

HAMILTON BOYS' HIGH SCHOOL BOARD OF TRUSTEES POLICIES

POLICY: TREATY OF WAITANGI

POLICY NO: 1.04

AIM: To affirm the school's commitment towards honouring the Treaty of Waitangi, through the following goals:

1. To create an environment where Maaori and Paakehaa recognise each other as full Treaty partners, and in which both cultures are valued for the contributions they bring.
2. To protect and revitalise Maaori Language, Culture and Traditions
3. To demonstrate the principles of partnership, participation and protection at all times.
4. To encourage and promote cultural equity in the context of bi-cultural Aotearoa New Zealand.
5. To encourage and support all students, to engage in understanding and valuing New Zealand's dual cultural heritage as a foundation to academic success.

POLICY STATEMENT:

The Board of Trustees

1. The Board of Trustees recognises the tangata whenua of the school community. To achieve this, the Board will work co-operatively with Waikato-Tainui as well as the local whaanau, iwi, hapuu, marae, and Maaori teaching staff.
2. The Board of Trustees recognises that Maaori representation on the Board of Trustees provides an essential link between the school and the Maaori community, including whaanau.
3. Maaori representation on the Board of Trustees will be addressed by co-option of an iwi representative following the process outlined in appendix 1.

Curriculum and Achievement

4. The achievement and engagement of Maaori students will be reviewed on an annual basis in line with the goals of the Te Aka strategy. Suitable strategies will be put in place to assist Maaori to achieve and enjoy education success as Maaori.
5. The use of funding generated by the Maaori roll in the school will be reviewed annually by the Headmaster, in order to ensure that Maaori students have access to appropriate support and resources.
6. The curriculum decisions will ensure that Maaori language, culture and identity is an integral part of all students' experience.
7. The junior school curriculum must include bi-culturally empowered content. (See appendix 2)
8. A transition program is provided for former Maaori Kura Kaupapa students, to ensure they enjoy a smooth transition into mainstream high school education.

Te Reo

9. All staff are encouraged to greet the school in te reo Maaori, particularly assemblies.
10. School newsletters, the high achiever, school-links and any other appropriate school communications will actively promote te reo Maaori.
11. The provision of basic te reo Maaori pronunciation and an understanding of tikanga Maaori will be an integral part of teacher professional development.

The Environment

12. The school environment will incorporate symbolism that inspires a sense of cultural pride and actively promote inclusivity of a bi-cultural Aotearoa New Zealand.
13. The school will continue to foster a bi-cultural environment where Maaori potential is acknowledged, promoted and incorporated into the everyday life of the school.

Community Relationships

14. The voice of the school's Maaori community will be recognised via the active encouragement of, and effective engagement by, and with, whaanau.
15. The school will report on Maaori success and achievement to the Whaanau Support Group on an annual basis.
16. The school will host termly meetings with whaanau of the school to inform whaanau of topical events. Opportunities for Whaanau to provide feedback and voice issues or concerns at these meetings shall inform strategic planning.

DATE OF REVIEW/APPROVAL: FEBRUARY 2020

APPENDIX 1: IWI REPRESENTATIVE ON THE BOARD

1. General criteria for appointment of iwi representative to Board are:
 - a. Kiingitanga connection.
 - b. Local hapuu / iwi connections.
 - c. Connection to the School.
 - d. Ability to provide a Maaori / local hapuu / local iwi perspective to Board matters.
 - e. Some governance experience.
2. A nominated Board member discusses with Headmaster and School's Maaori Department, people who may be appropriate as an iwi representative on the Board.
3. Board member speaks with the School Whaanau group for suggestions.
4. A short list of at least three people is compiled.
5. Board member speaks with the short-listed nominees as to availability and to confirm suitability.
6. Board member meets to discuss the role of iwi representative with the preferred candidate to see if he / she is agreeable to co-option onto the Board.

7. Final step in the process is seeking comment / endorsement from Kirikiriroa marae.
8. School's Maaori Department teachers and Whaanau group are informed and kept updated throughout the process.

APPENDIX 2: BI-CULTURALLY EMPOWERING CURRICULUM CONTENT

1. Has empathy for Maaori student's sense of self-worth and identity.
2. Fosters an empowering sense of identity within Maaori students.
3. Validates the importance of Maaori identity, language and culture across the entire class, not just for the one or two Maaori students that may choose to do a Maaori study within a general assignment.
4. Employs the above in a way that empowers a strong sense of bicultural identity without alienating any one culture. To understand bicultural New Zealand is to understand Maaori.