

Te Kura Kaupapa Māori o Wairarapa



Ruia te taitea, kohia te rangiura

## Policy Handbook

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## 1. Te Ira Tangata

### 1.1. English interpretation by Dame Kāterina Te Heikōkō Mataira

1.1.1. In summary, then, Te Ira Tangata focuses on the physical and spiritual endowment of children and the importance of nurturing both in their education. Kura Kaupapa Māori therefore:

- *challenge parents, teachers and trustees to work together in establishing a harmonious, child-centred learning environment in which care, consideration and co-operation are acknowledged as necessary elements for the successful operation of the kura for the greatest benefit of its children.*
- *propose that the role of the kura is all-round development of its children rather than career orientation.*
- *assert that the nurturing of body and soul in a caring environment is the greatest guarantee that children will pursue positive roles in life.*
- *affirm that affectionate nurturing breeds happy hearts and lithesome spirits and thereby, warm and caring people.*
- *honour all people regardless of age, creed, colour, gender or persuasion and will not therefore, belittle, resent, hurt or show prejudice towards anyone else.*
- *honour gender differences and attributes in full understanding that it is in the combined and co-operative efforts of men and women that the well-being of children and community is assured.*
- *respect the physical body and encourage children to pursue habits which guarantee personal health and well-being.*
- *respect the physical and spiritual uniqueness of the individual and are therefore mindful of not perpetrating physical or psychological harm against oneself or others.*
- *affirm that the needs of the spirit are well served through the creative arts of music and song, dance and drama, drawing and painting, prose and poetry and all the activities which give full sway to colour and imagining.*

### 1.2. Student indicators of Te Ira Tangata

- 1.2.1. The student develops physical, spiritual and emotional wellbeing, an awareness of his or her individual uniqueness and knowledge and respect for him or herself and others
- 1.2.2. The student is enthusiastic about learning in a nurturing environment based on traditional Māori values, beliefs and concepts.
- 1.2.3. The student values his or her identity, is self-confident and displays positive self-esteem.

- 1.2.4. The student is physically, spiritually and emotionally confident.
- 1.2.5. The student accepts and respects gender difference.
- 1.2.6. The student is caring, considerate and cooperative.
- 1.2.7. The student is focused on and accepts responsibility for learning.

### 1.3. Karakia

- 1.3.1. Karakia is an important feature of tikanga Māori
- 1.3.2. All children are required to participate during karakia.
- 1.3.3. The whānau particularly encourages karakia Māori, or those karakia that derive from atua Māori.
- 1.3.4. Children and adults are expected to respect other religions. During karakia, a time is set aside for inoi (Christian based prayers.)
- 1.3.5. During special occasions, Kaumātua or pakeke will lead the whānau in karakia.
- 1.3.6. In a case where the whānau is traveling away, it is expected that appropriate karakia are undertaken prior to commencing the journey.
- 1.3.7. Whānau hui will always begin and end with karakia.

### 1.4. Health & safety of tamariki

- 1.4.1. All employees including parents will understand that no physical force or verbal abuse will be used by employees to discipline children while on the kura premises and while on kura trips.
- 1.4.2. No corporal punishment (slapping, smacking, strap, broom handle etc.) or verbal abuse (swearing) is allowed by any adult member to discipline a child while on the Kura premises.
- 1.4.3. Any incident involving physical or verbal abuse while on the Kura premises or on a kura haerenga, must be reported in writing to the Tumuaki.
- 1.4.4. If a problem between a child and adult cannot be resolved and or the adult feels that their anger is bordering on them verbally or physically abusing the child (shouting or smacking), the adult should remove themselves from the incident as soon as possible and seek assistance from another teacher or adult.
- 1.4.5. The child or their parent has the right to complain to the kura about their child being treated unfairly.

### 1.5. Health & safety of employees

- 1.5.1. The Board is required to provide a safe working environment for all employees in accordance with the Employment Contracts Act.

- 1.5.2. The Board are to ensure that all regulations set down by Occupational Safety and Health are adhered to in the school grounds.
- 1.5.3. Employees will not be expected to participate in any activity that is hazardous to their health and wellbeing.
- 1.5.4. It is the responsibility of the Board to ensure the health and safety procedures are of the highest standard.
- 1.5.5. The Board will be held accountable in the event that ill health or injury occur to an employee where the Board is found to be negligent.
- 1.5.6. The health and safety of employees is paramount.

#### 1.6. Fire safety and evacuation of buildings

- 1.6.1. Notices of Fire Safety and Evacuation including exits are required to be prominently displayed in all buildings.
- 1.6.2. The Board will consult with expert people to develop appropriate systems and procedures in relation to Evacuation of buildings in case of fire or other emergency.
- 1.6.3. A detailed handbook which includes the emergency plan will be maintained to inform staff of Fire Safety and Evacuation procedures. See Emergency plan.
- 1.6.4. Every term, the children and staff will practice an evacuation fire drill.
- 1.6.5. The Kura is required to keep a copy of the Fire Safety & Evacuation of scheme approved by the New Zealand Fire Service.
- 1.6.6. The kura will work in conjunction with the NZ Fire Service (Wairarapa Fire Safety office) association to ensure all emergency procedures are current and effective.

#### 1.7. First aid

- 1.7.1. The principal must ensure that there are sufficient staff members with current first aide certificates so that first aide can be given to anyone.

#### 1.8. Pōwhiri

- 1.8.1. The kura should consistently follow correct pōwhiri protocol when welcoming visitors.
- 1.8.2. All new visitors to the kura will be accorded the respect of a welcome.
- 1.8.3. Pōwhiri will follow Paeke kawa.
- 1.8.4. Children are not encouraged to take lead roles at pōwhiri so as to not be put in a situation that could negatively affect them.
- 1.8.5. All parents and extended whānau are always welcome to help with the pōwhiri.



- 1.8.6. Immediately after the whaikōrero, the visitors will participate in a meal provided for by the whānau of the kura.

#### 1.9. Tangihanga

- 1.9.1. In accordance with Maori custom, the whānau is required to uphold tangihanga responsibilities.
- 1.9.2. In some cases, the kura whānau may journey to a tangihanga out of the area. All parents of children will be advised as soon as possible of this taking place so that children not attending are taken care of.
- 1.9.3. The kura will always give a koha at a tangihanga. Individual whānau will be expected to contribute a koha towards the kura koha.
- 1.9.4. Where the kura whānau travels to a tangihanga on a weekday the kura will be regarded as open for instruction.
- 1.9.5. In special circumstances, a tangihanga may mean the kura closing for the duration of the tangihanga. If this needs to occur, then the guidelines relating to closure of the kura will be observed.

#### 1.10. Koha

- 1.10.1 In line with our tikanga, kura gives koha at a range of events that we attend.
- 1.10.2 The Principal is authorised to approve koha of up to \$100.
- 1.10.3 The Principal and Chair are authorised to approve koha of up to \$250.
- 1.10.4 Any koha over \$250 requires the full Board approval.

#### 1.11. Smoking in the workplace

- 1.11.1. Schools must comply with the Smoke Free Environments Act 1990 which requires that employees who do not smoke or who do not wish to smoke in their workplace shall, so far as reasonably practicable, be protected from tobacco smoke in the workplace. It is important to protect children from tobacco smoke and to promote a healthy environment at Te Kura Kaupapa Māori o Wairarapa.
- 1.11.2. Smoking is not permitted in or around the grounds of the kura.
- 1.11.3. If staff and parents need to smoke, they must do so out of sight of children and adult non-smokers on school camps and activities beyond the school grounds.
- 1.11.4. Any person may make a complaint if that person believes that this policy has been contravened.
- 1.11.5. The Board will ensure that:
- *Prominent notices are displayed indicating that smoking is not permitted on the kura property.*
  - *Copies of the Kura policy on smoking will be made available*

- *A copy of the Kura policy on smoking shall be made available to any staff member or prospective employee.*

1.11.6. All parents and caregivers including visitors to the kura are required to refrain from smoking within the school grounds and while participating in any organized school activities.

#### 1.12. Sexual Harassment of Students

1.12.1. For the safety of the adult and allegations of mis-conduct, no child shall be left on his/her own with any teacher staff member in a closed room with where the adult and child can't be seen by other.

1.12.2. On any camp, trips or overnight stays both male and female adults are required to chaperone students.

1.12.3. In accordance with the Human Rights Act, the Board is required to provide a safe environment for students.

1.12.4. Students and adults are always expected to respect each other.

1.12.5. In the first instance of an incident, the child or adult is to report this to the Principal, BOT Chairperson or Board member who in turn will seek professional advice and guidance for dealing with the complaint.

#### 1.13. Child protection policy

1.13.1. This policy outlines the board's commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. This was adopted at BOT hui on 27 March 2017. It includes the board's expectations when child abuse is reported or suspected by us.

1.13.2. All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

1.13.3. The board of trustees has an obligation to ensure the wellbeing of children in our care, so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

1.13.4. In line with section 15 of the Children, Young Person and Their Families Act, any person in our kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the local police.

1.13.5. Although ultimate accountability sits with the board, the board delegates responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the principal must:

- *Develop appropriate procedures to meet child safety requirements as required and appropriate to the school*
- *Comply with relevant legislative requirements and responsibilities*
- *Make this policy available on the school's internet site or available on request*
- *Ensure that every contract, or funding arrangement, that the school enters in to, requires the adoption of child protection policies where required*
- *Ensure the interests and protection of the child are paramount in all circumstances*
- *Recognise the rights of family/whanau to participate in the decision-making about their children*
- *Ensure that all staff can identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response*
- *Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented*
- *Promote a culture where staff feel confident, they can constructively challenge poor practice or raise issues of concern without fear of reprisal*
- *Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person*
- *Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise*
- *Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy*
- *Ensure that this policy forms part of the initial staff induction programme for each staff member*

#### 1.14. Reporting and Handling Cases of Child Abuse

- 1.14.1. In accordance with Child Protection Policy, the Board is required to follow guidelines in relation to reporting and handling cases of child abuse. This policy acknowledges that the Board have particular responsibilities under legislation as well as through social expectations to provide a safe environment that caters for the physical and emotional wellbeing of its students. Such an environment should aim to ensure that all children are treated with dignity and respect.

1.14.2. The recommended policy in reporting child abuse and neglect in schools will be successfully implemented with:

- *An emphasis that the paramount consideration in such a policy is the welfare and interest of the child*
- *A commitment to ensure that children are provided with preventative education to enhance their safety and awareness*
- *The identification of which external agencies should be used, what services they provide, what liaison is required along with appropriate referral processes.*

1.14.3. It is expected that the Board will facilitate training for all staff to help them identify suspected abuse and/or neglect and to be able to respond appropriately.

1.14.4. Recommended reporting procedures

- *If the child is in danger or unsafe, act immediately to secure their safety by removing them as safely as is practical from the situation*
- *Listen to the child and reassure them but do not make promises or commitments you cannot keep*
- *Ensure that any information or disclosures by the child are written down and check that comments and events surrounding the concern have also been recorded*
- *Ensure that the child has a responsible adult supporting them through this process and that the support role is clearly defined*
- *Do not formally interview the child. Obtain only necessary relevant facts if and when clarification is needed*
- *Inform the Principal*
- *Hold immediate discussion with child safety advocate*
- *Agree on appropriate course of action*
- *The Principal will ensure notification to Oranga Tamariki*
- *After making the referral to Oranga Tamariki and get support for yourself from appropriate persons if needed*

1.15. [Privacy act](#)

1.15.1. The Board is committed to upholding the Privacy Act.

1.16. [Administering medicine to students](#)

1.16.1. The Board is required to provide a safe, physical and emotional environment for students.

- 1.16.2. The student's health and welfare must be upheld at all times in relation to administering medicine to students.
- 1.16.3. Medicines may not be administered without the written consent of a parent or caregivers.
- 1.16.4. A record of all medicines administered to students is to be maintained.
- 1.16.5. In the event of an emergency, employees are required to administer first aid until professional medical help arrives or until parents/caregivers are contacted.
- 1.16.6. All medicine is required to be stored in a child proof cabinet, or if need be, refrigerated.

#### 1.17. [Access to personal information of students](#)

- 1.17.1. In accordance with the Privacy Act 1993, student personal information is confidential to teachers, students and their parent or caregivers.
- 1.17.2. Student Personal data is to be kept separately and securely from day to day filing systems.
- 1.17.3. Individuals may not be mentioned by name in any open forum of discussion.
- 1.17.4. Access to information will be given in accordance with enrolment procedures.
- 1.17.5. Subject to the provisions of the Official Information Act and Privacy Act 1993, no information pertaining to a child or children shall be removed from the school premises, unless such records are requested from a school that a student may be newly enrolled in.

#### 1.18. [Health & hygiene](#)

- 1.18.1. The kura building interiors are required to be kept to a high standard of hygiene
- 1.18.2. Adequate provisions will be made to ensure that tamariki and adult's hygiene remains paramount.
- 1.18.3. Provisions include:
  - *Sanitary disposal units*
  - *Washing and drying facilities*
  - *Shower*
  - *Cleaning equipment and consumables*

## 2. [Te Reo](#)

- 2.1. [English interpretation by Dame Kāterina Te Heikōkō Mataira](#)

- 2.1.1. In summary, then, Te Reo focuses on bilingual competence and sets principles by which this competence will be achieved. Kura Kaupapa Māori therefore:
- *respect all languages.*
  - *expect full competency in Māori and English for the children of their kura.*
  - *insist that legislation for the Māori language is worthless without a total commitment to everyday usage of Māori.*
  - *affirm that total immersion most rapidly develops language competence and assert that the language of kura be, for the most part, exclusively Māori.*
  - *accept that there is an appropriate time for the introduction of English at which time there shall be a separate English language teacher and a separate language learning facility.*
  - *agree that the appropriate time for the introduction of English is a matter for the kura whānau to decide as a general rule, when children are reading and writing competently in Māori, and children indicate an interest in English.*
  - *assert that along with total immersion, bilingual competence is rapidly advanced through discreetly separating the two languages and therefore reject the mixing or code-switching of the two languages.*
  - *insist that competence in Māori language and culture, along with a commitment to the Aho Matua be the hallmark of Kura Kaupapa Māori teachers and parents but that there be accommodation for those who are still in the learning phase.*
  - *believe that, where there is a commitment to the language, mastery will follow.*

## 2.2. Student indicators of Te Reo

- 2.2.1. The student is a competent thinker, speaker, reader and writer in both te reo Māori and English
- 2.2.2. The student is immersed in te reo me ōna tikanga Māori. The student acquires skills for effective communication in te reo Māori.
- 2.2.3. The student engages with te reo Māori throughout the learning programme.
- 2.2.4. The student speaks te reo Māori fluently and confidently explores language.
- 2.2.5. The student acquires skills for effective communication in English.
- 2.2.6. The student acquires skills for effective communication in other languages.

### 2.3. Enrolling new students

All students enrolling at Te Kura Kaupapa Māori o Wairarapa are required to have attended Kōhanga Reo and / or have reasonable level of fluency in te reo Māori.

2.3.1. The kura invites new students to participate in a wānanga so that the kura can establish the fluency level of the new enrolment.

2.3.2. After the wānanga, the kura will place the child at a fluency level. There are 3 levels.

2.3.3. Level 1

*This level is for children who are comfortable speaking in Te Reo Maori and can hold a lengthy conversation with one of their peers or an adult. The child will be able to use descriptive language in their sentence construction and articulate a wide range of sentence constructions. Children who are identified at being on Level 1 can be enrolled at the kura.*

2.3.4. Level 2

*This level is for children who are not confident at communicating in Te Reo Maori but are able to speak in Te Reo Maori. The sentence construction of these children is limited. The child will usually understand what is required of them when spoken to by other children or adult. Children who are identified at being on Level 2 can be enrolled at the kura.*

2.3.5. Level 3

*These children are unable to construct a simple sentence in Te Reo Maori. The students will usually only reply in English and are unable to interpret what is being said to them by other children or adult. Children who are identified at being on Level 3 cannot be enrolled at the kura. It is suggested that these tamariki remain at Kōhanga Reo for a further six months and then have a further interview.*

2.3.6. The kura will inform the parents of the fluency level their child has been placed at. Only children whose level of fluency is at level 1 or 2 will be able to be enrolled at the kura. Enrolment of children whose level of fluency in Te Reo Maori is at level 3 will be declined.

2.3.7. A pōwhiri is held at 10am on the first day of each term for all tamariki beginning kura in that term. If the actual start date differs from the pōwhiri date, an additional mihi whakatau will held in the child's classroom on their first day. If the child, is coming from a local Kōhanga Reo, the parents are asked to co-ordinate the pōwhiri date and time with the Kōhanga Reo.

2.3.8. Enrolment forms are to be completed following the interview and formal acceptance of the child. They should be completed and returned to the Tari prior to the first day of attendance, along with a copy of the child's birth and vaccination certificates. As soon as the pōwhiri is finished,



parents are asked to go to the tari to complete their child's enrolment by completing an enrolment form.

## 2.4. Māori language zone

2.4.1. The Board are firmly of the opinion that to enable children to become proficient speakers of Māori, the Māori language shall be the only language spoken at the Kura and during all excursions undertaken by the Kura.

2.4.2. The Māori language zone exists:

- *To provide maximum opportunities for the children and whānau, to be exposed to the Māori language, assisting them in becoming proficient speakers of Māori.*
- *To provide opportunities for the community to participate in the education of our children, through sharing knowledge and experiences.*
- *To provide opportunities for children to understand and appreciate te Reo Māori from other areas.*
- *To assist the wider whānau in the learning of te Reo Māori.*

2.4.3. The Board shall ensure that te Reo Māori is upheld as the language spoken in all facets of school life.

2.4.4. The Board will promote te reo Māori classes and programmes to assist parents and whānau in extending their knowledge of and confidence in te Reo Māori.

2.4.5. All personnel who assist with school programmes shall use the medium of Māori in their delivery of such programmes to children and whānau.

2.4.6. The Board shall ensure that Te Reo Māori is maintained as the language of communication when learning occurs outside the classroom, i.e. trips, camps, etc.

2.4.7. Parents, caregivers, potential staff members, visitors and prospective whānau shall be made aware of this policy.

2.4.8. The whānau support this policy as part of their commitment to their choice of Kura Kaupapa Maori as an alternative education system for their child/ren and the philosophy of Te Aho Matua.

## 3. Ngā Iwi

### 3.1. English interpretation by Dame Kāterina Te Heikōkō Mataira

3.1.1. In summary, then, Ngā Iwi focuses on the principles which are important in the socialisation of children. Kura Kaupapa Māori therefore:

- *emphasise the importance of genealogy in establishing links within whānau, hapa and iwi including iwi Pākehā.*



- *emphasise the importance to children of knowing their own ancestral links and of exploring their links with other iwi.*
- *emphasise that children be secure in their knowledge about their own people but learn about and acknowledge other people and their societies.*
- *emphasise that children study the historical, cultural, political, social, religious and economic events and issues which are an integral part of their Māori heritage.*
- *emphasise that whānau ties are fundamental in the socialisation of children and are established and reinforced in a caring, supportive environment where aroha is evident.*
- *assert that such learning is caught rather than taught and is the primary reason for the kura whānau to be close to and involved in the activities of the children.*
- *emphasise that the association and interaction of the whānau with the children, where whānau approval or disapproval is felt by the children, is also where their sense of appropriate and acceptable behaviour begins.*
- *value the participation of whānau as administrators, ancillary staff and teacher support as a means of reinforcing the cohesion of whānau and kura.*
- *affirm that the kura belongs to the whānau and is available for the learning activities of all the whānau members.*
- *assert that teacher training is a legitimate function of the kura and that aspiring teachers have extended experience in the kura before and during formal training.*
- *submit that the size of the kura is a factor in facilitating or mitigating against the participation of whānau.*

### 3.2. Indicators that relate to Ngā Iwi

- 3.2.1. The student is secure in the knowledge of ancestral links and the hopes and aspirations of whānau, hapū and iwi
- 3.2.2. The student exhibits personal pride in their whānau, iwi and hapū.
- 3.2.3. The student acknowledges the importance attached to different roles and responsibilities.
- 3.2.4. The student demonstrates effective relationships with others.

### 3.3. Governance & management

- 3.3.1. The Board shall endeavour to follow sound governance and management practices in relation to curriculum, employment, financial and property matters and the underlying principles of Te Aho Matua.

- 3.3.2. The Board should be aware of their responsibilities in adopting, sound governing and management practices.
- 3.3.3. The BOT of the kura is responsible for governing the kura.
- 3.3.4. Whānau gatherings are held once a term.
- 3.3.5. Board hui are the only forum which can amend, change, add, delete or repeal kura policies.
- 3.3.6. Any new policies or amendments to policies are approved in principle at the Board hui. The new policy / policies being amended must then be made available to whānau for three weeks in which time they can suggest further amendment. If there are no further amendments the policy is deemed to be ratified. If there are amendments, then the policy goes back to the Board and the process is repeated.
- 3.3.7. A minimum quorum of 1/2 the Board members plus one, is required for Board hui.
- 3.3.8. Management of the kura on a day-to-day basis is left to the Principal and staff, including parents with special responsibilities.
- 3.3.9. A special Board hui may be called at short notice, to discuss and clarify an important issue. All parents need to be advised of such a hui. Only the Principal or Board chair can call such a meeting.

#### 3.4. Board staff representative

- 3.4.1. The Board should ensure that a staff representative is elected by employees.

#### 3.5. Board annual report

- 3.5.1. A Financial Annual report will be produced each year.
- 3.5.2. The annual report will include the annual financial statements for the year before. These statements should have been already prepared and audited in accordance with Part V of the Public Finance Act, 1989.

#### 3.6. Cash management policy

- 3.6.1. According to legislation on financial and property matters, each Board of Trustees is also required to:
  - *Allocate funds to reflect the school's priorities as stated in the charter.*
  - *Monitor and control school expenditure and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989.*
  - *Comply with the negotiated conditions of any current asset management agreement and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment.*

- 3.6.2. The Board accepts that it has a responsibility to protect the cash resources of the Kura.
- 3.6.3. Board has agreed on the fundamental principles of this policy and has delegated responsibility for the implementation and monitoring of this policy to the Principal.
- 3.6.4. In formulation and approval of this policy the Board has had due regard to the accepted standards of sound financial management and applied these to the Kura.
- 3.6.5. The Board requires the Principal as the chief executive and the Board's most senior employee to implement and manage this policy.
- 3.6.6. The Principal may from time to time further delegate some of their responsibilities to this policy.
- 3.6.7. A system for monitoring petty cash will be maintained. No more than \$200.00 shall be held for this purpose.
- 3.6.8. All cash and cheques received must be paid into the kura office and properly receipted. This includes trading income, other local funds receipts and reimbursements for learning materials.
- 3.6.9. No cash received can be used to pay accounts in cash.
- 3.6.10. Only delegated staff may handle cash.
- 3.6.11. All receipts must be banked as soon as possible and preferably within one working day of receipt.
- 3.6.12. All cash and cheques kept on the premises must be kept secure and under the control of a delegated person.
- 3.6.13. All accounts for payment, other than expense reimbursements and attendance fees, must be supported by a copy of the: Invoice with certification by the finance manager that each item has been received, prices and quantities are correct, and the payee details are correct.
- 3.6.14. Expense reimbursements must be certified by the Principal of the individual being reimbursed, provided the certifier has delegated authority to sign. An expense claim should be supported by GST receipts or invoices. Claims for the use of private motor vehicle usage must be certified by the Principal or delegate to indicate that approval was given. Scale rates as per the award will be the basis of reimbursement per kilometre.
- 3.6.15. The Principal shall arrange for proper accounting records to be maintained. The records must satisfy all requirements specified in Acts of Parliament, financial reporting standards and other applicable standards.
- 3.6.16. The financial system must be so organised by the Principal that the Principal and Chairperson can sign without hesitation the annual

Statement of financial Responsibility as required by Section 155 of the Crown Entities Act 2004.

### 3.7. Cheque and Call Deposit Accounts

- 3.7.1. The Board agrees that one cheque account shall be operated for Board general receipts and payments. The signatories to this cheque account shall be as follow: Any 2 of 4 Board signatories.
- 3.7.2. All cheques for operating expenses shall be signed by at least one Board member and either the Principal or the Executive Officer. All cheques for fixed assets and long-term investments are to be signed by the Board Chairperson and the Principal.
- 3.7.3. Under no circumstances is a cheque signatory to sign a blank cheque. All cheques, except those for petty cash reimbursement must be issued as 'Not Transferable – Account Payee Only'. At no time shall the cheque account be operated in overdraft without permission from the bank and the Ministry if the overdraft exceeds the borrowing limits.
- 3.7.4. At-call interest bearing deposit account shall be operated to hold cash resources not currently required for operating purposes. This account is only to be operated by the Principal or Executive Officer with any transactions reported by the Principal at the next Board meeting.

### 3.8. Financial restrictions

- 3.8.1. The Kura may only borrow a limited amount of funds in accordance with the terms of Section 67 of the Education Act 1989. Regulation 12 of the Crown Entities (Financial Powers) Regulations 2005 or Section 67 of the Education Act 1989 cover situations where a school wishes to exceed borrowing restrictions, and prior approval of the Minister of Education and Finance must first be obtained before proceeding.
- 3.8.2. Investments of Kura funds may only be made in accordance with the terms of Section 73 of the Education Act 1989 and appropriate provisions of the Crown Entities Act 2004 relating to investments.
- 3.8.3. Notwithstanding the requirements of Section 73, no investments may be made in equity stocks or in synthetic money market products (e.g. Forward Rate Agreements and Interest Rate Swaps).
- 3.8.4. Investments may only be made with the written authorisation of the Principal and the Board Chairperson.
- 3.8.5. For those who received financial gifts will be recorded and appropriately accounted for and applied to the purpose for which they were given. (Section 68 Education Act 1989; Section 168 Crown Entities Act 2004)
- 3.8.6. The Board acknowledges that under Section 73 of the Education Act 1989 some professional fundraising contracts constitute an illegal fundraising contract. No such fundraising contract will be entered into by the Kura. If doubt exists about the legality of a proposed fundraising contract, the Principal will contact the regional Financial Adviser of the Ministry of Education for advice.

### 3.9. Annual financial statements

- 3.9.1. For each calendar month the Principal shall prepare financial reports showing:
- Statement of Financial Performance, including comparison to budget
  - A summary Statement of Financial Position
- 3.9.2. For each month the Principal shall present a written summary report that describes:
- 3.9.3. Key (financial) achievements from the previous month
- 3.9.4. Expectations for the month ahead
- 3.9.5. Significant matters and/or risks that must be addressed by the Kura
- 3.9.6. This report shall be presented to the Finance Committee by the seventh working day following the end of the month and tabled at the next meeting of the Board.
- 3.9.7. Any recommendations made to the Board for the purchase of fixed assets, investments and other use of cash resources must refer to the impact on the present cash resources of the Kura and projected cash flows for the next 12 months.

### 3.10. No parent donations required

- 3.10.1. Parents will not be asked to pay any donation.

### 3.11. Conflict of interest policy

- 3.11.1. The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members. The board shall create a register of all board members detailing any interests, relationships or holdings that could potentially result in a conflict of interest. This register shall be updated whenever a board member's circumstances change or a new member joins the board. Board members who have a conflict of interest shall be excluded from relevant board meetings (or relevant parts of board meetings).

### 3.12. Travel policy

- 3.12.1. The Board of Te Kura Kaupapa Maori o Wairarapa accepts that it has a responsibility to ensure that travel expenditure incurred by the Kura must clearly be linked to the business of the Kura.
- 3.12.2. The purpose of this policy is to ensure that:
- *The travel expenditure is on the Board's business, and the school obtains an acceptable benefit from the travel when considered against the cost*

- *Expenses are reimbursed on an actual and reasonable basis*
- *Staff that are required to travel on business do not suffer any negative financial effect.*

3.12.3. Under no circumstances may any staff member approve their own travel. All staff travel must be approved by the Tūmuaki. Tūmuaki travel must be approved by the Board chair.

All bookings for international and domestic travel is to be conducted through the normal Kura purchase procedures. This includes the booking of accommodation, flights and rental cars.

3.12.4. Travel bookings are not to be made using manual cheques or credit cards unless previously approved by the Tūmuaki and Board

3.12.5. The justification for travel within New Zealand must be documented. It is to be transparent and must relate to a Kura need. Travel within New Zealand is to be authorised on a one-up basis (for example the Principal should authorise any travel by the Deputy Principal and the Board should authorise any travel by the Principal). All domestic air travel is to be economy class.

3.12.6. Prior to international travel being undertaken, the traveller must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.

3.12.7. All international travel must be authorised by the Board before it is commenced.

3.12.8. International Schools trips need the approval of the Board and must take into account MOE guidelines for internal school trips.

3.12.9. A proposal must be put to the Board detailing the purpose of the trip, the expected benefit to the Board which will arise from the trip and an estimate of the costs of the trip. The Board will approve or decline the travel in writing.

3.12.10. At the end of the trip overseas, the traveller must prepare a trip report which details the costs incurred during the trip, activities which took place during the trip and the benefits to the Board and school of the trip.

3.12.11. Except where the flight time exceeds 10 hours, all international air travel is to be economy class. If a staff member has a travel time without a stopover in excess of 20 hours, a rest period of 24 hours before commencing work is permitted. Staff should opt for good but not superior accommodation, for example 3 star accommodation.

3.12.12. Staff who stay privately will be reimbursed on production of receipts, for koha or for the cost of a gift given to the people they have stayed with. For overnight stay at whanau accommodation, the Board will approve \$50.00 koha for adults. However, the Tūmuaki must pre-approve this request prior to travel.

### 3.13. Use of vehicles

- 3.13.1. When using rental cars, staff should opt for good but not superior model vehicles and should be prepared to justify any exceptions to this rule to the Board.
- 3.13.2. Use of private vehicles is to be approved on a one-up basis and reimbursement will be at the rate specified by the Inland Revenue Department.
- 3.13.3. If taxis are used, then staff should pay for the taxis out of their own pocket, obtain a receipt and seek reimbursement through petty cash or as part of an expense claim.

#### 3.14. Reimbursement of Expenses

- 3.14.1. The reimbursement for business related travel expenses is on the basis of actual and reasonable costs. Actual and reasonable expenditure is defined as 'the actual cost incurred in their particular circumstance, provided that it is a reasonable minimum charge'.
- 3.14.2. For travel within New Zealand actual and reasonable expenses are those incurred above the normal day to day expenses incurred. For example, a staff member would normally incur personal expenditure for lunch on a daily basis and the cost of lunch when travelling should not be reimbursed unless the costs are greater than that normally incurred.
- 3.14.3. All personal expenditure is to be met by the staff member. Examples of this are mini bar purchases, in house movies, laundry and private phone call charges are to be paid separately by travelling staff member.
- 3.14.4. All receipts must be retained and attached to the travel claim. The claim is to be authorised on a one-up basis.
- 3.14.5. For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to ensure that GST can be reclaimed by the Kura. Authorisation can still be given for expenditure less than \$50 where there is no receipt, for example if it is not practical to obtain a receipt or if the receipt is lost. The expenditure can be reimbursed provided there is no doubt about its nature or the reasons for it.
- 3.14.6. Travel benefits, including air points and loyalty scheme rewards/points (Fly buys, Global, etc.) accrued from official travel are only to be used for subsequent travel on behalf of the Kura. They should not be redeemed for personal use.
- 3.14.7. Staff must travel by the most direct route unless scheduling dictates otherwise.
- 3.14.8. The Kura will not meet expenses incurred on behalf of a spouse or travelling companion. In the event of a person travelling with an employee, a reconciliation of expenses should clearly demonstrate that the Kura did in no way incur additional expenditure.

#### 3.15. Theft Fraud and Prevention

- 3.15.1. The Board has agreed that through its Chief Executive, the Principal, the Kura has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the Kura or who are service recipients of the Kura.
- 3.15.2. The Board accepts that any investigation into any theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.
- 3.15.3. The purpose of this policy is to establish systems and procedures to guard against the actions of theft and fraud.
- 3.15.4. As preventative measures against theft and fraud the Board requires the Principal to ensure that:
- 3.15.5. The physical resources of the Kura are kept secure and account for.
- 3.15.6. The Kura financial systems are designed to prevent and detect the occurrences of fraud. All such systems must meet the requirements and standards as set out in the Crown Entities Act 2004 and of generally accepted accounting practice put into law and supported by the Institute of Chartered Accountants of New Zealand.
- 3.15.7. Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
- 3.15.8. All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with Te Kura Kaupapa Maori o Wairarapa.

### 3.16. Allegations concerning the Principal or a Trustee

- 3.16.1. Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate and will follow a process to resolve matters. Any allegation concerning a member of the Board of Trustees should be made to the Principal.

### 3.17. Board retains full authorisation for certain decisions

- 3.17.1. The Board retains for itself and does not delegate to any executive management or staff position the following responsibilities:
- 3.17.2. Approval of all operating, capital, cash flow and property maintenance budgets and amendments to these budgets;
- 3.17.3. The appointment of any permanent staff and the salary and terms of conditions on which they are employed which are in excess of positions funded by Ministry of Education salaries grants;
- 3.17.4. Leave on full pay granted to non-teaching staff to attend training sessions or courses outside the school for a period greater than 2 half-days;



- 3.17.5. The termination of employment of any paid employee;
- 3.17.6. Signing applications for special grants for additional buildings, agreements to build via the Ministry of Education's local office;
- 3.17.7. Formal communication and agreements with the Minister of Education and any other Minister of the Crown or Member of Parliament;
- 3.17.8. Responses to the Secretary of Education or any other permanent head of a Government department which was initiated by a report, written communication, request for information or required declaration received from such persons and addressed to the Board or Board Chairperson;
- 3.17.9. Interviews with the media and the distribution of media releases on any matter which involves the School;
- 3.17.10. The initiation of any legal actions and any communications in relation to these actions;
- 3.17.11. Signature of any formal or legal agreement which is in the name of the School and must involve the Board.
- 3.17.12. The board retains the right to open and close bank accounts.
- 3.17.13. These responsibilities are in addition to those specified in Acts and regulations by which the Board is bound.

### 3.18. [Board delegations of Authority to the Tūmuaki](#)

- 3.18.1. The Board delegates to the Principal the responsibilities listed below:
- 3.18.2. The day-to-day curriculum and resource management of the school and the achievement of the Government's key achievement areas and requirements as specified in official education policy documents;
- 3.18.3. The implementation of any other requirements specified by Act of Parliament, the Secretary of Education, any other permanent head of Government department and for individual and collective employment contracts;
- 3.18.4. Approval of any orders for goods and services up to the value of \$2,500 excl. GST and provided such an order will not exceed the Board approved budget allocation for the expenditure item involved;
- 3.18.5. Transfers to at-call deposits of amounts less than twenty-five thousand dollars and for periods less than 12 months;
- 3.18.6. Ordering fixed assets for which the capital expenditure has the prior approval of the Board;
- 3.18.7. The appointment of relieving and casual staff provided such appointment is within the budget allocation for this person and provided this delegation is not given to any other staff member;

- 3.18.8. Communication with parents, officials, representatives of educational organisations and other firms and organisations with whom the Principal deals as part of their curriculum and resource management responsibilities
- 3.18.9. Teacher appointments within the ministry staffing entitlements in consultation with the Ohu established for this purpose
- 3.18.10. Delegation in writing to specified staff positions of responsibilities will be maintained.
- 3.18.11. These responsibilities complement those responsibilities and achievements specified in the Principal's annual performance agreement with the Board. During any absence of the Principal from the School for more than 5 days these delegations shall be exercised by the Acting Principal with the separate and prior approval of the Board Chairperson. In such an absence the Acting Principal shall have these delegations of authority rights.

### 3.19. Sensitive expenditure policy

- 3.19.1. The board agrees that it has a responsibility to ensure that all expenditure of board funds is clearly linked to the business of the school and does not at any time provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students).
- 3.19.2. The board acknowledges that at times there are expenses which may be considered to be beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals.
- 3.19.3. The board has determined that any expenditure which may be considered to be beneficial to individuals or groups of individuals will be carefully scrutinised before approval and will be supported by appropriate fund raising specific to that expenditure.
- 3.19.4. Particular reference should also be made to the board's travel policy in considering expenditure which may benefit individuals or groups of individuals.
- 3.19.5. The board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy.

### 3.20. Entertainment policy

- 3.20.1. The Board agrees that it has a responsibility to ensure that expenditure on entertainment incurred by the School must clearly be linked to the business of the School. The Board has agreed on the fundamental principles of this Policy and has delegated responsibility for the implementation and monitoring of this Policy to the Principal.
- 3.20.2. The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this Policy. The

Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be in writing.

- 3.20.3. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

### 3.21. No alcohol purchases

- 3.21.1. No alcohol is to be purchased for any school event.

### 3.22. Beginning year teachers

- 3.22.1. One day a week will be provided for planning, professional development and observation of other staff.
- 3.22.2. Provisionally Registered Teachers and any LATS will be provided with a Tutor Teacher.
- 3.22.3. Provisionally Registered Teachers and any LATS will be given the opportunity to focus on his or her teacher and management programmes.
- 3.22.4. In accordance with this, extra-curricular activities are to be kept at a minimum.
- 3.22.5. Provisionally Registered Teachers and any LATS will be employed under the conditions as outlined in the NZEI Collective Employment contract for teachers.

### 3.23. Staff appointments

- 3.23.1. The Board is required to:
- *Be a good employer (State Sector Amendment Act 2013 s77A), not to discriminate in employment by reason of sex, marital status, religious or ethical belief, colour, race or ethnic or national origin. (Race Relations Act 1971 s5, Human Rights Commission Act 1993 s15).*
  - *Be an equal opportunity employer (State Sector Amendment Act 2013 s77D).*
  - *Select the person best suited to the position (State Sector Amendment Act 2013 s77G)*
  - *Act in accordance with the relevant Collective Employment Contract, or Individual Employment contract.*
- 3.23.2. The Board shall follow the vacancy process when appointing new staff.
- 3.23.3. The Board will manage the vacancy process.
- *Position becomes vacant.*
  - *Job description prepared.*

- *Position advertised.*
- *Applicants send CV, 2 identification showing proof of identity, qualifications and two references to kura.*
- *Kura checks CV, qualifications and referees*
- *Interviews*
- *Ohu meet to make recommendations at BOT meeting.*
- *BOT hui*
- *Subject to written confirmation by successful applicant, offer of work made to successful applicant.*
- *For non-teaching staff, the need to undertake a police vet.*
- *Successful applicant begins work.*

### 3.24. Staff performance management systems

- 3.24.1. All employees will be appraised of their responsibilities, in order to promote high levels of performance.
- 3.24.2. The Board and the Principal are responsible for the appraisal of each employee. However, this authority may be delegated to whomever the BOT may choose at any time.
- 3.24.3. The appraisals will take place at least once every 12 months. The duration of the appraisals will be over at least two school terms.
- 3.24.4. The Appraiser must follow the mandatory requirement for all staff as published by the Ministry of Education and includes the appropriate professional standards. The performance of staff must also be appraised against the principles of Te Aho Matua as part of the appraisal process
- 3.24.5. All information gathered during the appraisal period is confidential to the Board.
- 3.24.6. All staff are required to self-appraise during the appraisal period.
- 3.24.7. During the period of the appraisal, staff members with teaching responsibilities are required to be observed by another staff member in order to determine if staff members are meeting the performance expectations.
- 3.24.8. Together with information gathered during the appraisal period, an appraisal annual report for employees will be presented to the Board in their in-committee hui as part of regular BOT hui.
- 3.24.9. Should a staff member be dissatisfied with any part of their appraisal, he or she may raise his or her concerns in order to review the process. In the case of a dispute the Board will ensure the principles of Te Aho

Matua are maintained and that the environment for raising disputes is safe, open and respectful of each other.

### 3.25. Protected disclosures

- 3.25.1. The purpose of this policy is to provide information and guidance to employees of the school who wish to report serious wrongdoing within the school.
- 3.25.2. This policy is issued in compliance with the Protected Disclosures Act 2000. A protected Disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure. Serious wrongdoing for the purposes of this policy include any of the following: Unlawful, corrupt, or irregular use of public funds or resources
- 3.25.3. An act or omission or course of conduct.
- *which seriously risks public health or safety or the environment; or*
  - *that constitutes an offence; or*
  - *that is oppressive, improperly discriminatory, grossly negligent or constitutes gross mismanagement; or*
  - *constitutes serious risk to the maintenance of law*
- 3.25.4. Before making a disclosure, the employee should be sure the following conditions are met:
- *the information is about serious wrongdoing in or by the school; and the employee believes on reasonable grounds the information to be true or is likely to be true,*
  - *and the employee wishes the wrongdoing to be investigated;*
  - *and the employee wishes the disclosure to be protected*
- 3.25.5. Any employee of the school can make a disclosure. For the purposes of this policy an employee includes:
- *Current employees and principal*
  - *Former employees and principals*
  - *Contractors supplying services to the school*
- 3.25.6. An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:
- *may bring a personal grievance in respect of retaliatory action from their employers;*

- *may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;*
- *is not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;*
- *will, subject to (protection of disclosing an employee's name) have their disclosure treated with the utmost confidentiality.*

3.25.7. The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

3.25.8. Any employee of the kura who wishes to make a protected disclosure should do so.

### 3.26. Equal employment opportunities

3.26.1. The principal is required to implement an EEO processes to ensure that there are equal employment opportunities for women, men, regardless of hapu or iwi, affiliation and persons with disabilities.

3.26.2. The appointments policy for new staff will ensure that there will be no discrimination in areas of recruitment and selection.

3.26.3. In regards to applicants and appointments, the BOT as employers will have proper standards of integrity, confidentiality, and conduct.

3.26.4. No employee should be subjected to sexual harassment and discrimination of any kind.

3.26.5. Proper consideration will be given to disabled people when new buildings are erected.

### 3.27. Access to personal information of employees

3.27.1. The Board is required to be a good employer as defined in the State Sector Act 1988, to comply with the conditions contained in the employment contracts pertaining to teaching and non-teaching staff in accordance with legislation and personal matters.

3.27.2. The Board is required to ensure all personal information of employees be kept confidential.

3.27.3. All personal information of employee/s is confidential and is to be stored securely and independently from day to day filing systems.

3.27.4. A Privacy officer shall be appointed to manage issues relating to maintaining confidential staff records and information. The Privacy officer of the kura is the Principal.

3.27.5. Only the Principal and administration staff have access to staff records and are responsible for ensuring that the employee/s information is kept confidential, consistent with the Privacy Act 1993.

3.27.6. Subject to the provisions of the Privacy and Official Information Act, information relating to staff can only be obtained after a written request is received.

### 3.28. Collective employment agreements

3.28.1. Consistent with any current Teacher Employment Agreement, the Board shall abide by any rules or regulations as ratified in those agreements.

3.28.2. The Board is required to also act as a "Good Employer". All conditions in any collective employment agreement are required to be implanted by the kura.

3.28.3. In particular, the Board shall ensure that it follows the clauses set out in the Employment Agreements for the following areas:

- *Advice and guidance programme*
- *Personal Grievance*
- *Discrimination*
- *Union Membership*

### 3.29. Teacher Registration and practicing certificates

3.29.1. Only teachers who hold a teachers practicing certificate can be employed at the kura.

3.29.2. Adults who are expected to teach children (without a registered teacher present) are required to hold a limited authority to teach certificate.

3.29.3. The kura will pay for any fees for teachers to renew their registration certificate.

### 3.30. Establishing and approving the budget

3.30.1. Each year the Board shall set budget priorities for the following year.

3.30.2. Towards the end of each year, the Principal in consultation with others is responsible for preparing a draft budget for the following year.

3.30.3. The Draft budget should be approved prior to the end of each school year, with the final Budget being ratified in February.

### 3.31. Photocopier

3.31.1. The kura has a responsibility to ensure that running costs and replacements costs are taken into account when using the photocopier. Classroom and Administration photocopying is a legitimate cost to the kura.

3.31.2. The Copyright Act 1994 should be adhered to.

### 3.32. Payment of wages and salaries

3.32.1. All staff are entitled to receive their pay on time. To ensure this, staff are expected to provide the tari with all information required in order to action their pay. Failure to provide correct details to the office may mean the employee not receiving their due pay on time.

3.32.2. Matters relating to staff wages and salaries shall remain confidential to the Personnel and Finance Ohu at all times.

### 3.33. Memorandum of understanding

3.33.1. From time to time the Kura will enter into a memorandum of understanding with another party.

3.33.2. The Board may delegate authority to a member(s) of the Board to act on its behalf when negotiating and ratifying such a memorandum of understanding with another party.

3.33.3. If a course or any part of a course is assessed by an outside provider, a MOU or a contract must be drawn up and signed by both parties.

### 3.34. Fees for trustees

3.34.1. The Chairperson of the kura Board will receive \$75.00 per meeting.

3.34.2. Other Board members will receive \$50.00 per meeting.

## 4. Te Ao

### 4.1. English interpretation by Dame Kāterina Te Heikōkō Mataira

4.1.1. In summary, then, Te Ao encompasses those aspects of the world itself which impact on the learning of children. Kura Kaupapa Māori therefore:

- *recognise that the learning of children encompasses what enters their field of experience at home, in the Māori world and in the world at large.*
- *legitimise Māori knowledge of nature and the universe as an important and integral part of learning.*
- *encourage children to marvel at and value all life forms, and the balance of nature which gives each of those life forms its right of existence.*
- *develop in children an understanding that they are caretakers of the environment and are true to the laws of conservation passed down by their Māori forebears, as well as those practices which are environmentally friendly.*
- *inspire children to explore the natural and cosmic laws of the universe through the sciences and whatever means enhances understanding.*

### 4.2. Student indicators of Te Ao



- 4.2.1. The student understands the contemporary and traditional views of te ao Māori, the wider world and the physical and natural worlds
- 4.2.2. The student acknowledges his or her place in the Māori world, the wider world.
- 4.2.3. The student acknowledges the complexity of the natural and physical world.
- 4.2.4. The student actively investigates and explores the Māori world and the wider world.

#### 4.3. Attendance

- 4.3.1. Tamariki are required to attend kura on a regular basis.
- 4.3.2. It is the responsibility of parents to inform the kura if their child/en will be absent.
- 4.3.3. The kura will liaise with parents to follow up cases where the kura suspects that a child/ren is / are absent from kura without permission legitimate reason.
- 4.3.4. The tari will maintain a system to inform pouako of legitimate student absenteeism.
- 4.3.5. The kura supports tamariki who undertake extra-curricular activities outside of the kura.
- 4.3.6. Kura permission and support is only granted to cover reasonable travel time and the duration of the extra-curricular activity.

#### 4.4. Attendance register

- 4.4.1. All teaching staff responsible for whole classrooms will complete the KAMAR Attendance Register correctly and promptly on a daily basis.
- 4.4.2. Lead teachers are required to check and amend if necessary the KAMAR attendance register prior to 9.15 and again prior to 1.30pm each day.
- 4.4.3. The Principal will monitor, the accuracy and diligence of teachers undertaking this task.
- 4.4.4. Teachers unfamiliar with completing the register must seek assistance from a teacher familiar with the task, or the Principal.
- 4.4.5. Teachers failing to undertake this duty diligently could be reprimanded.
- 4.4.6. Conventions used by teachers should be consistent school wide. For further information, teachers should check with the Principal.

#### 4.5. Length of school day

- 4.5.1. In accordance with s77 Education Act 1989, the BOT and Principal are required to ensure that the kura is kept open for at least 4 hours each

day, of which hours 2 shall be in the morning and 2 shall be in the afternoon.

4.5.2. Learning instruction at the kura takes place at the following times:

- 8.45 - 10.30 *Session 1 (1 hour 45 minutes)*
- 11.00 - 12.30 *Session 2 (1 hour 30 minutes)*
- 1.15 - 3.00 *Session 3 (1 hour 30 minutes)*

#### 4.6. [Student Stand-downs, Exclusions, Suspensions & Expulsions](#)

4.6.1. The Principal is required to follow rules that came into force on 12 July 1999 and in accordance with the Education Act 1989 when standing down, suspending, excluding or expelling a student.

4.6.2. The Board is committed to working and supporting students, who demonstrate inappropriate behaviour, and their parents. However, in some circumstances it may be prudent to suspend, exclude or expel a student when the safety and well-being of other students and staff is an ongoing issue because of dangerous and inappropriate behaviour.

#### 4.7. [Length of school year](#)

4.7.1. The whānau will be informed about the length of the kura year via the weekly pānui.

4.7.2. The school will open for the number of half days prescribed by the Minister of Education in accordance with section 65A - 65C, Education Act 1989.

4.7.3. The length of the kura year may be shortened in case of an emergency and accordingly the Board will seek the permission of the Secretary for Education for reducing the length of the school year.

4.7.4. The kura may open on a Saturday or Sunday for special circumstances. In this case, the Board will seek the permission of the Minister of Education prior to it opening on that or those days.

#### 4.8. [Closure of kura](#)

4.8.1. The kura may need to close in times of epidemic, flood, fire, snow or other emergency.

4.8.2. Should the kura need to be closed the principal is required to seek approval from the Ministry of Education to close the school.

4.8.3. The length of closure may vary depending on the nature of the emergency.

4.8.4. All parents will be advised of such a closure either by radio, Facebook, text, email, telephone or in person.

4.8.5. The Ministry of Education and/or its agent will be contacted by the kura if current accommodation is unsuitable to school tamariki. In this event, the kura may relocate to alternative premises until safe accommodation can be provided at the current kura premises.

4.8.6. In case of national Emergency, or Civil Defence emergency, the kura may be used as a Post Disaster Rescue and relief centre.

#### 4.9. Educational trips & visits

4.9.1. Educational trips and visits can be made for a variety of reasons and have the potential to enhance learning in all curriculum areas. The range of opportunities that exist is inexhaustible and may encompass visits to places of cultural and educational value, curriculum related field trips and sports trips.

4.9.2. Education Trips Outside of the Classroom:

4.9.3. enrich the classroom programme and enhance learning by providing first hand experiences.

4.9.4. provide opportunities for the community to participate in the education of the tamariki through sharing knowledge and experiences.

4.9.5. assist the tamariki in their understanding and appreciation of other environments and people by interacting with the world around them.

4.9.6. enable the tamariki to appreciate the different aspects of their local and other tribal areas.

4.9.7. In planning school trips consideration must be given to the needs of our whānau and their financial resources. Every effort shall be made to ensure that all whānau members take financial responsibility for their children.

4.9.8. The following adult/ pupil ratios are to be maintained when undertaking school trips. The ratio shall not include pouako/ teaching staff.

- *Day Trips: adult/pupil ratio of 1 – 6*
- *Overnight Trips: adult/ pupil ratio 1 – 4*
- *Visiting the beach for Year 1 -7: adult/ pupil ratio 1 - 4*
- *Visiting Beach for Year 8 - Year 13: adult pupil ratio 1 - 8*

4.9.9. Excluding the use of buses / vans, only warranted and registered vehicles with seat belts for each child may be used when transporting tamariki.

4.9.10. Children are required to wear school uniform when on trips where they are representing the kura on formal occasions.

#### 4.10. Maintenance programme

- 4.10.1. The school facilities are required to be maintained to a safe and healthy standard for students and whānau.
- 4.10.2. The maintenance of the kura property and buildings is the responsibility of the Property and Finance Ohu, who will budget for ongoing maintenance of the school buildings and facilities.
- 4.10.3. At least once a year, a service provider appointed by the Ministry of Education will check the kura to ensure that the school is being maintained to a standard in order to provide a healthy learning environment for students.
- 4.10.4. Any recommendation from their check is required to be implemented.
- 4.10.5. A copy of the kura Buildings warrant of fitness is required to be displayed in the office.
- 4.10.6. Any person who suspects that school buildings or part of a facility is unsafe should inform the caretaker and Tūmuaki.
- 4.10.7. A process for notifying the caretaker and the tari will be maintained so that appropriate repair and action can be undertaken to resolve any issues.
- 4.10.8. Staff and student safety is paramount when new construction or building maintenance takes place at the kura.

#### 4.11. [Long term maintenance plan](#)

- 4.11.1. The Long-Term Maintenance Plan is based on the assessment of current condition and likely deterioration of buildings and property under normal school usage.
- 4.11.2. Cost estimates are exclusive of GST.
- 4.11.3. Where possible, estimates are based on the knowledge of costs of similar recent work at the school. Otherwise estimates are based on the general knowledge and experience of school maintenance.
- 4.11.4. Estimates are based on all work being carried out by competent trades persons.
- 4.11.5. The 10-year maintenance plan is to be prepared by the Finance Ohu, the Property Ohu and Principal on behalf of the BOT.

#### 4.12. [Community use of school facilities](#)

- 4.12.1. The kura is a community resource available to organisations and groups in our area who agree to upholding the philosophy of Te Aho Matua and in particular adhering to our Te Reo Māori language policy.
- 4.12.2. Meetings and gatherings within the school buildings shall not conflict with any other policies agreed to by the Board.

4.12.3. Fees may be charged to recover reasonable costs of electricity or general wear and tear on the kura.

#### 4.13. Use of lawnmower

4.13.1. The kura has a ride on lawn mower for the sole purpose of maintaining short well-kept lawns. When weather conditions promote vigorous grass growth, the lawn may require mowing at least once a week.

4.13.2. The kura lawn mower is an expensive piece of equipment. Great care needs to be taken to ensure that the lawn mower does not prematurely breakdown or require unnecessary maintenance and repairs because of careless use.

4.13.3. Normally, only the grounds caretaker may use the ride on lawn mower.

4.13.4. When the ride on lawn mower is used, the user is required to use the lawn mower in accordance with the manufacturer's instructions and use of guidelines

4.13.5. School students are NOT permitted to use the ride on lawn mower, even under adult supervision.

4.13.6. As part of the caretakers job, the caretaker is required to ensure that the lawn mower is maintained to a high standard. To do this, the caretaker is required to undertake the maintenance instruction of the manufacturer.

4.13.7. All mechanical repairs are to be carried out by a qualified mechanic at a lawn mower dealer.

4.13.8. The ride on lawn mower may not be used in any circumstances to mow lawns beyond the kura grounds. All requests made to the kura for the use of the ride on lawn mower are to be politely declined.

#### 4.14. Resource management act

4.14.1. The BOT and whānau is committed to nurturing the environment it currently occupies.

4.14.2. The BOT is required to apply to the District Council for resource management consent, when required for;

- *building and/or innovations.*
- *work that may affect waterways sewage, or /soil pollution.*
- *any other activity as required by the Resource Management Act.*

#### 4.15. Property occupancy agreement

4.15.1. The kura is obligated to maintain the kura property in accordance with the Property Occupancy Agreement.

4.15.2. The property Occupancy Agreement defines the 'landlord/tenant' relationship between the Board and the crown.

4.15.3. The Property Occupancy Agreement covers areas such as:

- *Operating Costs*
- *Capital Works*
- *Maintenance*
- *Minor capital works*
- *Furniture and equipment*
- *The 10 year Property Plan*
- *Project management*
- *Terms and conditions of the Ministry as owner*
- *Ownership of property by boards of trustees*
- *Disposal of board owned property*
- *Building Warrant of Fitness compliance*
- *Health and safety requirements*
- *Risk management*
- *Use of the Property*
- *Dental clinics*
- *Dispute resolution*

## 5. **Āhuatanga Ako**

5.1. [English interpretation by Dame Kāterina Te Heikōkō Mataira](#)

5.1.1. Āhuatanga Ako lists the principles of teaching practice which are considered of vital importance in the education of children. Kura Kaupapa Māori therefore:

- *assert that teaching and learning be a happy and stimulating experience for children.*
- *practise karakia as a means of settling the spirit, clearing the mind and releasing tension so that concentration on the task at hand is facilitated.*
- *value the presence of supportive adults as important participants in the teaching/learning process.*
- *emphasise the particular value of concentrated listening as a skill to be thoroughly learned by children.*

- *encourage the use of body, mind and all the senses in learning; listening; thinking and quiet concentration; visualisation and observation; touching; feeling and handling; questioning and discussing; analysing and synthesising; testing hypotheses; and creative exploration.*
- *adopt teaching practices and principles which accommodate different styles of learning and motivate optimal learning.*
- *honour kaumatua as the repositories of Māori knowledge and invite their participation as advisers and fellow teachers.*
- *expose children to the protocols of hospitality in the home, at school and on the marae, and require their participation at cultural functions in roles appropriate to their ages and levels of maturation.*
- *accept that healthy relationships between brothers and sisters, younger and older siblings, children, parents and elders are the joint responsibility of the kura whānau.*
- *encourage older children to care for the young ones and to occasionally assist in their learning activities and younger children to accept the guidance of their older peers.*
- *emphasise the importance of creating a learning environment which is interesting, stimulating and reflects the Māori world.*
- *expand the learning environment to include marae, the wide-open spaces of bush, sea and sky, libraries and museums, and all other places which contribute to learning.*
- *welcome innovative ways of stimulating the learning of children but encourage self-motivation.*
- *provide for the special interests that individual children may have in the development of self-directed learning.*
- *encourage shared and co-operative ways of learning.*

## 5.2. Student indicators of Āhukatanga Ako

- 5.2.1. The student is intellectually stimulated in an environment conducive to learning
- 5.2.2. The student is actively engaged in learning.
- 5.2.3. The student's learning needs are met.
- 5.2.4. The student is a confident learner.

## 5.3. Curriculum overview

- 5.3.1. The delivery of the Curriculum will be from (Y1 - Y13).

5.3.2. All learning programmes will be based upon the underlying principles of Te Aho Matua, Te Marautanga o Te Aho Matua, the Marautanga o Aotearoa and our local Wairarapa Curriculum. .

5.3.3. Learning programmes are required to be consistent with the underlying principles of Te Marautanga o Aho Matua, Te Marautanga o Aotearoa and the New Zealand Curriculum.

#### 5.4. Features of the Curriculum

5.4.1. This curriculum requires that the kura;

- *Establishes direction for learning and assessment;*
- *Fosters achievement and success for all students by clearly defining the achievement objectives against which student's progress can be measured;*
- *Provide for flexibility, enabling the kura and teachers to design programmes which are appropriate to the learning needs of their students;*
- *Ensures that learning progresses coherently;*
- *Encourage students to become independent and life-long learners;*
- *Provides all students with equal opportunities;*
- *Recognizes the significance of the Treaty of Waitangi;*
- *Reflects the multicultural nature of New Zealand society;*
- *Relates learning to the wider world.*

#### 5.5. 7 learning programmes

5.5.1. Kaiako will develop and implement Learning programmes based on the interests of our tamariki.

5.5.2. Learning programmes will need to consider the eight (8) essential learning areas:

- *Science / Pūtaiao*
- *Health & Physical Education / Hauora*
- *Social Sciences / Tikanga-ā-Iwi*
- *The Arts / Ngā Toi*
- *Learning Languages / Te Kōrero me ngā Reo*
- *Mathematics / Pāngarau*
- *Technology / Hangarau*



- *Digital Technology / Hangarau Matihiko*

#### 5.6. Features of each Learning Programme

- 5.6.1. Each Learning programme will be documented and known as a learning programme.
  - 5.6.2. All Learning programmes will be reviewed by staff regularly.
  - 5.6.3. The principal will monitor to ensure that classroom programmes and curriculum are balanced.
  - 5.6.4. A staff member or group of staff members may be responsible for implementing a specific learning programme.
- *For Y0 – Y7 students, all learning programmes will be taught in Te Reo Māori.*
  - *For Students (Y8-Y11), excluding English, all learning programmes will be taught in Te Reo Māori.*

#### 5.7. Student achievement

- 5.7.1. Students will be assessed and evaluated two times a year on their learning progress in all curriculum areas and against the achievement objectives for each essential learning area. The outcomes of these assessments should inform planning for each child.
- 5.7.2. Student profiles will be maintained and regularly updated and used as evidence of student progress.
- 5.7.3. Student progress and achievement will be reported to Parents and caregivers on a regular basis. Parent / teacher interviews take place in week 3 of Terms 1 and 3; written reports for each akonga are completed in Terms 2 and 4.

#### 5.8. Staff professional development

- 5.8.1. Teachers will be expected to keep up to date with regards to curriculum development and teaching methodologies; and involve resource people when needed.
- 5.8.2. The Tumuaki will ensure that employees are provided with relevant professional development.

#### 5.9. Budgets to support the Curriculum

- 5.9.1. A budget will be established for priority essential learning areas on an annual basis.
- 5.9.2. The budget established should take into account the following factors:
  - *funding for operating / maintaining / developing essential learning areas or subjects*

- *per pupil funding based on needs.*

5.9.3. The Board is committed to provide subject areas with sufficient resources to effectively teach across all subject areas and support students to achieve national qualifications.

5.9.4. Funding will be reviewed annually to ensure new and robust programmes can be provided for national qualifications.

5.9.5. All wharekura students will be given forms relating to NQF financial support.

#### 5.10. The role of the Teacher

5.10.1. Teachers are required to:

- *To underpin in the teaching and learning programmes, opportunities for tamariki to learn about mātauranga Māori as well as mātauranga Māori relating to Wairarapa, Ngāti Kahungunu and Rangitāne.*
- *Prepare unit plans consistent with the school wide long-term plan; prepare weekly and daily plans consistent with their unit plans. The format of teacher planning will be the responsibility of each teacher but monitored by the Principal.*
- *Where practical, Teacher Long-term plans will tie in with the Annual Targets of the BOT.*
- *Teachers from years 1-7 will generally follow the same kaupapa across the curriculum.*
- *Assist students to develop positive attitudes and values towards learning.*
- *Evaluate learning outcomes with a view to providing an education which best meets the needs of each student.*
- *Make use of each other's strengths in their various curriculum areas.*

5.10.2. Take part in a staff development programme to ensure that all have the necessary skills and knowledge to implement Te Marautanga o Te Aho Matua.

- *Follow National curriculum statements. Previous Syllabus will be followed if the curriculum statement has not yet been written.*
- *Foster peer tutoring and Tuakana / Teina support systems within their classroom.*
- *Incorporate Māori pedagogy into learning programmes.*
- *Make use of local resources where possible including the whānau, Kaumātua and Kuia.*

- *Endeavour to demonstrate a diversity of teaching and learning styles and first hand experiences within and outside the classroom to further student learning.*
- *Make the most of incidental opportunities for learning where appropriate.*
- *Allow for students with disabilities and medical conditions.*
- *Be good role models.*
- *Evaluate their classroom programme on a regular basis.*
- *Involve their student's in setting realistic goals.*
- *Help student's to develop a positive self-image and appreciate their uniqueness.*
- *Involve their student's in the planning and evaluation of programmes.*
- *Present programmes and activities that are progressive, enjoyable, safe, challenging and purposeful.*
- *Use a variety of experiences and teaching strategies suited to the needs and levels of student development.*
- *Identify students that have special needs and ensure that provision is made for them within their programmes.*

#### 5.11. Curriculum resources

- 5.11.1. Resources are an important consideration for all teachers. Local people, material and physical resources will be utilized as much as possible. Teaching and learning materials should provide opportunities for teachers to reinforce, challenge and expand student knowledge and skills.
- 5.11.2. The following list presents potential considerations for teachers when organising resources:
- *Kaumātua, Kuia, Kōhanga, whānau, whānau whānui.*
  - *Marae.*
  - *Teacher Support Services and Resource Teachers of Māori.*
  - *Public Library, Internet, museums, or other places of learning.*
  - *Te Rūnanga Nui o ngā Kura Kaupapa Māori o Aotearoa.*
  - *Ongoing purchases of resources and materials.*

#### 5.12. Technology, science & social studies

5.12.1. From Years 1 – 11, Technology, Science and Social Studies shall be delivered modularly. By the end of the school year, all students will have covered all the strand requirements of each essential learning area.

#### 5.13. Student assessment

5.13.1. The purpose of student assessment is to provide feedback on performance and inform future planning so students continue to learn and improve.

5.13.2. Students could be assessed through:

- *Observation*
- *Discussion*
- *Checklists*
- *Interviews*
- *Testing*
- *Questionnaires*

#### 5.14. Student Assessment for National Qualifications

5.14.1. Te Wharekura o Wairarapa follow the assessment guidelines set down by NZQA.

5.14.2. It is committed to providing valid, robust, consistent, fair and transparent assessment for National Qualifications.

5.14.3. The kura is committed to preparing its students to gain NCEA Level 3 and University Entrance.

5.14.4. It is committed to meeting both internal and external moderation procedures to ensure its tamariki are meeting national standards.

#### 5.15. Reporting on student progress

5.15.1. Every parent will receive 2 written reports and be invited to attend at 2 teacher-student interviews every year and be required to complete a written report for each child in his or her class. The report will endeavour to report the child's progress since the last report.

5.15.2. Teachers are required to discuss student progress at their regular Kāhui Kaiako hui. Discussion should include questions and offers of support or suggestions around areas of concern. Student success should also be emphasized at these meetings.

5.15.3. The report format will be the responsibility of the curriculum Ohu.

5.15.4. Appropriate advice and guidance must be given to teachers who need assistance to ensure that the reports report progress concisely and accurately.

- 5.15.5. Student Reports are to be checked by the Principal prior to the report going home.
- 5.15.6. A copy is to be kept in the student report folder.
- 5.15.7. During term 1 and term 3, a parent interview should take place. More interviews may take place as required.
- 5.15.8. The Board will abide by the Privacy Act 1993 in all dealings relating to the reporting of student progress.

#### 5.16. Maintaining individual student records

- 5.16.1. Each teacher will be required to maintain individual student that will assist with future planning and can also be used to inform student and their caregivers, and other kaiako of individual progress and achievement.
- 5.16.2. The Principal will assist and guide teaching staff in maintaining individual student records and ensure that these are completed on a regular basis.
- 5.16.3. Parents are welcome to view their child's records at any time.
- 5.16.4. Student records should chart a child's progress at kura, and help parents to clearly see how their child is progressing and be based on the achievement objectives for each essential learning area.
- 5.16.5. Videotaping, work samples, anecdotal evidence can be used in conjunction with individual student records.
- 5.16.6. Parents of all new children enrolling at kura will be required to complete a kura health enrolment forms.
- 5.16.7. A copy of written reports to parents should be kept for each child, in their individual student record. These are also archived on Teacher Write and in KAMAR.
- 5.16.8. Good record keeping should inform both the parents and teachers of specific areas the child needs strengthening in.
- 5.16.9. All aspects in relation to student record keeping shall be consistent with any privacy policy.
- 5.16.10. All national qualification results will be stored in Matangihau and will meet the requirements of the privacy Act 1993.

#### 5.17. Monitoring student progress

- 5.17.1. The Tumuaki, staff and Board will monitor student progress to ensure that children are reaching their potential.
- 5.17.2. Every teacher is required to monitor student progress.
- 5.17.3. Where diagnostic tests have been developed teachers will be required to use these for ascertaining student progress; for example: Running Records, JAM, IKANS & GLOSS.

- 5.17.4. At least once a year, principal will consult with teaching staff and report on the Monitoring of Student Progress by teachers at a BOT Meeting.
- 5.17.5. The Principal is required to seek peer advice from others' to ensure that his or her report is of high standard.
- 5.17.6. The Principal may direct teachers on procedures of monitoring student progress.

#### 5.18. Student Information relating to National Qualifications

- 5.18.1. Students will, with the principal and principal's nominee annually (Nov) meet to discuss subject choices for the following year. Parents will be invited to attend these meetings.
- 5.18.2. At the start of each year, all students will be provided with an individual information booklet. This booklet will outline;
- *Subject choices*
  - *All national qualifications being studied by the student for that year.*
  - *School rules and regulations*
  - *Assessment procedures*
  - *Student rights of appeal*
  - *Student rights for missed assessment*
  - *Confidentiality pertaining to student work.*
- 5.18.3. Students will be informed of;
- *staff in charge of pastoral support*
  - *staff in charge of career guidance*
  - *Health and safety issues.*
- 5.18.4. Student Feedback
- 5.18.5. At the subject selection meeting, time will be allocated to collect feedback from students about effectiveness of the school.

#### 5.19. Curriculum reporting to the whānau

- 5.19.1. The BOT will receive written reports about the curriculum via the Principals monthly report.
- 5.19.2. Monthly reports should include a statement about: Student behaviour, analysing and removing barriers to learning, programmes of learning for each curriculum area and classroom or student success. Individual students should not be identified.

## 5.20. Sex education

- 5.20.1. The kura is required to implement an ongoing Sex Education programme.
- 5.20.2. Every three years, year 8-10 students, at least, will undertake a unit of sex education. At least two adults should facilitate such a programme.
- 5.20.3. At least every two years, parents will be consulted about the sex education programme. Such consultation will assist to develop the sex education programme.
- 5.20.4. The sex education programme shall include but not be limited to:
- *Maori cultural perspective*
  - *Contraception*
  - *Sexually transmitted diseases*
  - *Peer pressure*
  - *Puberty*
  - *Cycle of pregnancy*
  - *Relationships*
- 5.20.5. The kura shall encourage external participation from qualified individuals, groups and agencies to assist in delivering the Sex Education programme.

## 5.21. Careers

- 5.21.1. The kura is required to implement an ongoing Careers guidance programme.
- 5.21.2. The Lead teacher of Wharekura will meet with year 8-13 students on a regular basis, to discuss future pathways.
- 5.21.3. The careers guidance programme shall include but not be limited to:
- *Interviews*
  - *CV Development*
  - *Job Experience*
  - *Careers Seminars or Careers EXPO*
  - *Guest speakers*
  - *Career Awareness and options*
  - *Tertiary Providers*

- *Scholarships*
- *Tertiary applications*
- *Programmes of study (to support career aspirations)*

5.21.4. The kura shall encourage external participation from qualified individuals, groups and agencies to assist in supporting the Careers programme.

## 5.22. Special education

5.22.1. The kura shall provide a Special Education programme for tamariki identified as having special needs. When necessary, the principal is able to implement a special needs programme in order to assist pouaka to deliver a programme for special needs tamariki.

5.22.2. To provide an ongoing Special Education programme, the kura shall set aside its annual SES grant from the operations grant and target it exclusively towards its special education programme. Where funding has not been spent in the year it has been received, that funding shall be carried over to the following year.

5.22.3. The Special Education programme will initially aim to support children with literacy and numeracy needs.

5.22.4. In order to provide such a programme;

- *Student assessment at intervention points shall be established*
- *Analysis of results to identify students with special needs*
- *Intervention programme implemented*
- *Regular monitoring and evaluation of programme.*
- *the special education programme will be extended to cater for children with;*
- *gifted and talented*
- *high behaviour needs*
- *low achievement results in any of the 7 essential learning areas.*

5.22.5. Where children have moderate to high special needs, the SENCO will work in conjunction with Special Education Services so that the kura can receive the best advice available to them in order to manage the issues arising from having a student with such a special need.

5.22.6. The kura shall encourage external participation from qualified individuals, groups and agencies to assist in delivering the Special Education programme.



- 5.22.7. The kura will work closely with SWIS, RTLM and other local Health Providers to ensure identified students and their whānau are well-supported.

#### 5.23. Safety in Science

- 5.23.1. All students and staff are required to use protective clothing, footwear and equipment to safeguard them against any risk or danger to their health.
- 5.23.2. In order to prevent the explosion or ignition of any flammable substances by accident or inadvertence, the kura shall ensure that sufficient precautions are taken. The following precautions shall be implemented;
- 5.23.3. A safety notice in the laboratory shall be displayed;
- 5.23.4. An adult shall supervise students while in the laboratory;
- 5.23.5. A safety unit in Science will be undertaken with all students at the beginning of the school year.
- 5.23.6. Where students are undertaking an experiment and are likely to be exposed to dangerous and toxic gases, students are required to complete the experiment by using an external gas extracting chamber.

#### 5.24. Star funding

- 5.24.1. This policy will govern the allocation of the Secondary Tertiary Alignment Resource (STAR) in the Wharekura of Te Wharekura o Wairarapa.
- 5.24.2. Te Wharekura o Wairarapa is committed to the principle that STAR funding will only ever be used for the intended purposes.
- 5.24.3. The STAR programme is important to the strategic plan of our Kura in as much as small student numbers may restrict ability to provide courses to meet all students' needs. While the Kura will always prefer courses that are delivered in Te Reo Maori.
- 5.24.4. For first time use of an ITO (*Industry Training Organisation*): Attached to the request for approval will be a written assurance from the course provider/ITO that the course meets the Star funding requirements.
- 5.24.5. For first time use of an ITO: Also attached will be a copy of that provider's NZQA accreditation document.
- 5.24.6. A very important part of the approval form is that which asks for identification of the qualifying criteria the course will meet. (See A Guide to the STAR p 16 under 'Criteria')
- 5.24.7. Timetable planning at the end of each year will include the choosing and allocating of hours for appropriate STAR, Gateways, USkills and Raukawa courses to match student needs.
- 5.24.8. Early in the new school year, external and/or tertiary providers will be contacted to begin negotiation and enrolment procedures.

- 5.24.9. The Kura will only proceed with courses once the external providers' policies and procedures have been sighted and contracts/MOU's have been signed.
- 5.24.10. Once approved and signed, a copy of the approval form will be kept by the Kura as a record of courses purchased through STAR.
- 5.24.11. The STAR / USkills coordinator will make sure that students are aware of their responsibilities under the external provider's contractual expectations for each course.
- 5.24.12. As invoices are received for short term courses, they will be passed on to the Finance Officer for payment.
- 5.24.13. Invoices for long term courses will be paid by the 20<sup>th</sup> of the month in which they are received.
- 5.24.14. Disciplinary measures will be worked through according to the external provider's rules and procedures.
- 5.24.15. Deliberate absences from any course by a Kura student will be dealt with by the Kura.

#### 5.25. [Nzqa student assessment](#)

- 5.25.1. Systems for assessment for National Qualifications will be valid, consistent, fair and accurate. They will result in assessment outcomes for Te Wharekura o Wairarapa students that will be highly regarded by the community.
- 5.25.2. A clear procedure for assessment of national qualifications will be available upon request.
- 5.25.3. Purpose
- 5.25.4. To ensure fairness of assessment for all students.
- 5.25.5. To ensure school-wide consistency of internal assessment procedures.
- 5.25.6. To define roles and responsibilities of staff and students.
- 5.25.7. To meet NZQA requirements for internal assessment.
- 5.25.8. Principles
- 5.25.9. Procedures are transparent and well publicised so that all students and staff are aware of their responsibilities.
- 5.25.10. Internal assessments and practice external assessments are spread over the year to minimise clashes.
- 5.25.11. Subject kaiako will ensure that all assessment tasks, schedules and assessment of student work are moderated. The PN is the only person who is able to upload results to KAMAR and subsequently to NZQA, once all internal moderation procedures are completed.

- 5.25.12. Further assessment opportunities for internally assessed standards will be offered where practical and manageable. Subject Kaiako will determine suitable strategies for further assessment opportunities and will ensure that they are used consistently within the department.
- 5.25.13. Subject Kaiako will determine suitable procedures to ensure authenticity for each internal assessment.
- 5.25.14. Progress records for each unit of learning must be kept to provide evidence in the case of a request for compassionate consideration or an extension.
- 5.25.15. Completed student assessments (if required for external moderation etc.) and results are stored in the filing cabinet in Matangihau in a readily retrievable way.
- 5.25.16. Appeals procedures are well publicized and allow students to be assured that assessment outcomes and procedures are fair.
- 5.25.17. The Principal's Nominee will maintain regular communication with NZQA to ensure that the school's policy and procedures comply with requirements.
- 5.25.18. Departmental implementation of assessment policy and procedures will be subject to the school's annual quality assurance audit.
- 5.25.19. A full assessment procedure document is available upon request from the office.
- 5.25.20. This policy will be reviewed in instances of:
- *Concern about benefits to students learning*
  - *New education initiatives*
  - *Any other genuine issue or concern*
- 5.26. **Classroom release time**
- 5.26.1. Kaiako will be provided with classroom release time in accordance with any collective employment guidelines.
- 5.26.2. Classroom release time ideally should occur at kura, however, there are some instances when this is not appropriate. In these instances, the teacher needs permission by the principal to undertake classroom release time off-site.
- 5.26.3. Classroom release time should be used to undertake:
- *planning*
  - *assessment*
  - *preparing reports*

- *professional development*
- *meet with colleagues or parents*
- *observations of other teachers at other kura*
- *research*
- *other activities as agreed to by the Principal*

#### 5.27. Whānau newsletters

- 5.27.1. Parents should expect to receive a whānau newsletter on a weekly basis.
- 5.27.2. The eldest child of each family will be given the newsletter and be responsible for delivering the newsletter home.
- 5.27.3. The newsletter aims to inform the whānau of news, events and decisions affecting the kura.
- 5.27.4. Parents and community groups are welcome to make contributions to the newsletter.
- 5.27.5. The newsletter may not necessarily go home each week due to unforeseen circumstances, for example: tangihanga, staff sickness and/or other reasons beyond the control of the kura.

#### 5.28. Sports

- 5.28.1. The primary principles for tamariki involvement in sports are:
- *fair play,*
  - *enjoyment,*
  - *participation,*
  - *healthy living.*
- 5.28.2. The coaches responsibilities include:
- *Select team players*
  - *Organise training times and venue*
  - *Warm team up prior to game*
  - *Encourage a spirit of fair play whilst supporting the players*
  - *Ensure that all team members have game time, or are stood down on a rotational basis*
  - *Check that the correct uniform is worn*

- *Discipline tamariki for inappropriate behaviour, by standing down offending players*
- *Keep informed of rules and regulations that may impact on the game, or team.*

5.28.3. The players responsibilities include:

- *Be prepared for practices and games, with right gear and uniform*
- *Be on time to practices and games, allowing for warm ups*
- *Inform the coach if they are unable to play for any reason*
- *Have fun*
- *Keep good behaviour*
- *Students from other schools playing in a kura team are expected to abide by these rules*
- *Being a role-model for other tamariki in the kura.*

5.28.4. The managers responsibilities include:

- *Issue and collect uniforms at the start and end of season.*
- *Liaise with kura sports co-ordinator/secretary regarding payment of fees and other funding issues.*
- *Ensure that all the necessary equipment is available*
- *Keep accurate records of scores and finances*
- *Encourage team building and good behaviour*
- *Assist coach with selection for reps trials*
- *Keep players and parents informed throughout the season*
- *In consultation with the coach and parent supporters, organise transport for travel away games.*
- *Organise a team photo*
- *Manage any complaints that arise per the kura complaints procedure*

5.28.5. Parents responsibilities include:

- *Actively supporting their child's team*
- *Ensuring that their child/ren arrive at the game on time and with the right gear*

- *Support the Manager and Coach*
- *Pay for any fees or costs that may be associated with the sport their child is playing.*

5.28.6. Children who do not attend the Kura will not be accommodated in any of its sports teams at the expense of children that attend the kura

5.28.7. Tamariki may play for other sports teams of other kura. Parents must gain the permission for this to occur from the Principal or the teacher who has delegated authority to give such permission.

#### 5.29. Kura uniform

5.29.1. Kura uniform is compulsory. Changes to the uniform can only be decided at a BOT hui. The kākahu ohu is the sub-committee who usually makes recommendations to the BOT. The office is required to keep an up to date brochure detailing the kura uniform.

5.29.2. All tamariki attending the kura are expected to dress in kura uniform every school day of the year, except for designated mufti days approved by the Board.

5.29.3. Incorrect uniform worn by tamariki is to be accompanied by a signed and dated note by parent or caregiver.

#### 5.30. Sports uniform

5.30.1. The kura has a sports uniform and this is to be worn by all tamariki engaging in sport at the kura. The kākahu ohu is the sub-committee who makes such recommendations to the Tumuaki and Board.

5.30.2. All tamariki representing the kura in an extra curriculum activity or sport are expected to wear the kura uniform issued by the coach or the manager.

## 6. Ngā Tino Uaratanga

### 6.1. English interpretation by Dame Kāterina Te Heikōkō Mataira

6.1.1. In summary, then, Te Tino Uaratanga defines the characteristics which Kura Kaupapa Māori aim to develop in their children, that they:

- *develop free, open and inquiring minds alert to every area of knowledge which they choose to pursue in their lives.*
- *become competent thinkers, listeners, speakers, readers and writers in both Māori and English.*
- *advance their individual talents to the highest levels of achievement.*
- *delight in using their creative talents in all feats of endeavour.*

- *are receptive to and have a great capacity for aroha, for joy and for laughter.*
- *are true and faithful to their own sense of personal integrity while being caring, considerate and co-operative with others.*
- *assimilate the fruits of learning into the deeper recesses of consciousness where knowing refreshes the spirit.*
- *manifest self-esteem, self-confidence, self-discipline and well-developed qualities of leadership.*
- *value their independence and self-determination in setting personal goals and achieving them.*
- *radiate the joy of living.*
- *manifest physical and spiritual well-being through the harmonious alignment of body, mind and spirit.*
- *are secure in the knowledge of their ancestral links to the divine source of all humanity.*
- *are high achievers who exemplify the hopes and aspirations of their people.*

## 6.2. Student indicators of Ngā Tino Uaratanga

- 6.2.1. Students have free, open and inquiring minds.
- 6.2.2. Students assimilate the fruits of learning into the deeper recesses of consciousness where knowing refreshes the spirit.
- 6.2.3. Students are alert to every area of knowledge that they choose to pursue in their lives.
- 6.2.4. Students have self-esteem, self-confidence, self-discipline and well-developed qualities of leadership. Students are competent thinkers, listeners, speakers, readers and writers in both Māori and English. Students value their independence and self-determination in setting personal goals and achieving them. Students advance their individual talents to the highest levels of achievement.
- 6.2.5. Students delight in using their creative talents in all feats of endeavour. Students are receptive to and have a great capacity for aroha, for joy and for laughter.
- 6.2.6. Students radiate the joy of living. Students are true and faithful to their own sense of personal integrity while being caring, considerate, and co-operative with others.
- 6.2.7. Students display physical and spiritual wellbeing through the harmonious alignment of body, mind and spirit.

- 6.2.8. Students are secure in the knowledge of their ancestral links to the divine source of all humanity. Students are high achievers who exemplify the hopes and aspirations of their people.

### 6.3. Strategic plan

- 6.3.1. The kura is required to implement a strategic plan. The strategic plan is to articulate the dreams, values and goals the BOT want to achieve over time.

- 6.3.2. The strategic plan aims to;

- *Be kaupapa Māori in form and function*
- *pull the whānau together to achieve common goals,*
- *Guide and support the staff*
- *provide a Te Aho Matua framework by which the Board will work within for the next 3 - 5 years.*

- 6.3.3. The BOT will implement a 3 – 5 year strategic plan.

- 6.3.4. The strategic plan shall include the following features;

- *vision statement*
- *values*
- *kura history*
- *Goals*
- *Implementation Programme*
- *Annual Targets (reviewed in January for preceding year and set in place for coming year)*

### 6.4. Self-review

- 6.4.1. The kura is required to continually maintain a programme of self-review in order to improve performance.

- 6.4.2. There are four key features of the kura self-review programme

- *Financial Matters*
- *At the time of the Annual Audit, the tari undertakes an informal review of its internal controls and management systems relating to financial management.*
- *The chairperson and the principal also prepares an annual report which highlights areas of achievement and areas for improvement (review of annual targets and strategic plan)*



- *Curriculum (include how students are progressing)*

6.4.3. At the time of preparing the audited annual report, the principal shall undertake a curriculum review in order to identify areas of curriculum improvements for the following year. The curriculum review shall take into account the following matters:

- *descriptions of learning areas,*
- *areas of teacher concern, and*
- *student achievement*
- *Reporting back to the BOT at monthly BOT hui*

6.4.4. At each monthly Board hui, the principal, in the principals report will raise matters requiring Board attention.

## 7. Te Aho Matua o Ngā Kura Kaupapa Māori

### TE IRA TANGATA

*Ahakoā iti. He iti mapihi pounamu*

*He kakano i ruia mai i Rangiatea. E kore ia e ngaro*

Kia marama rawa te hunga whakaako ki te ahua o te tangata, katahi ano ka taea te hanga kaupapa whakaako mo te hunga tamariki.

**1.1** No ngā Rangi Tuhaha te wairua o te tangata. I tona whakairatanga ka hono te wairua me te tinana o te tangata. 1 tera wa tonu ka tau tona mauri, tona tapu, tona wehi, tona iho matua, tona mana, tona ihi, tona whatumanawa, tona hinengaro, tona auahatanga, tona ngakau, tona pumanawa. Na ka tupu ngatahi te wairua me te tinana i roto i te kopu o te whaea, whānau noa.

**1.2** Tino motuhake enei āhukatanga katoa. Ko tenei hoki te kakano i ruia mai i Rangiatea. E kore ia e ngaro. Engari, ko ta ngā matua, ko ta te whānau, ko ta te kura hoki, he mea awhi, he mea whangai, he mea whakaako i te tamaiti kia tupu ora ai tona katoa i roto, i te tika me te maungarongo.

**1.3** Kia pakeke te tangata, kei a ia ano ana tikanga, mana ano e whakatau ko tewhea te huarahi e hiahia ana ia ki te whai, otira e tika ana mona. Heoi ano, ahakoā iti ahakoā rahi kei a ia tenei. Engari, mehemea i tipu ora tona katoa, e kore ia e paheke ki te he.

**1.4** Ko te ngakau te mata me te kuaha o te wairua. Otira, ko te whiu o te kupu, ko te wero, ko te riri, ko te aroha, ko te humarire, me enei āhukatanga katoa he mea kuhu ki te ngakau titi tonu ki te wairua. Koia nei te timatanga o te korero 'kia ngakau mahaki'. Ma tenei hoki ka tika te korero 'He oranga ngakau he pikinga waiora'.

**1.5** He tapu te tangata ahakoā ko wai. Kohungahunga mai, tamariki mai, taipakeke mai, kaumatua mai, he tapu katoa. Kia kua te hunga o ngā Kura Kaupapa Māori e tukino, e whakaiti, e whaka-parahako i te tangata, e mahi puhaehae ranei ki etahi atu. Kia ngakau mahaki ratou ki a ratou, ki te iwi whanui, ki a Tauwiwi hoki.

**1.6** He tapu to te wahine he tapu ano to te tane. Kia kua tetahi e whakaiti i tetahi. Engari kia whakanui tetahi i tetahi i runga i te mohio ma te mahi ngatahi a te wahine me te tane e tupu ora ai ngā tamariki me te iwi hoki.

*Kotiro, he mokopuna koe na Hinetitama  
Waiwai ana ngā karu te tirohanga atu.*

**1.7** He tapu te tinana o te tangata. No reira he mahi nui tera, ko te whakaako i te tamaiti ki ngā āhuatanga whakapakari i tona tinana, kia tupu ai tona hauora. Kia mohio te hunga tamariki ki ngā kai pai, ki ngā kai kino. Kia mohio hoki ki te painga o te korikori tinana, o te mirimiri tinana, o ngā rongoa a Tane Whakapiripiri. Kia kua ia e tukino i tona tinana i te tinana hoki o tetahi atu.

## **2. TE REO**

*Toku reo, toku ohooho  
Toku reo, toku mapihi maurea  
Toku reo, toku whakakai marihi*

**2.1** He tapu ngā reo katoa. No reira. me whai koha te hunga o ngā Kura Kaupapa Māori ki ngā reo katoa.

**2.2** Mo ngā tamariki, kia rua ngā reo. Ko te reo o ngā matua tupuna tuatahi, ko te reo o tauwi tuarua. Kia orite te pakari o ia reo, kia tu tangata ai ngā tamariki i roto i te ao Māori, i roto hoki i te ao o Tauwi.

**2.3** He taonga te reo Māori i roto i te Tiriti o Waitangi, he reo tuturu hoki i roto i te Ture mo te Reo. Engari kahore he painga o te Tiriti, o te Ture ranei, mehemea kahore te reo i roto i te whatumanawa, i roto i te ngakau, i roto hoki i te mangai o te iwi Māori.

**2.4** I runga i tenei whakaaro, kia tere pakari ai te reo o ngā tamariki, me whakahaere ngā mahi katoa o te kura i roto i te reo Māori. Tae atu ki te hunga kuhu mai ki roto i te kura, me korero Māori katoa, i ngā wa katoa.

**2.5** Ano te wa e tika ana mo te whakauru i te reo o Tauwi ki roto i ngā mahi a ngā tamariki. Waiho tenei ma ia whānau<sup>sup>131</sup> e whakatau. Ko te mea nui ke kia noho wehe ngā reo e rua. He wahi ke mo te whakaako, he tangata ke hei whangai i te reo o Tauwi ki ngā tamariki. Ano, ko te mea nui, kia noho rumaki te i co, kia kua e korero mawhitiwhiti mai i tetahi reo ki tetahi reo.

**2.6** E tika ana, ma te hunga tino mohio ki te reo Māori, ki te ao Māori hoki, e arahi ngā tamariki i roto i a ratou mahi. Engari kia tika ano te ngakau me te wairua o tenei hunga, me whakapono hoki ki te kaupapa whanui o ngā Kura Kaupapa Māori. Heoi ano, me whai aroha tonu te hunga o te kura ki a ratou kaore ano kia tino pakari te

reo. Mehemea he tangata tautoko i te kaupapa, awhinatia. Mehemea e tino ngakau nui ana ki te reo, a tona wa ka mau.

### **3. NGĀ IWI**

*Te piko o te mahuri. Tera te tupu o te rakau.*

**3.1** Mo te nuinga o ngā tamariki, tokomaha ngā iwi. Tera pea mo etahi, kotahi te iwi. Ko te mea nui kia mohio ngā tamariki ki o ratou ake iwi, hapu, whānau hoki. Tua atu o tera kia mohio hoki ki te katoa o ngā iwi tae noa ki a Tauīwi.

**3.2** No reira, he mahi nui tera te whai haere i ngā whakapapa hei here i ngā tamariki ki o ratou ake whānau, hapu, iwi, matua tupuna hoki. Tua atu o tenei ko te mohio ki ngā tuhonohono ki etahi atu o ngā iwi.

**3.3** E tika ana kia tu whakahihi te tamaiti i roto i tona ake iwi, engari kia whai koha ano ki ngā iwi katoa.

**3.4** Kia mohio ngā tamariki ki ngā rohe, ki ngā waka, ki ngā korero nehera, ki ngā purakau, ki ngā pakiwaitara, ki ngā tikanga, ki ngā waiata, ki ngā āhuatanga katoa o tona ake iwi. Kia mohio ano ki ngā āhuatanga katoa e pa ana ki era atu o ngā iwi tae noa ki etahi o ngā iwi o tawahi.

**3.5** Me whai haere ano hoki ngā tamariki i ngā āhuatanga whanui e pa ana ki o ratou iwi tae noa ki enei ra.

**3.6** Ma te rongō a te tamaiti ki te awhi, ki te arataki, ki te tautoko, ki ngā tohutohu a te Whanau me tona aroha hoki, e mau ai tona piripono ki te Whanau. He mea hopu te nuinga o enei tuahua. No reira, e tika ana kia piri tonu te Whanau ki ngā tamariki i roto o te kura, i roto i a ratou mahi hoki.

**3.7** Kia rongō te tamaiti ki te rekareka o te Whanau mo ana mahi pai, ki te papouri hoki o te Whanau mo ana mahi he. Ko tenei te timatanga o te pupuri i te tamaiti ki te huarahi tika, me tona tu pakari i roto i tona iwi.

**3.8** Kia kite ngā tamariki ko te Whanau tonu e whakahaere ana i te kura, ko te Whanau hoki e mahi ngatahi ana me ngā pouako, ka tupu ia me te mohio ko te wairua me te mana Māori motuhake e kakahu ana i a ia me tona kura.

**3.9** Ehara i te mea mo ngā tamariki anake te kura. He mātauranga ano kei te kura mo ngā taipakeke, mo te katoa o te Whanau hoki mehemea ka hiahia whakatu wananga ratou mo ratou.

**3.10** Mo te whakaako pouako hou, ko te kura ano te wahi tika hei timatanga ma ratou, kia riro ano ma te Whanau ratou e arataki i roto i te mahi whakatupu, whakaako tamariki.

#### **4. TE AO**

*Ka pu te ruha*

*Ka hao te rangatahi*

**4.1** Ko tona ake kainga te ao tuatahi me te kura timatanga o te tamaiti. Tua atu o tenei ko te ao Māori. Ma te Kura Kaupapa Māori ia e arahi i roto i enei nekeneke tae noa ki tona kura whaka-mutungā, ara, ki te ao whanui me ona āhuatanga katoa.

**4.2** **Kia kua te tamaiti e herea ki te ao kohatu. Kia watea hoki ia ki te kapo mai i ngā** painga, i ngā maramatanga katoa o te ao whanui.

**4.3** Haunga tera, ko te timatanga tika mona, ko te whai haere tonu i ngā korero tuku iho a ngā matua tupuna e pa ana ki te timatanga o te taiao.

**4.4** Kia whai koha ngā tamariki ki a Papatuanuku raua ko Ranginui me a raua tamariki e tiaki nei i te ha o ngā moana, o te whenua, o te rangi me o ratau āhuatanga katoa.

**4.5** Kia tupu te miharo o ngā tamariki ki ngā mea ora, ki ngā mea tupu katoa. Kia kua e tukinotia.

**4.6** Kia tupu ngā tamariki hei kaitiaki i ngā painga huhua o te whenua, o te moana, o ngā ngahere. Kia mau hoki ki ngā ture tuku iho a ngā matua tupuna, e pa ana ki te moana, ki te whenua, ki ngā ngahere.

**4.7** Kia whaia ano e ngā tamariki ngā ture o te ao, otira ngā putaiao e pa ana ki te moana, ki te whenua, ki te rangi, ki ngā mahi tataitai hoki.

#### **5. AHUATANGA AKO**

*Tamariki wawahi taha. Aratakina ki te matapuna*

*O te mohio, o te ora, o te maungarongo*

*Whaia te iti kahurangi. Te tuohu koe*

*Me he maunga teitei*

- 5.1** Ko ngā āhuatanga ako katoa he mea mahi i roto i te koanga ngakau, me te whakaihiihi hinengaro.
- 5.2** Ko te tino painga o te karakia he mea whakatau i te wairua, whakawatea i te whatumanawa me te hinengaro, whakarata i te ngakau, whakataka i ngā raru, kia ngawari ai te whakauru atu ki te mahi kua whakaritea hei mahi.
- 5.3** He mea whakaihiihi i te tamaiti te noho o te pakeke ki tona taha hei toko mona i roto i ana mahi. Heoi ano, ko te awhi ko te tautoko i a ia. Engari kia kua e riro ma te pakeke e mahi te mahi a te tamaiti.
- 5.4** He mea nui te noho wahangu me te whakarongo mo ngā tamariki. Ma te mau o tenei tuahua e rongō ai ngā tamariki ki te hohonutanga o te korero.
- 5.5** He mea tapiri atu ki te whakarongo, ko te titiro, ko te raweke, ko te makamaka patai, ko te whitiwhiti korero, ko te ata whakaaro, hei whakauru i te matau me te aroa.
- 5.6** Ko ngā kaumatua ngā kaipupuri o ngā tikanga Māori, ko ratou hoki ngā pukorero. He mea nui tera kia piri mai ratou ki te kura, ki ngā tamariki hoki hei kaiako, hei kaiarahi.
- 5.7** He mea nui tera te manaaki tangata. Kia kite ngā tamariki i te ahua o te manaaki, i tona kainga, i te kura, i te marae. A tona wa kia tu ratou ki te awhina i ngā mahi manaaki.
- 5.8** Ko roto i tona ake hunuku te timatanga o te whanaungatanga o te tamaiti, ara, ki ona tungane/ tuahine, tuakana/teina. Ano, kei roto i tona hunuku tona rongō ki ngā tikanga tika e pa ana ki ngā pakeke me ngā kohungahunga. Me haere ano hoki enei tuahua i roto i te kura. Kia mohio ai ngā tamariki taipakeke ki te tiaki i ngā kohungahunga, kia whakarongo hoki ngā kohungahunga ki ngā tamariki taipakeke.
- 5.9** Na tenei tuahua e tika ai te korero, kia kua e taikaha ngā mahi wehe i ngā kotiro me ngā tamatane, i ngā taipakeke me ngā kohungahunga hoki. Ano te wa e tika ana mo te mahi wehe i runga i te pakeke o ngā tamariki. Ano te wa e tika ana kia mahi whānau ratou. Otira, kia riro ma ngā tamariki pakeke e arataki ngā tamariki kohungahunga.
- 5.10** He mea tino nui te wahi ako hei whakaohoho i te wairua o te tamaiti ki ana mahi whakaako. No reira, kia kiki tonu te kura i ngā mea whakaihiihi i a ia, i ngā mea pupuri hoki i te ha o te ao Māori. Me whakawhanui hoki tona wahi ako ki ngā marae,

ki ngā ngahere, ki waenga parae, ki te taha moana, ki ngā wharepukapuka, whare taonga me era atu whare whangai i te puna o te mohio.

## **6. TE TINO UARATANGA**

**6.1** Kia mau, kia noho whakaaraara, noho koi te hinengaro o te tamaiti ki ngā matau katoa hei arahi i a ia i roto i te ao hou.

**6.2** Kia toa ia ki te whakarongo, ki te whakaaro, ki te korero, ki te panui, ki te tuhi i roto i te reo Māori i roto i te reo o Tauīwi hoki.

**6.3** Kia tupu ngā āhuetanga tuku iho o tona pumanawa ki ngā tihi teitei o te taumata.

**6.4** Kia noho ohooho tona auahatanga i roto i ngā mahi waihanga o tona ao.

**6.5** Kia noho tuwhera tona ngakau ki te hari, ki te koa, ki te aroha, ara, kia ngakau nui, kia ngakau mahaki.

**6.6** Kia mau ki tona whatumanawa ngā hohonutanga o te ako o te mohio.

**6.7** Kia rangona tona ihi, tona wehi, tona tapu.

**6.8** Kia tupu tona mana me tona rangatiratanga.

**6.9** Kia ita tona mauri.

**6.10** Kia puawai tona waiora me tona hauora i roto i te hono tangaengae o tona wairua me tona tinana.

**6.11** Kia mau tuhonohono te here o tona ihomatua ki ona matua tupuna, piki ake i ngā Rangi Tuhaha ki te marae atea o Io-Matua.

**6.12** Kia tu pakari, tu rangatira ia hei raukura<sup>132</sup> mo tona iwi.

## 8. Full English Interpretation of Te Aho Matua o Ngā Kura Kaupapa Māori

Presented in the Māori language, Te Aho Matua has been written by the pioneers of Kura Kaupapa Māori as a foundation document for their kura.

As such, the document lays down the principles by which Kura Kaupapa Māori identify themselves as a unified group committed to a unique schooling system which they regard as being vital to the education of their children.

Te Aho Matua, therefore, provides a philosophical base for the teaching and learning of children and provides policy guidelines for parents, teachers and Boards of Trustees in their respective roles and responsibilities.

Te Aho Matua is intended for inclusion in the charters of Kura Kaupapa Māori as the means by which their special nature can be clearly identified from mainstream kura.

Te Aho Matua also provides a basis from which curriculum planning and design can evolve, allowing for diversity while maintaining an integral unity.

Te Aho Matua has been written in a typically elliptical Māori style which implies meaning and requires interpretation rather than translation.

Te Aho Matua is presented in six parts, each part having a special focus on what, from a Māori point of view, is crucial in the education of children for the future.

### Part 1 – Te Ira Tangata

This part of the document focuses on the nature of humankind, and more particularly on the nature of the child. The Māori, perception of the child is encapsulated in two well known *whakatauaki*, or proverbs.

The first, which says, *Ahakoā he iti, he māpihi pounamu* refers to the singular beauty and immense value of even the tiniest piece of fine greenstone.

There are two related interpretations of the second proverb which says, *He kakano i ruia mai i Rangiatea. E kore ia e ngaro*. The first interpretation refers to the child as the seed which was dispersed from *Rangiatea*, the island in the Society Group from which the ancestors of the Māori migrated. The second interpretation refers to the child as the seed which was dispersed from the marae, also named *Rangiatea*, of the supreme deity, Io-matua.



The last line in this proverb affirms that the seed will never be lost. This statement implies a strong physical orientation for life, like that of the ancestors who faced the unknown on the high seas in search of a new home. It also implies the certainty of spiritual life since humankind emanated from the marae of Io.

When both proverbs are applied to the child, the nurture and education of that child takes on a significance which is fundamental to Kura Kaupapa Māori philosophy.

The statement which follows the proverbs suggests that the teaching fraternity ought to have full knowledge of the makeup of humankind before an effective system of teaching and learning for children can be devised.

What follows is a statement which presents a Māori perspective as to the origin and nature of the human spirit. It was felt that herein lay one of the answers for recovery from the malaise induced by loss of land, power and sovereignty which has been, and still is for many, the experience of Māori people.

The statement says that the spirits of human beings derive from the Rangi Tuhaha, the twelve dimensions of enlightenment in which spirit entities dwell until physical life is desired and to which spirit entity return after physical death. The inference is that at the moment of conception the physical and spiritual potential of the human being becomes an individual entity endowed with the spirit qualities of *mauri*, *tapu*, *wehi*, *mana*, and *ihī*; the spirit receptor–transmitters of *whatumanawa*, *hinengaro*, *auaha*, *ngakau* and *pumanawa* and the iho *matua*, which is the umbilical cord of spirit energy which links that single entity through his ancestral lines to the primal energy source which is Io.

The spirit qualities referred to here can best be described as emanations of energy, the strength or weakness of which is determined by the condition of the receptor–transmitters where feelings, emotions, intelligence, consciousness, conscience and all other non-physical characteristics of human personality dwell.

Most often referred to as *taha wairua* these aspects of the human spirit are considered as important as physical attributes, not to be dismissed as the domain and responsibility of church or religion, but regarded as an integral part of human personality and, therefore, is responsive to and affected by teaching and learning.

In summary, then, *Te Ira Tangata* focuses on the physical and spiritual endowment of children and the importance of nurturing both in their education. Kura Kaupapa Māori therefore:

- challenge parents, teachers and trustees to work together in establishing a harmonious, child-centred learning environment in which care, consideration and co-operation are acknowledged as necessary elements for the successful operation of the *kura* for the greatest benefit of its children.
- propose that the role of the *kura* is all round development of its children rather than career orientation.
- assert that the nurturing of body and soul in a caring environment is the greatest guarantee that children will pursue positive roles in life.
- affirm that affectionate nurturing breeds happy hearts and lighthearted spirits and thereby, warm and caring people.
- honour all people regardless of age, creed, colour, gender or persuasion and will not therefore, belittle, resent, hurt or show prejudice toward anyone else.
- honour gender differences and attributes in full understanding that it is in the combined and co-operative efforts of men and women that the well-being of children and community is assured.
- respect the physical body and encourage children to pursue habits which guarantee personal health and well-being.
- respect the physical and spiritual uniqueness of the individual and are therefore mindful of not perpetrating physical or psychological harm against oneself or others.
- affirm that the needs of the spirit are well served through the creative arts of music and song, dance and drama, drawing and painting, prose and poetry and all the activities which give full sway to colour and imagining.

## **Part 2 – Te Reo**

Having established the nature of the child this part of the document focuses on language policy and how Kura Kaupapa Māori can best advance the language learning of their children.

As a natural and logical progression for graduates of Kohanga Reo, a primary focus of Kura Kaupapa Māori is the continuing development of the Māori language of their children. At the same time there exists a particular concern among some parents that the English language skills of their children should also be addressed. The primary language issue for Kura Kaupapa Māori became one of determining how the optimum result could be achieved in the development of both languages.

Indeed, the issue called for considerable research including a review of the literature which described the experiences of other language communities, especially those whose language, like that of the Māori, was experiencing serious decline. The language policies and teaching practices of other nation states, where bilingualism was a valued attribute for citizenship and the learning of a second language in educational institutions was encouraged, provided a rich panorama of experience from which the first Kura Kaupapa Māori could base its language policy.

The principle of total immersion featured in much of the literature, and the published research experiments of Lambert and his associates in the French & English Quebec experience legitimised total immersion as being particularly effective in advancing the French language competence of English speaking children.

So did the research studies of Dr Lily Wong-Fillmore, Professor of Education, University of California, Berkley, USA, in which a range of second language learning methodologies, being used to teach elementary school children English were compared. Of these, total immersion proved to be significantly more effective.

The Ataarangi and Kohanga Reo initiatives which had preceded Kura Kaupapa Māori by 5 years had already established the effectiveness of total immersion. This then became firm policy for Kura Kaupapa Māori.

In summary, then, *Te Reo* focuses on bilingual competence and sets principles by which this competence will be achieved. Kura Kaupapa Māori therefore:

- respect all languages.
- expect full competency in Māori and English for the children of their kura.
- insist that legislation for the Māori language is worthless without a total commitment to everyday usage of Māori.
- affirm that total immersion most rapidly develops language competence and assert that the language of kura be, for the most part, exclusively Māori.

- accept that there is an appropriate time for the introduction of English at which time there shall be a separate English language teacher and a separate language learning facility.
- agree that the appropriate time for the introduction of English is a matter for the kura whānau to decide as a general rule, when children are reading and writing competently in Māori, and children indicate an interest in English.
- assert that along with total immersion, bilingual competence is rapidly advanced through discretely separating the two languages and therefore reject the mixing or code switching of the two languages.
- insist that competence in Māori language and culture along with a commitment to the Aho Matua be the hallmark of Kura Kaupapa Māori teachers and parents but that there be accommodation for those who are still in the learning phase.
- believe that where there is a commitment to the language mastery will follow.

### **Part 3 – Ngā Iwi**

Having established the nature of children with respect to their physical, mental, emotional and spiritual needs, and determining the most effective approach to language learning, this part of the document focuses on the social agencies which influence the development of children, in short, all those people with whom they interact as they make sense of their world and find their rightful place within it.

In traditional society whānau was the socialising agency of children and the fragmentation of this fundamental social structure in the urban drift of Māori away from their tribal centres is one of the variables which has contributed to the 'lost generations' of Māoridom.

It seemed immensely desirable that the whānau, which in this context, are all those people associated with the kura and its children, should be established as a fully functioning socialising agency, where each member of the whānau contribute to the education of all of the children. This communal responsibility for all children has to be one of the most positive moves of accommodating single-parent and dysfunctional families whose children are most at risk, while at the same time providing a haven where such families and their children can recover both stability and dignity in their lives.

All people derive from a unique culture which shapes their perception of self as belonging to, participating in, and contributing to the continuum of life. The uniqueness of Māori social structures must therefore be reflected in the entirety of the kura, allowing the children to consolidate their place amongst their own people as the safe ground from which they can begin, with expanding consciousness, to explore the life ways of other people.

Given that these two important factors contribute to the special nature of Kura Kaupapa Māori and are particularly relevant to curriculum, to the functioning of Boards of Trustees, and to the interaction of the kura with its whānau, it follows that teacher training should also be a major consideration for kura.

It cannot be assumed that the graduates of main-stream teacher training will meet the requirements of kura. In fact kura may need to target potential teachers from within the kura whānau, and to seek a suitable training package which allows such people to qualify as teachers for their kura.

As a further consideration, experience has shown that school size is a significant factor. A small school allows greater whānau participation with all the children. This same participation tends to dissipate as kura get larger. Kura may need, therefore, to set the parameters as to what their ideal population should be in order to fulfil the promise of success for all their children.

In summary then, Ngā Iwi focuses on the principles which are important in the socialisation of children. Kura Kaupapa Māori therefore:

- emphasise the importance of genealogy in establishing links within whānau, hapu, and iwi including iwi Pakeha.
- emphasise the importance for children to know their own ancestral links and to explore their links with other iwi.
- emphasise that children be secure in their knowledge about their own people but learn about and acknowledge other people and their societies.
- emphasise that children study the historical, cultural, political, social, religious and economic events and issues which are an integral part of their Māori heritage.

- emphasise that whānau ties are fundamental in the socialisation of children and is established and reinforced in a caring, supportive environment where aroha is evident.
- assert that such learning is caught rather than taught and is the primary reason for the kura whānau to be close to and involved in the activities of the children.
- emphasise that the association and interaction of the whānau with the children, where whānau approval or disapproval is felt by the children, is also where their sense of appropriate and acceptable behaviour begins.
- value the participation of whānau as administrators, ancillary staff and teacher support as a means of reinforcing the cohesion of whānau and kura.
- affirm that the kura belongs to the whānau and is available for the learning activities of all the whānau members.
- assert that teacher training is a legitimate function of the kura and that aspiring teachers have extended experience in the kura before and during formal training.
- submit that the size of the kura is a factor in facilitating or mitigating against the participation of whānau.

#### **Part 4 – Te Ao**

Having established the nature of children, their language learning and the people who influence their socialisation, this part of the document focuses on the world which surround children and about which there are fundamental truths which effect their lives.

Young children are naturally fascinated by every aspect of the natural world which enter their expanding field of experience. The task for the kura whānau is maintaining this fascination and optimising those experiences which contribute to their understanding and appreciation of the natural environment and the interconnectedness of everything within it.

Further to this, children need also to understand that the activities of people, including themselves, can have a detrimental effect on the environment and its resources.

In summary then, Te Ao encompasses those aspects of the world itself which impact on the learning of children. Kura Kaupapa Māori therefore:

- recognise that the learning of children encompasses what enters their field of experience at home, in the Māori world, and in the world at large.
- legitimise Māori knowledge of nature and the universe as an important and integral part of learning.
- encourage children to marvel at and value all life forms, and the balance of nature which gives each of those life forms their right of existence.
- develop in children an understanding that they are caretakers of the environment and are true to the laws of conservation passed down by their Māori forebears, as well as those practices which are environmentally friendly.
- inspire children to explore the natural and cosmic laws of the universe through the sciences and whatever means enhances understanding.

### **Part 5 – Ahuatanga Ako**

Taken altogether, the perception of children being central in an ever expanding world of experience which is accessed through the people with whom they associate and language, the implications for curriculum become evident. This model provides for every aspect of learning which the whānau feel is important for their children as well as the requirements of the national curriculum.

A further and final consideration is how best to achieve this in practice.

*Ahuatanga Ako* lists the principles of teaching practice which are considered of vital importance in the education of children. Kura Kaupapa Māori, therefore:

- assert that teaching and learning be a happy and stimulating experience for children.
- practise karakia as a means of settling the spirit, clearing the mind, and releasing tension so that concentration on the task at hand is facilitated.
- value the presence of supportive adults as important participants in the teaching/ learning process.

- emphasise the particular value of concentrated listening as a skill to be thoroughly learned by children.
- encourage the use of body, mind and all the senses in learning; listening; thinking and quiet concentration; visualisation and observation; touching; feeling and handling; questioning and discussing; analysing and synthesising; testing hypotheses; creative exploration.
- adopt teaching practices and principles which accommodate different styles of learning and motivate optimal learning.
- honour kaumatua as the repositories of Māori knowledge and invite their participation as advisors and fellow teachers.
- expose children to the protocols of hospitality in the home, at school and on the marae, and require their participation at cultural functions in roles appropriate to their ages and levels of maturation.
- accept that healthy relationships between brothers and sisters, younger and older siblings, children, parents and elders are the joint responsibility of the kura whānau.
- encourage older children to care for the young ones and to occasionally assist in their learning activities, and younger children to accept the guidance of their older peers.
- emphasise the importance of creating a learning environment which is interesting, stimulating and reflects the Māori world.
- expand the learning environment to include marae, the wide-open spaces of bush, sea and sky, libraries and museums, and all other places which contribute to learning.
- welcome innovative ways of stimulating the learning of children but encourage self motivation.
- provide for the special interests that individual children may have in the development of self-directed learning.



- encourage shared and co-operative ways of learning.

## **Part 6 – Te Tino Uaratanga**

Having encapsulated in the foregoing statements the major areas to be considered in the education of children in Kura Kaupapa Māori, a final consideration focuses on what the outcome might be for children who graduate from Kura Kaupapa Māori.

Kura Kaupapa Māori will have in place appropriate measures for assessing and evaluating the achievement of their children at all levels of the national curriculum as well as whatever else the kura decides are valuable areas of knowledge for their children.

This part of the document focuses, however, on the whole person in terms of a fully functioning human being whose personal attributes are recognised, nurtured and brought to fruition.

In summary then, Te Tino Uaratanga defines the characteristics which Kura Kaupapa Māori aim to develop in their children, that they:

- develop free, open and inquiring minds alert to every area of knowledge which they choose to pursue in their lives.
- become competent thinkers, listeners, speakers, readers and writers in both Māori and English.
- advance their individual talents to the highest levels of achievement.
- delight in using their creative talents in all feats of endeavour.
- are receptive to and have a great capacity for aroha, for joy and for laughter.
- are true and faithful to their own sense of personal integrity while being caring, considerate, and co-operative with others.
- assimilate the fruits of learning into the deeper recesses of consciousness where knowing refreshes the spirit.
- manifest self esteem, self confidence, self discipline and well developed qualities of leadership.
- value their independence and self determination in setting personal goals and achieving them.

- radiate the joy of living.
- manifest physical and spiritual wellbeing through the harmonious alignment of body, mind and spirit.
- are secure in the knowledge of their ancestral links to the divine source of all humanity.
- are high achievers who exemplify the hopes and aspirations of their people.

#### **Footnotes**

1994 Hui-a-tau Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa.

1996 Mahuru Te Rūnanga Whaiti.

## 9. The National Administration Guidelines (NAGs)

9.1.1. The revised National Administration Guidelines (NAGs) were updated on 14 December 2017. The NAGs are due to be repealed on commencement of the new strategic planning and reporting framework, that is, 1 January 2020.

### 9.2. NAG 1

9.2.1. Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

9.2.2. Each board, through the principal and staff, is required to:

- *develop and implement teaching and learning programmes:*
- *to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;*
- *giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8;*
- *giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6;*

9.2.3. through the analysis of good quality assessment information\*, evaluate the progress and achievement of students, giving priority first to:

- *student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to:*
- *breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;*

9.2.4. through the analysis of good quality assessment information\*, identify students and groups of students:

- *who are not progressing and/or achieving;*
- *who are at risk of not progressing and/or achieving;*
- *who have special needs (including gifted and talented students); and*
- *aspects of the curriculum which require particular attention;*
- *develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;*

- *in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and*
- *provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.*

9.2.5. Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

### 9.3. NAG 2

9.3.1. Each board of trustees, with the principal and teaching staff, is required to:

- *develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;*
- *maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information\* on student progress and achievement;*

9.3.2. on the basis of good quality assessment information\* report to students and their parents on progress and achievement of individual students:

- *in plain language, in writing, and at least twice a year; and*
- *across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;*
- *on the basis of good quality assessment information\*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.*

9.3.3. \* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

### 9.4. NAG 3

9.4.1. According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- *develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and*
- *be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.*

#### 9.5. NAG 4

9.5.1. According to legislation on financial and property matters, each board of trustees is also required in particular to:

- *allocate funds to reflect the school's priorities as stated in the charter;*
- *monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and*
- *comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.*

#### 9.6. NAG 5

9.6.1. Each board of trustees is also required to:

- *provide a safe physical and emotional environment for students;*
- *promote health food and nutrition for all students; and*
- *comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.*

#### 9.7. NAG 6

9.7.1. Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

#### 9.8. NAG 7

9.8.1. Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

#### 9.9. NAG 8

9.9.1. Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the

school charter at the same time as the updated school charter provided to the Secretary for Education under National Administration Guideline 7.