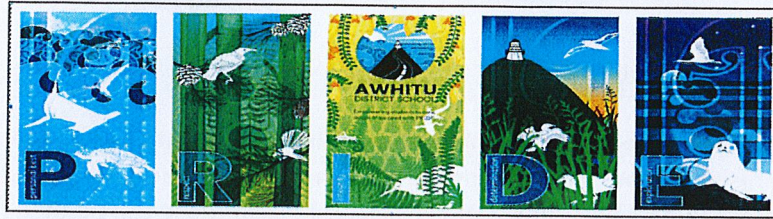




AWHITU DISTRICT SCHOOL



Empowering our students to care, adapt and succeed with PRIDE

How Awhitu District School Gives Effect to Te Tiriti o Waitangi

Our school board is giving effect to Te Tiriti O Waitangi which is reflected in our school's strategic plan and as such, our voice shapes the school rules and strategic plans. This is the law under the Education and Training Act.

Te Tiriti o Waitangi (te Tiriti) is an agreement between the British Crown (founder of the New Zealand Government) and rangatira who signed on behalf of their hapū.

Everyone who lives in Aotearoa New Zealand has a relationship with te Tiriti.

Te Tiriti enables the Crown to carry out its kāwanatanga role. This includes establishing and maintaining systems of government for everyone in Aotearoa – such as the education system.

Te Tiriti promised that Māori would have the ability to make decisions and manage their affairs. It also promised Māori tino rangatiratanga (full authority) over their taonga. Taonga can be intangible things like te reo Māori and mātauranga Māori (Māori knowledge and education).

Te Tiriti also promised that everyone has the same rights and privileges.

The Treaty of Waitangi principle calls for schools to understand and honour Treaty principles in all actions and decision making. It is about making our country's bicultural foundations evident in school policies, organisation, physical spaces, whānau and community engagement, and classroom planning and assessment.

In 2020, the Education and Training Act was passed. The purpose of the Act includes establishing and regulating “an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships.”

Schools and kura should understand and honour te Tiriti through their actions and decision making.

School boards have an objective to give effect to te Tiriti under the Education and Training Act.

The Act states three main ways a school can do this:

Work to make sure the school's plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori – for example, by consulting with your school's Māori community about school rules and what they teach, or making sure teachers have training opportunities to support them to correctly teach and practice te reo Māori me ngā tikanga Māori.

Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori – for example, by showing that the board has a plan to teach te reo Māori across subjects, like mātauranga Māori in science. The board should also have a relationship with and take guidance from the local Māori community.

Make sure all ākonga (Māori and non-Māori) achieve the same level of success in their learning This could involve providing extra support to Māori learners if they need it.

Awhitu District School consults with the local Maori community and the school board actively listens to the proposals they have to enhance Maori achievement by incorporating kawa and tikanga into everyday school practices. Their voice and wishes have guided us to establish a Te Ao Maori programme within our school, which they feel will lift Maori achievement outcomes. The school board has listened to this and it has been implemented in our school.

Maori achievement data is reported on twice a year.

The Waiuku Kahui Ako supports our school to establish positive relationships and partnership with the local iwi, Ngati te Ata Waiohua by organising opportunities to visit and learn about the local Maori history in our area by the Kaumatua, and meet with them to hear their expectations and wishes, so these can be then implemented into our school practices.

Incorporating Te Tiriti o Waitangi into our everyday work includes:

- Improving our understanding of Te Tiriti o Waitangi and what it means to all staff.
- Learning more te reo Māori and using it when speaking and in writing.
- Normalisation of tikanga Māori within the organisation.

Awhitu District School has two dedicated Te Ao Maori tutors from our parent group, who work with all the school students every Monday and Wednesday to ensure our school honours and actively fulfills our obligations to the Te Tiriti o Waitangi.

Kapa Haka is offered to students once a week to enhance Te Ao Maori kawa and tikanga.

How do Treaty principles feed into the workplace?

- Form partnerships with Māori, recognise and provide for Māori interests.
- Be responsive to the needs of Māori.
- Ensure there are equal opportunities for Māori.

Awhitu District School has established a firm partnership with Ngati Te Ata o Waiohua and consults with them to ensure correct protocols are followed and become normalised at our school.

What responsibilities does my teacher have to uphold te Tiriti?

Education and Training Act 2020, s 485(6); Teaching Council, Code of Professional Responsibility

All registered teachers have to follow the Teaching Council's Code of Professional Responsibility.

The code states that teachers should have a comprehensive knowledge of te Tiriti and make it part of their teaching practice. For example, by:

using te reo correctly and often in class
teaching the history of Aotearoa New Zealand accurately.

What responsibilities does my teacher have to support Māori learners?

Education and Training Act 2020, s 485(6); Teaching Council, Code of Professional Responsibility

The teaching code expects teachers to “affirm Māori learners as tangata whenua and support their educational aspirations.”

Your teacher should:

- encourage te reo in the classroom
- help you learn about things you are interested in
- know the local history of where you are from, and
- encourage you to explore your whakapapa in your learning.

Awhitu District School has a teacher with Cultural Leadership responsibilities who liaises with Ngati te Ata Waiohua and provides guidance to our teachers and students to learn to converse in Maori as often as possible.

How does the text of te Tiriti about tino rangatiratanga apply to schools?

Education and Training Act 2020, ss 10(1), 126. Te Tiriti o Waitangi, Art 2, CO 19(5) Treaty of Waitangi Guidance for Agencies

Article 2 of te Tiriti promises that Māori have the right to make decisions over their resources and taonga.

When a school board writes its strategic plan and bylaws (school rules), they must consult with the school community. This means the board should prioritise its relationships with and the voice of the school community. The school community includes:

- parents and guardians
- caregivers
- family/whānau of ākongā

the Māori community associated with the area that the school is in.

It also means the board and staff should be looking for opportunities to partner with Māori for the purpose of learner success.

Your voice should shape the school rules and strategic plans. This is the law under the Education and Training Act.

An example of this at Awhitu District School, is building partnerships with outside agencies. The school, lead by Nga te Ata o Waiohua kaumatua, held a powhiri at school to welcome Waka Kotahi Auckland Transport as they begin the repair work on our local roads that were severely impacted by the Auckland floods and Cyclone Gabrielle in 2023, and welcomed past students and staff with a powhiri to mark the 75th Anniversary Celebration Day in February 2025. Our Te ao Maori tutor leads us and liaisons with local landowners for opportunities to visit local Maori sacred sites that are on local landowner’s properties.