



St James' Catholic School

Whakaruru Hau

A Sheltering Place

— Te Kura Katorika o Hāto Heemi —

**HATO HEEMI KURA – ST JAMES' CATHOLIC SCHOOL  
TE POARI MATUA - BOARD OF TRUSTEES  
TE REO ME ŌNA TIKANGA MĀORI POLICY**

<b>Date Reviewed:</b>	August 2016
<b>Review Team:</b>	Te Whānau Mātauranga o Hato Hēmi Kura
<b>Date of Next Review:</b>	August 2019
<b>Connection to the Bishops document "The Catholic Education of School Age Children"</b>	If a Catholic education is to be truly accessible to all Catholic children, their communities must feel that the school is "their place". The first Catholic schools in New Zealand were for Maori, and there is an ongoing obligation to determine whether there are barriers (tangible or intangible) to access to Catholic schools for Maori families, and whether Catholic schools are places where they feel "at home".
<b>Related Documents:</b>	Hato Heemi Te Tiriti o Waitangi Policy Ministry of Education Maori Education Strategy – Ka Hikitia 2013-2017  Te Marautanga o Aotearoa.
<b>NAG:</b>	NAG 1
<b>Signed:</b>	
<b>Approval Date:</b>	

## DEFINITIONS

Ariki.....	- God
E Pa.....	- Father/Priest
Haka taparahi-	traditional dance
Hato Hēemi Kura Katorkia.....	- St James' Catholic School
Hehu Karaiti.....	- Jesus
Iwi .....	- local indigenous people (Rangitaane)
Kaumātua.....	- respected elders who are male and female
Kōrero-	discussions
Manawhenua.....	- a term used to describe the local residence of iwi/hapū
Māori.....	- indigenous people to Aotearoa/New Zealand
Mihimihi-	greetings
Patere -	traditional chant
Pihopa.....	- Bishop
Tangatawhenua.....	- referred to as indigenous people to Aotearoa/New Zealand
Zealand	
Taupatupatu -	debate
Te Atea o Tūmatauenga -	the forecourt of Tūmatauenga
Te Reo me ōna tikanga.....	- the principle use of language and procedure
Tohu-	instructions
Waharoa -	gateway
Waiata tira -	choral item
Waiata-	song
Waiatapai -	poi song
Waiataringa -	action song
Wairua Tapu.....	-Holy Spirit
Whakahau-	commands
Whare Kai -	dining room
Whare Tupuna.....	- ancestral house

## IWI PARTNERSHIP 2016 Statement

### *St James' Catholic School – Te Kura Katorika O Hato Heemi*

- firstly acknowledge the special status of Maori as **Tangata Whenua** of Aotearoa New Zealand,
- secondly **Te Reo Maori**, Maori Language 1987 as an Official Language of Aotearoa The Key Objective of this MOU is to enable **Rangitane O Manawatu Iwi** and **St James Catholic School** to establish a collaborative mutually respectful relationship that further enhances the school's determination to support the education pathways of all learners and their **Whanau** and the wider **St James Catholic School** community. New Zealand and
- thirdly **Te Tiriti O Waitangi** the Treaty Of Waitangi 1840 as the founding document of Aotearoa New Zealand as a Nation.

**St James' Catholic School** is centrally located in the heart of the Manawatu District and therefore amongst the **Mana-Whenua Iwi, Rangitane O Manawatu**.

On the 17<sup>th</sup> February 2016 **St James Catholic School** signed a Memorandum of Understanding MOU direct with **Tanenuiarangi Manawatu Incorporated** on behalf of **Rangitane O Manawatu Iwi**.

## INTRODUCTION

All children must be given the opportunity to develop to their fullest potential. Given that Māori are the Tangata Whenua (indigenous), provision must be made for all members of our school community to learn and understand Te Reo me ōna Tikanga (the Māori language and culture):

- to better understand the unique heritage of Aotearoa /New Zealand.
- to develop greater awareness, and sensitivity of our dual heritage, in accordance with the articles and principles of Te Tiriti O Waitangi.
- to involve our local Tangata Whenua (Māori) and Manawhenua (Iwi) communities in the decision making process on the subject of Maori education and education in general.
- for all children to have the opportunity to experience and appreciate Māori culture, attitudes and language through all curriculum areas.

## GUIDELINES

- Opportunities will be provided for children to build self-esteem and mutual respect through cultural and catholic spiritual sharing.
- All community stakeholders, (ie Whānau, hapū, iwi, Hato Hēmi Kura, and local communities) will be involved in decision making regarding Māori education through the school Charter.
- That the Board of Trustees maintains adequate funding and opportunities for staff to become involved with Te Reo Maori me ona Tikanga, through such things as:
  - staff professional development (ie; Te Tiriti o Waitangi, and Te reo Māori Wānanga)
  - performing and Creative arts (ie Kapa Haka and marae wānanga)
  - ensuring that Te reo me ōna tikanga programmes are adequately funded to ensure growth and long term sustainability.
- Te Reo Maori me ōna Tikanga Māori will be incorporated into the school life from Years 1 – Year 6.
- The Board of Trustees accepts that the Special Character Values and Philosophy of Hato Hēmi Kura underpin all Governance and Management Policies and Procedures.
- When students have completed six years at Hato Hēmi Kura, they will:

### 1. Be able to correctly pronounce

- Ngā pu matua -The 5 vowels short and long sound
- Ngā pu orokati -The 10 consonants
- Nga purua -The 2 diagraphs

### 2. Be confident in pronouncing Māori names (eg , whānau, hapū, iwi, people, places, streets, plants, etc) and have confidence in using Te Reo Māori vocabulary(such as counting, colours, body parts, family, animal, home, school, days, months, seasons, food etc)

### 3. Have a knowledge of Hato Hēmi whakapapa, pepeha, hītori

- What are the names of our sacred mountains
- Who are the iwi that are in Hato Hēmi Kura community
- What is the name of our sacred river and its significance
- What is the name of our marae
- reason for name of district Hokowhitu

- reason for names of ranges
  - be able to recall and retell popular Maori legends and myth.
4. Be able to converse using appropriate te reo Maori
- Whakahau -commands
  - Kōrero -discussions
  - Mihimihi -greetings
  - Tohu -instructions
5. Be able to conduct themselves appropriately on a Marae (understanding protocol).
- Whakahuinga -Area of gathering
  - Whakaeke -Ascending onto the marae
  - Karakia -acknowledgement to our creator
  - Karanga -call is sounded from a respected female elder
  - Wero -challenge lead by male
  - Haka -dance
  - Maumaharatanga -a time of remembrance
  - Whaikōrero/mihimihi -speech done by a respected male elder
  - Waiata -song
  - Koha -a gift given in appreciation and love
  - Hariru me te hongī -shaking of hands and the pressing of noses
6. Understand Māori Tikanga, Kawa, and Waiaro (values, concepts, and attitudes) around:
- Waharoa - gateway
  - Te Atea o Tūmatauenga - the forecourt of Tūmatauenga
  - Whare Kai - dining room
  - Whare Tupuna - ancestral house
7. Be able to participate in the following, appropriate to different occasions.
- Waiata - song
  - Waiata tira - choral item
  - Patere - traditional chant
  - Waiataranga - action song
  - Waiatapai - poi song
  - Haka taparahi - traditional dance performed by young males
8. To have the opportunity to be involved in the protocols regarding food/hangi.
9. To have the opportunity to experience and apply a variety of cultural art activities eg. koru patterns, masks, murals, flax weaving, poi and kite making.

## **SPECIAL CHARACTER**

The Board of Trustees accepts that the Special Character Values and Philosophy of Hato Heemi (Whakaruru Hau) underpin all Governance and Management Policies and Procedures.