

## Questions/Responses From Whānau Evening Term 4, 2023

### What does the term Māori learners learning as Māori mean to you?

- No barriers are preventing these children from being successful. Opportunities available to them.
- Providing culture rich learning environments.
- Children feeling empowered and proud to be Māori in everything they do at school.
- I would imagine learning in supported whānau like environment.
- Learning our Te Ao Māori based stories. Being in a bilingual environment.
- Te Ao Māori as relevant in the modern world not just a historical nature.
- Holding space for tikanga/reo/waiata and what it means from a holistic perspective (wairua).

### Actions:

- Te reo Māori is important to our school, with 9 teachers applying for places learning te reo, from with Te Ahu o te reo Māori a yearlong course at 7 different levels to online wananga.
- We have a Te Ao Māori Curriculum team that plans learning opportunities for all students including ngā kupu o te ra, ngā wiki o te reo Māori, Matariki, everyday phrases and words used in the classroom.
- Our karakia is used at the beginning of every day, we have a visual representation displayed in our office of our mihi, and most classes now know a moteatea we use.
- We have access to some of the stories of Te Kawerau ā Maki recorded as told by either Rewi Spraggon (school kaumatua) or Scott Hindman, as well as those widely known such as Te timatanga.

### What are your aspirations for your tamariki?

- I would like my child to succeed in life, be happy and content with all aspects of their being. Having knowledge around their heritage and culture so they can pass down to their children.
- I would like my child to have strong sense of identity which would allow adequate connections to support his wellbeing.
- To feel proud of their culture.
- To be well rounded individuals. To feel confident in their abilities and proud of who they are and what they can do.
- To feel confident in their identity and proud to be Māori.
- To be proud of their identity and whakapapa (both Māori and non-Māori).
- To be provided with resources and opportunities in an environment that encourages exploration and curiosity so they can tune into their interests and talents.

### **Actions:**

- **By our actions and our words as a school community, we are giving value to Te Ao Māori and te reo Māori. This will surely build pride and confidence in who we are and where we come from.**

### **What key experiences would you like your child to have at school?**

- I would like my children to learn about te ao Māori. Exposure and education into the language, culture and tikanga practices.
- Having learning environments that encourage true whakaaro Māori. Adopting these learning experiences to suit the individual child, maybe they are creative hands-on learners etc.
- I would like my child to learn social skills in a safe environment, as well as learn how to accept his limitations and being supported while going through this developmental stage.
- Maramataka, rongōā, hands on experiences.
- Full immersion experiences e.g., a Sunday school type arrangement and/or something facilitated the wider whanau support also.
- Work in the garden, kapa haka, weaving, carving etc.

### **Actions:**

- **Some of these activities are part of our school programme, although we have not considered making lots of opportunities to participate in them. At present we have employed a kapa haka tutor, with close to 200 students participating from Year 3 up. He is also introducing little activities and simple waiata to our Year 1/2s.**

### **How could we better connect with you as a parent?**

- I would like to be informed about support that my child has, not only at the beginning of the programme, but also if intervention is effective and how my child can be supported by whanau.
- Improved communications through easier mediums (Facebook page etc)
- General improved communications but also for the website to be kept up to date with programmes and activities available to the school and ways to get involved e.g., sports teams, chess clubs, music lessons, how to join kapa haka etc. (Tend to get most info randomly / by chance through other parents).

### **Actions:**

- **With the introduction of Skool loop and the launching of our new website, we hope that communication will improve.**
- **We will endeavour to ensure communication about support programmes for your tamariki is updated on a regular basis by the teachers providing it.**

### What worries do you have about your child at school?

- Lack of opportunities that are available to larger schools. Lack of sporting, extracurricular activities.
- I have some worries about my child's social functioning, as well as consistent performance below expected level in reading and writing.
- When my daughter leaves Year 3/4 how will the following teachers be able to continue to expand on what my daughter has already learnt?
- My kids are passionate about learning and sports, and I don't believe the sports opportunities are here. No zones etc.
- Disconnect with the Māori culture related to the demographic and geographic isolation of the school.
- Lack of hands-on activities.
- Too many rules / lack of opportunities to practice risk management (in a safe way).
- Bad influences – not knowing what they are seeing/hearing other kids and also if they are behaving as I would hope / expect from them.

### Actions:

- Our sports co-ordinator Rhys Hodge has added Year 5/6 Zone sport opportunities to our school calendar. This was sent out at the end of the year, asking for parent/whanau support with coaching or managing school teams.
- We live by our core values of Haepapatanga, Manaakitanga and Manawaroa and these are woven into all facets of our school. By linking and referring to these values at all times, we can influence how our tamariki think and react.
- We treat all students as a collective, so we do plan times in the final term of the year, where the current teacher has an opportunity to hand over information they feel the new teacher should know about them.