ētahi, i āhua rangirua ngā whakawhitinga kōrero, i ētahi wā he iti noa. Hei tauira, i kī mai tētahi o ngā mātua ka mahi rātou, he uaua te whakapā atu ki ngā kaimahi ki te kore rātou e tiki, e hari rānei i tana tamaiti ki te kura. I kī anō tētahi atu mō te noho wehewehe i te wā e whakatau ana i tētahi raru, i whakaatuhia te taupānga hei whakapā atu, engari pai ake ki te matua te kanohi ki te kanohi. Hei tā ētahi kaiako, me uru tonu mai ngā matua ki ngā mahi akoako me ngā tūmahi mō muri o te kura me a rātou tamariki.

### **He mea nui te rerekētanga, ka manaakihia hoki, me te mahi whakapakari i aua āhuatanga**

I kōrero ngā kaimahi me ngā whānau mō te rerekē o te hapori ā-kura, ā-iwi nei, ā-whai kaha hoki, he mea nui ēnei. I kitea tētahi āhua mō te kura e whakahau ana i ngā ākongā kia whakaaetia a rātou hoa. Nā tēnei tū āhuatanga, i whakaaro ake ngā kaimahi me ngā whānau – kāre ngā ākongā e pokea mō te rerekē noa iho. I kī tētahi o ngā kaimahi:

“Kids are generally accepted and respected for who they are, especially in my class, I don’t tolerate any bullying of race or culture, but I haven’t had to deal with that which shows that the kids are accepting of each other. It’s part of the community which is so diverse.”

Te whakamārama a tētahi noa:

“The school is very diverse – on a whole, it’s like, ‘kids are kids’, doesn’t matter what part of the world they are from. But it is hugely diverse e.g. Muslim kids having prayer sessions at school, Fridays go down to the mosque. That’s just how it runs. Intertwine quite nicely and no one thinks anything different.”

I kōrero mai tētahi mātua:

“Son came home and he had made a friend named X. He would always talk about this X, X this and X that. I said to him one day ‘what nationality is X?’ and he said ‘what do you mean?’ I said ‘is he Samoan?’ and he said ‘no’. I asked him another question then said ‘is he white or is he brown?’ And he goes mum, ‘he is just X’. It showed me that it doesn’t matter his nationality or ethnicity it is just his friend named X.”

I tētahi taha ko te hiahia o ētahi o ngā kaimahi me ngā whānau ko te whakauru mai o ngā iwi hou ki ngā hapori rerekē, ā, me whakaata hoki i a rātou ahurea i roto i te kura, akene me tonu mō ētahi kaiako hei whakakapi i ngā āhuatanga hou nei. I kī tētahi matua:

“What I’d like to see more here, is getting more voice and contribution from our more diverse community, make sure we achieve engagement with mana whenua, build authentic connections with people. Not dial a kaumātua. That’s always been my thing I’m very open about that. Think we should all be pushing for that. Schools have a Treaty mandate for that.”

I kī mai tētahi kaimahi:

“The diversity of kids not reflected in diversity of staff – not ethnically diverse. The part timers, there are some, but the full timers are very white.”

## **I roto i ngā tau kua taha, he nui ngā panonitanga kua pā ki te kura, ahakoa he rerekē ngā tirohanga a ngā kaimahi me ngā whānau, he whai hua tonu rā**

I kōrero ngā kaimahi me ngā whānau mō ngā panonitanga i pā ki te kura mai i te panonitanga o te rōpū kaiārahi ono tau ki muri. He nui ngā piki me ngā heke. He rerekē ngā tirohanga o te hunga kua roa i te kura, tērā i ērā kātahi anō ka tīmata i taua wā. Heoi, i te hihiko tonu ngā ngākau i te otinga atu o ngā mahi.

## **Me whai tautoko e whakaaetia, e whakautehia, e whakakotahi hoki i ngā ākongā i te kura**

### **He maha ngā rauemi o te kura, heoi, me whai pūtea tonu ki te whakakī i ngā wāhanga rauemi hou**

I mārama ki ngā kaimahi me ngā whānau he maha ngā rauemi kei te hapori whānui, tērā i ētahi atu kura. Mā tēnei, e tīmata ai rātou ki te tūāpapa rerekē mō te tautoko i ngā ākongā. Heoi anō, i kī ētahi mātua ka rahi ake ngā mahi ka oti i a rātou mēnā he maha ake ngā rauemi, me whānui te titiro. Hei tā ētahi kaimahi, ko tā rātou me whakaiti e te Tāhuhu o te Mātauranga ngā mahi whakaritenga me ū i te kaiako, kia hāngai ai rātou ki ngā mahi whakaako. I kī pēnei tētahi o ngā kaimahi:

“You can put money in this school, but in other schools you need to put money in the community, because of different socioeconomics. This school can do a lot – because we’ve got resources and more resources would be wonderful – because then we could bring in people to learn about our culture and feel supported and respect other people. And our kids just need to respect other people, because we are not in poverty, a lot of us.

Hei tā tētahi atu kaimahi:

“Sometimes wonder if support is too siloed for students. SENCO role works with so many agencies to get supports of different types for a child. If the Ministry had better connection with other support systems for students. Stop resourcing singularly. ... Need wrap around support rather than working in silos – tie support together so don’t need to repeat the same story to different agencies. SENCO can’t manage it all on her own.”

### **He maha, he whānui hoki ngā momo whakaaro i puta i ngā ākongā mō te whakapai ake i te kura**

Anei ētahi whakaaro i puta i ngā ākongā: te panoni i ngā wāhi e whakamahia ana hei wāhi papa tākaro (hei tauira, e taea e ngā teina te tākaro ki te papa tākaro a ngā tuakana), te whakauru mai i te pūnaha pouaka ingoa-kore ki te tūhura i ngā raru poke, te puta i te kura i runga i tētahi haerenga me te whakatū whakangahau mō te kura katoa.

# 3. Kura

## He whakarāpopoto

### Te horopaki

He kura tuatahi (tau 1-8) kei te Puku o te Ika a Māui. He kura arareo Pākehā, he kāhui reorua, he kāhui rumaki hoki. Neke atu i te 400 ngā ākonga o tēnei kura. Ko te nuinga he Māori, ko ētahi he ākonga Pasifika hoki.

### Ngā ara ka whāia e te kura, kia whai hua ngā taiao, kia noho haumarū, kia āraihia atu te mahi poke

Nā te whānau, nā te whanaungatanga me te hononga mā/ki te whakapapa te tūāpapa o tēnei kura, e waihanga ana i te rongo pai me te pono i waenga i te whānau me te hāpori. He herenga whānau tā te tumuaki me te tumuaki tuarua ki ngā ākonga. E tauira ana i te whanaungatanga i roto i te ara kaiārahi.

He rawe te kura. Ka mihia ngā ākonga ina tae mai ana ki te kura, ā, ka mihia hoki mātou e ngā ākonga. Mā te tikanga o te tuakana-teina i waenga i ngā ākonga e mōhio ai rātou ki te whakaute, ki te manawanui ki a rātou anō.

E wātea mai ana ngā ākonga ki ngā wāhi o te kura, pērā ki te tari o te tumuaki, tumuaki tuarua rānei me te tari a ngā kaiako. E mōhio ana ngā ākonga ka taea e rātou te haere ki te tiki kai, kia manaakihia hoki, i muri i te kura, kia kohia rā anō e o rātou whānau.

He mea nui te whānau ki te kura. Ka noho te kura hei pokapū mō te hāpori, he tohatoha kai ki ngā whānau i te wā o te rāhui. Ka toro atu te kura ki ngā whānau me ngā hāpori, kia uru mai ki ngā rā whakanui i te kura me ngā kaupapa reo ā-wiki hoki.

Kua whakaurua mai e te kura te poukapa uara i hāngai e te hāpori ā-kura whānui. E whakaatuhia ana tēnei poukapa ki ngā akomanga me ngā whare o te kura, ko ngā papa tākaro e toru kua peitahia ki ngā tae o te poukapa. Ko ngā kaimahi te hunga whakahau i ngā kōrero a te poukapa nei, i ngā wā e whakaako ana. Ko te otinga, ka whakatō ngā ākonga i ngā uara ki o rātou whānau, kaimahi hoki.

He tere tonu te neke a te kura mō ngā raru poke. Kei te mōhio tonu ngā ākonga ki a rātou here me ngā whanonga tika, te tautoko hoki i a rātou anō. Ki te puta he mahi poke, ka mōhio ngā ākonga me pēhea te aha. I kōrerohia mai mātou, ko rātou tonu kei te whakatau raru i waenga i a rātou anō. Kua whakatū hui rātou mō te kaupapa, kātahi mēnā e hiahia ana, ka tikina mai he kaiako. E mōhio katoa ana ngā ākonga ki ngā pepa me whakakīhia e te kura ki te puta ake he raru, ka whakakīhia te pepa, ka tukuna atu ki te whānau.

## Tēnei mea o te “whakaae, te whakaute me te whakakotahi”

### Ngā mahinga o te whakaute me te manawanui

He maha ngā mea i tuarhia e ngā ākonga mō te hunga i ū ai te whakaaetanga, te whakaute me te whakakotahitanga, pērā i te mihi atu ki te hunga tae ki te kura, te awhiawhi, te uru mai o ētahi atu ākonga ki ngā tākaro me te tiro ki ngā ākonga e noho pōuri ana. I kī mai rātou ka mihia rātou i ia rā i te kēti e te tumuaki me te tumuaki tuarua. “[T]hey say good morning by your name, or they high five you and say good morning.” (rōpū hīkoi iti, tau 6, 7, 8).

## Ngā ara whai a tēnei kura kia rongō ai ngā ākonga i te whakaaetanga, i te whakaute me te hononga

### Me kaha ngā hononga i waenga i ngā kaimahi me ngā ākonga me ngā whānau hoki, me whai hononga whakapapa

I tuku pātai mātou ki ngā ākonga o tēnei kura e pā ana ki te whakakotahitanga ki a rātou, hei tā rātou ko te mea nui ko te hono ki ētahi atu. I kī mai rātou ko ēnei hononga te whakaaetanga, te whakaute, he mea nui ki a rātou, he mea haumaruru.

He kaha ngā hononga whakapapa, e hono ana i ngā reanga ākonga, kaimahi, whānau hoki me te hāpori whānui. Ko te nuinga o ngā kaimahi me ngā ākonga, he uri kei te kura, he uri tata, he teina, tuakana, he whaea rānei.

He maha ngā kaimahi kua roa kē e mahi ana ki konei. Ko tētahi kaiako, arā kē te roa, tuatahi he ākonga i mua, kātahi ka hoki mai anō hei kairiwhi, kātahi ka noho hei kaiako tūturu, ko tana, ko te “whanaungatanga – koia nei tēnei wāhi, kua roa kē i konei”. Ko tana kī mai, me te whakaae a ētahi atu, ko ngā kaiako, arā, ērā e whakaako ana i te reo Māori, he whānau, rite ki ngā ākonga, he whānau kotahi. Ko ēnei hononga he hononga mau roa, he hononga here hāpori hoki. He maha ngā kaimahi i kōrero mō ngā ākonga o mua, me tā rātou mihi mai, i ngā wā kite i a rātou i te hāpori.

Ko ngā hononga o tēnei kura ko ngā hononga tautoko, ngā hononga pono. I kī mai ngā ākonga he kaha te rongō o te āhuetanga o te pā, e noho whānau ana, ā, he kaha hoki te hononga i waenga i ngā kaimahi me ngā ākonga. Me tā rātou kī e tika ana me whai pono. Koinei tētahi o ngā take matua o a rātou kōrero, me whānui te tiro a ngā mātua, me tuwhera hoki kia waia ai ngā ākonga ki te kōrero tahi.

I kōrero mai ngā kaimahi me ngā whānau, katoa te hunga o te kura ka whakaaetia, ka whakautehia, ka nohotahi, ā, mai i te kura, puta noa ki ngā whānau me ngā ākonga kura tuarua hoki.

I kōrero mai ngā kaimahi me ngā whānau, ka pono ngā ākonga ki ngā mātua o te kura, kua waia rātou, he haumaruru hoki, māmā te pātai āwhina i a rātou. I kī mai rātou he rawe ngā kaiārahi o te kura, he wātea, he māhaki, he pono hoki.



I kōrero ngā kaimahi mō te hanga i ngā hononga pono me ngā ākongā, whānau hoki. Akene me ōpaki te tūtaki me māmā hoki te toro atu, me haere ki tua noa i te tohu pouaka mā te pene, ko ngā mahi katoa i te kura e hāngai ana ki te ākongā, ki te whānau. Hei tauira, me whakatau i ngā hiahia a te tamaiti, te whāngai i a rātou i mua i ngā mahi akoako.

He kaha ngā hononga a ngā ākongā o te kura, rātou ki a rātou. I kite mātou i a rātou e kaha tautoko ana, e āwhina ana i a rātou anō ki te whakatau take.

### **Me whai pūkenga hua, ko ngā ākongā te pūtake**

I kōrero mai ngā whānau, kei tua noa atu ngā mahi a ngā kaiako ki te tautoko i ngā ākongā, he mōhio nō rātou i te hira o te ākongā, tōna ahurei me tōna mana kia tutuki ōna hiahia. I kōrero ngā ākongā mō te whakanui me te tautoko o ngā kaiako i a rātou. Ka whāia te ara whakaako, ko te ākongā te pūtake, e hāngai ana ki ōna pūkenga kaha. Ko te aronga o te kura ko te whai wā mō ngā mahi akoranga aronga tahi. Kātahi ka rea ngā kaimahi i ngā whiwhita a te ākongā mā te tautoko i a rātou ki te whai i ngā mahi e aro ana rātou, ahakoa waehe mai, hākinakina mai, pūoro mai rānei.

### **Ka mārama, ka whakamahi ngā ākongā me ngā kaimahi ki te poukapa uara**

Kua hāngai e te kura tētahi poukapa uara mō te kura whānui, i hoahoatia me ngā whakaaro mai i ngā kaiako, ngā ākongā me ngā whānau. E toru ngā uara matua. I roto i ngā tānga o te poukapa, kei ia uara he whakamārama e kōrero ana mō te whakatinana o ngā uara. I kī mai ngā whānau me ngā kaimahi e mārama ai te katoa he aha ngā mahi e hiahiatia ana mai i a rātou, e tū pakari ai, e angitu ai hoki.

I kī mai ngā ākongā ka āwhina ngā poukapa uara i a rātou ki te manaaki, ki te atawhai hoki. I pērā anō ngā mātua, ko tā rātou nā ēnei uara ka whakaae, ka whakaute, ka hono hoki rātou. I kī rātou me whāngai ngā ākongā i roto i te kura, kia pakari ai rātou ki te whakaputa kōrero. I kī mai tētahi o ngā kaimahi, *“Whānau are given it to put on their fridges and in their homes, it comes out of their kids mouths. They would ask ‘are you showing [the values]?’ ‘are you being a good role model?’”*

Hei tā ngā kaiārahi o te kura, ko ā rātou tauira mō te waia o ngā ākongā ki te toro atu i a rātou mēnā kāre i tutuki i ngā kaimahi te whakatinana i ngā uara. I kī mai rātou ka whakaarahia ēnei take me ngā kaimahi, ko te aronga ko te whakaputa kōrero mō te hiki i aua uara i ngā rā ki tua.

### **Ka mōhio, ka whakanui te kura i ngā momo ahurea, momo reo, momo ao hoki**

I puta i ngā ākongā te hira o te kite i a koe anō i roto i te ao me te kura e tipu nei koe. I whakaatu mai tētahi ākongā i tōna wāhi makau rawa, he pikitia nui, ka kī mai ia:

*“It shows our cultures... it makes you feel like part of the school. If you are from Hawai’i you come and see your island and it makes you want to stay here. When people come in they feel like they are already part of the whānau and they stay here.” (small group walking tour Year 6,7,8).*

Ko ngā take puta noa mai i ngā ākongā i kōrero mātou, ko te kite i a rātou e whakaata mai ana i roto i te akomanga, i te kura hoki. I kōrero hoki ngā kaimahi mō te awahi o te kura i ngā momo tuakiri a tēnā, a tēnā ākongā. I kī mai tētahi o ngā kaumātua:

*“From my perspective, being Pākehā myself whereas my grandson is part Māori part Pākehā, the fact that he is a freckled face white boy in the bilingual class, it doesn’t matter.”*

I kitea e ngā kaimahi me ngā whānau nā te ara whakaako me ngā kōrero whai i ngā momo ahurea, me te whakahau i te katoa, i āwhina i te kura ki te noho hei waho whai hua, wāhi whakakotahi hoki. Ko ngā take pēnei i te whakanui i ngā ahurea me ngā whānau, e rongō, e mōhio, e mārama te katoa ki ngā rerekētanga, me te mōhio he reo tuatahi, he reo matua a rātou i tua atu i te reo Pākehā.

## Te waihanga o te kura i tētahi taiao whakauru, taiao haumarū, e rongō ai ngā ākongā i te whakaaetanga, i te whakaute me te hononga, he wāhi e arohia ana, e āraitia ai te mahi poke

### Ngā hononga whānau – ko te katoa kei te tautoko, te hanga i te pono me te āwhina i a rātou

I kōrero mai ngā ākongā mō tā rātou hono atu ki te whānau me te pūnaha ā-whare. I kōrero rātou mō te ako tahi me te tautoko i a rātou anō. He āhuatanga hei whakahau i ngā ākongā kia manawanui ki a rātou anō, nā runga i ngā hononga kaha nei.

He mea nui hoki te hononga ki ngā mātua. I kī mai rātou nā te kura i hanga i te taiao whānau whānui, he tauira i te ahurea tautoko, haumarū puta noa i te hapori kura whānui. E hono ana ki tēnā, ki tēnā, he āwhina ki te ārai i ngā wairua kino pērā i te poke.

I kōrero mai ētahi o ngā whānau me ngā kaimahi mō te whakahaere o te kura i te ahurea haumarū, ā, he rerekē anō hoki mai i te hapori, kāre i pērā rawa te haumarū tērā i te kura. I kī mai rātou ko ngā take me ngā raru o te hapori whānui, engari kāre e taea te aha, ko te hapori tēnā, e mārama ana rātou ka tau ngā raru, ngā nawe ki te kēti o te kura, kāre e kuhu atu ana ki te kura. I kite mātou i te wairua hapori me te pono o te whānau, e mōhio ana he wāhi haumarū te kura mō ngā ākongā me ngā whānau. I kī tētahi kaimahi:

*“I think relationships are a really big thing. And if they’re not made, right at the beginning, that’s where the issues lie. The majority of the adults, staff here, do make those relationships with our kids. Trust. This is a safe place for a lot our kids. Knowing they can come to us and be safe. The relationships that get made and the trust that the students have in the majority of the staff. I think that’s a really big thing.”*

Rōpū kaiārahi pono tētahi o ngā take i angitu ai te kura nei, hei tā ētahi kaimahi me ngā whānau. E pono ana te hapori ki te tumuaki me te tumuaki tuarua, he pukumahi ki te whakatutuki i ngā hiahia a ngā ākongā me ngā whānau.

## **Ko ngā kaiārahi o te kura te tohu o ngā hiahia ka puta, me te tautoko hoki i ngā kaimahi ki te tutuki i ēnei āhuatanga**

I tae mai te kōrero ki a mātou mō ngā kaiārahi o te kura e rārangi ana i ngā whāinga mā ngā kaiako me ngā mahi tautoko i aua āhuatanga. I kī mai tētahi kaimahi: *“Good management is key. It starts at the top. The journey this school has been on -the principal and deputy principal are heading in the right direction, doing the right thing. I can go to them as a mum. They always listen.”*

Me te kōrero a tētahi kaimahi kē, *“The standard in this school doesn’t change, that’s because of who we are. We expect the best for our kids, we expect the best from them. We won’t [just] accept what’s in front of us. And that comes a lot down to the staff and the management in this school. They set high expectations for us, for the kids, for this school.”*

## **Kei tua atu ngā mahi a ngā kaimahi ki te whakatutuki i ngā hiahia a ngā aknga me ngā whānau**

I kōrero mai ngā ākonga mō a rātou kaiako whakahoahoa, he āwhina, he tiaki i a rātou, he whai hua, he pārekareka hoki. I kōrero ngā ākonga mō ngā wā i tiakina rātou e ngā kaiako, pērā i te hoatu i ngā rawa e tutuki ai a rātou hiahia; he kai, he pūrere hangarau pērā i te ipapa hei āwhina i ngā mahi akoako, he ara haere ki te whakakore tinana me te poke ringa hoki. He kaitakawaenga anō kei te kura hei tautoko i ngā ākonga. He nui ēnei āhuatanga ki ngā ākonga, e rongō ai rātou i te whakaaetanga, i te whakautu me te hononga hoki.

I kōrero mai tētahi o ngā whānau mō ngā kaiako me ngā kaimahi, kei runga noa atu a rātou mahi tautoko mō ngā ākonga. I kōrero anō mō te hira o te hanga i te pono me te tika i roto i ngā hononga me ngā ākonga. I kōrero mai ngā mātua mō ngā ākonga i te kura me a rātou hiahia, ā, he ārai ēnei mai i ngā kāinga, i te hauora hoki. I kī mai rātou, ka ngana te kura ki te tautoko i ngā whānau. Hei tauira, i mōhio mātou ka hari kai atu te kura mā ngā whānau i ngā wā rāhui.

*“Something we do as well, we know sometimes tamariki do things because they’re hungry, they need a lie down. They have days when they’re not doing their best. It’s ok. And if they’re hungry, sometimes the support is we give them something to eat. Sometimes all they need is a milo and to sit down and talk to an adult. We sort of judge each child and their circumstance. When a support form comes through as well it’s not punitive, not always about consequences, it’s “how can we support this child now”. Sometimes all they need is someone to talk to. They just need somebody to listen to them. What’s the bigger picture here – what’s gone on for them? What’s going on for them at home? In class?”*

## **Ka tauwhitiwhiti ngā ākonga ki a rātou anō, he whai hua, he whai pūkenga kaha**

I kōrero mai ngā ākonga mō ngā mahi whai hua me te reo e whakaputahia ana i waenga i ngā ākonga, pērā i te ngākau nui, te mihimihi, te tū pakari me te tautoko i a rātou anō.

I kōrero mai ngā kaimahi me ngā whānau mō ngā kaiako, kaimahi me te kura ngā pūkenga whai kaha, ngā mahi me te reo whakamahi me ngā ākonga. Hei tā tētahi kaimahi:

“What we realised, going through the PB4L process, was that you actually need to teach our tamariki how to do these things. If we say a tamaiti doesn’t know how to read, it’s the teacher’s job to teach them that. If a tamaiti doesn’t know how to make good choices in the classroom or know how to listen to the speaker, then it’s our job to teach them how to do that. We’ve created a bank of lesson plans to actually teach this. That’s evolved over the years. It’s a really consistent schoolwide approach.”

### **Ka rārangi mai te poukapa uara a te kura i ngā āhua o ngā uara me ōna roherohenga**

Kō tētahi take i puta mō ngā kaimahi me ngā whānau i te kura ko te poukapa uara, ōna taumata, e hanga ana i te tūāpapa mō te tukanga whakataū. I kī mai rātou nā te mea he mārama te kite i ngā here, ka mārama ngā ākonga ki ngā kawataū, tae atu hoki ki ngā ritenga ki te kore e tutuki. Ko te tukanga i whāia i tēnei mahi ko taua tukanga anō, ka tono ripanga tautoko te kaimahi, ki te tuku rārangi pātai ki ngā ākonga i taka ki te raru. Ko te kī a ngā kaimahi he āwhina tēnei i te tamaiti ki ētahi atu e kōrero ana, he tautoko i a rātou ki te whakatutuki i a rātou hiahia ki te rapu whakataū. Kei konei ngā whānau o ngā ākonga katoa i te wā o te tukanga. I kōrero mai ngā kaimahi me te whānau, i ngā wā ka kōrerotia te whanonga a te ākonga, he mea nui kia noho tika, kia noho pono te kaimahi me ngā ākonga, ngā whānau, kia pupuri tonu rātou i tō rātou mana.

Ko te hiahia a ngā ākonga i kōrero mai ki a mātou ki te tiro mēnā he poukapa uara anō e whāia ana e ngā ākonga o kura kē. I kōrero hoki ngā kaimahi mō te hira o te poukapa, hei āwhina i a rātou ki te mahere me te whakataū ki ngā raru poke ka puta. Ko te kī a ētahi o ngā kaimahi me ngā whānau, koinei tētahi mea nui i mahia e te kura ki te hanga i te taiao whai hua, whakakotahi hoki, te ārai i tēnei mea o te poke, te whakataū hoki i ngā raru.

Ko tā rātou kei ētahi kura a rātou ake tukanga me a rātou uara, kawataū hoki e whakamāramahia ana e ngā ākonga. I whakamārama mai rātou mō te wairua tau a te ākonga, ina mārama ana ia ki ōna kawataū, kua mōhio ki te tukanga, ka rite anō mō ōna hoa hoki. Nā tēnei tū āhua, ki te taka rātou ki te raru, ka mārama rātou mā rātou tonu e whakatika i te raru.

I tēnei kura, nā te āhua o te poukapa ka puta anō he kaupapa hou, kaupapa tuari. I kī mai ngā kaimahi me ngā whānau he mea nui te whai mārama o te kura ki tō rātou ngākau nui ki ngā kaupapa me ngā ākonga, ahakoa te aha ka tautoko tonu rātou i ngā ākonga, ahakoa ngā piki me ngā heke. I kī tētahi kaimahi:

“Students know their boundaries, but are also encouraged to share their ideas, work in groups, work collaboratively and also with the teachers. An example is the tone used to talk to students. They are naturally friendly and are able to build trust with staff. They know that within the school grounds, they are the priority.”

## **Te whakautu ki ngā mahi poke – te whai wāhi ki ngā whānau, ngā kaimahi me ngā hoa hei whakarongo, hei tautoko hoki, te whakamahi i te poukapa hei tūāpapa**

I kōrero ētahi o ngā ākonga mō te hira o te mōhio ka taea te whakaputa kōrero mō ngā mahi poke, te whai tangata whakarongo hoki. Ko ētahi i kōrero mō te kore e kōrero atu i ngā ahi nei, ka kīia koe he ‘wuss’. He rawe ki a rātou te ara hapori o te whakautu i ngā mahi poke, pērā i ngā whānau, i runga i te pono ka rangona ō kōrero (e ngā kaiako) me te hira o te āwhina i te ākonga nana i mahi poke me te ākonga i pokea. Ka mārama hoki mā tēnā, mā tēnā e oti pai ai te whakatau i ngā mahi poke. Ko te kōrero, he take anō i mahi poke ai te tangata, ākene me āwhina, me tautoko kē i a rātou, pērā i tētahi kaimahereora.

He pai ki ngā kaimahi te whakamahi i ngā poukapa uara, he āwhina hoki i ngā ākonga kia whai mārama rātou ki a rātou rohenga me te tukanga whakatau hoki. I kī mai rātou mā te whakamahi i te tukanga o te whakakī i ngā ripanga tautoko me te whakamahi i te poukapa e pono ai ngā urupare ki te mahi poke. Hei tā rātou mā te noho pono me te whakatau mana i roto i te tukanga e ārai atu i tēnei āhua o te poke. I kī tētahi kaimahi:

“A lot of kids come to you and talk about different things. Bullying is not accepted. It’s good because the students that do get bullied, once they’ve had a talk and gone to the office and had whānau and stuff like that it makes a difference. It’s nice to be in a school that’s like that, with no bullying. 99% of them, they just work it out, sit in a room. Or otherwise it’s just the students that want them – the class teacher – sit down and discuss it and then we discuss it as a class. Things come out and it gets addressed in the classroom. And they do feel that they can come to us and talk to us without being scared or anything like that.”

## Te whakauru mai o te kura i te whānau me te hapori whānui

### Te whakahaere whakaurunga me ngā whānau, hapori hoki

Ko te kura tonu kei te toro atu ki ngā mātua, ngā whānau me te hapori. Ko ngā kaiako ērā e whakaaro ake ana mō ētahi ara hei whakamahi me te tautoko i ngā mātua. Pērā i ngā pātuhi, te waea atu, te kōrero kanohi ki te kanohi. Ka toro atu te kura ki ngā whānau me ngā hapori ki te mahitahi mō ngā kaupapa whakanui, pērā i te whakanui i ngā wiki reo. I roto i ēnei wiki, ka tonoa ngā hapori ki te haramai ki tētahi kaupapa tunu kai, te kai tahi, kōrero tahi hoki. I tae te tono ki ngā mema o te hapori, kia haramai ki te whakanui i ngā ahurea (hei tauira, ngā pakoko me ngā pikitia pakitara kei roto i te kura).

I kōrero ngā kaimahi mō ngā momo ara mō te hono hua me te mahi tahi me te whanau, mā te whakarato i ngā ara me ngā mahi tautoko mā rātou. Pērā ki te whakaatu mai o ngā whānau i ngā mea i hangaia e rātou (pērā i ngā whakarei) hei hoko atu ki te mahau tonu o te kura. He rerekē ngā ara whakawhiti kōrero a ngā kaiako ki ngā whānau, kei te mōhio he rerekē hoki tēnā whānau, ki tēnā. He waea atu, he pātuhi atu, ki te hoatu kōrero ki runga i te whārangi Pukamata. He ara anō tēnei hei whakapā mai mā ngā whānau, te tuku pātai, he kore utu hoki.

I kōrero te tumuaki, te tumuaki tuarua me ngā kaimahi o te kiripaepae mō te hira o te whakahoahoa, o te wātea ki te kōrero, kanohi ki te kanohi, ka toro mai pea ngā mema o ngā whānau i te wā whakataka, i te wā hari mai rānei i ā rātou tamariki, te kōrero rānei mō tētahi take. I kī mai rātou he āwhina nui tēnei mō ngā whakawhitinga kōrero whai hua me te hanga hononga, me te whakarato i ētahi huarahi mō te matapaki i ngā raru a ngā ākonga, pērā i te poke. I kī tētahi kaimahi:

“Just welcoming. Always have time for them, doesn’t matter where you are. Same applies for them as the kids. If they wanna chat, wanna come in and see what their kids are learning about, just let that happen. Always make sure it’s a friendly welcoming, warm environment for them, anytime. Most teachers should have relationships with their whānau. I know they text them, tell them stuff that’s going on. We’ve got this going on, come in. A majority of the teachers would do that. They can always ring the office, happy to answer any questions.”

### Kei te tuwhera ngā kūaha ki ngā whānau herekore

I kōrero ngā kaimahi mō whakawhanaunga atu ki ngā mātua me ngā whānau, te kōrero ki a rātou he pai te haere ki te kite i a rātou tamariki, te noho ki tana akomanga. Kei te wātea te kura ki te whānau, ahakoa te aha.

### Te toro atu ki te whānau he uaua ki te whakapā atu

I kōrero ngā kaimahi me ngā whānau mō te hira o te rapu ara hei whakauru mai, me te tautoko i ngā mātua, kia kaua e waiho poka noa. Ko te whakaata mai a ētahi kaimahi, ko te nuinga o ngā mātua me ngā whānau i uaua a rātou wheako me te taha mātauranga i mua, nā tēnei mahi, ka kore rawa rātou e hono atu ki te kura, ka pōhēhē ka pērā ngā kura katoa. Ka pukumahi ngā kaimahi ki te panoni i tēnei tū āhua, ki te whakauru mai i aua whānau, e kitea ngā ara whai hua.

## **Ngā kaiārahi ākongā, umanga me te whakauru i te hapori whānui**

I kōrero mai ngā ākongā ko te mea nui kia hoatu ngā kura katoa i ēnei arā, pērā i ngā kaiārahi ākongā, ngā haepapa me te wāhi ki te whakaputa whakaaro.

I kōrero mai ngā kaimahi me ngā whānau mō ngā ara i whāia e ngā ākongā kia noho hei kaiārahi mā te hono atu ki te hapori whānui. Pērā ki ngā rōpū ākongā hei āwhina i te whare okioki, he āwhina rānei ki te kōhi parapara i te hapori. Ka whakahau ngā kaimahi ki te para i a rātou anō i roto i te hapori, te tiaki i a rātou anō, tuakana – teina, i waenga i ngā ākongā paku me ngā ākongā pakeke. Ko ētahi o ēnei he mahi ōkawa, ko ētahi i tipu ake i roto i ngā hononga. I kitea ko ngā ākongā pakeke i runga i te papa tākaro e āta tākaro ana, nā te mea i reira ngā teina.

Ko ētahi o ngā kaimahi me ngā whānau i kī, nā ngā ara akoranga takitahi me ngā wā kua whakaritea mō ēnei mahi, te pūtake o te angitu o te kura. Ko te wā ka whakaritea e te kura mō te akoranga takitahi, te wā e tipu e rea ai te ākongā, ōna aronga me ōna pūkenga hoki, whai atu hoki ko te māia me te wairua ora. I kī ētahi kaimahi he āwhina ki te whakaputa i ngā ākongā whakamā, ki ētahi, nā tēnei tū āhuatanga, kua tau ngā ākongā ki te akomanga.

## 4. Kura

### He whakarāpopoto

#### Te horopaki

He kura tāpae (Tau 1-6) kei taha rāwhiti o te Waipounamu. Āhua 260 ngā ākonga mai ngā momo ahurea katoa. He maha tonu ngā ākonga whai kaha me ērā me whai tautoko ki te ako. E rua ngā akomanga reo rua. He kura kōhungahunga me tētahi kura tuarua e tata ana, e mahi ana me te kura.

#### Ngā ara ka whāia e te kura, kia whai hua ngā taiao, kia noho haumaruru, kia āraihia atu te mahi poke

Ka whakaarotau ngā kaimahi i ngā hononga i waenga i ngā ākonga me te kite i a rātou i roto i te horopaki ā-whānau whānui nei. He rite tonu te kura ki tētahi pā tawhito, e kīia nei he ‘pokapū’ mō ngā kaimahi me te hapori whānui. I kitea te mahana o ngā mihi mai i ngā kaimahi o te tari, arā, te kiripaepae me tō rātou mōhio ki ngā ākonga katoa me ō rātou whānau. Ka whakawhiti kōrero me ngā whānau me te āhua nei he tuwhera, he pono tonu ngā kaiako ki te whakatau take.

Ka tautoko ngā kaimahi i ngā ākonga, ki a mōhio rātou ki a rātou anō, mā te whakatauiria me te whai hononga kaha, hononga tautoko hoki, tētahi ki tētahi. Ka tautokohia ngā ākonga kua tohua hei kaiārahi, ki te whakatau i ētahi take paku nei o te papa tākaro ā-whakaari nei.

Ka kōhi te kura i ngā raraunga i ia te wā, hei tukanga whakaata whakahaerenga, kia kitea ngā wāhi me whakapai, me tautoko, pērā i ngā mahi ako me ngā whanonga, te tautoko i a rātou mō te taha ki ngā kai, i ngā wā e hiahia ana. Hei tāpiri atu, i te tīmatanga me te otinga o te tau, ka noho ngā kaimahi ki te tuari pārongo mō ngā ākonga e kuhu mai ana ki tō rātou akomanga. Pērā i te tuari i ngā mōhio tangā mō a rātou whānau me te hapori, e mōhio ai me pēhea te whakaako me te tautoko i a ia.

He maha ngā ara whakaako, akoako hoki a ngā kaiako e pā ana ki ngā urupare o ia ākonga; hei tauira, kaua e whakaturea te mahi kāinga, te hāngai rānei o ngā akoranga ki ngā aronga ā-waho a te ākonga. Ko tētahi tauira ko tētahi ākonga takiwā e tautokohia ana i roto i te akomanga kua nekehia ki tētahi wāhi āio o te akomanga i te wā ka hoihoi rawa mōnā.

Ka whakanui te kura i te rerekētanga o ngā ākonga mā te karakia me te waiata, te whakahaere i ngā rōpū ahurea, te whakatū i ngā haki a ngā whenua o ngā ākonga me te whakanui i ngā momo taiopenga ahurea rerekē me te uru atu ki ngā kaupapa o te hapori.

I kōrero mai ngā kaimahi he maha ngā ākonga i te kura i rongō i te pāmamae, e tika ana kia tirohia tēnei āhuatanga i mua i te akotanga a te tamaiti. He SENCO tā te kura me tētahi tauwhiro (e rua atu anō ngā kura ka whai wāhi atu), he Kaiwhakarite Tautoko Akoranga (e rua atu anō ngā kura ka whai wāhi atu), me ētahi tautoko mai i te kaupapa Mana Ake. Nā runga i ēnei tautokotanga ara atu anō ngā mahi e wātea ana ki ngā ākonga me ngā whānau.



## Te rongō i te “whakaaetanga, i te whakaute me te whakakotahi”

**He mea nui te whānau, te kai me ngā wāhi kia rongō ai ngā ākongā i te “whakaaetanga, i te whakaute me te whakakotahi”**

I kī mai ngā ākongā ko te whānau me ngā mōkai, te whai wāhi ki te kai i te kura mai i ngā karapu parakuihi, tina hoki, ngā mea āwhina i a rātou ki te rongō i te whakaaetanga, i te whakaute me te hononga.

Ka kōrerohia ngā wāhi rerekē o te kura, e rongō ai ngā ākongā i te haumarū, pērā i ngā rūma breakout e haere ai rātou ki te whakatā, ki te whakaāio rānei i a rātou anō. Engari anō ētahi atu ākongā, i hiahia rātou kia maha ake ngā wāhi hei tākaro mā rātou, pērā i ngā wāhi wātea me ngā taputapu hākinakina.

## Ngā ara whai a tēnei kura kia rongō ai ngā ākongā i te whakaaetanga, i te whakaute me te hononga

**Te hanga hononga mā te mahitahi**

I kōrero mai ngā ākongā mō ngā hononga kaha me ngā whānau, ngā hoa te kura me ngā kaimahi, i āwhina i a rātou ki te rongō i te whakaaetanga, i te whakaute me te hononga. I kōrero mō ngā tūmahi me ngā taputapu e tino hono ai rātou, hei tauira, ko ngā taonga me ngā taputapu whakapau moni, tae atu ki ngā tūmahi, pērā i te pānui, te hākinakina, te tākaro kēmu, te kanikani me ngā hoa, te peita, te takapōpō me ngā mahi ahurea. Me te whai wāhi atu ki te kai tahi tētahi atu i kōrerohia.

I kōrero hoki rātou mō ngā hononga, me hangaia i runga i te whakaute, tētahi ki tētahi. I kī mai rātou ha maha ngā ara ka whakaatu ngā ākongā me te tangata i te whakaute i te kura. Hei tauira, te tuku kia uru mai ētahi atu, te āwhina i ō hoa ākongā, te noho o te tangata ki te ata whakaaro i mua i tana tuku kōrero me te whakaaro nui o te tangata, tētahi ki tētahi.

I homai ngā kaimahi me ngā whānau i ngā tauira o te kaha o ngā hononga i hangaia, pērā ki ngā kaiako e noho ana me ngā ākongā i te wā e kai ana, ngā kairiwhi e whakahaere kēmu ana i ngā wā tina, me te kaupapa kai tahi ā-kura mō ia wāhanga o te tau, i tautoko pai ngā whānau i tēnei kaupapa.

I kī mai ngā kaimahi me ngā whānau ka whakarato tautoko te kura mō rātou me ngā ākongā, he hanga i ngā hononga kaha. Hei tauira, te tohatoha kai ki ngā whānau e hiahia ana me te whakahaere i tētahi karapu tina ia wiki, ka toro mai ētahi mātua ki te mahi i ngā tina mā ngā ākongā mō te \$1.

“There is a real culture of making people feel comfortable to ask for support – by being non-judgemental and treating people with respect. Makes the hard phone calls when concerns do arise easier – and take a proactive approach to these, rather than waiting for things to bubble up.”

## Te tuari i ngā uara me ngā kawatau

I kōrero ngā ākonga mō ngā uara e tuarhia ana i te kura, pērā i te ngākau nui, te piripono, te aroha, tētahi ki tētahi, te atawhai, te whakaute me te hapori. I kōrero ētahi ākonga o te rūma reo rua i ngā uara i roto i te reo Māori, pērā i te kaitiakitanga me te pono. I kōrero ngā mātua mō te manaakitanga i roto i te kura. Ko ētahi atu o ngā uara o te kura, ko te akoako, te waihanga me te tuari e pā ana ki te ara marau mamati a te kura.

I whakamārama mai ngā kaimahi mō te hua ka uhia ki runga i ngā ākonga mō a rātou whanonga pai mā tētahi pūnaha kāri ka tohaina e te kaiako e tiro ana i te papa tākaro, me ngā “rā pārekareka” a te kura i ia wāhanga o te tau, e āhei ai ngā ākonga ki ngā mahi pārekareka e hiahia ana rātou mō taua ahiahi.

“We have kete cards to reinforce positive behaviour the duty teachers see in the playground; they hand them out, then the cards go into a kete. Three cards are pulled out every assembly; those three students go see [the principal] to get something out of the goody box.”

## Te whakaae me te whai mārama ki ngā ākonga i roto i tō rātou ao

I homai e ngā ākonga ngā tauira i rongō ai rātou i te whakaaetanga, i te whakaute me te hononga i te kura: Te whakarongo ki a rātou me te whakanui hoki mō a rātou mahi pai, te whai wā me ngā hoa haere ki te kura, me te mārama he motuhake rātou. Ahakoa tērā, ko te noho ki te taha, te kore e mōhio ko wai hei pātai mō ētahi tautoko, kāre koe e tonoa e ētahi atu ākonga, ngā āraitanga ki te rongō i te whakaaetanga, i te whakaute me te hononga.

I kōrero ngā kaimahi me ngā whānau mō te mai a te kura ki te mōhio ki ngā ākonga, to rātou reo, tōna tuakiri me tōna ahurea. He aronga kaha kia mōhio ki te ākonga ake, pērā i ngā mahi tautoko me whai ia kia angitu ai me te whakanui i aua angitu. I kī mai tētahi kaimahi:

“Staff really focuses on knowing the families – not just the students – but their entire family. Staff often sit with the support staff and say, “What’s actually going on at home?” so really aware of where students are coming from and their culture as well.”

I kōrero ngā kaimahi me ngā whānau mō te whakaute me te whakaaetanga o ngā rerekētanga, nā tēnei āhuatanga, i whai wāriu, i whai haumaruru ngā ākonga. Nā tētahi kaimahi te kī, “e mōhio pū ana ngā tamariki, i tangata ai tātou nā runga i ngā rerekētanga a tēnā, a tēnā.”

I kī tētahi kaimahi:

“Children are really accepting of kids who need support. Kids don’t mock them – they are part of the class, but they just accept it; kids just carry on with their work and let the teacher deal with it. Teachers also accept kids saying hello to the teacher aides when they come into the class, brilliant, really good.”

I kī mai ngā kaimahi me ngā whānau ina ara ake he raru, ka tere kitea, ka whakatauhia hoki, me aronga ki te pūtaketanga o tēnei whanonga. I kī a tētahi kaimahi:

“All teachers are very nurturing – if kids exhibit that type of [bullying] behaviour, teachers “wrap them in love” recognising that such behaviour means they are probably not getting love themselves ... and there are lots of things going on for them.”

### **Ka awhitia, ka tautokohia ngā ahurea a ngā ākonga**

Ko te hira, me te whakaute mō ngā ahurea rerekē tētahi mea i puta i ngā mātua i kōrero mai ki a mātou. Hei tauira, mā te karakia, te waiata, te whakahaere i ngā rōpū ahurea, te whakaara i ngā haki mai i ngā whenua a ngā ākonga, te whakanui hoki i ngā taiopenga o te ao. I mōhio pai ngā kaimahi me haere tonu ngā mahi ki te hanga i te tukanga ahurea a te kura. I kī mai tētahi kaimahi:

“If you have cultural connectivity, it can make a big difference to students’ lives. Just small things sometimes e.g. starting the day with Samoan prayer, all the Pasifika boys are really into it.”

I whakaata anō tētahi atu:

“Diversity a strength of [school]- very diverse school – whānau involve staff in their different cultural celebrations e.g. bringing a plate in for Diwali, inviting them home. That’s really cool.”

Ko tētahi atu tauira ko te whakaara i ngā haki o ngā whenua taketake a ngā ākonga ki te kura, ki te tari rānei, hei whakaatu i te ahurea, i ngā reo me ngā tuakiri, he whai uara. I kitea e ngā kaimahi te hira o ngā ākonga me a rātou whānau i te kite i tō rātou ahurea e whakanuia ana. I whakamārama mai te tumuaki:

“One of the most powerful things we talk about at [school] is “knowing the learner” and so that involves language, culture and identity and so when those students and families and whānau walk in the gate, they feel a connection and see something they connect to. Should not have to take off his “Māori backpack” at the gate to succeed at [school].”

Te whakahua tika i ngā *“pronouncing students’ name correctly.”*

### **Te whakamahi i te tikanga Māori i roto i te akomanga**

I kōrero mai ngā kaimahi o ngā akomanga reo rua, he āwhina te tikanga ki te whakahaere i te kura, e rongoa ai te ākonga i te whakaaetanga, i te whakaute me te hononga, ā, ka taea te whakatau raru. I kī mai tētahi kaiako, “Ka hono mātou ērā o ngā tikanga ki te ao wairua” (3N), i roto i te horopaki whakatau wairua i roto i te akomanga. Hei tauira, ki te pōuri he ākonga, kua tau te akomanga, kua tohatohahia tētahi whatu mauri, tētahi ki tētahi. Mā tēnei ara e taea tā rātou kōrero mō ā rātou kāre ā-roto me te whakatau raru i taua wā tonu.

Te waihanga o te kura i tētahi taiao whakauru, taiao haumaruru, e rongohia ai ngā ākonga i te whakaaetanga, i te whakaute me te hononga, he wāhi e arohia ana, e āraitia ai te mahi poke

### Te tautoko i ngā ākonga kia tutuki ngā kawatau mā te whakatauiria

I kī mai ngā kaimahi me ngā whānau mō te whakatauiria o ngā kaimahi i te whanonga whai hua ki ngā ākonga, ka whakaatahia i roto i ngā tauwhitiwhitinga a ngā ākonga, rātou ki a rātou, rātou hoki ki ngā kaimahi. I kī mai tētahi kaimahi:

“Staff at [school] are good role models. For example, we try to show how kids should dress e.g. wearing hats, no point asking the kids to do something if we don’t do it also.”

I kōrero mai ngā kaimahi mō ngā ākonga me tā rātou kaha ki te kawehi i ngā kawatau raukura ki a rātou anō, mā ngā ahi kaiārahi, ka tautokohia rātou ki te whakatauiria raru paku nei, me te whakatauiria i ētahi mahinga noa – mā ngā mahi kiriata, ā-kanohi rānei ki te huinga ā-kura – me whai whakatauiria (hei tauria, he tohe i te papa tākaro). I kī te tumuaki:

“On alternate weeks, have a “values assembly” on a Monday, generally driven by data about what’s happening in the playground or classroom at the time to make it relevant or authentic; might get some of the [student leaders] to come up and role play an appropriate response to an incident; model the behaviour concerned (e.g. students pushing each other), and then model how it should have been handled. Students love seeing peers and staff roleplaying.”

I kī tētahi kaimahi:

“Staff will actively encourage [student leaders] to develop their own thinking by asking “what have you seen as problem today?” “How could you solve that?” “what can we do next time?””

I kī mai anō tētahi:

“This empowers students to deal with issues themselves. They are trusted; kids just accept that that’s their role.”

He maha ngā tauria i hōmaitia e ngā ākonga o ngā kawatau, pērā i te whakaaro i mua i te puta o te kōrero, tō whakaata i a koe anō, tō tū, tō whakaaro pai ki ētahi atu ākonga. I kōrero mai ngā ākonga mō te hira o te whakaae kia hono mai ētahi atu ākonga ki a rātou mahi. I kōrero hoki rātou mō te “ākonga mahi, ehara i te ākonga tū noa,” i te wā ka puta he raru.

I kōrero hoki ngā kaimahi mō te hira o te whai wā ki te mōhio me te tautoko i ngā ākonga, ā-takitahi nei. I kōrero mai tētahi kaimahi:

“There needs to be consideration of how you build relationships with your students. Being given the time to ensure you as a teacher are well prepared to set up good relationships with your students.”

I kōrero mai ētahi kaimahi mō te taha ki ngā hangarau, e hāngai nei te kura ki tana marautanga matihiko. E aronga nui tā te kura ki ngā ākonga matihiko, me te whai wāhi o ia ākonga ki tētahi Chromebook. Ko te rangitaki ka whakamahia e ngā ākonga ki te tuari me te urupare i ngā mahi a o rātou hoa. Ka karere hoki ngā kaimahi, ngā kairiwhi me te whānau ki ēnei rangitaki. Mā tēnei e āwhina ki te rongō i te hononga puta noa i te kura, he mōhio nō ngā ākonga ka arohia a rātou mahi e ētahi atu.

### **He hononga kaha i waenga i ngā kaiārahi me ngā kaimahi**

I kōrero mai ngā kaimahi mō ngā kaiārahi o te kura me a rātou whakahaerenga, ko te whakapono te pūtake, he tautoko, he whakautu hoki i ngā take, he whakaarotau i te hauora a ngā kaimahi. Hei tauira, ko rātou ka whakarite i te rārangi mahi a ngā kaiako, e taea ai ngā kaiako e mahi ana i ngā wā moko me ngā wā tina, ki te kai. I whakamārama mai tētahi kaimahi:

“When a teacher is on duty, a teacher aide will come into the class and release the duty teacher early. This means they can have their morning tea, use the bathroom, then do the same after lunch. This means teachers can be out on duty when the bell rings. Teachers also sit with the students to eat lunch (and monitor their eating), which is good relationship building. I haven’t seen this focus on supporting teacher wellbeing in this way before.”

I kī mai rātou he hāpori anō kei waenga i ngā kaimahi:

“This school has a supportive culture. Each staff have a mentor”

I kōrero anō rātou mō te pai o te tumuaki:

“Staff have an open relationship with [principal] – you can approach everyone here. Kids can also approach anyone including [principal] – to show them their work; [principal] will happily see them when he’s asked to.”

I kī mai anō tētahi kaimahi:

“We can go to [SENCO] about anything; we are given flexibility in how we work; don’t have to answer to anyone. We are trusted to just do it (the job)”

I kōrero ngā whānau me ngā kaimahi mō te whai hua o ngā kairiwhi me te rautaki whakamahi i a rātou i roto i te kura, he hoa kaimahi, he hoa o te hapori whānui hoki. I kōrero mai mō te whakamahinga o ngā kairiwhi i roto i te kura, me tā rātou tūnga whai hira mō te hanga hononga me ngā ākongā, te āwhina i a rātou ki te whakahoahoa, te whanake i ngā pūkenga pāpori. I kī mai tētahi kaimahi:

“Teacher aides are matched with particular students depending on their skills/strengths – all have a huge range of expertise e.g. family with background of trauma. Support each other well and really generally care about the kids – give kids lots of attention. Even kids without teacher aides want teacher aides to help them just because it is so “cool” – teacher aides have really good relationships with a large number of kids, not just those who they support.”

### **Te pā ki ngā tautokotanga ō-waho, ō-roto hoki**

I mārama te kite o ngā kaimahi me ngā whānau ka whai wāhi te kura ki ngā momo tautokotanga katoa, mai i roto, mai i waho hoki, pērā i tētahi kaimahi SENCO, tētahi tauwhiro, he wāhanga o te hōtaka Ngā Tauwhiro kei ngā Kura, tētahi Kaiwhakarite Tautoko Akoranga, te Mana Ake me ngā umanga tauwhiro puta noa i te taone. Mā tēnei tū āhua, “kāre tētahi e waiho poka noatia ki ōna mahi” (3M) ā, ka taea e ngā whānau e tono tautokotanga, pērā i ngā kete kai, i ngā wāhanga o te tau, i ngā wā hararei hoki.

I kōrero mai te tumuaki:

“We are fortunate we have been funding SENCO for the last 7-8 years full time; if we didn’t have a SENCO, I would be doing it. The SENCO does a range of things including organising teacher aides, planning interventions, doing referrals, in-class support referrals, RTLB [Resource Teacher: Learning and Behaviour] referrals, liaising with classroom teachers, ORS [Ongoing Resource Scheme] applications – which takes time- but is invaluable. She spends a lot of time on pastoral care.”

E ngana ana tēnei kura ki te whakaha ake i ngā mahi tautoko, hei tauira, te mahi tahi me ngā umanga tauwhiro ki te mahere mō ngā whānau me whai tautoko i ngā wā hararei o te raumati, mā te whakahaere hōtaka raumati, he ratonga manaaki rānei. Ka kite ngā whānau i ēnei tautokotanga whaihua, kāre e whakamā ki te tono, nā runga i ngā hononga kaha i hangaia me rātou. I mihi ngā kaimahi ki te tūnga o te kura ki te whai wāhi atu ki ēnei momo tautoko, ehara i te mea ka riro i ērā kura.

### **He mea nui te whakahiki pūkenga mō ngā kaimahi**

I kī mai ngā kaimahi he pai tā rātou hono atu ki ngā mahi whakahiki pūkenga, hei āwhina i a rātou ki te whakapakari ake i ngā mahi whakaako me te tautoko i ngā ākongā. I kī mai tētahi kaimahi:

“There is the opportunity for support for us as teachers before we even get into the classroom. For example, courses related to autism.”

I kī tētahi atu:

“I’m happy with the level of professional development I receive generally; though it would always be nice to have some release time to go to other schools.”

## Te whakauru mai o te kura i te whānau me te hapori whānui

### Te hanga i te rongō kaha i roto i te hapori mā ngā kaupapa me ngā mahinga

I kōrero ngā kaimahi me ngā whānau mō te wairua tautoko i te kura, nā runga i ngā whakawhitinga kōrero me ngā whānau i pērā ai. I kī mai ngā whānau:

“Teachers are approachable. If you have a problem, you can always approach them first. Community is very supportive.”

I kōrero mai rātou, ka noho ngā kaimahi ki te mōhio ki ngā ākonga me o rātou whānau, hei āwhina i a rātou kia noho wāhi haumaruru te kura, e hoki mai ai rātou. I kī tētahi kaiako:

“It’s very important to build relationships with students before you can teach them. Sometimes teachers will leave their plan and just go with the flow.”

I whakamahia te tauira o te toka haupapa mō ngā hiahia a te tamaiti. I kī tētahi kaimahi:

“You see what’s on top but as a teacher in order to build strong relationships with students, you must take a holistic approach and take times to know what’s under the surface.”

I kōrero mai ngā kaimahi mō ngā ākonga, ko rātou ngā haepapa a ngā kaiako, tērā i te noho hei kaiako mō te akomanga anake. He āwhina nui tēnei ki te hanga hapori.

I kī mai ngā kaimahi ko te whanaungatanga te tikanga ka whāia, i roto i ngā herenga tuakana-teina, te whānau, pērā i ērā o te akomanga reo rua o te ura. I kī tētahi o ngā kaiako:

“We have all the whānau in [the unit] so this is something that strengthens the whanaungatanga within [the unit].”

I kī ngā kaimahi me ngā whānau ko te kura te pokapū o te hapori mō ngā kaimahi, ngā whānau me te hapori whānui hoki. Hei tauira, ka whakahaerehia he kaupapa, he tūmahi kia uru mai ngā whānau, pērā i ngā mahi rōpū ahurea, ngā kai tahi ā-kura, me tētahi rōpū tautoko mō ngā mātua he ākonga whai kaha, he ākonga rānei me whai tautoko mō ngā mahi akoranga. I kī mai tētahi kaimahi:

“There is a shared lunch each term – lots of parents come along to that ... Some parents bring plates for the staff as well which is lovely – makes them feel really welcome. During the shared lunch they also have trestles filled with shoes and clothes donations that families can just take – some students are really excited to take home new clothes and shoes.”

## He ahurea hanga hononga, ngākau nui ki te tautoko i a rātou anō mai i te tumuaki ki te ākongā

I aro ngā ākongā ki te hira o te whai hoa, whānau ki te kura. I kī mai rātou, ka pono rātou, ka whakaute i ngā kaimahi me te tumuaki hoki.

I kōrero mai ngā ākongā i ētahi wā me whai tautoko rātou mai i ngā mātua, ki te kōrero mō a rātou kāre ā-roto me ōna āhuatanga. Kei te pīrangī rātou kia mōhio ētahi atu ākongā, ehara ko rātou anake kāre i te rongō i te whakaaetanga, i te whakaute, i te hononga i ētahi wā. Ko tā rātou me āwhina me tautoko ngā ākongā i a rātou anō i ngā wā ka pokea, pērā i te tautoko i te hunga kei te poke hoki. I kōrero anō ētahi me whakaatu kiriata pea mō te mahi poke hei whakaatu ki ngā kura.

## Me tuwhera ngā kōrero me ngana hoki ki te tautoko

I kōrero ngā kaimahi me ngā whānau mō te ahurea whakawhiti kōrero, he tuwhera, he whānui, he pono hoki. Mā tēnei āhua e taea e ngā kaimahi me ngā whānau te mahi tahi ki te tautoko i ngā ākongā me te whakatau raru hoki.

I kī mai rātou ko te mahi tonu a te kura he tuku kōrero ki ngā whānau mō ngā mahi a ngā ākongā me te kura hoki. Pērā i te tuku i ngā pānui ia rua wiki. Ka puta he kaupapa mō tētahi rōpū mātua tautoko hei whakahaere mā te SENCO i te taha o te rōpū mātua mō te hunga whai kaha, me whai tautoko akoranga hoki, me te whakakaha i ngā hononga a te whānau me te kura, te hapori hoki. I kī tētahi kaimahi:

“The monthly parents support group is really good. Word is getting out that that’s happening – even for parents of students outside the [Community of Learning | Kāhui Ako] cluster. Have professional people along e.g. the local police constable.”

I whakamārama mai ngā kaimahi mō te pono me te tika o ngā hononga i hangaia mā te whakapā auau atu i ngā wā katoa, e taea ai te whakatau tere i ētahi raru ka puta. Ka hoki te mana ki te whānau, ki te pātai mai mō tahi tautoko i te wā e hiahiatia ana, pērā i te hari kai atu. I kī tētahi kaimahi:

“Parents now feel comfortable with emailing regularly asking for the school to feed kids – whereas previously would keep the child at home. Quite a large contingent now, become socially acceptable to ask. Relationship with the families and treating them with respect, responding positively when parents do ask, has enabled this to happen. Real culture of making people feel comfortable to ask for support – by being non-judgemental and treating people with respect.”

## Me whai tautoko kia rongō ai te ākongā i te whakaaetanga, i te whakaute, i te hononga hoki i te kura

I kī mai ētahi kaimahi kia rahi ake ngā rūma akoako:

“More learning spaces – just so we know the room is going to be available when you need it to be; a few more breakout rooms would be amazing. Just so you can leave your resources somewhere, the room if there for you and then it’s done – don’t have to take resources with you. Would also allow students to display their work more easily – feel like you are invading another person’s space without a set room.”



# 5. Kura

## He whakarāpopoto

### Te horopaki

He kura tuatahi (Tau 1-8) kei te hāpori haukāinga i te Ika a Māui. He iti ngā ākonga, ā, he kura whai i reo Pākehā me te Rūma Rumaki Reo. He kura kōhungahunga anō kei muri i te kura me tētahi rūma mātauranga kē mō ngā ākonga kura tuarua. Ko te nuinga o ngā ākonga me ngā kaimahi he Māori. Ka kitea te reo Māori i roto i ngā tohu, ngā pānui, me ngā mahinga toi puta noa i te kura me ngā mahi a ngā ākonga. Ka rangonahia i roto i ngā akomanga, i ngā wā akoako, i ngā whakawhitinga kōrero i waenga i te tumuaki, ngā kaimahi me ngā ākonga.

### Ngā ara ka whāia e te kura, kia whai hua ngā taiao, kia noho haumaruru, kia āraihia atu te mahi poke

He kaha te wairua o te whānau, ā, e ngākau nui ana ki te whanaungatanga. Mā ngā kaimahi e whakaatu i ngā hononga whai hua, hauora hoki, mā te whakarei i a rātou ā-takitahi nei, ā-rōpū hoki, mā te whakaute i a rātou, o rātou tūranga, te whakamahi i ngā kaha kei tēnā, kei tēnā, te whakanui i ngā wheako me ngā pūkenga a ngā kaimahi katoa me te whakanui i o rātou pūkenga noho, uara, whakapono rerekē hoki.

Ko ngā ākonga te pou o te whānau o te kura, ā, ka whakaatuhia, ka tautokohia a tamaiti nei. Mā te tuari me te akoako i ngā pūrākau me ngā waiata, e tautokohia ana ngā ākonga ki te hono atu ki te hāpori, ki te taiao me o rātou whakapapa. Ka ngana te kura ki te whakaū i ngā uara o te whānau ki tua atu i ngā pakitara o te kura, mā te hanga hononga ki te hāpori whānui.

E wātea ana ngā wāhi o te kura ki ngā ākonga me ngā whānau, he mea nui te hāngai ki te whakatipu hononga kaha mā te tuari kai me te kōrero. He tikanga nui te kai i roto i te ahurea o te kura, ka whai wāhi ngā ākonga ki te kai i a rātou i te kura. He parani nui e tata ana ki te tari kaiako, e taea ai te noho a ngā ākonga me ngā kaiako ki te kai tahi, me ngā whānau rānei mēnā kei te kura rātou.

Ko tēnei ara o te ārahi whai ratonga a te tumuaki te take i angitu ai te kura. Nā te Poari, ngā kaimahi, ngā whānau me te hāpori whānui i tohu i te tumuaki, hei tauira whai hua, hei panonitanga whai hua hoki. Hei tā te tumuaki, nā runga kē i ngā mahi me ngā pūkenga a ngā kaimahi me ngā ākonga. I mahi hoki te tumuaki me oia kaimahi ki te whakauru mai i ngā ākonga me o rātou whānau, te ārahi i te kura i runga i te haerenga ki te hanga i o rātou ake tikanga, i o rātou ake uara.

## Te rongō i te “whakaaetanga, i te whakaute me te whakakotahi”

### Te whanaungatanga me te whānau, ngā hoa me ngā peers.

I te pātaitanga ki ngā ākonga ki te whakamārama mai i tēnei mea o te whakaaetanga, te whakaute me te hononga, i kī mai rātou, ko te whai tautoko, hononga mai i ngā mema o te whānau, i te kāinga, i te motu hoki. I kī hoki rātou ko taua mahi ki te āwhina i ō rātou whānau, mā te mahi i ngā mahi o te kāinga. Me te whai wāhi o ngā ākonga ki te whānau whānui o te kura.

Ko tētahi take i puta i ngā ākonga me ngā kaimahi, whānau hoki ko tēnei mea o te kotahitanga i roto i te kura. I kōrero ngā whānau mō te tumuaki me ngā kaimahi ki te whakatau i a rātou ki te kura me ngā mahi mō ngā whānau hou o te hapori.

### Te mahi i ngā tūmahi e noho ākonga ai rātou.

He mea nui ki ngā ākonga ki te whai wāhi mā rātou ake, te mahi inga mahi pārekareka. Mā te whai inga momo ara akoako, pērā i te haere ki waho o te kura, e hono ai rātou ki te taiao me te hapori. I kī mai rātou he pai te haere ki ngā mahi kapahaka, te rongō i ngā pūrākau Māori me ngā waiata, e noho ai rātou hei tamariki. I kī tētahi ākonga:

“Hakas - doing the challenges when we get to be hardout and just let go.”

I kī ngā ākonga, i ētahi wā me mahia e rātou he mahi kāre rātou i hiahia, pērā ki te haere ki te kura ki te mahi i ngā mahi koretake ki a rātou. Heoi anō, i kī rātou ka tautoko, ka āwhina ngā kaimahi i a rātou, te whakaputa i te take o te tūmahi me te take me uru mai ngā ākonga.

### Ki te whakanui, ki te tautoko ngā mātua i a rātou

I kī mai ngā ākonga e hiahia ana rātou kia aro mai ngā mātua ki a rātou, tō rātou ao, te whai wā ki to rātou taha, te noho ki te kōrero, ki te puta tēnei i te kāinga, i te kura rānei, ka pai kē ake mā te ākonga, ka mōhio a ia e tautokohia ana ia. I kī mai tētahi ākonga:

“People listen to me and want to know what I think - cousins, aunties & uncles - whānau.”

### Te whakatauirā a ngā kaimahi i te whanonga me ngā hononga whai hua

I kōrero mai ngā kaimahi ko rātou tonu me whakatauirā i ngā whanonga me ngā hononga i waenga i a rātou me ngā ākonga, e kite ai, e rongō ai rātou; *“Be the person you want them to be.”*

I kōrero ngā kaimahi mō te pukumahi o te tumuaki ki te tiaki i a rātou, ā, ko ōna mahi he hanga hononga kaha me tana tīma, e taka ai ki ngā whānau, e taka ai ki te hapori. I kī mai te tumuaki, *“If my staff are feeling supported, they’ll feel more comfortable, feel more part of the whānau.”*

## Mā te hono ki tō rātou ahurea, ki tō rātou wāhi, me ō rātou karapotinga

I kōrero mai ngā ākonga nā tā rātou ahurea i taea ai e rātou te tūhura i tō rātou wāhi, hei āwhina i a rātou ki te rongō i te whakaaetanga, i te whakaute me te hononga. I kī mai tētahi tamaiti mō tā rātou haerenga ki tiro ki tētahi wāhi tapu me ngā wāhi e pā ana ki te iwi, hei whakaha i ngā hononga me ngā hoa, te hapori me rātou anō hoki.

I kōrero mai ngā kaimahi mā te ako ka taea tā rātou ako mō ngā wāhi o te rohe. He mea nui tēnei nā te mea kei reira te kura: te hapori, te iwi, te taiao, ngā tāngata me te hītori. He maha ngā ara ka hangaia e te kura mā ngā ākonga kia puta atu ki te hapori, ka kawē mai i tō rātou ahurea me tō rātou hapori ki te kura.

## Ngā ara ka whāia e te kura kia rongō te ākonga i te whakaaetanga, i te whakaute me te hononga

### Whakawhanaungatanga, tuakana/tēina, kai me te kōrero

I kōrero mai ngā ākonga ahakoa kāre i tino pai ngā mea katoa, e harikoa ana rātou mō tō rātou kura, nā ngā kaimahi, ō rātou hoa, anō nei he whānau. Arā tētahi ākonga, ahakoa i te pokea, i kī a ia “koia nei pea te tino kura” nā te mea ki te puta he raru, ka mōhio ia he tangata kei reira hei tautoko i a ia.

Ka whakahaerehia te tauira o te tuakana/tēina, ka noho ngā mātua ki te manaaki me te whakatauirā ki ngā ākonga, ā, ko ngā reanga tuakana, ka pērā anō ki ngā reanga teina.

Ko tētahi mahi a te kura ki te aropā i ngā hononga ko te kai tahi, he ata noho ki te kai, ā, kua puta ngā kōrero. I kī mai ngā ākonga, *“good food, when we get to have a good feed with the whānau and with the mates.”*

Ka mihi ngā whānau a ngā ākonga ki te kaha o te kura ki te hanga i ngā hononga nei, e kitea ai te angitu i roto i ngā ākonga. Hei whakamārama atu, anei tētahi kōrero i puta i te noho tahi me tētahi whānau:

*“... Here you can rock up as a māmā and you can sit down and eat your lunch with them and you are not told to leave straight away, you can have a kōrero with whoever is here, there is an openness that is not experienced in the city schools, and respectful relationships.”*

### E wātea ana ngā kaiārahi o te kura ki ngā ākonga, ngā kaimahi, ngā whānau me te hapori whānui

I kōrero mai ngā ākonga mō ngā kaiārahi me ngā kaimahi, e wātea ana i ngā wā ka hiahia āwhina rātou. Ahakoa kei te akomanga, kei ngā papa tākaro i ngā wā whakatā, i muri rānei o te kura, i kōrero ngā ākonga e mōhio ana rātou ka taea te whakapā me te kōrero ki te tumuaki me ngā kaimahi mēnā e hiahia ana.

I kōrero mai ngā kaimahi me ngā whānau he nui te pānga o ngā kaiārahi ki te kura. Kua uru mai ngā kaupapa aronga whānau, e noho ai ko te ākongā me ō rātou whānau ki te pokapū tōna o ngā mahi akoako. I kī mai ētahi mema o te whānau:

“What I have seen and that I haven’t seen in other schools, parents have value, they can come and chat with teachers. Parents have an opportunity to talk to anything that might be worrying them.”

I kōrero ngā kaiārahi he mea nui te kitea, te noho wātea ki te āwhina, me te noho pono ki ngā kaimahi hoki, e noho ana hei kaiārahi mā ngā ākongā me ngā whānau. I kī mai ngā mātua he kaha te tautoko mai i ngā kaiārahi me ngā kaimahi o te kura ki ngā ākongā me ngā whānau, e mau tonu ai tō rātou tuakiritanga.

### **Ngā momo taumata me ngā momo tautokotanga mō te tamaiti, te kaimahi me te whānau**

He wātea ngā kaiako i roto i te akomanga ki te hanga hononga kounga me ngā ākongā, i waenga hoki i a rātou, me te hāngai ki ngā hiahia o ia o ngā ākongā. I kī mai ngā mātua:

“The teachers here show more of a whānau relationship more than a teacher you listen to me... there is more respect from teacher to student if I was to make it more concise, there is more connection to the whenua which helps ground ourselves.”

Ina hiahia tautoko ana ngā ākongā, ka tūhura te kura i ngā ara hei whai kia riro mai, e kore te mana o te tamaiti e memeha. Hei tauira, i kī tētahi matua:

“There is no embarrassment for parents if they don’t have food. If one kid doesn’t have a lunch the whole school gets a lunch so that one kid won’t get singled out.”

E whakaatu ana tēnei i te ngana o te hapori me te tirohanga whānui a te kura i te wā e whakatutuki ana i ngā hiahia a ngā ākongā.

### **Kua whakatōhia te tikanga puta noa i te kura he school, me ngā whakaaro a ngā ākongā e pā ana ki ngā uara**

I kōrero mai ngā ākongā te katoa o te kura he mana ōrite, ka rongoā i te haumarua me te pārekareka i roto i te kura. He hononga ki te tikanga, te whakapapa me te kaupapa o te kura. E toru ngā uara a te kura, te whakahau i te katoa kit e tiaki i a rātou anō, i ngā hoa me te taiao. He whakakaha ngā kaimahi i ēnei uara mā te hoatu tauira ki ngā ākongā mō te whakaatu i aua uara, te pātai rānei ki ngā ākongā ka pēhea tā rātou whakaatu ki ētahi atu, ki ētahi atu wāhi.

I whai wāhi ngā ākongā ki ngā uara a te kura, ā, he nui te aronga ki te ākongā umanga me te wāriu o ngā whakaaro a te ākongā i roto i te kura:

“What gets in the way of school being a good place to be? “There’s no money-we need to pay the bills of the whole school so we can do more things.”

Nā tētahi ākonga tēnei i whakaputa, nā te mea he kaiārahi ia, i mōhio a ia ki ngā whakahaerenga o te kura.

I kī mai te whānau me ngā kaimahi mō te tikanga kua whakatōkia ki roto i te kura, he hononga tangata, e kore tētahi e noho ki waho. Ka puta anō aua kōrero, mō te whakapapa me te kaupapa ngā kaihere ki te kura:

“I been raised here since I was 2-3 years old, I have whakapapa here. It’s pretty cool cause everybody is like one big family here, everyone is related.”

He tino take te whakapapa o te tikanga, ka whakanuia hoki puta noa i te kura:

“I believe it comes down to growing up together. Whakapapa connections. Most of them are connected through whakapapa.”

### **E whakarite ana ngā kaiako i ngā whanonga kawatau mā ngā ākonga, hei āwhina ki te ārai me te whakautu i ngā mahi poke**

I kōrero mai ngā ākonga mō ngā kaiako me tā rātou āwhina ki te ako i ngā mahi hira i ngā mahi uaua hoki. Hei tā rātou, “mistakes are the best” nā te mea ka āwhinatia rātou i roto i te tukanga, me muri o te whakataunga, e ngā hoa, kaiako, ka pai ake rātou i muri i tērā. I whakamārama mai ngā ākonga i whakahautia rātou ki te “stop, listen and then respond” ki ngā momo āhukatanga, pērā i ngā mahi poke.

Hei tā ngā kaimahi me ngā whānau he whai hua te whakatauiria i te pai, he ārai i ngā mahi poke, ā, ki te puta he raru ka tautoko ngā ākonga i a rātou anō ki te whakataui i te raru.

### **Ngā whanonga whai hua pērā i te aroha me te manawanui**

I hōmaitia e ngā ākonga ētahi tauira mō tā rātou aroha me te whakaute ia rātou anō, e kore e tīwaha te wā, he ngākau nui ki te katoa. Ina pātaihia i akona rātou ki te ngākau nui, kua kī rātou mō ngā momo mahi e mahia i te kura, pērā i te ako i te tikanga, mō te Atua me Ihu Karaiti, te mahi pai, ngā uara o te kura, te kōrero mō ngā wero ki ō rātou kaiako.

He tino rawe te mahi a te kura ki te āwhina i ngā ākonga kia mārama ki a rātou anō, me ō rātou hiahia hoki. He maha ngā i kitea ngā ākonga e āwhina ana i a rātou anō, i te āhua taumaha.

I whai whakaaro ngā ākonga ki a rātou tuakana; hei tauira, i whakamārama mai rātou i ētahi ka tae mai te ākonga ki te kura e pukuriri ana, e pōuri ana rānei, nā ētahi āhukatanga i pā i roto i te haporī. Ki te mārama ngā ākonga ki ngā whanonga a ngā tuakana, ka taea tā rātou whakautu pai atu, te āwhina, te tautoko rānei i taua ākonga i ngā wā e hiahia ana.

I kōrero mai ngā kaimahi me ngā whānau ka utu rātou i ngā whanonga whai hua. Mā te hoatu i ngā ākongā i ētahi atu mahi pērā ki te āwhina i ngā kaimahi, ka whiwhi i a rātou he ahiparaka, he kai reka, ka whai wāhi hoki rātou ki ngā rauemi hei āwhina ki te mahi i a rātou kaupapa. Heoi, kei tua atu ēnei mahi i te aroha me te manaaki ka whiwhi ngā ākongā katoa o te kura i ngā wā katoa.

I kōrero mai ngā kaimahi, ia rā me mōhio te tamaiti he taonga a ia:

“To make the kids feel good – it’s about supporting the kids with their identity. It’s making them feel proud that they’re actually who they are – they’re the ahi kā around here. They have a really important role holding the knowledge of (place). They’re worth something.”

**Tā te kura mahi ki te hanga wāhi haumarū, he wāhi whakakotahi e rongō ai te ākongā i te whakaaetanga, i te whakaute me te whakakotahitanga, he wāhi e āraihia ai, e whakautuhia ai te mahi poke**

**Mā te kaiārahi pai e āhei ai te kotahitanga i roto i te kura, i te hapori hoki.**

I kitea kei ngā kaiārahi te mahi ahakoa te hiranga – he mahi nui tonu tā rātou ki te noho hei pononga mō te katoa, me ngā haepapa whaiaro, mahinga hoki. I kōrero mai ngā ākongā mō te tumuaki me ngā kaimahi, me ngā mema o te poari, he tino mīharo nā te mea kei te aro mai rātou ki ngā ākongā, e whakahau ana i a rātou, ngā rangatira o āpōpō i te kura me te kāinga:

“We are reminded of our whakapapa and our potential - our roles in the school and why we should do better.”

Ko tētahi take i tino puta mō ngā kaimahi me ngā whānau ko te kaha o ngā kaiārahi i whakaratoa e te tumuaki mō te kura. He kaha tana tautoko, tana kōrero mai, tana whakarongo hoki, ā, e mōhio ana ki ngā ākongā me ngā whānau. He mea nui te pono, e mōhio ana ngā mātua ko ngā kōrero me ngā tirohanga ka whakaatuhia ki te tumuaki, ka noho muna, he tangata pono te tumuaki, he whakarongo ki te tangata, ahakoa ko wai. He tuwhera, he mama ki te kōrero atu, te whakatau tere i ngā mahi poke, te mahi me ngā whānau, kua noho te kura hei wāhi haumarū, he wāhi huaki hoki.

**E mōhio ana ngā uara, e whakamahia ana.**

I āwhina ngā ākongā me ngā whānau ki te hanga i ngā uara o te kura, e noho nei hei tūāpapa mō ngā hononga ka tipu haere ake nei me te aroha, te whakaute hoki. I kī mai ngā ākongā mō te ako i ngā uara i roto i te akomanga, ngā huinga kura, ngā whakawhitinga kōrero me ngā kaiako, ngā hoa, i ngā wā mahi toi, mahi māra kai, tākarō hoki.

I kōrero mai ngā kaimahi me ngā whānau mō ngā uara e toru, i puta i roto i te reo Māori, ehara noa i te kupu, engari he ara oranga. E whakakaha ana ngā uara o te kura i ngā hononga whai hua, hauora hoki ki tō ao, ki ō hoa, ki te taiao, e hiki ake ai i tō mana, wairua ora hoki. He kupu mai i ngā kaimahi:

*“It’s really hard to say what you do exactly cos it’s just the way we are. But I think kindness is a big thing. If you’re kind you’re gonna get kindness back.”*

I kōrero mai ngā kaimahi mō ngā ara ki te whakaū i ngā uara ki roto i ngā ākongā, pērā i te āta taki haere, te kōrero i ngā wā katoa, te kōrero pai atu ki a rātou me ngā mahinga rauora. Ka whakamahia e te kura tētahi rūri ki te rapu i a rātou whakaritenga, mēnā kei te tika, me whakapaihia. Ko te hononga kaha i waenga i te kura me te kāinga, te kaiwhakaata kei te mahia ngā uara e te ākongā me te whānau. Kei te rite tonu ngā whakautunga ki ngā raru, ā, ki te whati tētahi āhuetanga, he māene, he tere te whakataunga.

### **He tere te whakatau i ngā mahi poke, e mōhio ana te katoa ki te tukanga.**

E mārama ana ngā ākongā ki te tukanga whakautu ki ngā mahi poke, he tika tonu ki a rātou, ā, kua āta whakamāramahia ki a rātou. I kōrero rātou mō ngā mahi tautoko i a rātou ki te whakatau i te raru, te whakaata rānei, i te pēhea rātou i taua wā, me tētahi tūru whakaata hei kōrero mā ngā ākongā i waho o te tari kaiako.

He wāhi tēnei e taea e ngā kaiako te tuku i ngā ākongā, ka whakamahia hoki e ngā ākongā, ka haere noa atu ki reira, kua tuku rānei i a rātou hoa mēnā kua wāhia te tikanga:

*“... when kids are being naughty or mean they have to go sit there, it’s outside the staffroom.”  
“teacher will tell you to go there or other kids” “other kids who help or stop fights will make you sit there.” “you sit there and think, sometimes a teacher or another kid will come sit with you so you are not alone, but you do have to think”*

E tika ana ki tau te tūru ki taua wāhi. Ka kitea ngā ākongā, ā, ko te mea nui kē, e tata ana ki te kīhini, me ngā “kakara kai” he wā hei noho ki te kai, ki te kōrero. I kitea tēnei e ngā mātua me ngā ākongā hei taputapu pai ki te whakautu/raru, te whakahou hononga me te whakatau whanonga.

Ka tautokohia ngā ākongā ki te whai rautaki whakatau, kia tiro rātou ki o rātou ake whanonga me ērā o ngā hoa. Me mātua mōhio ki ngā mātua kia pai te kōrero, ētahi mahi hei whakatau wairua, me ngā wāhi pērā i te māra kai, he tūru whakaata rānei hei whakawehe i a rātou.

*“If things aren’t good you can go sit in another class with them or sit out on the deck to calm down”.*

Ka whakahautia ngā ākongā kia maumahara ki te whakaaro nui ki te tangata, tērā e pokea ana, me tērā e poke ana, ko te kotahitanga te whakatau.

He tikanga anō mēnā ka puta eh mahi poke, hei āwhina i te whānau kia mōhio rātou ki te tukanga me te tuku mā ngā ākonga tonu e whakataū. Mā tēnei mahi, ka tere ake te whakautu me te whakataū, ka whai tautoko ngā ākonga mai i ngā tangata e tika ana, e mōhio ana ki tērā mahi.

Ki te puta he mahi poke, ka mōhio ngā ākonga kei te hē, ā, ka tae mai te whānau mēnā he raru nui. I kōrero mai ngā kaimahi, kāre mātou e rata ki te ngākau wehi, ko rātou te tuatahi ki te whakautu atu i tērā āhuatanga, e noho haumaruru ai te katoa, kia mōhio he take, he raru nui kua pā.

“Consistency is huge. I wish I was firmer. I wish I was growlier than I am. I believe in being firm and consistent as much as possible and I think that makes a big difference.”

### **Ko te tikanga me te kaupapa Māori ngā kaiwhakaawe i ngā uara**

I kōrero mai ngā kaimahi me ngā whānau mō ngā karakia, whakataukī, pūrākau, te wairuatanga me ngā hītori o te iwi me ngā tipuna kua tau ki ngā mahi akoako. I kōrero mai ngā ākonga mō tā rātou tautoko i a rātou anō mā te karakia me te waiata, ngā pūrākau mō te whenua me tā rātou whakapapa, e hanga ana i te hononga kaha, te ihi o te haka, ngā kanikani, ngā kēmu me ngā waiata, he puna māia, he puna pārekareka.

## **Te whakauru mai o te kura i te whānau me te hapori whānui**

### **He whānau nui – He kura manaaki**

Ki ngā ākonga he whānau nui te kura. I kī hoki rātou he maha ngā hononga whakapapa i roto i te kura, i waenga i ngā ākonga me ngā kaimahi. Ka kitea tēnei āhua, ka poipoia, ka hangaia hei iringa kōrero mā ngā ākonga me ngā kaimahi.

“But round here you get involved in everyone’s lives. Kids see all sides of you, you see all sides of kids.”

I kōrero mai ngā kaimahi mō ia o ngā ākonga nō ngā kaiako, nō ngā whānau. Ko tā te tumuaki, koia nei te pūtake o tēnei kaupapa, o te awahi i ia o ngā ākonga, ngā whānau, ngā hapori o te whānau, kia rere ngātahi ai te aroha me te ako.

### **Ka kitea ngā whānau, ka wātea ki te kura, ki waho o te kura hoki**

I kī mai ngā ākonga mō te haramai o ngā whānau ki te kura:

“The School is always open for our family, they come and join our class.”



I kī mai rātou kei roto ngā whānau i ngā hui me ngā whakawhitinga kōrero, ā, e pukumahi ana ngā ākonga i roto i ngā whakawhitinga kōrero me te kura, hapori hoki:

“When our family come for meetings we come too and [the principal] talks to us.”

I kī mai ngā ākonga ka āwhina mai ngā whānau i te kura, te whakareri kai, te tautoko i ngā kaiako mō ngā tūmahi akomanga me te noho ki te āwhina me ētahi kaupapa i te kura.

He mahi nui ki te whakauru mai i te whānau ki ngā mahi a te kura, engari he mahi ka nui ngā hua, he hononga mauroa:

“When we first started doing marau ā kura (local curriculum). Had to shoulder tap and bring parents in “oh we can’t help you with that stuff”. But a lot of times parents’ understanding of school and their contributions are undervalued. But you should tap them, bring a few in that know each other. And have food. Once they come to the first one, a lot of them just feel comfortable to come back again. They knew they had a contribution to make. That was really cool to involve them in that rather than just the fundraising.”

I kōrero mai ngā kaimahi me ngā whānau mō ngā whānau ka whakapapa mai he taumahatanga, he mama hoki mā rātou ina ara ake ana he raru. Hei tauira, nā te mea he paku te hapori, kāre e taea te noho kūare ki ngā take, me tiaki tonu rātou i a rātou anō, i ia rā, i ia rā.

### **Te hono o te kura ki te hapori**

Ko te hapori he roanga ake o te kura. I kōrero ngā ākonga mō ngā tauwhitiwhitinga me te hapori ki te ako, ā, e toro ana ngā kaimahi ki puta ngā ākonga ki waho o te kura akoako ai, kia kite mai ngā whānau i ngā ākonga i roto i te hapori. Ka maheretia ngā kaupapa kura ki ngā kaupapa hapori, kia whai reo ākonga aua kaupapa. Nā tēnei tū āhuetanga ka kitea ngā mema o te hapori e aro mai ana:

“Community spirit - even someone without kids came in and said, “can I help you?” you don’t have to have kids here, you’re still a part of the school community.”

He hononga tauutuutu i waenga i te kura me te whānau, nā runga i te aroha me te mana I kōrero mai ngā kaimahi me ngā whānau mō te hononga o te kura me te whānau. I kī tētahi kaimahi:

“In terms of the staff or the adults, I think that at the heart of it, my observations will be that the adults really care about the kids, like they know whatever their own lives might be I think at the heart of it they really care about these kids and love them.”

I kitea ai te hononga tūturu, te hononga taketake i waenga i ngā ākonga me ngā mātua.

## Me whai tautoko kia rongō ai te ākongā i te whakaaetanga, i te whakaute me te hononga i te kura

### Me whakapakari ake i ngā whare o te kura

E hiahia ana ngā ākongā kia maha ake ngā rorohiko me ngā tūru, tēpu, he taonga anō mō te papa tākaro, he tāre me tētahi puna kaukau. Kia rahi ake ngā wāhi noho muna, he uaua nā te mea he iti ngā wāhi noho e noho muna ana.

I kōrero ngā kaimahi me ngā whānau mō ngā rauemi kounga. Me whai atu ēnei i ngā whakapaunga mō ngā whare o te kura, ngā rorohiko hou me tētahi wāhi hei tākaro mā ngā ākongā i ngā wā ua. He rauemi hei whakapai ake i ngā mahi whakawhiti kōrero me ngā whānau me te hāpori.

Ka tukuna te pātai, he aha ngā mea ka akona e tētahi atu kura i konei, i kōrero ngā ākongā mō te māra kai, te whakatipu i a rātou ake kai, hei kai mā ngā whānau.

### He ara rau – he taone iti, he iti ngā mātua

E hiahia ana ngā ākongā kia maha ake ngā ara i tō rātou kura, me uru mai te kapa haka, te kauhoe mō te katoa o te tau, ngā ara me ngā tūmahi pērā i te tiki kai kōrero, ētahi haerenga ki Rainbows End pea? I kī mai ētahi ākongā me tūtaki atu ki ētahi atu kura, ki ētahi atu hāpori hoki.

I kōrero ngā kaimahi me ngā whānau mō ngā take pāpori whānui i te hāpori, pērā ki te pare atu i te pōharatanga. Kia maha ake ngā pūtea mō ngā akoranga mātua me ngā panonitanga ki te marau, kia kitea ngā kōrero hītori o Aotearoa ake. I kōrero ngā mātua mō ngā hira o te noho o te kura hei pokapū mō te whānau me te hāpori.

E hiahia ana ngā kaimahi kia rahi ake ngā mahi tautoko i te kura, pērā i ngā kaimahi tautoko, kaiako tūturu ki te kura (kaua ko ngā kairiwhi) me ngā ringa whakahaere hei tautoko i te tumuaki.

### Me whakamāmā ngā umanga mātauranga i ngā tukanga me whakaarohia ake anō ngā arotau

I kōrero mai ngā kaimahi me whakamāmāhia e te Tāhuhu o te Mātauranga ngā tukanga me whai ngā kaimahi ki te whai whakahiki pūkenga, arā, te PLD, ā, te whakaroa ake i ngā pūtea mauroa mō ngā tautokotanga mā ngā kura. Ka puta he wā he uaua ake te whakakī i te tono tērā i te whakaako, ka noho tēnei hei āraitanga atu i ngā kaiako.

Hei tāpiri atu, ko te hiahia whakahoutia e Te Tāhuhu o te Mātauranga me ērā atu umanga mātauranga, pērā i te Tari Arotake, ngā arotau me te tukanga whakatau i aua arotau. I kōrero anō rātou kia noho tūturu te reo Māori ki ngā kura, e whānui ake te puta o ngā hononga.

“Work at making te reo compulsory in the schools. I know there’s not enough Kaiako around, but if the reo’s compulsory you need to find the Kaiako, you need to train the Kaiako. You’re not allowed to go to training college if you don’t have basic maths. Don’t train them as teachers if they don’t have basic reo either.”

I kōrero ngā kaimahi me ngā whānau mō te “āhua” e mahi ai koe i te taha o Te Tāhuhu o te Mātauranga me ērā momo tari. Anō nei e whakawāhia ana koe, kua whakaitia nā ngā wheako kino i pā, he mahi uaua te mahi tahi me te Tāhuhu mēnā koinei ōna wheako:

“Walking in yesterday and finding that you were all young and were all Indigenous it was like wow, we could relax, we were so stressed you know, it wasn’t just another Ministry something to come and judge us, we have had some bad experiences, ERO doesn’t get us..... the ministry has a lot of answer to.”

### **Me whai whakahiki pūkenga ngā kaiako me ngā ratonga o waho**

Ahako he mīharo ngā kaimahi o te kura, nā te iti o ngā kaimahi, kāre e taea te noho takitahi me ngā ākonga i ngā wā katoa. Mēnā ka ara ake he raru, he uaua te noho me te ākonga ki te tiro he aha te take o te raru. Mai i tētahi raru, i kī tētahi matua:

“I could take time to be with (student) and help him calm down cos there were others around. But you don’t always get that luxury” definitely a barrier.”

Ko tā rātou he pai te kite tautoko mai i waho mā ngā ākonga, tō rātou hauora, whanake roro, ngā āhuatanga e pā ana ki te roro me ngā momo ara akoako. He rōpū iti noa mātou, he matua e tautoko ana ki te whakaako me te akoako i te hunga kāre e taea i ngā taone nui, ehara ngā kaimahi i ngā kaituku mātauranga anake, engari he pou o te hapori.

I kōrero mai ngā kaimahi he mahi nui te haere ki ngā mahi whakangungu, n=me te haramai o ngā kaiwhakarato ki te kura. E hiahia ana rātou ki te kite kai kaha tautokohia ngā kairiwhi, ngā mahi akoako hangarau mamati, he tautoko mō te kaupapa PB4L, me ngā whakangungu kia mārama ai ki ngā hauora hinengaro me ngā āhua whanonga, whakamahi o te roro, kāre e taea ēnei momo tautoko i te kura.

# Ngā Tāpiringa



# Tāpiringa 1: Tikanga Ako

Ko te take o tēnei kaupapa he rapu me pēhea te hanga taiao haumarū, whakauru hoki ki ngā kura mai i ngā tirohanga a ngā ākonga me ngā hapori ā-kura. I hāngai mātou ki ngā kura tuatahi me tētahi kura kaupapa Māori.

Tōna hāngai:

- » Te kite me te whakaatu i ngā āhuetanga pai hei hanga taiao haumarū, whakaae hoki i te kura hei kaupare atu i te mahi poke, ā,
- » Me mārama ki ngā āraitanga me ngā whakahau kei te kura, me pēhea te eke i aua āraitanga me te kōrero ki te hunga whakahau.

E tutuki ai tēnei, e rua ngā pātai i tukuna:

1. He aha ngā tīpakotanga o te taiao whai hua, haumarū hoki mai i ngā taunakitanga i kitea (pērā i ngā whakahau me ngā āraitanga)?
2. He aha ngā ritenga me ngā mahi tautoko e hiahiatia ana mō ngā ākonga rerekē, e mahi tahi ai ngā kura me ngā hapori whānui ki te hanga i taua taiao haumarū, whai hua mā ngā ākonga, e whakaetia ai, e whakautea ai, e whakakotahi ai ki te ārai atu i te mahi poke?

## Te tohu i ngā kura

I tohua ngā kura i runga i tā rātou tauira mai i te taiao haumarū, whai hua i te kura. I tohua ngā kura i runga i ēnei take:

- » Ngā tohu a te New Zealand Centre for Educational Research (NZCER) o ngā kura e whai hua aba i roto i te kaupapa Wellbeing @ School i ngā rapunga tirohanga whānui
- » I tohua nā te mea e whakauru ana i te PB4L, arā, te Positive Behaviour for Learning.

I hangaia he rārangi poto, me te mōhio me rerekē ngā kura, te nui, te iti, te wāhi, ngā waengahuru me ngā kura arareo Pākehā, kura arareo Māori hoki.

Mai i ngā kura katoa, e rima i tohua. Ko tētahi o ēnei he Kura Kaupapa Māori, e kitea ai ngā wheako o ngā kura arareo Māori, hei tāpiri atu hoki i te reo a ngā ākonga Māori o ngā kura tuatahi.

## Te hoahoa i ngā whakaurunga me te tohu i te hunga toronga

I arumia ngā tumuaki o ngā kura nei e tētahi o Te Tāhuhu o te Mātauranga mai i tētahi rānei o Te Tari o te Kaikōmihana mō ngā Tamariki o Aotearoa, e kīia nei he tohunga, ki te tiro mēnā ka ngākau nui mai rātou ki te kaupapa nei. Ko ngā kura i tohua kua whakaae kē rātou ki te uru mai ki te kaupapa nei.

I runga i te mōhio ka rerekē te āheinga me te whakamahinga a tēnā, a tēnā kura, ka rapu te rōpū i te ara e hua ai ngā kura katoa. Ka noho ko te kura tonu te kaihangā i ngā tūmahi me ngā rārangi mahi e

whai hua ai ngā ākongā, ngā kaiako me te hāpori kura whānui. I mahi tahi te tumuaki me tētahi o ngā tohunga ki te whakarite me te hanga i tētahi rārangi mahi mō rātou kura mai i te Tari o te Kōmihana mō ngā Tamariki o Aotearoa.

Nā runga i te ara i whāia, arā, te “whakarite tahi”, mama noa te kite i ngā āraitanga me ngā whakautu i mua rā anō i te puta o tētahi raru. Ko te tumuaki, ōna kaimahi, ētahi o ngā mātua, pērā i ngā mema o te poari, he kaimahi me ngā whānau, ākongā kia uru mai.

## **Ngā matatika me ngā whakaaetanga**

Ko tā mātou whāinga mō ngā rōpū me ngā uuiunga ka tukuna ki tētahi komiti matatika, ko ngā mema nō te Tāhuhu o te Mātauranga me Te Tari o te Kaikōmihana mō ngā Tamariki o Aotearoa, me ētahi atu o waho atu i ngā tari Kāwana nei. I taea e tō mātou rōpū te whai whakaaro ake, me te tūhura me te whakatau i ngā raru ka puta ki ngā tamariki.

Anei ētahi whakaaro i puta mō te tukanga whakaae matatika:

- » Te tiro mēnā i tika ngā tukanga whakaae, ngā tukanga pārongo mō te hunga ākongā i whai wāhi mai
- » Te whakamātautau i ngā ara whakauru
- » Te whakarite kia tika te koha ka whiwhi i ngā kura
- » Te whakarite i ngā pūranga raraunga me ngā tukanga tuari raraunga hoki
- » Te whakarite i ngā tukanga kōrero muna, pērā ki te wāhia te ture muna.

I hoahoatia ngā aratohu mā te hunga whakahaere mō te whai whakaaetanga e mōhio ai ngā ākongā me ngā mātua e aha ana rātou. Mō ētahi atu aratakinga haere ki te paetukutuku o Te Tari o te Kaikōmihana mō ngā Tamariki o Aotearoa.<sup>10</sup>

Mā te mahi me ngā tumuaki o ngā kura, i kitea e ngā tohunga ki ngā ritenga a ngā kura ki te whai whakaaetanga mai i ngā pakeke mō ngā haerenga ā-kura, me ngā ritenga haumarū, ārai hoki i te tamaiti.

I mahi tahi te rōpū nei me ngā kura e mārama ai rātou ki te ahurea me te āhua tonu o te kura, pērā ki te ako i te whakapapa me ngā hītori o te rohe, ngā pūrākau tae atu ki ngā tikanga me te kawa hoki. I whakamāoritia ngā pātai me ngā tūmahi, ā, i whakahaerehia ngā kōrero ki te reo Māori, i te kura kaupapa Māori hoki. Nā te Kaitakawaenga Kaupapa Māori i Te Tari o te Kaikōmihana mō ngā Tamariki o Aotearoa, tēnei i taki.

Nā runga anō i te hiahia a te rōpū whakahaere kia whai i tā ngā kura e hiahia ai, mā rātou e whakarite wā, te tuku i te manaaki, i te atawhai ki ngā kura i mua, i waenganui, i te mutunga hoki o te kaupapa nei.

<sup>10</sup> Consent and ethical considerations, Office of the Children’s Commissioner, September 2018: <https://www.occ.org.nz/assets/Uploads/OCC-Consentethics2.pdf>

## **Te hopu i ngā kōrero i puta**

Nā te tukanga hopu kōrero i tere, i tika, i pono ai ngā kōrero i mau mai i ngā tāngata katoa.

I hoahoatia he tauira rekoata e hāngai ana ki ngā ākonga me ngā rangatahi, ngā kaimahi ngā whānau me ngā hapori hoki, e mau ai i a mātou te ngako o ngā kōrero katoa. I noho ngā kaiwhakarite ki te whakakī i ngā tauira rekoata, i muri i te rautanga o ngā raraunga ki te pūnaha, anei ētahi:

- » Ngā kōrero a te tangata i uiuitia
- » Ngā kīanga i puta i taua tangata
- » Nā tirohanga mai i te kaiwhakarite i a ia e mātakitaki ana, e whakarongo ana, me te take i whakaaro pērā ai ia.

Ko ngā pārongo i kohia, i pūrangahia, kāre i tuarohia ki ētahi atu i tua atu o te rōpū whakahaere. Ko ngā kīanga katoa i noho muna. Ahakoa te tukanga whai wā, e tika ana kia tika, kia pono tonu ngā kōrero i puta tuatahi i te hunga i uiuitia.

Ko te tukanga whakamāori he ara “whakarite tahi”; te mahi me ngā kura ki te tūhura i kupu matua, e pā ana ki ngā kura kaupapa Māori. Ka kōrero ngā tangata i te reo Māori, ka rekoatahia ki te reo Māori, kātahi ka whakapākehātia i mua i te tātaritanga i taua kupu kia mārama ai te rōpū whakahaere ki tōna ake mahinga, i roto i te tukanga tātari. Ko ngā kōrero i puta i te reo Māori, e whakaatuhia ana i roto i te reo Māori, me te whakapākehātanga e whai ana, nā tētahi kaiwhakamāori whai raihana i mahi. Nāna hoki te pūrongo matua i whakamāori.

## **Te tātari i ngā kōrero i puta**

Ko ngā putanga i puta i ngā rōpū i uiuitia me ngā uiuitanga hoki i whakaarohia hei tātaritanga kaupapa mō ia o ngā kura, kātahi ka whakakotahi anō i te pito o taua wiki. I te hui haurua rā, ka haere ake ngā kaiwhakarite ki ngā kura, ā, mō te hui mō te katoa o te rā, ko te rōpū katoa i haere ake, kia taea ai ngā tirohanga katoa mai i te rōpū whakahaere me ō rātou ake whāinga.

Ko te take o ngā whakangungu ko:

- » te āta waehera i ngā tauira rekoata
- » te tūhura i ngā take matua me te whakarite i ngā kaupapa whānui i ara ake mai i ngā hui ā-rōpū me ngā uiuitanga me ia o ngā kura, me te
- » tūhura i ngā ōritenga puta noa i ngā kura.

## Tāpiringa 2: Te reo Māori kupu

**Āhua** – appearance

**Ako** – to learn

**Akomanga** – learning class or facility

**Ākongā** – student or learner

**Iwi** - strength, bone and the extended kinship group, the tribe

**Kāhui ako** - community of learning group

**Kaiako** – teacher or facilitator

**Kaimahi** – worker or employee

**Kaitakawaenga Kaupapa Māori** – a role established as part of the project team to ensure tikanga Māori, mātauranga Māori and te reo Māori guided the engagement approach

**Kaitiakitanga** – guardianship

**Kapa haka** – a group to dance, perform the haka or Māori performing arts

**Karakia** – prayer, recite ritual chant

**Kāri wātea** – calming cards

**Kaumātua** – an elder or person with status and knowledge within the whānau, hapū and iwi

**Kaupapa Māori** - Māori approach, Māori ideologies and philosophies, Māori skills, attitudes and values of Māori society

**Kete cards** – cards used as a behaviour management process

**Kōrero** – oral communication or speaking

**Kotahitanga** – unity

**Kura** – we have used kura in this report as short term for kura kaupapa Māori

**Kura kaupapa Māori** – school or learning institute or Māori medium education

**Māmā** - mother, birth mother

**Manaakitanga** – support, kindness, generosity, hospitality

**Marae** - the open area in front of the whareniui, traditional meeting places for Māori

**Marau ā kura** – Local school curriculum

**Mātauranga Māori** – traditional Māori knowledge, Māori epistemology

**Mau rākau** – Māori martial arts

**Moemoeā** – dreams and aspirations

**Mōteatea** – traditional Māori song or chant

**Ngākau Māori** – a person or way that has Māori values at heart

**Pono** – to be true

**Pūrākau** – storytelling or local stories, myths and legends

**Rangatira** - high ranking, chiefly, noble, esteemed leader

**Raru** – issues or problems

**Reo rua** – bilingual learning

**Rūma rumaki reo** – a room fully immersed in the Māori language

**Rumaki** – room or class

**Tamaiti** – child

**Tangata** - people

**Tauira** – student or learner

**Tikanga Māori** – Māori customs and traditions



**Tipuna** – ancestor

**Tuākana Tēina** – is a Māori concept referring to the relationship between an older sibling (Tuākana) and a younger sibling (Tēina). Also used in the context as a relationship model in learning

**Tumuaki** – principal or headmaster

**Waiata** – song or to sing

**Wairuatanga** – spirituality

**Wānanga** – seminar, conference, forum

**Whakapapa** – genealogy

**Whakataukī** – proverbs or significant sayings

**Whānau** – family of the student or wider school community

**Whakairo** - carving

**Whakawhanaungatanga** – process of establishing relationships, relating well to others.

**Whanaunatanga** - relationship, kinship, sense of family connection

**Wharekura** – secondary school run on kaupapa Māori principles and taught in the Māori language

**Whare tūpuna** – ancestral house

**Whenua** - land

