

Te Tūruapō o te Kura Tuarua o Bayfield



Bayfield High School Māori Vision

This document has been developed by the Bayfield Māori Whanau Roopu. The purpose of this document is to provide a set of values, goals and a vision that will empower Māori students to achieve success as Māori. To support this success it is important to acknowledge the underlying values:

- **Mana**- Mana refers to the intrinsic abilities and power of individuals to achieve. Its important that we are empowering our students to be proud as Māori, and in doing so enhance their mana.
- **Hauora**- Hauora refers to the health and wellbeing of Māori students physically, culturally, spiritually and mentally. The school has a role to enhance the health and wellbeing of its students.
- **Whanaukataka**- Whanaukataka refers to relationships. Creating and sustaining positive relationships provides a sense of belonging and pride and instils responsibilities of care towards whānau, friends, school and the wider community.
- **Manaaki**- Manaaki is a duty of care and consideration, and of hospitality towards others. It is important to provide a supportive, encouraging, caring and safe place for our students in order for them to thrive, to grow and to learn.

A living document

The purpose of this document is to set goals and targets from 2022 to the end of 2024. This is a living document and will be reviewed and updated by the Whānau Rōpu in consultation with Kaiako and other School leaders. This document will be updated in Term 3 of 2024.

		By
05 Aug 2021	Drafft Vision developed	Whanau Roopu
30 Nov 2021	Final drafft 3.0 ready for review by whanau and school	

A Mātou Whaingā- Our goals

In working towards Te Tūruapō, the whānau rōpu have developed goals that we believe will benefit all students at Bayfield High School. The initial four goals to be developed in this foundational document are outlined in the next few pages. We expect additional goals and sections to be developed by future whanau members.

Māori achievement

For Māori students to achieve success as Māori, it is important for staff to be able to understand the centrality of cultural values, language and identity to academic achievement. To meet this achievement, it is also important to recognise Māori learning dispositions and provide suitable learning styles that work for Māori.

It is important that all staff demonstrate their interest in and commitment to valuing Māori by increasing their knowledge and use of te reo Māori for greetings, instructions and praise, improving pronunciation and by integrating it into the curriculum and school environment.

Teachers build genuine relationships with students by getting to know their whānau, their whakapapa, their strengths and their interests. Teachers are friendly, helpful and hold a positive attitude towards Māori students. Students are treated with care by teachers, challenged with high expectations, and listened to.

How is Māori achievement acknowledged?

There are a number of awards that recognise achievement in:

- Kapa-haka leadership (Rongo Award)
- Tikanga support and contribution (Neck pendant)
- Te Reo academic awards for a junior and senior (No physical award)
- Mana pounamu award

ACTIONS TO BE IMPLEMENTED FROM 2023:

The Whanau Rōpu would like to have permanent awards that recognise student achievement in all these categories. These awards should be named appropriately and the whanau rōpu will lead this process.

The Mana pounamu awards celebrates Māori achievement in Otago secondary schools. Its not clear if this is celebrated at Bayfield. If not, we would like to see this achievement recognised appropriately.

Based on the feedback of senior kapahaka students, we would like to consider new awards for junior kapa haka (tane and wahine). The criteria for this award will need to be developed with our senior kapahaka leaders.

Other actions include special hui for staff that helps them to understand cultural values (mana, manaakitanga, whanaukataka, hauora) and how they relate to student achievement, confidence and success. These hui can be fun, engaging and empowering for staff. They can also identify any challenges that staff may have, or opportunities they see in progressing current practice from their professional expertise perspectives.

Toi Māori- Maori Arts

Toi Māori includes kapa haka, theatre, art and dance and all Māori tauira, and indeed the whole school will have ongoing access to top quality Toi Māori as an integral pou in their education. Tauira will benefit from interaction from visiting artists such as the Taki Rua Theatre tours and local mana whenua artists. This whakawhanaukataka teina/tuakana relationship building is also invaluable as the students venture out into their chosen field in the world.

A dedicated Kapa Haka kaiako is a key first step, so we can build up a strong Kapa Haka team, and the whole school can take pride in knowing our Haka and its meaning. We can build towards hosting strong powhiri. It is important that everybody feels an ownership in the school Haka, not just tauira Māori.

Feedback from students and staff is that the current Haka is very challenging. We propose that the haka is reviewed and potentially amended or another Haka composed that is simple and empowering for the whole school.

Kapa Haka teachers are valuable and rare. Perhaps we could engage with the Māori students coming through from Te Tumu at the university or strengthen the relationship with Kings and Queens He Waka Kotuia, or establish a mentoring relationship between experienced Kapa Haka teachers and those in training. A creative exploration into Māori hauora practices such as Whare tapere/dance/theatre and Yoga as projects would also benefits all students.

ACTIONS TO BE IMPLEMENTED FROM 2023:

The current school haka is reviewed to see if it can be modified, shortened so it is easier to learn. Alternatively, a second haka could also be composed before the end of Term 1 2022.

How do we empower students to own the haka? Firstly, they need to know the haka so it should be compulsory that all Y9 students learn the haka. This will also encourage participation in the kapa haka group.

Management needs to allocate a budget for a paid kapa-haka tutor from Term 1 2022 onwards. A previous student Ben Hayward has offered to support the kapa haka but this is not a long term solution so we need to have a succession plan in place. While Ben is available, he needs support and guidance so the Whanau Roopu will develop some objectives for Ben.

A bi-annual theatre/art performance by Taki Rua Productions or other kaupapa Māori production company, to be hosted at Bayfield High School and offered to the wider schools (Primary and Intermediate Schools).

Interhouse kapa haka competitions are initiated for T1 2023.

Policies, plans and budgets

The Whanau Roopu appreciate and acknowledge the commitment by the Board of Trustees and Bayfield's Senior Management teams to support the creation of this document.

Continued support for Te Tūruapo needs to be integrated into policies, plans and budgets that support students and staff with resources, professional development opportunities and setting goals.

ACTIONS TO BE IMPLEMENTED FROM 2023:

Implement an updated teacher registration and certification policy which includes that all Bayfield teaching staff to have the opportunity for professional development regarding te reo me ngā tikanga Māori.

In T1 2023, develop a budget for the next 5 years that goes towards meeting Te Tūruapo.

Create an internal school grant that all students can apply for. The project must meet the objective of the grant and be within the school year. Some

examples could include hosting a speaker, running a cafe reo workshop, a matariki event such as a hangi etc.

Support teachers and staff with professional learning opportunities that will give them confidence in Te Ao Māori. This includes aspects of funding, time and ongoing follow up support for implementation in the classroom environment.

In line with the government initiative to have 30% of Māori akoka in bilingual and or te reo Māori classes by 2030, In 2023, the school will develop a plan for implementing this goal

The School Environment

A visual cultural identity is seen throughout the school environment to develop a sense of place and belonging for students. This cultural identity starts with acknowledging and understanding the mana of the land in which the school is built and the people and stories associated. As custodians of this site we have the opportunity to embrace the values and stories that are imbued within it, which in turn will enrich our school culture moving forward into the future. These opportunities include:

- History of mana whenua
- History related to Rongo on the corner of Portsmouth Drive and connection to Taranaki iwi
- History between Pākehā/Māori in this area and other cultures who have come to live here

Understanding this history will provide a springboard for:

- Adding colour and art to the buildings via murals on walls and in courtyard areas.
- With the construction work underway, there are opportunities to plant natives, increase biodiversity and consider landscapes
- This is also an opportunity to create an area for powhiri for guests, Year 9 students and for other occasions. This could include a centre point with carvings like pou tiaki (guardian posts) or an entrance/waharoa/tomokanga.
- Depicting a story on a mural presented as a journey (ie then and now).

ACTIONS TO BE IMPLEMENTED FROM 2023:

The school budgets for, and engages, the services of a designer to integrate the cultural narrative into murals, landscape and planting, carvings, pou and courtyard designs throughout the school environment and provides this as a master plan. The scope will include:

Central point -identifiable design motifs, Mauri of area, plants, wetlands. Depth and understanding of area In courtyard design - Pou kaitiaki, direction N, S, E, W. Depict story on mural presented as journey ie then and now. Native plants in landscaping. Houses 'whare maunga'

The current house names have strong reference to School history. It might be time to reconsider this history and the place of the school in relation to Mana Whenua. The Cultural Narrative will help to inform the history of the area, the connection and relationships between Māori and early Pakeha settlers.

Similarly, the Bayfield motto and school song may need to be revisited to reflect present and future relationships which are grounded in mana whenua, and to reflect the aspirations of staff and students to identify positively with the school through these insignia. As part of this growth in School identity discussions, there is an opportunity to consider a Cultural Narrative to inform any new motto and school song in a modern bi-cultural environment.

Nearly 20% of all students at Bayfield identify as Māori. There is another opportunity therefore to build a positive profile of this whānau in media and in printed documents that represent the school such as the school prospectus and website.

A Māori tutor group has been implemented in Term 1 of 2021 and has been very successful. However, feedback from the students in the group suggest they have no connection to their existing room because it is used by other groups including being used as a room for detention. We would like to see this space developed into a space for Māori students to use as their own. This space also needs to be a place of pride. What this should look like is something to be worked on in collaboration with taurira Māori, staff and te rōpu whanau. The new detention space needs to be found so this room is solely for Māori students.

Teaching Support and Resources

Teachers and staff need to be supported and adequately resourced so they are comfortable and confident to support the needs of Māori students. This includes support and encouragement to attend community opportunities such as readings, performances, celebrations, tertiary opportunities, academic, sporting and cultural events. It also includes support and encouragement to attend suitable professional development programmes.

To support and nurture the teaching and professional learning opportunities for all educators and support staff, the school will encourage staff to participate in subject specific PLD, attendance to the Pounamu Pounamu programme and Reo and Tikanga Courses. In order for this to happen, someone needs to take on the role of ensuring staff and students are made aware of, and given the opportunity to attend, any culturally responsive PLD.

ACTIONS TO BE IMPLEMENTED FROM 2023:

Development of School whanau 'alumni' - the school will provide and encourage opportunities for past students and their whānau to participate and attend school functions such as kapa haka guidance, whanau hui, academic, sporting and cultural events and celebrations.

The school will provide an opportunity to implement a bicultural sense of identity and belonging for all Maori students.

Culturally responsive reading material in te reo Maori will be provided and funded for by the school.

Cultural protocols will be integrated into the school operations and will be normalised into daily functions. E.g. karakia, waiata, whakatauki, kawa. Part of this process will include ensuring staff and students are taken on the learning journey so that they understand and can therefore embrace these new aspects into school operations. Translations will be essential, but also a 'go to' person or people who can answer any questions relating to what the waiata, karakia etc mean where there is uncertainty, or where there are questions about 'why' these ideas are being introduced into the School. Staff and students can take the leads on these learning journeys. Tikanga prefects, the Te Reo and other lead teachers who have led Māori initiatives in the school would be ideal team leaders for these Kaupapa.

Where possible, Maori role models will be provided to all staff and students for guidance and assistance. These korero will be held alongside prefect

discussions, other student leadership discussions, teacher leadership discussions throughout the year.

Te reo me ōna tikaka

Māori language and customs are the centre of Māori identity. It is important that all students experience authentic reo me ona tikaka. A cultural narrative is being developed for Bayfield and this document will be the central point for inspiration to inform mana whenua identity, stories related to our school and Kai Tahu reo and tikaka.

In order for students to be exposed to authentic reo and tikaka, all staff need to be given opportunities to develop their understanding via professional development, noho marae and other opportunities.

ACTIONS TO BE IMPLEMENTED FROM 2023:

From 2024- Maori language is compulsory for all Y9 and Y10 students.

By the end of 2022- new signage is provided throughout the school in Kai Tahu Māori.

Bayfield High School commit to the use of Kāi Tahu dialect and gain an understanding of Kāi Tahutaka in order to be meaningful in their localised curriculum.

Bayfield will use the cultural narrative to inform all practices, curriculum areas and property developments. It will be a living document in the day to day life of Bayfield

Bayfield aims to move towards the implementation of tikaka such as use of karakia, waiata and mihi whakataua in areas wider than being used now. The School also aims to strive for correct and proper pronunciation - a progression model.

Whatever the confidence and proficiency levels are of staff concerning the Maori language, whether they have very little or a lot of confidence and proficiency, at the heart of any learning will be the idea of support to progress to the next level, whatever that is. Basic phrases and greetings will form the first level of a learning journey, followed by the learning of waiata, karakia and mihi, as and when staff are able to learn these things alongside the many other demands they have.

From 2023 onwards, Noho marae is provided. The goal will see these noho attended by the majority of all teachers as a professional development opportunity. The purpose of the noho marae is to provide an opportunity for teachers to come to the local marae, to learn local narratives and to be engaged in specific learning programmes relating to teaching and Maori student success. Noho marae could also be an opportunity to further fine-tune any learning of school waiata, mihi etc.

Next steps

Te Tūruapō o te Kura Tuarua o Bayfield will be shared with whanau, teachers, senior management, BOT members and parents to gauge their support and feedback. This feedback will be collected via an online survey.

The Whanau Roopu will collate responses and report back in early 2022. Your responses are anonymous. Findings will provide a foundation for any actions to be taken and for finalising this document.

We hope for the final document to be endorsed by the Board of Trustees and entrusted to Management and Whanau Roopu to implement.