

Mairehau High School

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Giving Effect to Te Tiriti o Waitangi at Mairehau High School

Introduction:

Manahua te mānehurangi - Take charge of your destiny. The Mairehau High School Board of Trustees fully acknowledges its responsibility to honour Te Tiriti o Waitangi and ensure that its actions align with the treaty's principles. As one of the primary objectives of the board, efforts have been made to recognise the aims and aspirations of Māori, address the employment requirements of Māori, and foster greater involvement of Māori in the education service. This report highlights the actions taken by the Mairehau High School Board in pursuit of these objectives.

Personnel Appointments Procedures:

The Mairehau High School Board is committed to ensuring that its personnel appointment procedures reflect the intent of the Treaty of Waitangi and value New Zealand's dual cultural heritage. By implementing policies and practices that promote inclusivity, the board aims to provide all students and staff with opportunities to appreciate themselves and others, excel, and reach their full potential. The board acknowledges and values staff and students from all cultures, aligning with the inclusive spirit of the Treaty. As part of this commitment, the school has appointed teachers with expertise in Māori culture, including a Te Reo Māori, Mau rākau, and kapa haka teacher.

Collaboration with Te Ngāi Tūāhuriri Rūnanga:

The Mairehau High School Board has worked collaboratively with Te Ngāi Tūāhuriri Rūnanga, a Māori group centred on Tuahiwi and extended from the Hurunui to the Hakatere River and inland to the Main Divide. Together, they have embedded a Tikanga-Māori-based school framework into employment procedures. An internal review board committee has been established to explore necessary changes for effective and equitable education and training for Māori. This collaborative effort aims to improve education outcomes for Māori learners by implementing and reporting on actions aligned with the Ka hikitia – ka hāpaitia Māori education strategy. These actions will enhance the education provided on mātauranga Māori and te reo Māori. Professional learning and development sessions for staff have focused on advancing their understanding and capability in Te Reo Māori, incorporating Tikanga-ā-Iwi (Cultural Diversity).

Cultural Diversity Policy:

Mairehau High School has adopted a Cultural Diversity Policy that aligns with the principles of the Treaty of Waitangi. The policy ensures that the curriculum reflects and values New Zealand's dual cultural heritage. It aims to allow all students to appreciate themselves and others and excel. The policy acknowledges, recognises, and values students from all cultures, promoting inclusivity throughout the school. The school actively works with the community to plan, set goals, and achieve better outcomes for all students.

"For all students to value themselves and others, to know they can excel, and to reach their full potential"

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Provision of Te Reo Māori and Tikanga Māori:

Mairehau High School is committed to the provision of Te Reo Māori classes from Year 9 to Year 13. The school integrates Tikanga Māori into Te Reo Māori classes, kapa haka groups, school powhiri, and other cultural events where appropriate. Processes are in place for appropriate responses to tangi, dedications, and special occasions. The school whare, "Te Orua Paeroa," is the focal point for delivering Te Reo and Tikanga Māori.

Tertiary Opportunities:

In addition to secondary education, Mairehau High School offers tertiary opportunities through the provision of Gateway to students in Years 11 to 13.

The Gateway program enhances the school's established career and transition programs, providing senior students with valuable skills for their future pathways.

Culturally Responsive Practices:

Mairehau High School embraces culturally responsive practices as an integral part of its everyday life. Te Reo Māori is acknowledged as the indigenous language, and greetings and acknowledgements in Te Reo are encouraged. Karakia is used to commence and conclude occasions, reflecting the language preferences of presenters. Powhiri, a traditional Māori welcoming process, is employed to welcome new students, cohorts, groups, and parents. The school actively promotes the knowledge of indigenous sports, such as Ki o Rahi, and encourages tournaments with local and national schools and organisations. The school environment reflects the cultural diversity of its students and staff through symbolism, design, and customs. Opportunities are provided to share the rich cultural heritage of students and staff with the wider community through artistic endeavours and performances. Culturally diverse career and future pathway speakers and role models are engaged to support students' transition beyond secondary school. The school actively engages parents, whānau, and aiga to build relationships that support students' learning.

Conclusion:

Mairehau High School's Board of Trustees is dedicated to giving Te Tiriti o Waitangi effect. Through various initiatives, such as embedding a Tikanga-Māori-based framework, providing Te Reo Māori and Tikanga Māori classes, and promoting culturally responsive practices, the board has made significant progress in recognising the aims and aspirations of Māori, addressing their employment requirements, and fostering greater involvement in the education service. These efforts contribute to a culturally diverse and inclusive environment that supports all students in achieving their full potential and becoming valued members of society. The Mairehau High School community can take pride in the board's commitment to honouring Te Tiriti o Waitangi and creating a school that embraces and celebrates New Zealand's dual cultural heritage.