



Te Kura Kaupapa Māori o Te Whānau Tahī
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COPY

7 Whiringa-ā-Rangi 2012

Ko Aoraki te mauka

Ko Waimōkihi te awa

Ko te rangimārie te waka

Ko Te Aho Matua te whakaewarangi

Ko Te Atawhai o Te Aotūroa te whare...tihei mauri ora!

Ahakoā ngā piere nuku i ngā korikori a Rūaumoko, ora ana te porī o Te Whānau Tahī. Kawea tonutia atu ana e mātau te mātauranga a poua mā a taua mā, i raro tonu i te whakaewarangi o Te Aho Matua. Ko tā mātau e kawē nei ko te kōwhiringa mā ngā mātua e hiahia mai ana kia Māori tūturu te tipu a ō rātau mana ririki, he kahikatea te otinga atu, te kōwhiringa mā ngā whānau o te tonga-mā-uru o Ōtautahi ake anō.

Ko te whakaaro kia hono ngā kura kaupapa e rua o Ōtautahi, kāore e tautoko ana i te haumanutanga o Te Reo Māori me ōna tikanga. Ko te whakaaro rā ka whakatau kē i te tuauriuri ki runga i te tangata, ina hoki e tānoatia ana ngā taonga rongomaiwhiti o ō tātau tīpuna e aroha nuitia ai e mātau. Ko ngā whānau o te kura, e whakahē ngātahi atu ana i te whakaaro rā. Heoi, e wana kē ana ngā whānau o te kura i te urupare nei kua whakaritea nei e mātau, i ngā whakawhiti kōrero hoki i waenga i a tātau ko Te Tahuhu o Te Mātauranga, Te Rūnanga Nui o Ngā Kura Kaupapa Māori, mana whenua anō hoki ka tū ā kō ake nei, mō te manahuatanga ake o ō tātau tamariki mokopuna.

Ko te urupare nei, e whakaatu ana i ngā rawa i ngā āhei hoki o TKKM o Te Whānau Tahī, ki te kawē i te mātauranga āhurei taketake ao-hurihuri – kaupapa Māori. He waka tēnei i hangā e te porī – pēperekōu mai, ākongā mai, tia mai, pouako mai. Nō mātau e hanga haere ana, āpea ka puta he wāhanga anō ki te Minita ake, i runga anō i te tono kia tukuna rā he kōrero ā mua i te 7 o Hakihea 2012. Ko tā mātau kau, he hīkaka rā kia whakapūrangiaho mai i te Minita ki te kaupapa rangatira o Te Whānau Tahī - ki tō mātau ahurei ake, ki tō mātau tuakiritanga ake, ki tō mātau mana motuhake - ki te āhei anō hoki i Te Whānau Tahī kia eke panuku, kia eke Takaroa, kia eke ki te Aorakitaka!

Hei mahara noa mai:

1. Ko Te Kura Kaupapa Māori o Te Whānau Tahī tētahi kura e angitu ana, e kawē ana i te kairangitanga o te mātauranga rumaki reo Māori, ka mutu e mata nui ana ngā whiwhinga a ngā ākongā i Ngā Whanaketanga i te Taumata Mātauranga-ā-motu Kua Taeā hoki.
2. Kāore kē tēnei urupare e wawao ana i te taonga o ngā Kura Kaupapa Māori.
3. He whakapapa ake, he mana ake, tō ia Kura Kaupapa Māori.
4. He whare hou ō mātau whare katoa. Ko ētahi whare, me whakanao kia rite ki ngā tikanga e tohua ana mō te ao hurihuri nei. Kua tīmata kē ēnei rangahau i a mātau, heoi tā te mea ehara tēnei i te taikākā o te kōrero, kāore i whakatakotoria i konei aua rangahau.
5. Kua mārāma ngā kōrero i hōmai e te Minita, e mārāma ana hoki kāore aua kōrero e whai kiko kia honoa a Te Atawhai o Te Aotūroa ki Te Whakapūmautanga.

Pēnā, he kōrero ake e hiahiaia mai ana e Te Minita, e Te Tahuhu o Te Mātauranga rānei, tēnā whakamōhio mai, ā, ka tukuna atu rā aua kōrero ake ā mua mai i te 7 Hakihea 2012.

Nā mātau nei, te Ohu Whakahaere māua ko te whānau whānui o Te Whānau Tahī.

Despite the tragedy and change that has occurred in Ōtautahi due to earthquakes, Te Kura Kaupapa Māori o Te Whānau Tahī is providing a highly desirable and innovative Te Aho Matua education choice for tamariki - particularly for those living in the Southern and Western suburbs of Christchurch.

It is viewed that a merger of the two kura kaupapa Māori in Christchurch would be counterproductive and adversely affect the wellbeing and education opportunities for tamariki, individual families and the whānau of each kura. While the kura whānau unanimously oppose the proposal to merge, we are excited to present this alternative proposal and to continue further discussions with the Ministry of Education, Te Rūnanga Nui o Ngā Kura Kaupapa Māori and mana whenua about how we can best accelerate Māori education success in Māori, as Māori.

The focus of the response is to provide an overview of the capability and capacity that TKKM o Te Whānau Tahī has to provide high quality, culturally grounded 21st Century education – Māori medium style. It has been informed by consultation with the kura whānau, staff, students and community. As consultation continues, an additional report may be submitted to the Minister in line with the 7 December 2012 deadline. We wanted, however, to make this response available to the Minister to provide insight into our current thinking and opportunities for TKKM o Te Whānau Tahī moving forward.

Please note the following understandings that this proposal is based on:

1. Te Kura Kaupapa Māori o Te Whānau Tahī is a successful Kura Kaupapa Māori delivering quality high level immersion education to tamariki and that the readers have access to kura data for both Ngā Whanaketanga and the National Certificate of Educational Achievement.
2. The purpose of this response is not to defend Kura Kaupapa Māori, their purpose, framework, Te Aho Matua or their pivotal role in te reo Māori revitalization in Aotearoa New Zealand.
3. That every kura kaupapa Māori is unique with its own whānau, whakapapa and identity and carry their own unique value and mana motuhake.
4. While TKKM o Te Whānau Tahī is a modern campus, several buildings are in need of weather tightening and that this creates an opportunity to both remediate and upgrade the classroom blocks in line with 21st Century learning technologies. Costs for this have been estimated, but as this is not a key driver behind the proposal independent engineering and building reports have not been provided.
5. Other data as provided in the rationale document is broadly accepted, although not considered on weight to justify merging.

If the Ministry or Honorable Minister require TKKM o Te Whānau Tahī to provide responses of greater depth regarding any of these or additional aspects please advise and it will be provided by the 7th of December.

Ingoa	Waitohu
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**Withholding of information – Official Information Act,
Section 9(2)(a)**

2 petition sheets containing the names and personal details of 44 individuals have been withheld under section 9(2)(a) of the Act to protect the privacy of natural persons.



Te Kura Kaupapa Māori o Te Whānau Tahī

POIPOIA Ō TĀTOU NEI PŪMANAWA





Te Kura Kaupapa Māori o Te Whānau Tahī

POIPOIA Ō TĀTOU NEI PŪMANAWA

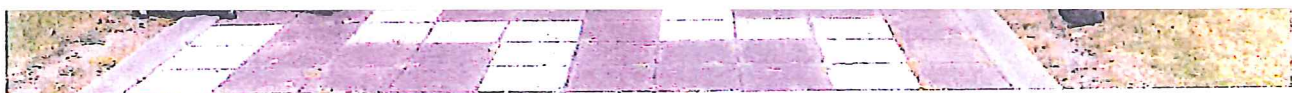
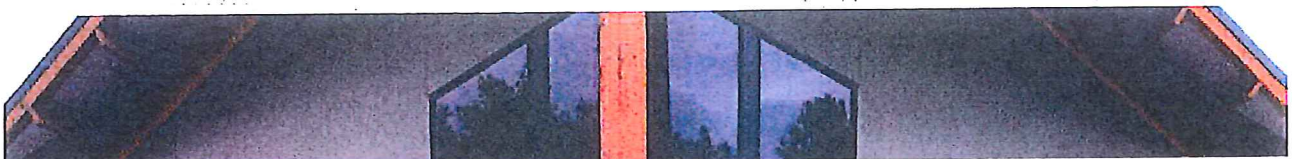
Ko Aoraki te mauka

Ko Waimōkihi te awa

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Ko Te Atawhai o Te Aotūroa te whare... tihei mauri ora!



TE WHAKAHĀPOPOTOTANGA

Kua whakaritea e Te Whānau Tahi tētahi whakataū whakaaro anō hei whakaaroaro mā te Minita. E aro kē ana te whakataū whakaaro hei ki te auahatanga, ki te ohaohanga, ki te orange tonutanga. Ko tēnei whakataū whakaaro o mātau e taketake mai ana i te wānangananga me te rangahau tūturu e tautoko ana i tā te kura nei whāinga, arā kia kawea atu e mātau te mātauranga kōunga tiketike, te mātauranga ahurei taketake ao-hurihuri – kaupapa Māori.

E mārama ana mātou he otinga ka puta mai i te nui, engari ko tā mātou kē me whakawhanake tonu ake i runga i te tūāpapa o ngā angitu o ō mātou mana rīriki, o ō mātau hapori hoki, e puāwai ai, e manahua ai, e puta ake ai ō mātou pūmanawa.

EXECUTIVE SUMMARY

Te Kura Kaupapa Māori o Te Whānau Tahi has prepared an alternative proposal for the Minister to consider that targets innovation, cost effectiveness and sustainable options. This alternative proposal is based on consultation and evidence based research that supports the kura goal of high quality, culturally grounded 21st Century education – Māori medium style.

We recognise that there are some advantages to being bigger, but we want to build on what is working well for our tamariki and community already so that we can be the best.

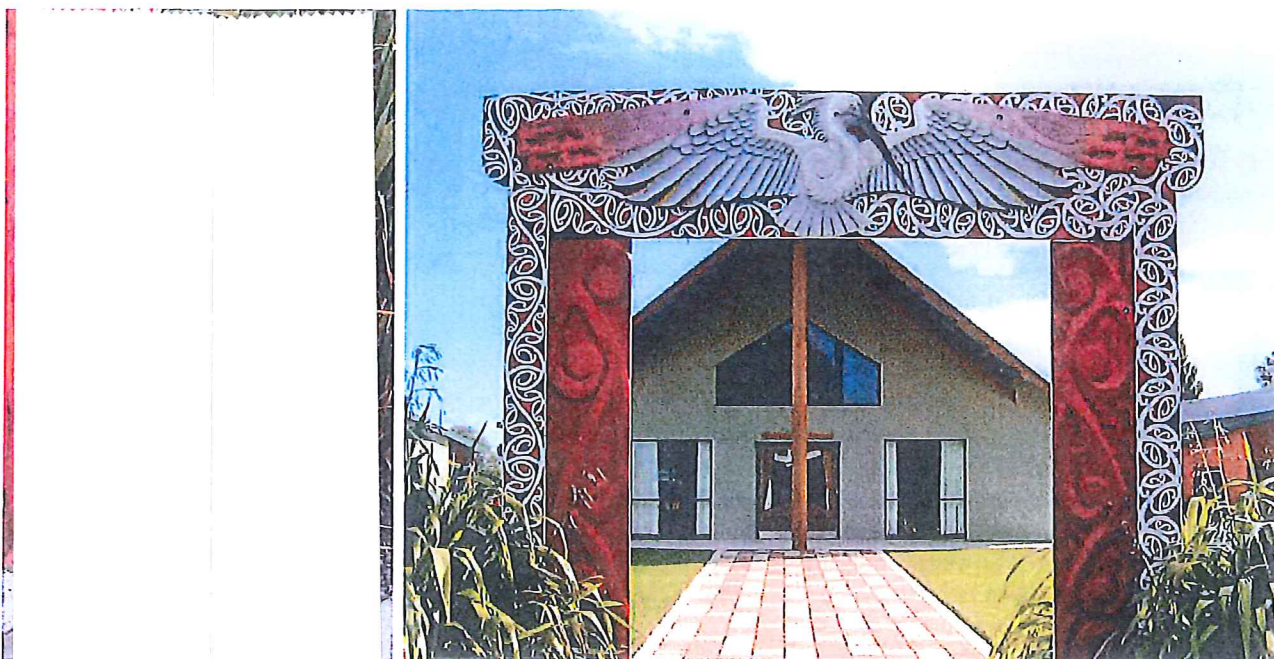
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KUA TĪMATARIA KĒTIA E MĀTOU...

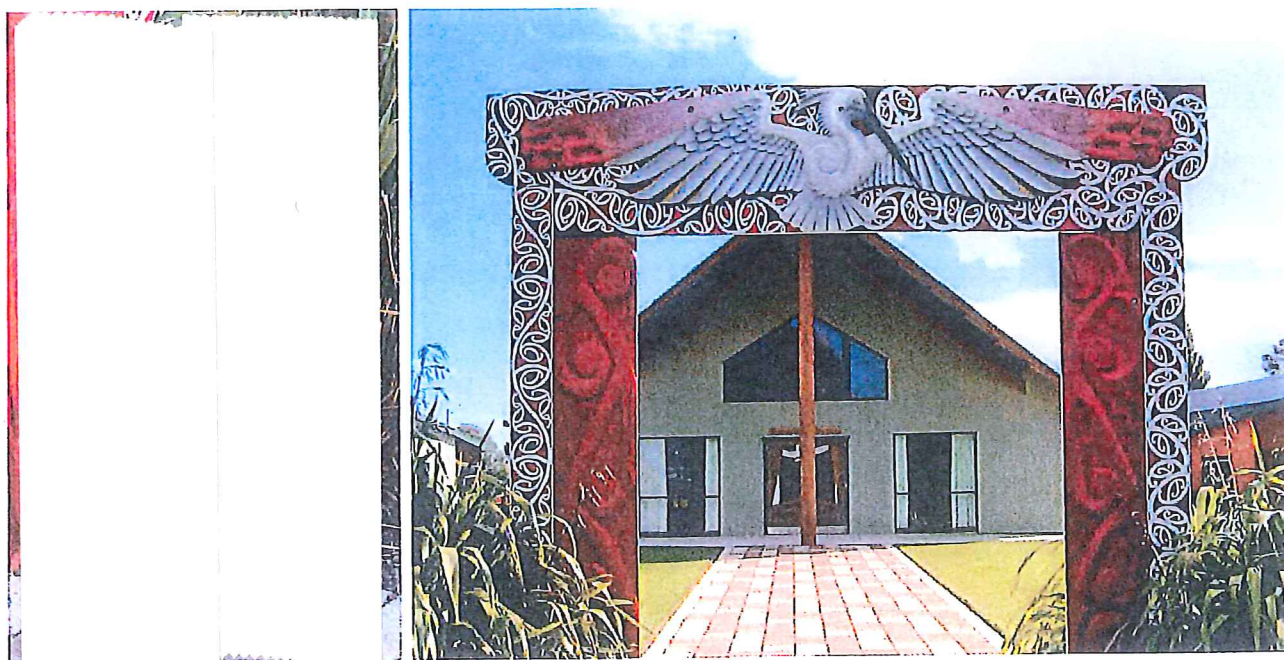
E mōhio ana mātou he wero ake, he take ake ō ngā Kura Kaupapa Māori. Kua tīmataria kētia e Te Whānau Tahī ngā kōrero pono mō ēnei take, e kōkiri ai tō mātau whānau. Kō ngā hōtaka auahā, kua hangā tonutia i runga i te rangahau tūturu e āwhina ana i ō tatou ākonga kia angitu, e tūtuki ai ō rātou pito mata ake i roto i te ao Māori, hei Māori. Ko ngā tauira o te auahatanga e rima e takoto ana i te kauwhata o raro nei e tohu ana i ngā wāhi e eke Takaroa ai ō mātau ākonga. Kei te whakapara i te huarahi, kei te kama-kama, kei te kukūme i ngā rawa huhua o te hapori, e uaki atu ai ō tatou mana ririki ki whenua angitu. Kua kōkirikiri mātou i ēnei tauira. Kua tipu, kua rea, ā, ko tā mātau kia wao tonu atu. Mā te taunakitanga mai o te Tāhūhū o te Mātauranga ka wātea Te Whānau Tahī kia manahua, kia whakatō hoki i ngā kākano o te kairangitanga taiāwhio noa i tō mātau pōri e huahua tonu atu ai ā ngā rā kei te heke, hei tauira rangatira mō te mātauranga ahurei taketake ao-hurihuri – kaupapa Māori.



¹ A more detailed overview of each model is provided later.

WE HAVE ALREADY STARTED...

We know there are challenges and issues common to Kura Kaupapa Māori settings. TKKM o Te Whānau Tahī has already begun addressing these in meaningful ways. Innovative, evidence based programmes in line with Te Aho Matua are helping our students to reach their full potential in Māori, as Māori. The five models¹ of innovation included on the following page illustrate the significant pockets of success within the kura. They are pioneering, show initiative and draw on our full community resource to help our tamariki succeed. These models have provided us with momentum and we want to keep building on that success. With Ministry of Education support, TKKM o Te Whānau Tahī will be able to expand and embed this high standard of provision throughout the kura and be an exemplary model of culturally grounded 21st Century education – Māori medium style.



¹ A more detailed overview of each model is provided later.

I PĒHEA TŌ MĀTOU TAENGA MAI KI KONEI?

Kāore i ngāwari. Ahakoa ngā take e pā ana ki ngā rauemi, ko te rahi o ngā kaiako, ko te kaiārahitanga whaihua hoki e wero ana i te porī Māori whānui, kua ū rawa a Te KKM o Te Whānau Tahī ki ngā wānanga whakangungu, ki ngā kōkiri whakawhanaketanga ngaio o Te Tāhūhū a te Mātauranga. Heoi, ko tā te Te KKM o Te Whānau Tahī:

- He kamakama ki ngā wānanga whakangungu hāngarau mōhiohio ka kōkiritia e Te Tāhūhū
- He mahi hei tētahi o ngā kura ruarua e whai wāhi ana ki tā te Tāhūhū kōkiri aromatawai, arā Rukuhia, Rarangaia
- He whai wāhi ki ngā mahi reo matatini, ki ngā pūrākau mamati i Mataiako (MoE, 2012)
- He nōho hei kura whakamātau i Te Wai Pounamu mō Ngā Whanaketanga i te tau nei, 2012
- He kura i whakamātauria ai i Ngā Whanaketanga Pāngarau i ngā tau 2010, 2011 hoki
- He arataki i te Pāngarau Success Project (2010) e tohu ana i te kairangi pāngarau i ngā tau 4 – 8

Ka whakaritea, ka arotahitia te whakawhanake ngaio o ngā kaiako ki te whakarei ake i te ako o te reo. E tautokona ana rātou ki te whai wāhi ki ngā whakawhanaketanga ā-roto, ā-waho hoki pēnei anō i te kura reo, i te wānaka reo, i te wānanga tuhituhi ā-reo me Te Panekiretanga. Ka tiritiria ō rātou mākohakoha ake ki ngā kaimahi i runga i te manaaki me te tautoko. (ERO 2009)

I tua atu, kei Te KKM o Te Whānau Tahī...

- He whānau kura matatini, he whānau tino whai wāhi, tautoko hoki e mātau ana ki tēnei mea te manu kai i te mātauranga, te ringa whakatō kākano me te wawao nunui mātauranga
- He tokoono ngā kaiako i puta i a Hoaka Pounamu (Post-graduate Diploma in Bilingual Education)
- He poari whai mana i ngā māngai e mahi pū ana i ngā kura tuatoru, i ngā take ā-iwi, i ngā kaupapa whakawhanake i te hāpori
- Te mana kia ū ki Te Aho Matua, ko te marautanga motuhake me te mauri tērā e kōkiri ana i te Kura Kaupapa Māori kia kitea ai ō tātou pūmanawa ake.

Heoi anō, kia ahatia? Kei te kitea e taea ana e Te KKM o Te Whānau Tahī te whakahaere ngā rerenga kētanga me te arataki i ngā akoranga auaha. Ko te mea nui, ka whakatiinanahia ēnei āhuatanga i roto anō i te ahurea e kakama ai te angitu o ngā ākonga Māori.

E WHAKATAU ANA MĀTOU I TE AHA?

E whai ana Te KKM o Te Whānau Tahī kia mahi tahi mātou ko Te Tāhuhu o Te Mātauranga, ko Te Rūnanga o Ngāi Tahu, ko Te Rūnanga o Ngā Kura Kaupapa Māori ki te kawatu i te kairangitanga o te mātauranga āhurei taketake ao-hurihuri – kaupapa Māori, e tūtuki ai ngā wawata o tō mātou whānau.

Kia whakamahi katoatia ō mātou pātaka mātauranga, me te toro atu anō kia hau mai te hāpori whānui, kia hau mai a kaupapa kē ranei. Kua tohua kētia mai e tō mātou whānau ngā whai wāhitanga, pērā i te whakaruruhau i ngā kaiako-ākonga, te hanganga mai o te kōhanga reo (kua roa nei tēnei whakawhitiwhiti kōrero i waenga i a māua ko Te Tāhuhu o Te Mātauranga), te wāhi mahi-kāinga kaupapa Māori mō muri i te kura, ngā akoranga mō ngā hāpori i ngā ahiahipō, me te kawatu i te kaupapa Social Services me te Learning Support.

Ko ētahi wāhi o Te KKM o Te Whānau Tahī e tirohia kētia ana, ka mutu he mahere mō ngā whakahoutanga kua whakaritea. Kua taea kētia e mātau te tāpiri te NCEA Akoranga Kōiri me te Hauora kōeke 1, 2, 3 hoki ki roto i te marautanga Wharekura. Nā te whakawhitiwhiti kōrero, kua tautuhia mai ngā whai wāhitanga e tipu tonu ake ai te marautanga Wharekura, e whakaurua ai ngā marau ake o ngā toi, ngā reo, me ngā pūtaiao hoki. Ka mutu e pōhiri ana mātou i ngā ākonga i kura kē kia hau mai ki roto i tēnei kāinga rumaki reo Māori tūturu, e tukuna atu ai te kōunga tiketike o te reo Māori, o te reo rangatira, o ngā toi Māori anō hoki.

Ko te taikākā ia, mō ō mātau nei whānau, ko te mātauranga taumata tiketike i roto i te reo Māori, i Te KKM o Te Whānau Tahī nei. Pēnā ka whakatairanga ake i ō mātau mana ririki kia eke Takaroa 'i roto i ngā kaupapa Māori', 'hei Māori' anō hoki, tēnā kia wānanga tahi tātau. Nau mai piki mai ki roto i Te Atawhai o Te Aotūroa, kōrero tahi ai.

Ko te Whāinga Nui!

KO TE MĀTAURANGA ĀHUREI TAKETAKE AO-HURIHURI – Kaupapa Māori

Ko te kairangitanga o te rumakitanga ki te reo Māori,

TE AHO MATUA

me te aronui ki ngā tikanga ā-iwi



Ngā hiakia o te whānau...

No mātou ake!

Ngā
Whakaakoranga
Whai Kounga

Kaiārahitanga
Whaihua

He marau
taketake
ā-iwi

Ngā
tikanga me
ngā ritenga
tuku iho

He whānau
kura,
he whānau
tautoko

NGĀ KAUPAPA AUAHA

Wai Study Help



Ko te mahi
ngātahitanga
a te ākonga e
whakahohoro
atu ana i te ako
i te reo matatini
ki te reo Pākehā
kei te taha o Te
Whare Wānanga
o Waitaha me
Te Rūnanga o
Ngāi Tahu

Tauti Mai



He wānanga
manaaki, he
wānanga
whakawhitiwhiti
ākonga mai i te
akomanga reo
rua ki te Kura
Kaupapa Māori

Te Aorakitaka o Te Reo



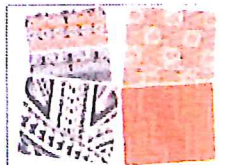
He kura kōrero,
he ngākau
pūkoko ka whai
huru hūru kia rere
māhorahora ai te
manu kōrero i te
reo rangatira

Kahukura



He hōtaka ako e
whakaako ana i
ngā tikanga ā-iwi
nō Ngāi Tahu ki
ngā whānau, ki
ngā ākonga, ki
ngā kura hoki e
whakamahi ana
i te ako uiui, i te
ako whaiaro

MeLPF & Ako-e



Mā ngā
momo rauemi
ipurangi, mā te
mātauranga ako
hei whakatau, hei
whakahihiko, hei
whakahohoro anō
hoki i te ākonga
kia eke ki te
taumata



Ko te whakatūmanatanga o Te Whānau Takitanga!

*Kātahi nō
ngā hua!*

*Whakakamakama angitu mātauranga
tā te Māori, nō te Māori anō*



HOW DID WE GET THIS FAR?

It hasn't been easy. While resourcing, teacher supply and quality leadership are issues for the Māori medium sector as a whole, TKKM o Te Whānau Tahi has made the most of professional development opportunities and Ministry of Education initiatives to build capacity and capability. In fact, TKKM o Te Whānau Tahi...

- is actively involved in Ministry driven ICT Professional Learning and Development
- is one of only a few kura nationally involved in the Ministry of Education aromatawai initiative Rukuhia, Rarangahia
- features in the literacy and aromatawai digital stories on Mataiako (Ministry of Education, 2012)
- is the only kura in Te Wai Pounamu implementing Ngā Whanaketanga in 2012
- was a trial school for Ngā Whanaketanga Pāngarau in 2010 and 2011
- led the Pāngarau Success Project (2010) highlighting pāngarau excellence in years 4 – 8

'Staff professional development is planned and targeted to enhance language learning. They are supported to participate in internal and external development such as kura reo, wānaka reo, written language workshops and Te Panekiretanga. Their individual expertise is shared with colleagues in constructive and supportive ways.' (The Education Review Office, 2009)

In addition, TKKM o Te Whānau Tahi has...

- a supportive, engaged and diverse kura whānau who know what it means to be informed consumers, demanding constituents and determining contributors in education
- six kaiako who are graduates of the Post-graduate Diploma in Bilingual Education Hoaka Pounamu
- a high calibre Board of Trustees including representatives who are actively involved in tertiary education, tribal affairs and community development
- a commitment to Te Aho Matua, the foundation document and driving force for Kura Kaupapa Māori that allows for our unique provision

So, why does this matter? It means that that TKKM o Te Whānau Tahi has the capacity to manage change and lead education innovation. Most importantly, we are able to do it in a culturally grounded way that accelerates Māori student success.

WHAT ARE WE PROPOSING?

TKKM o Te Whānau Tahi wants to work with the Ministry of Education, Te Rūnanga o Ngāi Tahu and Te Rūnanga o Ngā Kura Kaupapa Māori to make sure that we are delivering the best possible, culturally grounded 21st century education - Māori medium style that meets the needs of our community.

To maximise the use of our purpose built Māori medium educational facility we are open to exploring increased community usage and alternative provision. Kura whānau have identified opportunities such as facilitating pre-service kaiako education, adding a kōhanga reo (enquiries to the Ministry about this have been going on for years), having an after-school Māori medium homework centre, providing community evening courses and housing a Social Services and Learning Support centre.

Some areas of TKKM o Te Whānau Tahi are already under review and have plans in place for improvements. We already have capacity to add NCEA Physical Education and Health at levels 1, 2 and 3 to the Wharekura curriculum. Networking with other secondary schools has identified opportunities for us to further expand our Wharekura curriculum to include specialist subjects in the arts, languages and sciences. At the same time, we are inviting students from other schools to come and learn with us in a high-level te reo Māori immersion setting where we can provide them with quality teaching and learning of te reo Māori, te reo Rangatira and Māori performing arts.

The bottom line for our kura whānau is quality, high-level immersion education at TKKM o Te Whānau Tahi. If it supports our students to achieve 'in Māori' and 'as Māori' then we want to be part of the conversation. We welcome the opportunity to discuss this proposal further.

The BIG Goal!

CULTURALLY GROUNDED 21ST CENTURY EDUCATION – Māori Medium Style

High-level te reo Māori immersion,

TE AHO MATUA

and an explicit IWI focus



These are what make us unique!

Whānau want...

**Quality
TEACHING**

**Effective
LEADERSHIP**

**Culturally
Grounded
CURRICULUM**

**Strong
TIKANGA &
PRACTICES**

**Supportive
KURA
WHĀNAU**

MODELS OF INNOVATION

Wai Study Help



Collaborative Māori student literacy acceleration programme for te reo Pākehā with the University of Canterbury and Te Rūnanga o Ngāi Tahu

Tauti Mai



Reception classes for students transitioning from bilingual settings into Kura Kaupapa Māori

Te Aorakitaka o Te Reo



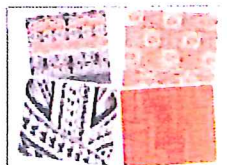
Gifted and talented extension classes in te reo Rangitira including pathways into tertiary education

Kahukura



A Ngāi Tahu cultural learning programme for whānau, students and schools using inquiry and self directed learning

MeLPP & Ako-e



Using blended e-learning tools and effective pedagogies to engage, inspire and accelerate student achievement



Te Whānau Tahitanga in action!

*Wow!
What we
deliver*

**Acceleration of Māori education
success in Māori, as Māori**



ĒTAHI TAUIRA AUAHA

Ko ngā mātaipono e ono o Te Aho Matua te whakaawenga matua, otirā te taikāka o ia o ēnei tauira, o ngā hōtaka ako katoa i konei i Te KKM o Te Whānau Tahi. Koinei ko Te Ira Tangata, Te Reo, Ngā Iwi, Te Ao, Ngā Āhutatanga Ako, Ngā Tino Uaratanga anō hoki.



TAUIRA 1. WAI STUDY HELP (www.waistudyhelp.org)

Ki tā tētahi aronga ko te Wai he kupu pātai, engari ki tā tētahi atu ka hāngai kē ki te wai Māori – nō reira he wai tohi, he wai tapu, he wai ora. Pērā i te whakaahua Wai Study Help (WSH) o runga ake nei, he ara a Wai e whakahorohoro ana i te kōkiri pānui, i te aroā – e tau ai te waka ako ki runga i te kahu o te wai e rere ai te ākonga Māori rāua ko te kaiako ki te tāepaepatanga o te rangi.

Ko te tau 2012 te tau tuatahi i tū ai a WSH, ā, wana nei ōna ōtinga! E tuhi haeretia ana te pūrongo rangahau e te rōpū rangahau i raro i a Tākuta Jo Fletcher i te Whare Wānanga o Waitaha mō WSH, o roto kō te reo whānau, ko te reo ākonga, ko te reo iwi, ko ngā ōtinga reo matatinj kua wāwāhitia e ngā rauemi aromatawai whānui.

Kei te tautokona ngātahitia e Te Whare Wānanga o Waitaha rāua ko Te Rūnanga o Ngāi Tahu a Wai Study Help i te rau 2012, ko tā Te Whare Wānanga o Waitaha he ringa mākohakoha i te reo matatini Pākehā, ko tā TRONT te whakawhanake i te hanganga ipurangi me ngā rauemi. Ko Te Whānau Tahi te mātāmua, ka mutu, kua tohu mai a Ngāi Tahu he hia nōna ki te tautorotoro i tēnei tauira ki wāhi kē, ki ngā marae ake anō.

Mā te mahi tahi a ngā ākonga, rātou ko te whānau kura, ko ngā ohū hapori, ko ngā kaituruki e tutuki ai ngā whiwhinga reo matatini a te ākonga Māori kāhore i paku taea i roto anō i ngā kura o mua. Tū ai te tauira WSH nei i runga i ēnei hei tūāpapa

- Nō ngā Apa-ā-Rangi ngā mokopuna Māori...
- Kua hinga ngā tikanga ako kura o mua, me whakaputa tētahi hōtaka auaha e whai hua ai
- Mā te pānui arahanga me te ārahi tika ka manahua te reo matatini o te ākonga Māori
- Kei te hapori ngā tāngata e ngana ana ki te mahi utukore ki te whakawhanake i te reo matatini o te ākonga

Nā te whakaako takitahi he tāpīringa nui ka riro i ngā ākonga me ngā kaiako. Kāhore te ākonga i te whakataetae/ whakapau riaka kia aro mai ai te kaiako, ka whakaroa ake te wā whakangungu pānui, ka whai wāhitanga hoki ngā tūmomo kaiwhakaako kē. Ka manaaki ngā kaiako kaupapa Māori ā-hapori i a ia e ako ana i ngā tikanga me te manaakitanga tūturu nei.

E ai ki ngā rangahau, ki te mōhio te ākonga ki te pānui pukapuka, ki te tuhituhi hoki ka aronui ia i te wā ako ka tahi, ka tutuki ngā whāinga paetae ā-kura ka rua, ka koke tonu ki roto i te ao mātauranga, ā, nōna te ao.

Nō runga anō i te kaupapa WSH, i te tau 2012 i whakaaturia e Te KKM o Te Whānau Tahi tētahi huinga ā-taiao e pā ana ki te kotahitanga ā-iwi, i te huinga ā-motu hoki mō te hunga whakaako, ā, i tū ēnei kaupapa e rua i Te Whare Wānanga o Waitaha. I kauwhau ngā ākonga mō ngā painga o WSH me te kōingo anō kia eke ki te taumata hei ākonga matatau ki te pānui me te kōrero i ngā reo e rua.

'Feedback from our students following this presentation was (without exception) of the highest order in terms of accolades that abounded. They commented that this presentation had had a profound impact on their beliefs and understandings about Maori students being enabled to reach their full potential. The collective passion for this kaupapa clearly shone through in the presentation, and this was indeed taken on board by our learners.' - Dr Angus Macfarlane

SOME MODELS OF INNOVATION

The six mātaḗpono of Te Aho Matua influence and feature in each model, as well as all programmes of learning at TKKM o Te Whānau Tahi. They are Te Ira Tangata (the human essence), Te Reo (the language), Ngā Iwi (the people), Te Ao (the world), Āhutatanga Ako (circumstances of learning), and Ngā Tino Uaratanga (essential values).



MODEL 1. WAI STUDY HELP (www.waistudyhelp.org)

In one language Wai (Why) poses a question, while in the other it refers to Water – in that respect it offers an essential requirement for life and wellbeing. As illustrated in the Wai Study Help (WSH) design above, Wai also offers a way of accelerating a reading and comprehension journey – offering to keep learning buoyant and transporting Māori learners and their teachers towards their goals.

2012 is the first year that WSH has operated and the data looks fantastic! A research report is being written currently by a research team under Dr. Jo Fletcher at the University of Canterbury about WSH including Whānau, Student, and Iwi voice as well as quantitative literacy data using a range of assessment tools.

Both the University of Canterbury and Te Rūnanga o Ngāi Tahu are supporting Wai Study Help in 2012, providing expertise with English literacy and supporting development of online infrastructure and resourcing respectively.

Together the students, kura whānau, community volunteers and university tutors work together to achieve Māori student literacy gains that have not been able to be addressed in the standard schooling model. The WSH model is based on the following understandings:

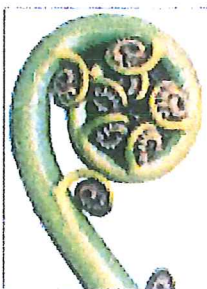
- Māori children are gifted and have cultural capital and this benefits them as learners
- traditional schooling models have not provided optimal learning opportunities for Māori children so an innovative model is needed
- access to supported reading and mentoring will have substantial benefits for Māori student literacy development
- there are people in the community who are willing to spend voluntary hours to contribute to the acceleration of children's literacy development
- education initiatives that involve the whānau, community, iwi and organisations with specialist content knowledge are more likely to achieve sustainable improvements in Māori student achievement

By offering one on one tuition there are major bonuses for the students and the tutors. The students are not competing for teacher attention, get lots of practice time reading and are exposed to a range of different, interesting people as mentors. The tutors get to contribute to a kaupapa Māori community initiative while experiencing tikanga and manaakitanga first hand.

As part of WSH in 2012 students from TKKM o Te Whānau Tahi have presented at an international colloquium on social inclusion and a national educators conference, both held at the University of Canterbury. The students shared how WSH has impacted on their learning and why they want to excel as biliterate, bilingual high achievers.

***'Feedback from our students following this presentation was (without exception) of the highest order in terms of accolades that abounded. They commented that this presentation had had a profound impact on their beliefs and understandings about Maori students being enabled to reach their full potential. The collective passion for this kaupapa clearly shone through in the presentation, and this was indeed taken on board by our learners.'* - Dr Angus Macfarlane**

TAUIRA 2. MELPF, BUILDING E-LEARNING CAPABILITY AND AKO-E



Ko te MeLPG, te whakatipu i te wao o te T-ako me te Ako-e

Nō tēnei tau 2012, i tīpakohia Te KKM o Te Whānau Tahi ki te uru ki tētahi kaupapa whakawhanake i tā te Tāhūhū o te Mātauranga kaupapa, ko te Māori medium E-learning and Planning Framework (MMeLPG).

Ko tā te MMeLPG he whakarato rauemi arotake whaiaro mō ngā kura hei kohikohi hua e pā ana ki ngā mahi e whakatairanga ai i te tupuranga o ngā rākau i te wao nui o te T-ako. Ka ārahi te anga i te arotake i ngā painga o ngā hotaka T-ako, ngā rauemi me ngā mahi e taunaki ai i te kura e whakatupu ana i te rahinga o te T-ako.

Tā te MeLPG...

- He kōmitimiti i te T-ako ki te kōtaha kaupapa (te marautanga ā-kura)
- He whakarite i te marautanga whakahonohono puta noa i ngā tūmomo akoranga me te whakahāngaitanga whakawhiti marau, tae atu ki ngā rauemi T-ako e tika ana
- He whakatairanga i te ahurea ako ngaio e māhorahora ana, e manaaki ana, e mahi tahi ana
- He whakanui i te mahinga ngātahitanga o te hāpori me ngā tini peka o te poro – mā ngā hangarau, mā te whai wāhi hoki o te reo whānau
- He whakaako i ngā tikanga ā-ipurangi, i te kirirautanga māmatī (digital citizenship)
- He whakahaere hangarau i roto i ngā tikanga ako hei hāpai ake i te kura/ poro/ rōpū

Nā te whakamahi i te MeLPG kua tīpako a TKKM o Te Whānau Tahi i te T-ako hanumi (blended e-learning) hei tikanga ako matua, ā, e whakawhanake ana tēnei hei waka ako mā te kura ake e kōkiri hei te tau 2013, ka mōhiotia nei ko Ako-e.

Tautokotia ai e Ako-e ngā ākonga Māori kia tupu hei tauira o te rautau 21 nei, otirā kia tū māia, tū kaha, tū hono, tū tangata i roto i te ao hurihuri nei. Ko ngā whāinga o tēnei kaupapa he whakarite kia whai wāhi ngā ākonga Māori, he whakahohoronga whāinga, he whakatairanga i te kirirautanga māmatī, he tautoko hoki i te ākonga hauā whai hiahia ako tauwhaiti. Ki tā Te KKM o TWT ko te rapunga whakaaro o te T-ako hanumi ka whakahāngai tonu i Ako-e ki Te Whānau Tahitanga nā tōna whakahi i te mana whānau, mana hāpori, mana iwi me te kawae anō hoki i te mana o ēnei rōpū e tautoko ana i te akoranga o te ākonga.

TAUIRA 3. TAUTI MAI



He whāinga nō Te KKM o TWT ki te whakariterite i ngā ara tini e piki ake ai te ākonga ki ngā taumata kōokeo o te ao mātauranga Māori. Ko Tauti Mai he kaupapa auaha i whakawhanakehia ai e Te KKM o TWT hei tautoko i te ākonga e ako ana i te taumata 1, 2, 3 rānei i ngā kura auraki kia angitu te whakawhiti māi ki te ikeiketanga o te rumaki reo Māori. Ka āwhina hoki i ngā ākonga whai reo Māori i te kāinga, i hea ake rānei, engari kahore anō ia kia whai wāhitanga māi ki te ako i roto i te ao Māori. Me ngā rauemi o nāianei ka taea te whakauru i ngā rōpū e rua ia tau. Ki ō Te KKM o TWT whakaaro ka kore e nui ake i te tokoono ngā ākonga e uru māi ai i te urunga kotahi, neke atu ki te tekau mā rua ngā ākonga ia tau e

taea ana te whakahaere, ā, ka rangatira tonu te taunakitanga atu i te reo kia tupu, kia rea. Tekau mā tahi ngā wiki (wāhanga kotahi o te tau) te roanga o te wāhanga manaaki, kātahi ka 11 wiki anō (tētahi wāhanga) o te mahi whakawhiti, e āwhina takitahitia ai, e mātaitia ai ngā ākonga.

Ko ngā hua matua:

- He mahere ka whakawhanake i te reo Māori, ka tiroiro ki ngā hua o ia ākonga
- He ako takitahi, te ako takirōpū
- He akoranga reo rua e whakahohoro ana i te ako, e whakapakari ana anō hoki i te mōhiotanga ake o te ākonga
- He whakamana, he whakaoho i ngā pūmanawa whai kōrero me ngā pūmanawa whai kupu (BICS & CALP)
- He whakarōa haere i te roanga ake o te wā i ngā wā e rumaki katoatia ana ki te reo Māori i te taha o ngā ākonga e ōrite ana ā-tau.

MODEL 2. MELPF, BUILDING E-LEARNING CAPABILITY AND AKO-E



In 2012, TKKM o Te Whānau Tahi was selected to participate in the development of the Ministry of Education's Māori medium E-learning and Planning Framework (MMeLPF).

The MMeLPF is a self-review tool for schools to gather evidence about practice that provides a road map for building e-learning capability. The framework guides evaluation about the effectiveness of e-learning programmes, resources and services to support the kura as we build e-learning capability.

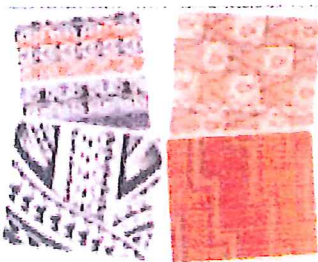
The MeLPF...

- integrates e-learning with the graduate profile marāu-a-kura (localized curriculum)
- ensures cohesive curriculum across learning areas with some cross-curricular alignment including appropriate e-learning resources
- promotes a professional learning culture that is open, safe and collaborative
- promotes engagement with the community and wider networks - through and about technologies including whānau voice.
- fosters cyber-safety and digital citizenship
- co-ordinates technologies in a managed learning system to improve the school/network organization

From using MeLPF, TKKM o Te Whānau Tahi has selected blended e-learning as a preferred pedagogical approach and is developing its own model for implementation from 2013, Ako-e.

Ako-e supports Māori students to become 21st Century learners who are confident, capable and connected, global citizens. The aims of the model are to engage Māori learners, accelerate achievement, promote digital citizenship, and support learners with special needs. For TKKM o Te Whānau Tahi, the philosophy of blended e-learning aligns Ako-e well with Te Whānau Tahitanga as it promotes the importance of engaging whānau, hapori and iwi as well as understanding about how these groups can support student learning.

MODEL 3. TAUTI MAI



TKKM o Te Whānau Tahi wants to provide multiple access points for students to enter high-level Māori medium education. Tauti Mai is an innovative programme being developed by TKKM o Te Whānau Tahi to assist learners who have been learning at immersion levels 1, 2 or 3 in English medium settings to transition successfully into high level immersion. It also caters for students who have reo Māori from home or other reo support, but who have not had the opportunity to learn in a Māori medium environment.

There is capacity and resourcing for two intakes per annum. TKKM o Te Whānau Tahi considers that a maximum of six students in any one intake, up to twelve students per year is manageable and will allow for the high level of dedicated support that is required to build reo proficiency. The reception part of the programme lasts for 11 weeks (1 term), followed by 11 weeks (1 term) of transition involving continued one on one support and monitoring.

Key features include:

- an individual reo Māori development plan and monitoring for every student
- one on one tuition and small group learning
- a second language learning approach that accelerates learning and builds on prior knowledge
- building confidence and competency in both basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP)
- increasing amounts of time in high level immersion with learners of same chronological age, over time

TAUIRA 4. TE AORAKITAKA O TE REO



Whānau mai ana i te tau 2008, ko tēnei he hōtaka mā ngā ihumanea me ngā ihuoneone e ruku hōhonutia ai e te ākonga ngā whakapapa Ngāi Tahu, te iho matua Māori, te reo rangatira, ngā tikanga me ngā kawa. Mō te roanga ake o te tau te hōtaka nei, mā ngā ākonga kua tautuhia e ō rātau kaiako, i runga anō i ō rātau pūkoko, waiaro kairangi hoki ki te reo rangatira me ōna tikanga. Whai wāhi ai ngā ākonga ki te kohikohi i ngā waetohu NCEA (mō Te Reo Māori mai i te tau 7, mō Te Reo Rangatira mai i te 10), ki te whakatinana i ēnei akoranga i roto i ngā horopaki Māori tūturu, ki te whai tonu atu i ēnei kaupapa ki roto i ngā kura tuatoru.

Ko ētahi o ngā whāinga paetae:

- Kia matatau i roto i te reo rangatira, i ngā karakia, i ngā mōteatea, i ngā tikanga me ngā kawa, kia māia me te āhei ki te haumanu i ēnei taonga nunui o tātau
- Kia kawē tonu atu i ngā taonga o te whaikōrero (mihi ōpaki mai, Manu Kōrero mai, kōrero i te paepae kaiāwhā mai)
- Kia haere tonu te ako i te reo Māori me ōna tikanga hei ngā kura tuatoru (hei tauira, Te Panekiretanga o Te Reo mā Te Wānanga o Aotearoa)

Hei wāhanga anō nō te hōtaka o Te Aorakitaka o Te Reo, ka toro atu rā te kaiako ki ia akomanga i roto i te wiki kura. I ēnei wā, ka tukuna ngā kōrero nō te akomanga o Te Aorakitaka i te reo e tika ai mō taua reanga. Ko tēnei hoki, ko ngā ākonga Aorakitaka ake e whakaatu ana i ā rātau rangahau, kauhau-ataata, akoranga reo Māori, ngā karakia me ngā mōteatea kua titoa, ki ngā tāina taiāwhio i te kura. Mā konei e rangiwhāwhā ai ngā wānanga o Te Aorakitaka i te kura, e tutuki ai hoki te taha ki ngā ākonga e mākohakoha ana i roto i te kaupapa nei.

Āhei ana hoki ngā ākonga ki te uru ki roto i ngā akoranga Te Reo Māori o Te Wānanga o Raukawa, Te Whare Wānanga, te Puna Wānaka hoki. Hei tauira ko te ihu puta tuatahi o Te Aorakitaka, kei tōna tau tuarua i te Whare Wānanga o Waikato i tēnei wā tonu, e tatari ana hoki kia pōhiritia ki runga i Te Panekiretanga o Te Reo.

Ko ngā ākonga Aorakitaka katoa me tū ki Ngā Whakataetae Manu Kōrero. Mai i te tīmatanga mai o te kaupapa nei kua tokowhitu ngā toa i Te Whānau Tahi i ngā whakataetae-ā-rohe. Ko te toa tuatahi i te reanga tuakana, te reo Māori, o Te Whānau Tahi i puta i te tau 2009, ko ia hoki i whakawhiwhia ki te tūranga tuatoru i ngā whakataetae-ā-motu i taua tau rā.

Ko ngā kaiako o te kaupapa nei, katoa kua rēhitatia, katoa he uri Ngāi Tahu kua puta i Te Panekiretanga O Te Reo. Ko ngā kaituruki, katoa kua puta i te Aorakitaka o Te Reo.



Whakaahua nei: ko ngā kaikōrero tokowhā o Te Whānau Tahi i tū i te tau 2012, i whakawhiwhia ki te taonga o Te Paepae Kākā

MODEL 4. TE AORAKITAKA O TE REO



Offered since 2008, this extension programme for gifted and talented students provides an in depth study into whakapapa Ngāi Tahu, Māori philosophy, Te Reo Rangatira, tikanga and kawa. It is a year round programme for students who have been identified by their teachers as showing a hunger for and attitude of excelling in Te Reo Māori me ōna tikanga. Students have the opportunity to complete NCEA achievement credits (Te Reo Māori from year 7 and Te Reo Rangatira from Year 10), practically apply their studies in authentic Māori contexts, with options to enrol in tertiary education papers from Year 12.

Whāinga paetae include:

- fluency in Te Reo Rangatira, karakia, mōteatea, tikanga and kawa, and the confidence and ability to perpetuate these taonga Māori
- to carry the taonga of whaikōrero, in informal (for example, mihi ōpaki) and formal settings (for example, Ngā Whakataetae Manu Kōrero, and whaikōrero i te paepae)
- to continue study of Te Reo Māori me ōna tikanga at tertiary level (for example, Te Panekiretanga o Te Reo through Te Wānanga o Aotearoa)

As part of Te Aorakitaka O Te Reo the kaiako visits each class within the school once a week. During this time he delivers the content covered in the gifted and talented programme at a level appropriate for that particular class. This also includes the Aorakitaka students themselves presenting their research, powerpoint-presentations, and Te Reo Māori lessons to these younger members of our school, and teaching mōteatea and karakia composed in class. This approach enables the spread of quality Te Reo Māori throughout the school, while meeting the needs of the gifted and talented, passionate student.

Students who meet predefined criteria have the option to enrol in an appropriate te reo Māori qualification at Te Wānanga o Raukawa, the University of Canterbury or CPIT. Te Aorakitaka's first graduate is now in her second year at Te Whare Wānanga o Waikato, and on the waiting list for Te Panekiretanga o Te Reo.

All students are expected to prepare and compete for honours in TKKM o Te Whānau Tahi Ngā Manu Kōrero. We have produced seven regional Manu Kōrero winners since inception. Te Whānau Tahi's first ever senior Te Reo Māori section regional winner in 2009 went on to place third overall at that year's national competition.

Te Aorakitaka O Te Reo is run by fully registered teachers, who are Ngāi Tahu graduates of Te Panekiretanga O Te Reo / The School of Excellence in The Māori Language. Kaitūruki / supporting tutors are graduates of Te Aorakitaka O Te Reo.



TKKM o Te Whānau Tahi's four Ngā Manu Kōrero ā-Rohe ki Waitaha speakers who won the Te Paepae Kākā trophy in 2012

TAUIRA 5. KAHUKURA



He hōtaka ako ahurei Ngāi Tahu a Kahukura e whakatairanga ana i te ākonga rāua ko tōna whānau kia rangahau i ngā wānanga nui whakahirahira o te iwi o Ngāi Tahu. He mea hanga te hōtaka nei e ngā mātua o TKKM o Te Whānau Tahī, he mea tautoko-ā-pūtea nei e Ngāi Tahu. Ko ngā ākonga o TKKM o Te Whānau Tahī ka whakaoti i ngā mahi o te hōtaka nei i roto tonu i Te Reo Māori (te reo-ā-iwi o Ngāi Tahu), he āhua reo Pākehā anō hoki kei roto ki te tautoko i ngā mātua e pakupaku noa nei te reo Māori.

I tōna whānautanga mai, neke atu i te toru ngahuru ngā kura kua mahi rā i ā Kahukura, i hangā hoki tētahi hōtaka ake mō te papatipu rūnanga o Hokonui. Ko te hōtaka katoa, ka taea te whakaoti i runga i te ipurangi, kei reira hoki ngā rauemi kaiako, pepa mahi, wātaka, ara ako āwhina hoki. Ko ētahi o ōna āhua ake ko:

- Te ākonga e whakaoti ana i ngā ngohe – ko ētahi me tutuki, ko ētahi he kōwhiringa mā ngā ihūmanea
- Te takoto-ā-rōpū o ngā kaupapa: He pōhiri ki roto o Ngāi Tahu, ko ngā ingoa wāhi Ngāi Tahu, Mahinga kai, Pounamu, Aoraki, ngā ana whakairo
- Te whai wāhitanga mā te ākonga anō e rangahau tōna whakapapa ake, me te whakawhānui ake i tōna mōhiotanga ki tōna whānau, rūnanga, iwi.
- Ō te ākonga angitu e whakanuia haeretia ana e tōna whānau, kura, rūnanga, e Ngāi Tahu Whānui anō hoki.

He kawenga ake ā ngā whānau:

- Te tautoko atu me te akiaki i ā rātau tamariki kia ū ki ngā mahi o te hōtaka
- Me tohu haere e te matua ngā mahi e tutuki haere ai i te ākonga

Kia tikina atu e ngā tamariki ngā tāngata i ngā marae, i ngā rūnanga hei matatiki

MODEL 5. KAHUKURA



Kahukura is a Ngāi Tahu cultural learning programme that supports students and whānau to explore knowledge and information that is of importance to Ngāi Tahu. The programme was developed by parents from TKKM o Te Whānau Tahī with financial support from the Ngāi Tahu Fund. Students at TKKM o Te Whānau Tahī complete the programme in te reo Māori (Ngāi Tahu dialect) with versions available in English to support parents whose reo Māori proficiency is still developing.

Since its development, Kahukura has been delivered in more than thirty Christchurch schools, and also has a version developed for Hokonui papatipu rūnanga in Gore.

The full programme can be completed online, with all teacher resources including task sheets, tracking forms, and study helps also available online.

Key features include:

- tamariki completing a series of compulsory and optional tasks
- tasks are grouped under the themes: Introduction to Ngāi Tahu, Ngāi Tahu places, Mahinga kai, Pounāmu, Āoraki and Rock art
- Kahukura encourages tamariki to explore their own whakapapa and find out more about their whānau, rūnanga and iwi
- tamariki experience success and receive recognition for their efforts in a way that can be celebrated by whānau, schools and rūnanga as well as Ngāi Tahu whānui

Whānau have specific roles:

- whānau support and encourage their tamariki to participate in the programme
- a whānau member signs off tasks and projects
- tamariki are encouraged to use whānau, marae and rūnanga contacts as valid sources of information



THE CONSULTATION PROCESS

TKKM o Te Whānau Tahi carried out consultation in multiple settings with the immediate and wider community. Modes of consultation included TKKM o Te Whānau Tahi whānau hui, an online whānau survey and whānau discussion groups, Board of Trustees and Leadership Meetings, student wānanga, combined Board of Trustees and leadership meetings with TKKM o Waitaha, combined whānau hui between TKKM o Te Whānau Tahi and TKKM o Waitaha, meetings with Te Rūnanga Nui o Ngā Kura Kaupapa Māori, meetings with Te Rūnanga o Ngāi Tahu, and multiple meetings with other stakeholders including community leaders and school community clusters.

CONSULTATION PHASES

There were two significant phases of consultation. Phase 1 was in response to the initial announcement and involved the kura supporting students, staff and whānau to understand the announcement that had been made. It extended to include information gathering from the Ministry of Education about rationale and the merger/closure process. Phase 1 allowed the Board of Trustees of TKKM o Te Whānau Tahi to establish if the kura whānau wanted to merge with TKKM o Waitaha and what disadvantages or advantages they saw from the proposal. Phase 1 was characterized by strong emotions including anger, feelings of betrayal, and concern for the wellbeing and ongoing Te Aho Matua education of tamariki at TKKM o Te Whānau Tahi.

The second phase of consultation began during weeks 2/3 following the announcement. This phase focused on the opportunities available to TKKM o Te Whānau Tahi as part of the Greater Christchurch Renewal Plan. With a focus on hope, opportunity and consultation in good faith with the Crown, Phase 2 included in depth consultation with the immediate and wider kura community.

CONSULTATION RECORD

Te Kura Kaupapa Māori o Te Whānau Tahi has reviewed the proposal to merge and rationale for change by the Ministry of Education. Extensive consultation has been carried out with the kura whānau and community. The following provides a timeline of consultation, with supporting documents included as appendices.

EVENT	DATE	PURPOSE	ATTENDANCE/OUTCOMES
1. Staff Hui	14/9/12	To advise staff on the meeting that had just occurred at Lincoln Events Centre and that a firm proposal had been presented for the two kura kaupapa Māori in Christchurch to merge.	All staff including those on study leave.
2. Whānau Hui 1	15/9/12	To present information about the proposed merger and discuss options moving forward including Waitangi Tribunal Claim.	80+ in attendance, 52 signed sheet. TKKM o Te Whānau Tahi whānau, facilitator, MoE representatives. See Appendix 3.
3. Kura facebook page	15/9/12	Used for updating on developments and information sharing.	1826 members as at 1 November 2012. Located at https://www.facebook.com/groups/TKKMchch/?ref=ts&fref=ts
4. Combined BoT Hui of two kura	17/9/2012	Opportunity to meet together and discuss common concerns and how each kura can support the other.	From TKKM o TWT: BoT Chair, Tumuaki, Adviser, 2 BoT representatives.
5. Whānau Update 1	20/9/12	Newsletter communication to update on developments since last hui including outcomes of working groups (copy attached).	Print copy to all parents, electronic to all whānau by email, copies in tari for viewing. See Appendix 4.

6. Student Wānanga 1	21/9/2012	To collect student voice about the proposed merger.	Students in Te Tipuranga and Wharekura. See Appendix 5.
7. Public Rally	22/9/12	Rally at Hagley Netball Courts with other schools and the community	70+ students and whānau attended.
8. Whānau Update 2	26/9/12	Newsletter communication to update on developments since last hui including outcomes of working groups (copy attached)	Print copy to all parents, electronic to all whānau by email, copies in tari for viewing. See Appendix 6.
9. Halswell Learning Cluster Meeting	26/9/12	Outline and discussion about the renewal proposal and learning cluster plan.	9 schools represented at meeting. See Appendix 7.
10. TKKM o Te Whānau Tahī Parent and Whānau Survey (online)	5 - 15 October 2012	To carry out more in depth consultation allowing parents to give anonymous feedback and identify schooling preferences.	42 responses representing 46 students, 11 pre-enrolments and 21 other whānau members. See Appendix 8 for Summary Data Report. See Appendix 9 Data Analysis.
11. Student Wānanga 2	17/10/12	To collect student voice and provide an opportunity for students to consider the potential advantages and disadvantages of merging.	Wharekura students. See Appendix 10.
12. Whānau Hui 2	6pm, 18/10/12	To feedback from Consultation Survey and explore themed opportunities. Refer to minutes attached.	60+ in attendance. TKKM o Te Whānau Tahī whānau, facilitator, MoE representatives. See Appendix 11.
13. Halswell Learning Community Cluster Meeting	18/10/12	Updates on individual schools and continuation discussion about possible impact on the cluster of schools.	Representatives from 8 schools present. See Appendix 12.
14. Combined BoT Hui – two kura plus Te Rūnanga Nui o Ngā Kura Kaupapa Māori	6pm, 24/10/12	To discuss progress with the preparation of each response and what supports the kura need.	Full BoT, facilitator, BoT of TKKM o Waitaha, Te Rūnanga Nui o Ngā Kura Kaupapa Māori.
15. Combined Whānau Hui – two kura plus Te Rūnanga Nui o Ngā Kura Kaupapa Māori	7pm, 24/10/12	Meeting facilitated by Toni Waho from Te Rūnanga Nui o Ngā Kura Kaupapa Māori. To share the Rūnanga's concerns, discuss the WAB and no Te Aho Matua presence, and the Māori medium Community Consultation hui. An opportunity to update each whānau about where each is at with response preparation.	Whānau of TKKM o Te Whānau Tahī and TKKM o Waitaha, Te Rūnanga Nui o Ngā Kura Kaupapa Māori. See Appendix 13.

16. Māori medium Community Cluster Hui	9am - 3pm, 25/10/12	To participate in discussion and feed into a strategic plan for Māori medium education as a response to the proposed closures and mergers. Included presentation about the Māori medium Community Consultation Survey findings.	<p>Attended by TKKM o Te Whānau Tahī Tūmuaki, BoT Chair, facilitator, several parents and four teachers (parts of the day during release time).</p> <p>See Appendix 14 for programme.</p> <p>See Appendix 15 for Māori medium Community Consultation Summary Report.</p> <p>See Appendix 16 for Māori medium community Data Analysis.</p>
17. Halswell Learning Community Cluster Meeting	11am, 25/10/12	Updates and discussion about a cluster plan or alternative response.	<p>Representatives from 8 schools present.</p> <p>See Appendix 17.</p>
18. BoT Hui	7pm, 29/10/12	To meet with the response facilitator and review progress.	Full BoT, facilitator.
19. Whānau Update 3	30/10/12	Newsletter communication to update on developments since last hui including outcomes of working groups (copy attached).	<p>Print copy to all parents, electronic to all whānau by email, copies in tari for viewing.</p> <p>See Appendix 18.</p>
20. Halswell Cluster Meeting	30/10/12	Held at Manning Intermediate to discuss concerns for the cluster.	<p>Tumuaki, BoT representatives and kura whānau attended.</p> <p>See Appendix 19.</p>
21. BoT Hui	6pm, 31/10/12	To review final draft response	Full BoT, facilitator
22. Whānau Hui 3	6pm, 6/11/12	To review final draft response and prepare programme for Ministerial visit.	Kura whānau, BoT, hapori.

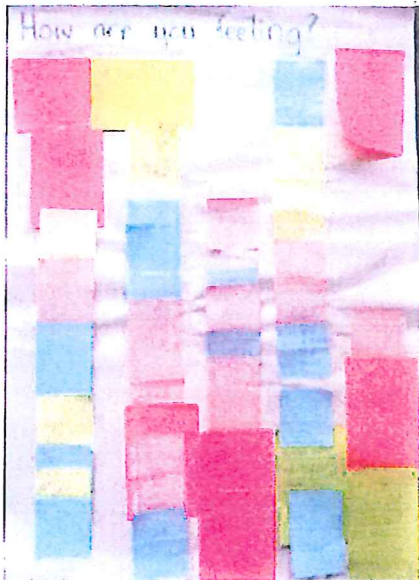
A whānau space was set up in Tuawera (one of the classrooms) with breakfast and afternoon tea facilities. This area was used for whānau to discuss issues, to review documents and feedback information to the Board of Trustees about their thoughts and ideas.

In addition, a number of individual or smaller stakeholder consultation meetings took place involving the Board, Leadership team and/or facilitator from TKKM o Te Whānau Tahī. These took place with several Members of Parliament, the Human Rights Commission, Te Rūnanga o Ngāi Tahu and individual community members who wanted to discuss the proposal with us.

KEY FINDINGS FROM CONSULTATION PHASE 1

The First Whānau Hui, 15 September 2012

Question 1: How are you feeling?



At our first Whānau hui, Whānau were asked to share how they were feeling about the merger proposal. The vast majority expressed anger, sadness and frustration. The whānau also said they felt numb, disillusioned, shut out and unsure of the future. Comments such as these dominated:

'Colonisation all over again' (whānau member, 15/9/12)

'I feel that we are being forced by the Government to merge, and (they) are not considering our decisions' (whānau member, 15/9/12)

'Disgusted by what our supposed leaders think is best for our whānau and tamariki. Our whānau has had to endure a lot over the decades to achieve for Māori' (whānau member, 15/9/12)

Question 2: Do you agree or disagree with the merger proposal? Why/why not?



The unanimous response at the first Whānau Hui was 'no, absolutely not'. The whānau were adamant that each kura has its own whakapapa, identity and mana motuhake. Whānau commented that the proposed merger removes our right of choice and that there may be location and access issues for many whānau if there is only one site. Many whānau also said there would be an impact on the tamariki learning environment by an increase in class sizes.

'The merger may lead to tamariki no longer being able to attend kura because of location – where they live'

'We have our own whakapapa...It will set a precedent (sic) for similar action against other kura kaupapa Māori'

'Small classroom sizes and small kura ... provide a better learning environment for our tamariki'

'Whānau tahi was our choice, not a combined kura. We choose TKKMOTWT uniquely'

Question 3: What concerns do you have?

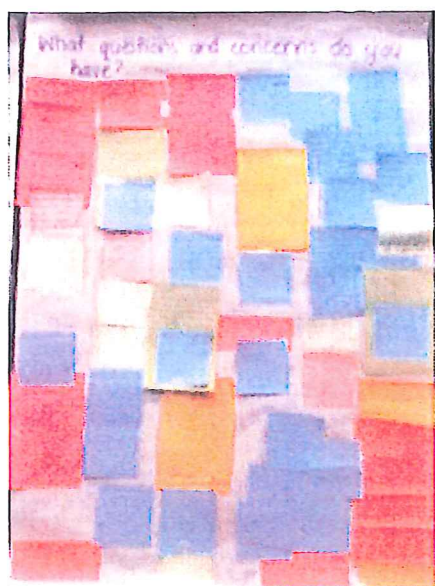
There was much concern that if we merge we will have no choice in Māori medium education in Waitaha – whereas mainstream have lots of choice. Whānau are also concerned about the process that the MOE undertook to inform whānau. Whānau commented that this will set a precedent for other kura kaupapa.

'Despite that there might have been city wide consultation no-one came to talk to us, and it affects us directly. How is this meaningful consultation?'

'This will set a precedent to unilaterally close more kura in Aotearoa in breach of our Treaty rights'

'My tamariki won't be able to walk to kura anymore if they shift to another site. Whakapumau is too far away for us.'

Question 4: What questions do you have?



The whānau have many questions around the rationale behind the merge, impacts on our tamariki, staff jobs, our buildings and resources, and what a merger will 'look like'.

What is the purpose of the charter school they are looking at developing and what influence do they have?

*Who will lead our strategic plan and who else will be involved?
What will this all look like?*

What are the specific reasons behind (or criteria for) merging Te Whānau Tahi and Whakapūmau?

What are the larger implications to education both in Māori and English medium?

Where do the iwi sit in this?

Why do we need to fix what isn't broken?

Who are the teachers going to be?

Question 5: What action should we take as a whānau? Ideas?



There was a general desire by the whānau to be kept informed regularly of progress and action taken from here on in. The whānau were eager to see the kura working with others on this kaupapa. In particular collective action with Te Kura Whakapūmau to maintain unique identities as kura. Whānau wanted to see collective action with all English medium, Kura Kaupapa nationally, and Māori bodies of influence including local rūnanga. Whānau were adamant that we take political action by making a claim to the Waitangi tribunal and want to seek the support of both local MPs and MPs nationwide with a specific focus on Māori representatives. There was a lot of support for the idea of organising a hīkoi and ensuring we all fight to stop the merger.

'We need to unite with all schools now! A whole city with the same grievance speaks louder than words'

'Talk to those advocating the new charter Māori school. Are we being sacrificed for this?'

'Approach Ngāi Tahu for support, Mark Solomon, Rūnanga reps'

'Keep our kid's wairua safe....Make sure our babies are safe amongst the madness'

'Lay a claim with the Tribunal and put a halt on things'

KEY FINDINGS FROM CONSULTATION PHASE 2

The TKKM o Te Whānau Tahi Parent and Whānau Online Survey (42 Respondents including 22 parents of 46 current students)

Advantages and disadvantages of the proposed merger

A few respondents to the survey recognised that there may be some advantages to combining the TKKM o Te Whānau Tahi Wharekura with Whakapūmau or a local secondary school to increase curriculum options. Parents, however, do not support their child's enrolment in a bilingual secondary school or a bilingual setting if at kura and have a strong preference for staying independently located at TKKM o Te Whānau Tahi.

Whānau and parents of TKKM o Te Whānau Tahi expressed a range of concerns about the proposed merger. Responses from the survey were grouped into the following themes:

1. Lack of consultation
2. Proposal seen as a transgression of the Crown
3. Rights to choose being taken away
4. Concern for the wellbeing of tamariki
5. Damage to culture and whakapapa of the two kura
6. High stress and pressure for kura leaders and their families
7. Not enough time to inform decisions
8. Whakapūmau not being a viable or preferred option for whānau of Te Whānau Tahi
9. The possible advantages of any merger are far outweighed by the damage that will be caused.
10. Possible advantages with better resources and staffing (four responses)

Many whānau commented that the proposal has caused considerable stress and a feel that the proposal was unwarranted. Many felt that any suggested rationale seemed to fall short given the extreme amount of change being suggested.

The Māori medium Community Cluster Online Survey (370 responses)

Advantages

In response to the questions "Why do you think the kura should merge? What advantages might there be?" responses were grouped into five themes (with number of responses bracketed and sample comment provided):

1. Staffing/resourcing/pooling strengths (30)

'I think it could be advantageous for the schools to merge as they could be entitled to more funding and resources, could be more shared knowledge which could be beneficial to the students.'

2. Viability/numbers (30) – this included comments about low numbers and wider course options offered at secondary if numbers increase

'Economy of scale - if the roll at the school cannot be rebuilt to preEQ levels - then it is important to merge to ensure the education quality is not affected.'

3. Tuakana/teina/dual campus (8)

'You can have the best of both worlds. Merge the administration & governance while maintaining two campuses (ie: Whānau Tahi & Whakapūmau) - therefore maintaining the whakapapa etc...of both. The opportunity then affords each campus to focus on different aspects of education outcomes (over and above Te Reo)'

4. Cost saving (7)

'Economics - the less we spend on rental the more there is for learning. Schools are not about bricks and mortar'

5. Opportunities for improvement (4)

'I think there should be more discussion & research around the merger, the benefits, the issues & concerns. This is a good time to reflect and review where our Kura students have emerged in terms of post-secondary education, what careers they have embarked on and tertiary studies they have undertaken. This research will better inform us on whether a merger is a good idea or whether we need to explore other avenues.'

Disadvantages

In response to the questions "Why do you think they should not merge? What disadvantages do you think there might be?" responses were likewise grouped into five main themes:

1. Whakapapa / Identity / special character of each kura (125)

'They have their own whakapapa, they cater for two areas of the town, they are two different unique kura'

'In my opinion when schools merge they lose a lot of their own culture and history. Normally one becomes more dominant and there becomes a real internal struggle not only with staff but students as well. I feel sad that this is happening because I no longer have any of my own school as they have all either merged or closed. I feel I have no alumni or belong to any school as everything that my schools once were have gone!'

2. Removal of choice / loss of rights for whānau (74)

'There need to be more options for full immersion, not less. The message to the wider community is that Kura are less important and one size of Kura can fit all.'

'I reiterate that the government needs to better support and promote Kura Kaupapa Māori as an option for parents. Too many Māori parents regret not sending their tamariki to Kura Kaupapa Māori because they didn't know about it or weren't given enough information about it. This is a crown responsibility under article 2 of the treaty, to actively protect te reo Māori as a taonga.'

3. Reduced access mainly due to increased travel (60)

'Many people simply may not be able to travel the distances required to get to the school.'

4. Loss and related trauma (52)

'The benefits would be minimal, the only benefit might be cost savings by having one management and board structure. But the emotional and actual cost for the children's education and stability far outweighs this. Otherwise the impact would be entirely negative.'

'I don't think they should because they are very unsettled and unhappy about it and their happiness is extremely important as is everybody's!'

5. Increased numbers / class size (15)

'Students could be disadvantaged by the merger if it means more students in one class room, so the teachers time is split more between more students meaning less one on one time.'

There were 2 comments relating to merging being a waste of pūtea.

Whānau Hui 2 - 26 September 2012

This hui was an opportunity to explore opportunities identified in the TKKM o Te Whānau Tahī Parent and Whānau Online Survey. The goal was to set aside any mānā and consider how we could best position ourselves moving forward.

Whānau were given the opportunity to discuss and cast ten votes for the initiatives and ideas that they thought were best.

The eight initiatives/ideas that they voted on were:



Strengthening Wharekura 73 votes

Kohanga Reo at TKKM o Te Whānau Tahī
72 votes

Better learning opportunities for students
61 votes

A whānau hauora and learning centre
54 votes

Partnership opportunities with other schools
52 votes

Teacher Training at TKKM o Whānau Tahī
48 votes

Offering reception and transition classes
39 votes

Afterschool programme 34 votes

The whānau of TKKM o Te Whānau Tahī requested that the Board of Trustees further investigate these initiatives and ideas so that they can be included in future planning from 2013. Several of the initiatives were already underway, such as the Wharekura review and curriculum update, and applications to the Ministry of Education for a Kōhanga Reo to be established on site.

The whānau also had two additional idea sheets – one for the WORST possible ideas and one for ideas if we had \$1 Billion.

'Worst' ideas included to merge, give up, to return to business as usual pre-quake, and to not reach our potential.

\$1 Billion ideas included having...

- an amazing fully ICT resourced kura
- a kura that catered for kohanga through to tertiary
- a place based learning institute
- a centre that provides and coordinates regional services to other Māori medium institutes and coordinates RTMs, RTLB Māori, etc.

All of these are considered possible as part of the future of TKKM o Te Whānau Tahī.

OBJECTIONS TO MERGING

Contribution to te reo Māori revitalization and protection under the Treaty of Waitangi

The Rationale for Change provided by the Ministry of Education failed to recognise the role that kura kaupapa Māori play in revitalization of te reo Māori and whānau capacity building. Similarly, consultation identified significant concerns about the Crown's failure to recognise its Treaty obligations of partnership, participation and protection of te reo Māori and kaupapa Māori education options for parents. Given that no previous mergers of kura kaupapa Māori have occurred it was considered high risk by kura whānau and stakeholders to carry out this sort of change in an already vulnerable community without a strong evidence base to inform those processes and protect the wellbeing of students and whānau.

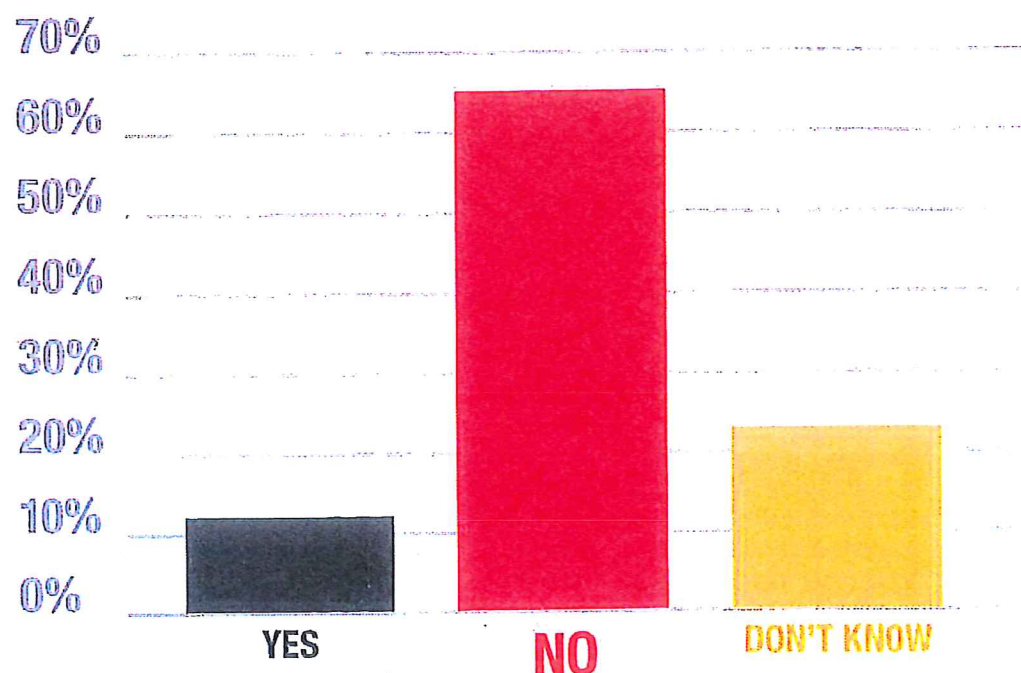
Recommendations:

1. That Te Whānau Tahī oppose the merger and support whānau to cope as well as possible with the stress that has been caused.
2. Maintain services and good communication to make sure whānau and parents are kept up to date and feel empowered to participate in the consultation process.

Whānau voted unanimously at the first Whānau Hui (15/9/12) to oppose the merger and retain the unique identity, whakapapa and locality of TKKM o Te Whānau Tahī. Whānau also voted unanimously to support TKKM o Waitaha likewise.

The decision to reject the merger was consistent with findings from the Māori medium Community Cluster Survey (2012) (370 respondents). There was a strong response for these kura not to merge (65.1%), there was also a small group who showed support for the merger, however just under a quarter of respondents were undecided and in addition 78 people skipped this question.

Do you think Te Kura Kaupapa Māori o Te Whānau Tahī and Te Kura Kaupapa Māori o Waitaha (Kura Whakapūmau) should merge?



Sample comments from the Māori medium Community Cluster Survey (2012) included:

'Under the Treaty of Waitangi, these schools certainly have a very special and unique status. Once a school has closed or merged it is difficult to reverse that action. We should do all that we can to protect what we already have.' (Online Survey respondent)

'We need to fiercely protect these key language revitalisation sites. They are all we have as a primary

domain to ensure the survival of the language. Due to the generational break in language transmission, we now rely heavily on these sites to mend the gap! Take this away, and we have a repeat of language genocide in the South Island through governmental policy, despite the best efforts of parents to reclaim the language for their children.' (Online Survey respondent)

The second comment above reinforces the need for better consultation and information for informing significant change.

No two kura kaupapa Māori are the same

Whānau think that not more consideration should have been given to:

1. The unique status of individual kura and how they contribute to the identity, language and culture of Māori students.
2. The educational achievement of students and potential impact on numbers of students studying te reo Māori and te reo Rangatira.
3. Provision for students currently enrolled in bilingual units who faced closure and how they may transition into a kura kaupapa Māori setting.
4. Representation of Ngāi Tahu students and staff at TKKM o Te Whānau Tahī and how that influences local parental choice of kura and schooling options.
5. Limitations a merger would pose for Māori medium ECE graduates on educational pathways in Māori-medium, particularly under Te Aho Matua.

TKKM o Te Whānau Tahī has a significant Ngāi Tahu student and staffing population that influences teaching and learning (45% students, 60% staff) and has unique features that have influenced the selection of TKKM o Te Whānau Tahī as the preferred kura for current and future parents.

'Over time, students, staff and whānau members have established their own tikanga, or ways of doing things, that reflect Te Whānau Tahitanga' (ERO, 2009).

Respondents to the TKKM o Te Whānau Tahī Parent and Whānau Online Survey suggested reasons why their tamariki were successful at TKKM o Te Whānau Tahī. This "Te Whānau Tahitanga" can be grouped into the following themes:

- Mana Māori, tiho rangātiratanga and cultural identity as Māori
- Student relationships with teachers and student centered learning
- Family focus and whānau support
- Specific values including whakawhanaungatanga and manaakitanga that support health and well-being
- Learning under Te Aho Matua
- Strong connectedness and loyalty to the whakapapa of the kura
- Links to Ngāi Tahu and Ngāi Tahu tanga in curriculum
- Small size allowing boutique provision and consideration of students
- Access to community facilities

Recommendation: The maintenance of these kupu whakaari is essential for the ongoing success of tamariki at Te Whānau Tahī. The ability to transfer these to another setting or to maintain them if forced to merge is highly questionable and would need to be well researched to ensure the ongoing academic success and hauora of students and whānau.

With only two kura kaupapa Māori in Christchurch the opportunity for parents to choose, even if a limited choice is important. In this regard, choice of and access to learning under Te Aho Matua were considered valid and important considerations with parents indicating that TKKM o Te Whānau Tahī met their needs and aspirations better than TKKM o Waitaha.

What makes TKKM o Te Whānau Tahī unique?

Whānau of TKKM o Te Whānau Tahī identified the same top six indicators for kura selection as VERY IMPORTANT. These were:

1. Having good quality teachers (Parents – 100%, All – 97.45%)
2. Strong leadership (Parents – 100%, All – 90.2%)

3. Inclusion of cultural knowledge in curriculum content (Parents – 86.4%, All – 90.2%)
4. Strong tikanga and cultural practices (Parents – 86.4%, All – 90.2%)
5. Being part of a positive kura whānau (Parents – 86.4%, All – 82.9%)
6. Learning in full immersion te reo Māori (Parents – 77.3%, All – 82.9%)

When combining factors identified as being either 'very important' or 'important', all six factors above plus the factor 'the ability to cater for students who need extra help with learning' were selected by all respondents (100%).

Recommendation: When considering any future options these essential seven factors need to inform decision-making.

Other options at TKKM o Te Whānau Tahi

Respondents were asked to consider what future options they thought would be good to consider for their children and/or at Te Whānau Tahi.

Respondents did not support Te Whānau Tahi reducing provision to years 1 – 6. Nearly a third (32.3%) agreed or did not know whether provision should be reduced to years 1 – 8. Nearly a quarter (23.5%) percent either disagreed or were undecided as to whether kura should continue offering years 1 – 13.

This indicates a strong support for current provision of teaching and learning at years 1 – 8 but that there is diversity of opinion about years 9 – 13 in the Wharekura. Interestingly, responses made by Wharekura parents are more positive about Wharekura and supportive of it as a quality provider than those of other respondents.

Recommendation: Continued consultation and review of Wharekura provision and perceptions.

The top three most popular future options for all respondents were first, being more involved with te reo Maori teacher training on site; second, having a kōhanga reo at the kura; and third having an after school homework programme.

Bilingual Classes?

Parents were near-equally split about options of having bilingual classes in the kura, having bilingual classes in the wharekura, having bilingual transition classes and being more involved with te reo Māori programmes at other schools.

Recommendation: Development of a programme for reception classes to support transition of students from English to Māori medium.

Supporting Learning

As well as recognising the "great" work being done at Te Whānau Tahi, respondents provided a range of suggestions about how the learning experiences and achievement of students at Te Whānau Tahi might be improved. These have been grouped into the following themes:

1. Increase learning support through provision of enrichment and extension classes, teacher aides and dedicated monitoring of achievement.
2. Te Reo Māori teaching for students who need extra support.
3. Stronger technology focus
4. Review processes and systems
5. Strong leadership

Recommendation: That further consultation occurs with the kura whānau and the original data and themes be discussed by the kura Board of Trustees so that aspects can be incorporated into the 2013 annual plan.

Response to the Rationale for Change Document

Some key issues are evident:

- a. For those not directly connected to the kura kaupapa Māori, it may seem efficacious to merge the kura based on the geographical location of the sites and view of kura as pan-Māori.
- b. While the roll at TKKM o Te Whānau Tahi is and has remained stable, numbers at TKKM o Waitaha have reduced by approximately one third.
- c. Three buildings at Te Whānau Tahi have pre-earthquake damage resulting from weather tightness.
- d. There has been little, if any consideration of the quality Māori medium education offered by TKKM o Te Whānau Tahi and the contribution being made to the revitalization of te reo Māori in Christchurch.

A critique of these issues follows.

a. Geographic proximity to TKKM o Waitaha Kura Whakapūmau

While the two kura are located within 5km of each other this is not accepted as sufficient rationale to merge. The current site at 83 Lyttleton Street, Spreydon was one of several presented to the Ministry of Education at the time of selection. The Ministry of Education rejected other sites in Western suburbs at the time.

As it stands, TKKM o Te Whānau Tahi provides for a different geographical community (South and West) with half of all Te Whānau Tahi families living deliberately close to the kura. This is highlighted on the dot maps showing current enrolment and Māori student population (see Appendix 19).

Some families have purchased or rented housing close by to enable tamariki to walk or scooter to kura. Relocation will create significant barriers to access and issues for families transporting their tamariki to school. The 4.5km distance to the other kura on Hassels Lane includes crossing sixteen roads including major streets and intersections. In context, there are many kura kaupapa Māori nationally that are located “geographically close” to each other and there is no Ministry of Education policy about a required distance of separation between kura or schools.

b. Utilisation and enrolment

The roll at TKKM o Te Whānau Tahi has increased since the earthquakes, currently sitting at seventy-six students with eighteen pre-enrolled students due to start in the next 24 months (11 in 2013 and 7 in 2014). The junior kura (years 1 – 8) is considered to be operating at optimal levels with only a few spaces at each year level available. There is space in the Wharekura, but this takes time to build and was established with that in mind. We anticipate it will take 3 – 4 years to reach 90% capacity in Wharekura.

TKKM o Te Whānau Tahi does not believe that bigger class sizes or more students on a single site will cause an increase in student achievement. Rather, a focus on quality teaching and learning, relationships between the kaiako, tumuaki, students and whānau, strong leadership, a culturally congruent curriculum and strong tikanga and cultural practices are most valued by kura whānau and seen as enablers to accelerate learning.

Te Waka o Waimōkihi where the wharekura (years 9 – 13) is located has three classrooms as well as a student common room, office space and a recreation room for students. It was opened in 2009 and built to cater for growth. TKKM o Te Whānau Tahi sees the Wharekura as one of the best opportunities to grow and strengthen provision. For instance, TKKM o Te Whānau Tahi recognises the scope to transition bilingual students from around Christchurch into the kura and has a plan for reception/transition classes to accommodate multiple entry points.

TKKM o Te Whānau Tahi as whole, however, staunchly values providing tailored learning opportunities for students that can be achieved in an intimate kura setting where whānau are known to kura staff and vice versa.

Kaiako and kaimahi model personal characteristics that promote caring and respectful interactions with others. During the day, they actively participate in karakia alongside students, praise and affirm positive behaviour, and acknowledge students' achievements and successes. These successes are also shared with the wider kura whānau through their pānui, and their rewards systems Toa o te Wiki and Ngā Taumata o Te Rangitūhāhā (ERO, 2009).

With actions to strengthen Wharekura we believe we can retain students at year 9, and have an overall increase that will exceed 90% utilisation of the current site by 2015.

The historical and current successful dynamic of the kura has been created and maintained due to the alignment between kura and home values. This is very much a follow on from the Te Kōhanga Reo o Te Whānau Tahi, Te Kōhanga Reo o Te Homomako o Te Huruheru and Hohepa Te Kōhanga Reo environments that feed directly into TKKM o Te Whānau Tahi. Numbers of students enrolling from these kohanga reo has significantly increased over recent years. For this reason, TKKM o Te Whānau Tahi does not seek a massive influx of students in one intake, which has proven detrimental in other kura kaupapa Māori in New Zealand. Rather, TKKM o Te Whānau Tahi is developing an enrolment growth strategy to accommodate incremental increases and targets for the next five years.

c. Provision of quality education

According to The Education Review Office (2009) TKKM o Te Whānau Tahi provides quality education and outcomes for students. Whānau are actively engaged in decision-making and curriculum. Staff are actively involved in professional development and pilot programmes for the Ministry of Education, with leading roles in Ngā Whanakatanga Reo Māori, Poutama Tau and Reo Matatini. Collaboration occurs with Te Rūnanga o Ngāi Tahu and the University of Canterbury for the Wai Study Help English literacy project. Wharekura students are able to participate in University papers from year 9 supporting their pathways into tertiary education.

Collaboration and evidence-based decision-making are considered pivotal to informing teaching and learning opportunities at TKKM o Te Whānau Tahi.

There are, however, opportunities to strengthen our current provision including: strengthening wharekura as a desirable option for parents and students including networking and collaboration with other secondary schools to increase subject selection, having multiple access points for students to begin at kura and supporting them to transition from English medium schools, continuing our application process for a kōhanga reo or full immersion early childhood centre on site to support sustainability, and investigating provision on onsite social services to support whānau hauora and education.

TKKM o Te Whānau Tahi supports an increase of provision for Māori medium education in other areas such as Northern CHCH where there appears to be high population and demand, but not a reduction and removal of parental choice for families already committed to reo Māori education at TKKM o Te Whānau Tahi.

TKKM o Te Whānau Tahi has relationships with a number of Māori medium pre-service teacher trainee providers and has supported three students in 2012 with teacher trainee placements.

d. Buildings, buildings, buildings...

The plans to build TKKM o Te Whānau Tahi were met with considerable community backlash.



Despite this, and thanks to dedicated whānau, plans were progressed at the current site located at the back of Lyttleton Street adjacent to Pioneer Stadium. The kura was designed by whānau supported by architects to be a modern, purpose built Māori medium educational facility. The kura was constructed following protocols set by Ngāi Tuāhuriri including no eating, drinking or smoking on site. The first buildings, Classroom Blocks 1, 2 and 4 were completed in 2001 with Classroom Block 3 completed in 2005 and the Wharekura opened in 2010, just after the first major earthquake. The site now comprises eight buildings set out in a circular pattern around a sealed courtyard area.

Each of the buildings except for the Whare has a semi circular shape with a central curved spine wall extended above pitched butyl roofs either side. The construction of the Whare is traditional. Each building is constructed on a concrete foundation and floor slab, timber framed walls and roof structure, they are clad in a combination of stucco plaster, horizontal corrugated zincalume and timber shiplap weatherboards. The Whare has a corrugated color-steel roof, while the rest of the buildings are covered by a butyl membrane roof that incorporate a ribbed style. The windows are aluminium. The internal walls and ceilings are painted plasterboard.

The buildings are:

1. Whare - Te Atawhai o Te Aoturoa (paid for by whānau)
2. Administration Block - Te Tai o Mahaanui
3. Block 1 - Tuawera and Raekura
4. Block 2 - Rapanui and Ūkura
5. Block 3 - Te Heru o Kahukura
6. Block 4 - Te Pito o Aoraki (library and research centre)
7. Wharekura - Te Waka o Waimōkihi
8. Amenity Buildings - Garage, Offices, Storage (paid for by whānau)

There is a code completion certificate No. 10050368 dated 8/7/2005.

Significantly, TKKM o Te Whānau Tahi has expansive native plantings and shares outdoor areas with the Christchurch City Council. The gardens have won environmental awards. It has a new outside basketball court, two additional concrete courts, and access to two adjoining tennis courts. The site location is immediately adjacent to Pioneer Recreation and Sports Stadium allowing student use of facilities including swimming pool, fitness centre and indoor courts. For the first two weeks of term 4, for instance, all kura teina students walk to daily swimming lessons at Pioneer.

Weather Tightening of Buildings

The proposal to merge for TKKM o Te Whānau Tahi appears to have been weighted strongly on the need to weather tighten several buildings. Leaking has occurred in Classroom Blocks 1 and 2, and the Administration Block. The leaks are in the walls and ceilings adjoining the curved spine wall in each of these blocks. The school has had several contractors carry out minor repairs and the issue of leaky buildings was raised with Peter Fenwick (Ministry of Education) in 2009. A number of meetings took place including remediation discussions and a strategy for housing students while repair work was undertaken.

A full invasive investigation was carried out and a report subsequently provided by Prendos New Zealand Ltd (Auckland) dated 7 July 2010 on behalf of the Ministry of Education. This report includes photographs and descriptions of what remediation is required.

Prendos and the Ministry of Education were preparing a remediation plan to address weather tightness issues (see for instance Appendix 21) including tendering the work on the GETS website. TKKM o Te Whānau Tahi was advised in a meeting on 25 March 2011 (see Appendix 22) that all weather tightening work would be placed on hold due to the September and subsequent earthquakes.

A review of the Prendos weather tightening report (7 July 2010) was provided to TKKM o Te Whānau Tahi. It identified that the primary issues are the central spine walls. The reviewer recommended that if cost and limited finance are a major factor, that limited temporary works could take place to protect the buildings until those primary issues can be resolved. In summary, it confirms that additional weather damage can be prevented at a significantly lesser cost than full remediation. This would provide a temporary fix ensure that the buildings are protected from deterioration for the next 10 - 20 years. The preference of the kura whānau, however, is that the buildings are upgraded and options considered to further enhance the layout and design to support high quality, culturally grounded 21st Century education – Māori medium style.

Earthquake damage to buildings

Actual damage from earthquakes is minimal. The complete report from Prendos to School Support (9/9/2010) read:

'There has been a bit of roof movement that has occurred to the junior, wharekura and administration blocks. Those roofs are due for repair and are already included in the remediation program. However the gutters are twisted and do require realignment – Plumber is sufficient.'

Inspections post February 2011 earthquake show that the TKKM o Te Whānau Tahi buildings and land have stood up exceptionally well to ground movement and sustained minimal, if any damage. All spaces are fully functional, safe and fit for purpose with no reported structural strengthening required.



The original campus in 2001

Ki a Kōka Hekia

He pai taku kura ki
ahau. He pai a Rapanui
ki a mātou, nā te
mea:

- he rawe āku hōa ki
ahau
- he ataahua te
papatakarō
- i āko mātou ki te
peita, ki te mahi kōri,
ki te tuhituhi, ki te
whakarongo, ki te
noho pai, ki te mahi
i te papa mā.

- he rawe tōku kaiako
ki a mātou, he ataahua
rawa a Whaea.
- he pai kia haere ki
a Pioneer hei
kaukau, hei kite i
ngā Olympians.

Kia tau te Mauri

()



Te Kura Kaupapa Māori o Te Whānau Tahī

83 Lyttleton Street
Spreydon
Christchurch 8024

5 December 2012

Ministry of Education
Southern Regional Office
Princess Street
Christchurch, NZ

Pāorooro ana te hotu o manawa i te kōtihi o Hikurangi ki ngā rekereke o Hikaroroa, nāu e te manu tātaki. Tuarangaranga ana te Tai o Mahaanui e hūkeri kau ana i te toka tapu o Rapanui. Ngaue te whenua i te auhi i Kā Tiritiri o te Moana, taiāwhio ana ki Ūkura, ki te Heru o Kahukura, tatū atu rā ki Tuawera, ki Raekura. E māeroero kau ana te waka o Waimōkihi i ngā au kōripo o roimata o te whānau e pōkaikaha tahi nei. E taku manu kura, kei motukia te pito o Aoraki. Kei weko te ahi pūkauri i te āhurutanga o Te Aotūroa.

1. On 8 November 2012 'Poipoia o tātou nei pūmanawa', part 1 of the merger proposal response by Te Kura Kaupapa Māori o Te Whānau Tahī was presented to the Honorable Hekia Parata, Minister of Education. This took place during the consultation visit.
2. 'Poipoia o tātou nei pūmanawa' communicated to the Minister current thinking about the merger proposal and how Te Kura Kaupapa Māori o Te Whānau Tahī is delivering culturally grounded 21st Century education, Māori medium style.
3. A folder of appendices including consultation records and ancillary information was also presented to the Minister.
4. The covering letter that accompanied 'Poipoia o tātou nei pūmanawa' provided a number of caveats about the submission, which remain valid.
5. 'Poipoia o tātou nei pūmanawa' was presented as 'part one' of the proposal response, allowing the kura to utilise the balance of time to continue consultation and compile supplementary documentation.
6. Consultation has continued and is consistent with the key messages previously communicated in 'Poipoia o tātou nei pūmanawa'.

7. The supplementary documentation is now provided and includes five folders:

- a. Wai Study Help 2012. This Pack includes:
 - a. Student Achievement Outcomes 2012
 - b. Impact on cultural responsiveness of Student Teachers: Report by the University of Canterbury Research Team
- b. Tauti Mai: An overview of reception and transition support for lower level Māori medium students enrolling at TKKM o Te Whānau Tahi from 2013.
- c. Te Kōhanga Reo o Te Whānau Tahi: A proposal to relocate to the kura site at 83 Lyttleton Street in order to increase utilization of land and provide seamless transition into Māori medium schooling.
- d. Te Pūāwaitanga: an update for secondary provision at TKKM o Te Whānau Tahi.
- e. Whānau Case Studies: A report on the potential impact of the proposed merger on five families who have tamariki attending TKKM o Te Whānau Tahi.

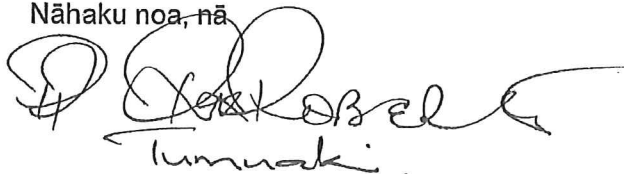
8. Please find attached a letter from the Mātauraka Mahaanui – Waitaha Māori Advisory Board that states, "Under no circumstances should current provision across the levels be decreased in any way whatsoever", including Kura Kaupapa Māori.

9. TKKM o Te Whānau Tahi has not presented the cultural basis for objecting to the proposed merger as the Minister has stated that the focus is 21st Century education (NZ Parliament, 29 November 2012) and the rationale documents specify buildings, land and people movement.

10. TKKM o Te Whānau Tahi has, however, submitted a claim to the Waitangi Tribunal. This was placed on hold to enable engagement with the Crown in good faith during the consultation period.

We welcome you to deliver your decision "kanohi ki te kanohi" at your soonest convenience.

Nāhaku noa, nā



Imuaki.

Huata Martindale
Board Chairperson
Te Kura Kaupapa Māori o Te Whānau Tahi

Mātauraka Mahaanui-Waitaha Māori Advisory Board

December 2012

It is the position of Mātauraka Mahaanui that we do not comment on specific school closure /merger proposals as we support all schools in our takiwā.

1. We strongly support the enhanced provision of quality teaching and Te Reo across all levels: Early Childhood, Kōhanga Reo, Kura Kaupapa Māori and compulsory schooling. Under no circumstances should current provision across the levels be decreased in any way whatsoever.
2. We support whānau to have the right of access to, and choice of education provision met locally- whether that is Kura Kaupapa Māori, Māori medium or English medium.
3. We support the least number of transition points between years of schooling as possible, as it is often at the transition from one school to another that Māori students disengage with the schooling system. This includes a smooth transition from Early Childhood / Kōhanga Reo to compulsory schooling.
4. We would like to see modern 21st century learning environments for all students so that students' learning is supported in the best way possible. This means giving consideration to the physical environment and teaching and learning that is responsive to Māori.



Chairperson Lynne Harata Te Aika



Wai Study Help

A collaborative project to accelerate Māori English literacy outcomes

Supported by Te Rūnanga o Ngāi Tahu, Te Kura Kaupapa Māori o Te Whānau Tahī and the University of Canterbury

Report on Student Achievement Outcomes, 2012

Data collected in 2012 shows that the Wai Study Help project has had a significant impact on English literacy learning and achievement at Te Kura Kaupapa Māori o Te Whānau Tahī. Summary data shows that student year groupings of all levels, made gains across all assessment areas. Tables included in this report are for the Progressive Achievement Tests – Reading Comprehension and Reading Vocabulary.

Individual student achievement summaries show the impact on individual student progress. This includes the additional assessment data for Burt's Reading Test, Peter's Spelling Test, Running Records and Writing – English Progress Indicators.

Two rounds of testing took place in 2012, first in May and then in November 2012.

It should be noted that Māori medium learning pathways will vary for a number of reasons, including: Māori being the main language of instruction, English being taught only as a second language and for limited amounts of time, students having some familiarity with English prior to commencing study as a subject at year 5, and also the presence of erroneous English language patterns.

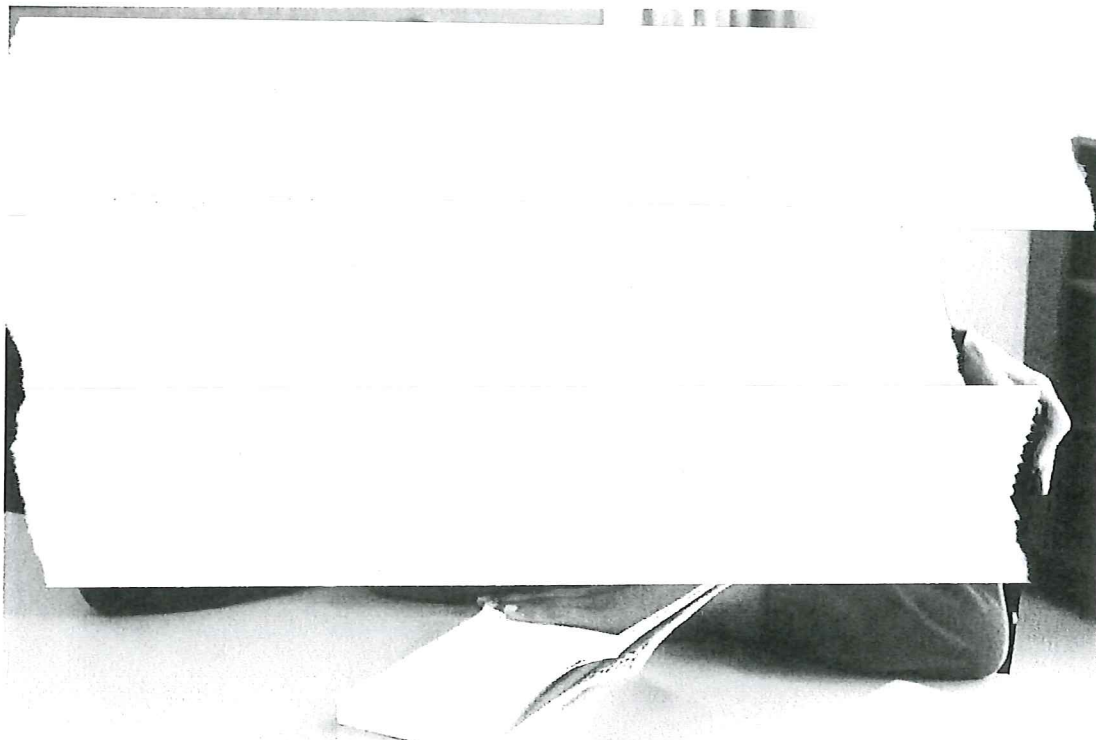
Background

Wai Study Help operated at TKKM o Te Whānau Tahi for the first time in 2012. It involves partnerships with the University of Canterbury and Te Rūnanga o Ngāi Tahu. The project is led by the Te Reo Pākehā kaiako at TKKM o Te Whānau Tahi (refer to background paper about how the project began).

At Te Kura Kaupapa Māori o Te Whānau Tahi English language learning is available from year 5. In 2012, students participated in one, ninety-minute class each week.

As part of the project, students at TKKM o Te Whānau Tahi in years five, six, seven and eight received weekly one-on-one and small group tuition from University of Canterbury Primary School student teachers. All students in years five to ten had access to community tutors to read with in English during normal class times.

When tutors were unavailable, the classroom kaiako facilitated sessions based on individual learning programmes that were collaboratively developed for each student between the kaiako, UCCE tutors and whānau members.




Pictured above: Community Tutor reading with

Summary Data for 2012

Students were tested in May and then in November 2012. The following table shows the overall data and achievement shifts for years 5 – 10.

Reading Comprehension – All year levels



Te Kura Kaupapa Māori o Te Whānau Tahī

TAU/YEAR - ALL	Lower Band (Working towards goal)			Middle Band (Achieving goal)			Higher Band (Exceeding expectations)			n=33
Stanine	1	2	3	4	5	6	7	8	9	Average stanine
Test 1 (May)	21% (7)	21% (7)	24% (8)	18% (6)	12% (4)	3% (1)				2.87
Test 1 Distribution by BAND	21% (7)	45% (15)		33% (26)						
Test 2 (November)	6% (2)	3% (1)	18% (6)	18% (6)	24% (8)	24% (8)	6% (2)			4.79
End of Year Distribution by BAND	6% (2)	21% (7)		73% (24)			6% (2)			
National norms (all students)	4%	19%		54%			19%			5

Analysis:

Out of 33 students, nearly three quarters are now located in the middle band, with two exceeding expectations having achieved stanine 7. Two students are at stanine 1 and will require enrichment support in 2013, along with seven students in stanine 2.

The overall increase of average stanine has been significant, increasing from 2.87 to 4.79. Twelve students increased by one stanine, nine by two stanines, three by three stanines, four by two stanines and one by five stanines (34.9 scale score points). Of those who did not move stanine, one was at stanine, 6, two were at stanine 1 and one was at stanine 3.

Reading Vocabulary – All year levels



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā: PAT Vocabulary 2012 Years 5 – 10, BY STANINE

TAU/YEAR - ALL	Lower Band (Working towards goal)			Middle Band (Achieving goal)			Higher Band (Exceeding expectations)			n=33
Stanine	1	2	3	4	5	6	7	8	9	Average stanine
Test 1 (May)	9% (3)	12% (4)	42% (14)	21% (7)	6% (2)	9% (3)				3.3
	9% (3)	54% (18)		36% (12)						
Test 2 (November)		12% (4)	6% (2)	30% (10)	30% (10)	21% (7)				4.45
		18% (6)		81% (27)						
National norms (all students)	4%	19%		54%			19%		4%	5

Analysis:

Out of 33 students, 27 have achieved stanines 4, 5 or 6 and are now located in the middle band. Students in the lower band reduced from 63% (21 students) to 18% (6 students). Students in the middle band increased from 36% (12 students) to 81% (27 students).

Improvements in 2012 are the result of students advancing in the following ways: fourteen students moved up one stanine, seven students moved up two stanines, one student moved up three stanines (22.3 scale score points) and one student moved up four stanines (29.1 scale score points).

The average stanine increase was from 3.3 to 4.5.

Summary Data: Year 5 Reading



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā: PAT Reading Comprehension 2012

Tau/Year 5	Lower Band (Working towards goal)			Middle Band (Achieving goal)			Higher Band (Exceeding expectations)			n=9
Stanine	1	2	3	4	5	6	7	8	9	Average stanine
Test 1 (May)		22% (2)	34% (3)	22% (2)	22% (2)					3.4
Test 2 (November)					44% (4)	44% (4)	11% (1)			5.6
Data for closest English medium Primary School Year 5 Māori Students		14% (1)	14% (1)	14% (1)		14% (1)	29% (2)		14% (1)	5.43
National norms (all students)	4%	19%		54%			19%		4%	5

Reading Comprehension Analysis:

This data shows that there has been significant progress made across the cohort with a shift of average stanine from 3.4 to 5.6 over a 6-month period. Students in year 5 at TKKM o Te Whānau Tahī are achieving on average, better than Māori students at the closest English medium school and all students nationally; despite only receiving 90 minutes of instruction in Te Reo Pākehā per week.



Te Kura Kaupapa Māori o Te Whānau Tahī


Te Reo Pākehā: PAT Vocabulary 2012

Tau/Year 5	Lower Band (Working towards goal)			Middle Band (Achieving goal)			Higher Band (Exceeding expectations)			
Stanine	1	2	3	4	5	6	7	8	9	Average stanine
Test 1 (May)		11% (1)	44% (4)	33% (3)	11% (1)					3.4
Test 2 (November)					66% (6)	33% (3)				5.3
National norms (all students)	4%	19%		54%			19%		4%	5

Reading Vocabulary Analysis:

This data shows that all students have improved their stanine scores and are now grouped across the centre and top of the middle band. This is excellent progress as all students have captured and none left in the lower band. The average stanine score has been lifted by 1.9 to 5.3, achieving above the national norm average for ALL students. A comparison with data from the closest primary school was not available as they did not assess using PAT Vocabulary in 2012.

Summary Data: Year 6




Te Kura Kaupapa Māori o Te Whānau Tahī

Tau/Year 6	Lower Band (Working towards goal)			Middle Band (Achieving goal)			Higher Band (Exceeding expectations)			n=9
Stanine	1	2	3	4	5	6	7	8	9	Average stanine
Test 1 (May)	11% (1)	33% (3)	22% (2)	11% (1)	22% (2)					3
Test 2 (November)			22% (2)	44% (4)	22% (2)	11% (1)				4.2
National norms (all students)	4%	19%		54%			19%		4%	5

Reading Comprehension Analysis:

This data shows that there has been significant progress made across the cohort with a shift of average stanine from 3 to 4 over a 6-month period. Students in year 6 at TKKM o Te Whānau Tahī are achieving well with scores clustered within the middle band. Students below average at stanine 3 have still made significant progress moving up from stanines 1 and 2 respectively.



Te Kura Kaupapa Māori o Te Whānau Tahī

Tau/Year 6	Lower Band (Working towards goal)			Middle Band (Achieving goal)			Higher Band (Exceeding expectations)			
Stanine	1	2	3	4	5	6	7	8	9	Average stanine
Test 1 (May)		11% (1)	44% (4)	33% (3)		11% (1)				3.5
Test 2 (November)			11% (1)	55% (5)	22% (2)	11% (1)				4.3
National norms (all students)	4%	19%		54%			19%		4%	5

Reading Vocabulary Analysis:

This data shows that most students are now located within the middle band, with the one student located in the lower band positioned to move up to stanine four over the next year. Two students achieved scale scores that were 0.4 off stanine 5.

This shows good progress towards the kura goal of all students in the middle band by year 10, with an increase of average stanine from 3.5 to 4.3.

Summary Data: Year 7



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā: PAT Reading Comprehension 2012

Tau/Year 7	Lower Band (Working towards goal)			Middle Band (Achieving goal)			Higher Band (Exceeding expectations)			n=6
Stanine	1	2	3	4	5	6	7	8	9	Average stanine
Test 1 (May)	17% (1)		33% (2)	50% (3)						3.16
Test 2 (November)		17% (1)	17% (1)		33% (2)	33% (2)				4.5
National norms (all students)	4%	19%		54%			19%		4%	5

Reading Comprehension Analysis:

This data shows that while some students continue to need extra support, all students are progressing and several have made significant gains. One student moved from stanine 3 to stanine 6, with a scale score increase of 17.6 points, a second student moved from stanine 4 to stanine 6 with a scale score increase of 10.2 points.



Te Kura Kaupapa Māori o Te Whānau Tahī


Te Reo Pākehā: PAT Vocabulary 2012

Tau/Year 7	Lower Band (Working towards goal)			Middle Band (Achieving goal)			Higher Band (Exceeding expectations)			n=6
Stanine	1	2	3	4	5	6	7	8	9	Average stanine
Test 1 (May)		33% (2)	33% (2)		17% (1)	17% (1)				3.8
Test 2 (November)		33% (2)		17% (1)	17% (1)	33% (2)				4.6
National norms (all students)	4%	19%		54%			19%		4%	5

Reading Vocabulary Analysis:

In 2012, one of the year 7 students went up two stanines (15.6 scale score points), two went up one stanine and two remained at stanine 2 and stanine 6 respectively. Students are clustered in the middle band with two students in the lower band who will continue to receive additional support in 2013.

Summary Data: Year 8




Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā: PAT Reading Comprehension 2012

Tau/Year 8	Lower Band (Working towards goal)			Middle Band (Achieving goal)			Higher Band (Exceeding expectations)			n=3
Stanine	1	2	3	4	5	6	7	8	9	Average stanine
Test 1 (May)	33% (1)	33% (1)	33% (1)							2
Test 2 (November)	33% (1)		33% (1)	33% (1)						2.6
National norms (all students)	4%	19%		54%			19%		4%	5

Reading Comprehension Analysis:

This data shows that two of the year eight students have progressed up one stanine, while one student continues to struggle at stanine 1. The stanine 1 student improved their scaled score by several points but not enough to reach stanine 2. The stanine 4 student was only a fraction from achieving stanine 5, having increased their scale score by 17.5 points.



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā: PAT Vocabulary 2012

Tau/Year 8	Lower Band (Working towards goal)			Middle Band (Achieving goal)			Higher Band (Exceeding expectations)			n=3
Stanine	1	2	3	4	5	6	7	8	9	Average stanine
Test 1 (May)		33% (1)	66% (2)							2.25
Test 2 (November)		33% (1)		66% (2)						2.75
National norms (all students)	4%	19%		54%			19%		4%	5

Reading Vocabulary Analysis:

In 2012 two students went up one stanine each from stanine 3 to stanine 4. Two other students remained in stanines 1 and 2 respectively. These students had only nominal shifts in scale score and are in need of extra assistance in 2013. Enrichment classes will be available to them in addition to their regular class time.

Summary Data: Year 9



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā: PAT Reading Comprehension 2012

Tau/Year 9	Lower Band (Working towards goal)			Middle Band (Achieving goal)			Higher Band (Exceeding expectations)			n=4
Stanine	1	2	3	4	5	6	7	8	9	Average stanine
Test 1 (May)	50% (2)		25% (1)			25% (1)				2.75
Test 2 (November)			50% (2)	24% (1)		25% (1)				4
National norms (all students)	4%	19%		54%			19%		4%	5

Reading Comprehension Analysis:

This data shows that all students have made considerable progress, two students moving up two full stanines, one moving up one and one remaining at stanine 6 (despite achieving a lesser scale score).



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā: PAT Vocabulary 2012

Tau/Year 9	Lower Band (Working towards goal)			Middle Band (Achieving goal)			Higher Band (Exceeding expectations)			
Stanine	1	2	3	4	5	6	7	8	9	Average stanine
Test 1 (May)	25% (1)		50% (2)			25% (1)				3.25
Test 2 (November)			25% (1)	25% (1)	25% (1)	25% (1)				4.5
National norms (all students)	4%	19%		54%			19%		4%	5

Reading Vocabulary Analysis:

Significant gains have been made within the Year 9 class, with one student advancing three stanines (22.3 scale score points), one advancing up two stanines (15.4 scale score points) and one advancing one.

These are remarkable gains and have resulted in a strong clustering within the middle band, with one student just below in stanine 3. It should be noted that the student in stanine three advanced two stanines, which was a very good achievement given previous limited progress.

Summary Data: Year 10



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā: PAT Reading Comprehension 2012

Tau/Year 10	Lower Band (Working towards goal)			Middle Band (Achieving goal)			Higher Band (Exceeding expectations)			n=2
Stanine	1	2	3	4	5	6	7	8	9	Average stanine
Test 1 (May)	50% (1)	50% (1)								1.5
Test 2 (November)	50% (1)						50% (1)			4
National norms (all students)	4%	19%		54%			19%		4%	5

Reading Comprehension Analysis:

The original year 10 intake included five students. Two of the students left for other schools, and one new year 10 student commenced in term 4. One student was absent for the second PAT test so his data has not been included. The data of the remaining two students appears above. One student has made massive gains, achieving a scaled score of 89.3 (stanine 7) up from an original score of 54.4 (stanine 2). The other student increased their scaled score by 8.5 points but was unable to achieve level 2; she continues to require extra support with English literacy support.



Te Kura Kaupapa Māori o Te Whānau Tahī

Tau/Year 10	Lower Band (Working towards goal)			Middle Band (Achieving goal)			Higher Band (Exceeding expectations)			
Stanine	1	2	3	4	5	6	7	8	9	Average stanine
Test 1 (May)	50% (1)			50% (1)						2.5
Test 2 (November)		50% (1)		50% (1)						3
National norms (all students)	4%	19%		54%			19%		4%	5

Reading Vocabulary Analysis:

The original year 10 intake included five students. Two of the students left for other schools, and one new year 10 student commenced in term 4. One student was absent for the second PAT test so his data has not been included. The data of the remaining two students has been included in this table, but is too small a sample for making general conclusions. One student remains stable at stanine 4 and the other has progressed one stanine to stanine 2.

Individual Student Achievement Summaries

Individual student achievement summaries show considerable gains for students across all assessment areas. For instance,



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: Te Kōwhai Kamariera Age (May): 9 Year: 5

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 2 Scale Score 16.1	Stanine 6 Scale Score 43.1	4 x Stanine 27.1 Points
Reading Vocabulary	PAT	Stanine 3 Scale Score 26.1	Stanine 5 Scale Score 40.8	2 x Stanine 14.7 Points
Reading	Burt Reading Test	Reading age 7.04 – 7.10	Reading age 9.04	2 years
Spelling	Peters Test	Spelling age 7.6	Spelling age 8.02	8 months
Writing	asTTle	Level 1P	Level 2B	2 levels
Reading	Running record	Level/colour 17 Turquoise	Level/colour 18 Turquoise	1 level

"Poipoiā ō tātou nei pūmanawa"

All Student Summaries are included with this report.

Wai project: Raising the cultural competencies of primary student teachers and supporting tamariki in their literacy learning in Te Reo Pakeha

Seven primary Bachelor of Teaching and Learning student teachers from the College of Education University of Canterbury, opted into the Wai project at Te Kura Kaupapa Māori o Te Whānau Tahī. The Wai project sat within a third year optional course, TECP311 Inquiry Based Learning.

The student teachers had a range of rationales for selecting the Wai project option. These included:

- a desire to help raise student achievement in Te reo Pakeha for Māori students;
- to learn more about Te reo me nga Tikanga Māori;
- to improve personal Te reo Māori in environment where the language is a natural part of everyday life;
- to improve their personal skills in assessment in literacy using a range of testing measures and then using this data to plan and teach to the explicit needs of the individual tamariki;
- to have authentic experiences within the Māori culture;
- to develop further personal expertise in raising achievement of ākonga Māori which would make a real point of difference when applying for teaching positions.

At the commencement of the Wai project the student teachers and the supporting University of Canterbury staff were invited to a powhiri. When reflecting on the powhiri and the initial introduction to the class of tamariki and their teacher, the student teachers had a number of personal thoughts and feelings. These included:

- The whole school performed a powerful and moving haka as we were welcomed into the whare;
- The kura is larger than I thought and it had a welcoming feeling with everyone helpful and caring;

- We had the opportunity to hongi every member of the school. This was a special and memorable experience;
- I found that I loved the family vibe that the school has;
- The children all know each other and have a high respect for their teachers;
- Observing the interactions in the class has been eye opening as the class is more like a big family;
- It was nice to see the interactions in language, change between Māori and English to help students and observing teachers;
- The staff and students displayed such patience and respect towards us.

During the student teachers' time working with their specific groups of tamariki in reading and writing, a strong bond had developed between the tutor and the tamariki. The student teachers were asked to reflect on what they had learnt and how the experience could inform their future teaching. Their comments included:

- Ākonga Māori can achieve great results when they work together collaboratively to achieve success;
- Incorporating culture into everyday practices of a classroom benefits the students through an acceptance of their home life and beliefs;
- Teachers should encourage literacy learning in students' first language as fluency in one language will help assist their literacy learning in a second language;
- I have learnt practical ways in which we can be culturally responsive teachers;
- A significant impact of the Wai project for me is that I will never see Māori students as a deficit;
- I can see that building effective and positive working relationships is the key to progression and learning for Māori learners;
- The Wai project has been one of the best things I have done all year and has certainly impacted on my teaching growth in a hugely positive way;
- It was an invaluable and highly practical experience aimed at raising achievement in English literacy for tamariki, who like in any class, had a range of abilities in English;
- It provided pre-service teachers the opportunity to work with ākonga Māori, specialist Māori mentors and members of the community;
- We had the chance to demonstrate our commitment to bicultural partnership, participation and protection under the Treaty of Waitangi in an authentic way;
- It was a safe environment to practice our Te Reo as the children know we are not Māori and want to help us;
- My own understanding of a kura and my knowledge of Te reo me nga Tikanga Māori have increased dramatically;
- It was an amazing experience seeing the changes over a sustained period of teaching – We have never had such a long term relationship at school in our initial teacher education programme before;

- It was a hugely unique experience that would benefit all pre-service teachers and has had a profound impact on my cultural awareness and skills as a literacy teacher.

After the end of the Wai project tamariki were interviewed in focus groups of three to four children. The questions included:

- If you had to explain Wai Study Help to someone what would you say?
- What was your University tutor like? How did she help you to learn? Do you think she likes tutoring you? Why/why not?
- What do you think your University tutor learnt about you and the kura?
- Do you think your reading has improved? How do you know?
- Do you think your writing and spelling have improved? How do you know?
- What are you most proud about with your learning in Te Reo Pakeha and Wai Study Help?
- How could Wai Study Help have helped you more?

In early analysis of the responses the following themes were apparent:

- All the tamariki valued the student teachers coming to their kura to work with them in reading, writing and spelling;
- They enjoyed literacy activities that had a fun component, particularly word analysis games;
- Overall the girls would prefer to have one-to-one tutoring whilst the boys were in favour of group tutoring.
- All of the tamariki were more confident with their reading, writing and spelling at the end of the Wai project. Some tamariki believed they had made significant gains while others reported improvement in both their confidence and outputs. When asked how they knew they had improved, many talked about how their tutor had shared the testing results with them.
- Quite a number of the tamariki were pleased that they had been able to help the student teachers improve their Te Reo Māori. They were proud that the tutoring was a reciprocal learning situation.

As teacher educators we contend from the initial analysis of this pilot programme that it has been a 'win-win' situation for our student teachers and the tamariki at the kura. The PAT (Progressive Achievement Tests) statistical data have shown significant shifts in reading comprehension and vocabulary. Additionally, there has been progress in word recognition (Burt Word Recognition Test) and in spelling (Peter's Spelling Age test).

The qualitative data has given insights into the value of immersing our student teachers into authentic cultural environments that are safe places for student teachers to learn and practice, not only their cultural competencies, but also literacy assessment tools and using this data to plan explicit teaching to individual needs. The interview from the tamariki has clearly shown an improvement in their motivation and confidence in literacy learning.



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____

Age (May): 9

Year: 5

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 2 Scale Score 16.1	Stanine 6 Scale Score 43.1	4 x Stanine 27.1 Points
Reading Vocabulary	PAT	Stanine 3 Scale Score 26.1	Stanine 5 Scale Score 40.8	2 x Stanine 14.7 Points
Reading	Burt Reading Test	Reading age 7.04 – 7.10	Reading age 9.04	2 years
Spelling	Peters Test	Spelling age 7.6	Spelling age 8.02	8 months
Writing	asTTle	Level 1P	Level 2B	2 levels
Reading	Running record	Level/colour 17 Turquoise	Level/colour 18 Turquoise	1 level

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov) : 9 Year: 5

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 3 Scale Score 23.2	Stanine 6 Scale Score 44.4	3 x Stanine 21.2 Points
Reading Vocabulary	PAT	Stanine 3 Scale Score 24.6	Stanine 5 Scale Score 39.6	2 x Stanine 15 Points
Reading	Burt Reading Test	Reading age 8.03	Reading age 9	9 months
Spelling	Peters Test	Spelling age 7.03	Spelling age 7.03	No change
Writing	asTTle	Level 1P	Level 2B	2 levels
Reading	Running record	Level/colour 17 Turquoise	Level/colour 24 Silver	7 levels

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 9 Year: 5

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 3 Scale Score 21.6	Stanine 5 Scale Score 34	2 x Stanine 12.4 Points
Reading Vocabulary	PAT	Stanine 3 Scale Score 24.6	Stanine 5 Scale Score 36.9	2 x Stanine 12.3 Points
Reading	Burt Reading Test	Reading age 7.04 – 7. 10	Reading age 8	7 months
Spelling	Peters Test	Spelling age 6.07	Spelling age 7.05	10 months
Writing	asTTle	Level 1B	Level 1A	2 levels
Reading	Running record	Level/colour 18 Turquoise	Level/colour 21 Gold	3 levels

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (May): 10y 4m Year: 5

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 3 Scale Score 23.2	Stanine 5 Scale Score 38	2 x Stanine 14.8 Points
Reading Vocabulary	PAT	Stanine 4 Scale Score 34.4	Stanine 5 Scale Score 44.3	1 x Stanine 9 Points
Reading	Burt Reading Test	Reading age 11	Reading age 12.07	1year, 7 months
Spelling	Peters Test	Spelling age 9.08	Spelling age 10.02	6 months
Writing	asTTle	Level 2A	Level 2A	No change
Reading	Running record	Level/colour 21 Gold	Level/colour 22 Gold	1 level

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 10 Year: 5

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 5 Scale Score 34.8	Stanine 7 Scale Score 48.4	2 x Stanine 13.6 Points
Reading Vocabulary	PAT	Stanine 5 Scale Score 42.3	Stanine 6 Scale Score 47.2	1 x Stanine 4.9 Points
Reading	Burt Reading Test	Reading age 10.06	Reading age 12	1 year, 6 months
Spelling	Peters Test	Spelling age 11	Spelling age 12.05	1 year, 5 months
Writing	asTTle	Level 2B	Level 3B	3 levels
Reading	Running record	Level/colour 26 Emerald	Level/colour 27 Ruby	1 level

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 10 Year: 5

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 4 Scale Score 26.0	Stanine 5 Scale Score 36.7	1 x Stanine 10.7 Points
Reading Vocabulary	PAT	Stanine 4 Scale Score 35.7	Stanine 5 Scale Score 39.6	1 x Stanine 3.9 Points
Reading	Burt Reading Test	Reading age 8.05	Reading age 10.02	1 year, 9 months
Spelling	Peters Test	Spelling age 7.05	Spelling age 8.05	1 year
Writing	asTTle	Level 1P	Level 2P	3 levels
Reading	Running record	Level/colour 20 Purple	Level/colour 22 Gold	2 levels

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (May): 10y 3m Year: 5

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 5 Scale Score 38.5	Stanine 6 Scale Score 40.6	1 x Stanine 2.1 Points
Reading Vocabulary	PAT	Stanine 4 Scale Score 35.7	Stanine 6 Scale Score 48.4	2 x Stanine 12.7 Points
Reading	Burt Reading Test	Reading age 11.06	Reading age 12.09	<i>Note: Top of scale</i> 1 year, 3 months
Spelling	Peters Test	Spelling age 9.08	Spelling age 11.0	1 year, 4 months
Writing	asTTle	Level 3B	Level 3P	2 levels
Reading	Running record	Level/colour 21 Gold	Level/colour 24 Silver	3 levels

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (May): 10y 1m Year: 5

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 4 Scale Score 31.2	Stanine 6 Scale Score 41.8	2 x Stanine 10.6 Points
Reading Vocabulary	PAT	Stanine 3 Scale Score 29.0	Stanine 5 Scale Score 36.9	2 x Stanine 7.9 Points
Reading	Burt Reading Test	Reading age 9.08	Reading age 13.09	4 years, 01 month
Spelling	Peters Test	Spelling age 8.02	Spelling age 12.04	4 years, 2 months
Writing	asTTle	Level 1B	Level 2P	6 levels
Reading	Running record	Level/colour 20 Purple	Level/colour 25 Emerald	5 levels

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 10y 4 m Year: 5

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 2 Scale Score 18.1	Stanine 5 Scale Score 36.7	3 x Stanine 18.6 Points
Reading Vocabulary	PAT	Stanine 2 Scale Score 19.3	Stanine 6 Scale 4Score 48.	4 x Stanine 29.1 Points
Reading	Burt Reading Test	Reading age 6.03	Reading age 7.09	1 year, 6 months
Spelling	Peters Test	Spelling age 6.03	Spelling age 6.03	No change
Writing	asTTle	Level Not tested	Level 2B	No comparison
Reading	Running record	Level/colour 6 Yellow	Level/colour 8 Yellow	2 levels

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (May): 10y 4m Year: 6

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 3 Scale Score 34.8	Stanine 4 Scale Score 36.7	1 x Stanine 1.9 Points
Reading Vocabulary	PAT	Stanine 4 Scale Score 39.6	Stanine 5 Scale Score 48.4	1 x Stanine 8.8 Points
Reading	Burt Reading Test	Reading age Not tested	Reading age 7.09	No comparison
Spelling	Peters Test	Spelling age 6.02	Spelling age 7.01	11 months
Writing	asTTle	Level Not tested	Level 2B	No comparison
Reading	Running record	Level/colour 14 Green	Level/colour 17 Turquoise	3 levels

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____

Age (Nov): 10y 9 m

Year: 6

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 1 Scale Score 21.6	Stanine 5 Scale Score 43.1	4 x Stanine 21.5 Points
Reading Vocabulary	PAT	Stanine 3 Scale Score 33.1	Stanine 4 Scale Score 38.2	1 x Stanine 5.1 Points
Reading	Burt Reading Test	Reading age 7.08	Reading age 10.05	2 years, 9 months
Spelling	Peters Test	Spelling age 7.06	Spelling age 8.1	1 year, 4 months
Writing	asTTle	Level 1B	Level 3B	6 levels
Reading	Running record	Level/colour 14 Green	Level/colour 18 Turquoise	4 levels (1 year, 6 months)

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 10y 11m Year: 6

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 5 Scale Score 42.3	Stanine 6 Scale Score (estimate)	1 x Stanine
Reading Vocabulary	PAT	Stanine 4 Scale Score 39.6	Stanine 5 Scale Score (estimate)	1 x Stanine
Reading	Burt Reading Test	Reading age 13.01	Reading age 15.05	2 years, 4 months
Spelling	Peters Test	Spelling age 9.05	Spelling age 12.08	3 years, 3 months
Writing	asTTle	Level 1P	Level 2B	3 levels
Reading	Running record	Level/colour 21 Gold	Level/colour 30 Sapphire	Top of scale 9 levels (4 years)

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 10y 11m Year: 6

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 2 Scale Score 24.6	Stanine 3 Scale Score 32.6	1 x Stanine 8 Points
Reading Vocabulary	PAT	Stanine 3 Scale Score 35.7	Stanine 4 Scale Score 42.1	1 x Stanine 6.4 Points
Reading	Burt Reading Test	Reading age 11.06	Reading age 12.9	1 year, 3 months
Spelling	Peters Test	Spelling age Not tested	Spelling age 11.0	No comparison
Writing	asTTle	Level 2B	Level 2A	2 levels
Reading	Running record	Level/colour 22 Gold	Level/colour 26 Emerald	4 levels

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 11y 4m Year: 6

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 3 Scale Score 34.8	Stanine 4 Scale Score estimate	1 x Stanine
Reading Vocabulary	PAT	Stanine 3 Scale Score 35.7	Stanine 4 Scale Score estimate	1 x Stanine
Reading	Burt Reading Test	Reading age 9.08	Reading age 11	1 year, 4 months
Spelling	Peters Test	Spelling age 10.05	Spelling age 11	7 months
Writing	asTTle	Level 2B	Level 2B	No change
Reading	Running record	Level/colour 22 Gold	Level/colour 25 Emerald	3 levels

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 10y 8m Year: 6

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 4 Scale Score 41.0	Stanine 5 Scale Score 45.7	1 x Stanine 4.7 Points
Reading Vocabulary	PAT	Stanine 6 Scale Score 52.6	Stanine 6 Scale Score 58.3	maintained 5.7 Points
Reading	Burt Reading Test	Reading age 12.09	Reading age 13.09	1 year
Spelling	Peters Test	Spelling age 13.0	Spelling age 13.03	3 months
Writing	asTTle	Level 3B	Level 4B	3 levels
Reading	Running record	Level/colour 30 Sapphire	Level/colour 30 Sapphire	<i>Level 30 is the top of scale</i>

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 10y 9m Year: 6

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 2 Scale Score 24.6	Stanine 3 Scale Score 34.0	1 x Stanine 9.4 Points
Reading Vocabulary	PAT	Stanine 3 Scale Score 35.7	Stanine 4 Scale Score 39.6	1 x Stanine 3.9 Points
Reading	Burt Reading Test	Reading age 12.07	Reading age 13.09	1 year, 2 months
Spelling	Peters Test	Spelling age 10.05	Spelling age 12.03	1 year, 10 months
Writing	asTTle	Level 2B	Level 2P	1 level
Reading	Running record	Level/colour 27 Ruby	Level/colour 30 Sapphire	Top of scale 3 levels (2 years)

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 10y Year: 6

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 4	Not retested	Not retested
Reading Vocabulary	PAT	Stanine 3	Not retested	Not retested
Reading	Burt Reading Test	Reading age 9.06	Reading age 15.01	5 years, 7 months
Spelling	Peters Test	Spelling age 8.10	Spelling age 12.03	3 years, 5 months
Writing	asTTle	Level 1A	Level 2P	2 levels
Reading	Running record	Level/colour 21 Gold	Level/colour 30 Sapphire (12+ years)	Top of scale 9 levels (4 years)

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 10y 5m Year: 6

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 5 Scale Score 42.3	Stanine 4 Scale Score 41.8	-1 x Stanine -.05 Points
Reading Vocabulary	PAT	Stanine 4 Scale Score 41	Stanine 4 Scale Score 44.6	(.4 off 5) 0 x Stanine 14.7 Points
Reading	Burt Reading Test	Reading age 12.09	Reading age 12.09	<i>Top of scale</i>
Spelling	Peters Test	Spelling age 9.8	Spelling age 13.05	3 years, 7 months
Writing	asTTle	Level 2B	Level 2B	No change
Reading	Running record	Level/colour 24 Silver	Level/colour 30 Sapphire	Top of scale 6 levels (3 years)

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 11y 3m Year: 6

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 2 Scale Score 27.4	Stanine 4 Scale Score 36.7	2 x Stanine 9.3 Points
Reading Vocabulary	PAT	Stanine 2 Scale Score 22.9	Stanine 3 Scale Score 34.1	1 x Stanine 11.2 Points
Reading	Burt Reading Test	Reading age 10.03	Reading age 12.09	2 years, 6 months (top of scale)
Spelling	Peters Test	Spelling age 9.0	Spelling age 10.05	1 year, 5 months
Writing	asTTle	Level 2P	Level 2A	1 level
Reading	Running record	Level/colour 14 Green	Level/colour 17 Turquoise	3 levels (1 year)

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 11y 7 m Year: 7

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 3 Scale Score 41.0	Stanine 6 Scale Score 58.6	3 x Stanine 17.6 Points
Reading Vocabulary	PAT	Stanine 3 Scale Score 39.6	Stanine 5 Scale Score 55.2	2 x Stanine 15.6 Points
Reading	Burt Reading Test	Reading age 10.07	Reading age 12.09	2 years, 2 months
Spelling	Peters Test	Spelling age 9.02	Spelling age 9.08	6 months
Writing	asTTle	Level Not tested	Level 2A	No comparison
Reading	Running record	Level/colour 15 orange	Level/colour 21 Gold	6 levels 1 year, 6 months

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 11y, 11m Year: 7

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 4 Scale Score 46.7	Stanine 5 Scale Score 51.4	1 x Stanine 4.7 Points
Reading Vocabulary	PAT	Stanine 3 Scale Score 43.6	Stanine 4 Scale Score 47.2	1 x Stanine 3.6 Points
Reading	Burt Reading Test	Reading age 11.06	Reading age 15.01	3 years, 7 months
Spelling	Peters Test	Spelling age 9.05	Spelling age 11	1 year, 7 months
Writing	asTTle	Level 3B	Level 3A	2 Levels
Reading	Running record	Level/colour 21 Gold	Level/colour 29 Sapphire	8 levels (3y, 5m)

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (May): 12y 0m Year: 7

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 3 Scale Score 31.2	Stanine 3 Scale Score 29.5	No change -1.7 Points
Reading Vocabulary	PAT	Stanine 2 Scale Score 31.8	Stanine 2 Scale Score 31.0	No change -0.8 Points
Reading	Burt Reading Test	Reading age 12.09	Reading age 12.09	Top of scale
Spelling	Peters Test	Spelling age 8.07	Spelling age 9.05	10 months
Writing	asTTle	Level 1A	Level 2A	3 Levels
Reading	Running record	Level/colour 23 Silver	Level/colour 26 Emerald	3 levels (1 year)

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (May): 12y 1m Year: 7

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 4 Scale Score 48.4	Stanine 6 Scale Score 58.6	2 x Stanine 10.2 Points
Reading Vocabulary	PAT	Stanine 6 Scale Score 60.4	Stanine 6 Scale Score 59.9	No change -0.5 Points
Reading	Burt Reading Test	Reading age 12 years	Reading age 13.0	1 year
Spelling	Peters Test	Spelling age 12.05	Spelling age 12.05	No change
Writing	asTTle	Level 3B	Level 4B	3 levels
Reading	Running record	Level/colour 26 Emerald	Level/colour 30 Sapphire	Top of scale 4 levels (2 years)

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____

Age (Nov): 12y 3m

Year: 7

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 4 Scale Score 46.7	Stanine 5 Scale Score 51.4	1 x Stanine 4.7 Points
Reading Vocabulary	PAT	Stanine 5 Scale Score 54.3	Stanine 6 Scale Score 58.3	1 x Stanine 4 Points
Reading	Burt Reading Test	Reading age 12.06	Reading age 16.09	4 years, 3 months
Spelling	Peters Test	Spelling age 13.0	Spelling age 13.05	6 months
Writing	asTTle	Level 2A	Level 3A	3 levels
Reading	Running record	Level/colour 24 Silver	Level/colour 30 Sapphire	Top of scale 6 levels (3 years)

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 12y 1m Year: 7

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 1 Scale Score 31.8	Stanine 2 Scale Score 36.7	1 x Stanine 4.9 Points
Reading Vocabulary	PAT	Stanine 2 Scale Score 31.8	Stanine 2 Scale Score 31	No change -0.8 Points
Reading	Burt Reading Test	Reading age 7	Reading age 9.02	2 years, 2 months
Spelling	Peters Test	Spelling age 7.07	Spelling age 9.02	1 year, 7 months
Writing	asTTle	Level Absent	Level 2B	No comparison
Reading	Running record	Level/colour 14 Green	Level/colour 15 Orange	1 level (6 months)

"Poipōia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 12y 9m Year: 8

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 2 Scale Score 37.2	Stanine 4 Scale Score 54.7	2 x Stanine 17.5 Points
Reading Vocabulary	PAT	Stanine 3 Scale Score 37.0	Stanine 4 Scale Score 45.9	1 x Stanine 8.9 Points
Reading	Burt Reading Test	Reading age 12.0	Reading age 14.01	2 years, 1 month
Spelling	Peters Test	Spelling age 11.06	Spelling age 12.09	1 year, 3 months
Writing	asTTle	Level 2B	Level 2A	2 levels
Reading	Running record	Level/colour 26 Emerald	Level/colour 29 Sapphire	3 levels

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____

Age (Nov): 13y 0m Year: 8

Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 1 Scale Score 36.0	Stanine 3 Scale Score 48.4	2 x Stanine 12.4 Points
Reading Vocabulary	PAT	Stanine 3 Scale Score 46.4	Stanine 4 Scale Score 49.7	1 x Stanine 3.3 Points
Reading	Burt Reading Test	Reading age 12.0	Reading age 14.03	2 years, 3 months
Spelling	Peters Test	Spelling age 13.09	Spelling age 14.0	3 months (top of scale)
Writing	asTTle	Level 2P	Level 2A	1 level
Reading	Running record	Level/colour 26 Emerald	Level/colour 30 Emerald	Top of scale 4 levels

"Poipoia ō tātou nei pūmanawa"



Te Kura Kaupapa Māori o Te Whānau Tahī

Te Reo Pākehā Assessment Summary 2012

Student name: _____ Age (Nov): 12y 9m Year: 8

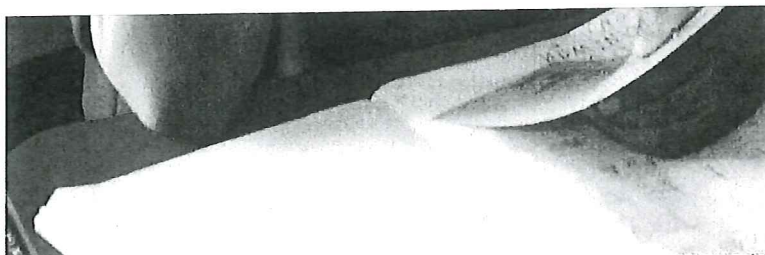
Proficiency tested	Tool utilized	Term 2 Result	End of Year Result	Progress made
Reading Comprehension	PAT	Stanine 1 Scale Score 29.9	Stanine 1 Scale Score 34.0	No shift 4.1 Points
Reading Vocabulary	PAT	Stanine 2 Scale Score 35.7	Stanine 2 Scale Score 38.2	No shift 2.5 Points
Reading	Burt Reading Test	Reading age 9.06	Reading age 11	1 year, 6 months
Spelling	Peters Test	Spelling age 9.02	Spelling age 10.02	1 year
Writing	asTTle	Level 2B	Level 2B	No change
Reading	Running record	Level/colour 23 Silver	Level/colour 30 Sapphire	7 levels (4 years)

"Poipoia ō tātou nei pūmanawa"



Reception and transition support for learners
moving into high-level Māori medium education
Te Kura Kaupapa Māori o Te Whānau Tahī, 2012

Tauti Mai



Background

Te Kura Kaupapa Māori o Te Whānau Tahī wants to provide multiple access points for students to enter high-level Māori medium education. Tauti Mai is an innovative programme being developed by TKKM o Te Whānau Tahī to assist learners who have been learning at immersion levels 1, 2 or 3 in English medium settings to transition successfully into high-level immersion. It also caters for students who have reo Māori from home or other reo support, but who have not had the opportunity to learn in a Māori medium environment. Tauti Mai can be available from 2013.

There is capacity and resourcing for two intakes annually. TKKM o Te Whānau Tahī considers that a maximum of six students in any one intake, up to twelve students per year is manageable and will allow for the high level of dedicated support that is required to build reo proficiency. Numbers can be increased if necessary.

The reception part of the programme lasts for 10 weeks (1 term), followed by 10 weeks (1 term) of transition involving continued one on one support and monitoring.

In addition there will be home visits to support the whānau to explore ways to assist with reo development in the home.

Key features include:

- an individual reo Māori development plan and monitoring for every student
- one on one tuition and small group learning
- a second language learning approach that accelerates learning and builds on prior knowledge
- building confidence and competency in both basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP)
- increasing amounts of time in high level immersion with learners of the same chronological age, over time

Programme Overview

Ākonga will develop increasing competency across level one of te wāhanga ako 'te reo' of TMOA, he pīpī, he kaha and he kaha ake initially, and advancing where appropriate. In so doing students will develop a critical level of basic fluency as a basis to further develop cognitive academic language proficiency.

Whāinga

By the end of Tautī Mai ākonga will be able to:

1. communicate ideas and interact using basic Māori for a range of purposes, issues and audiences with increasing ease and confidence
2. understand basic spoken Māori on familiar topics
3. link sounds to letters and words and understand what they read
4. write some simple sentences, although errors may still be evident
5. draw from a range of vocabulary along with the understanding of how words are used
6. use language learning strategies to produce and understand language, and explain why they are effective
7. show confidence and competency in cognitive academic language proficiency (CALP)

Aromatawai

Ākonga will be assessed at entry and as they progress and exit the Tauti programme. The following assessment tools will help inform the Tauti Mai and IEP planning.

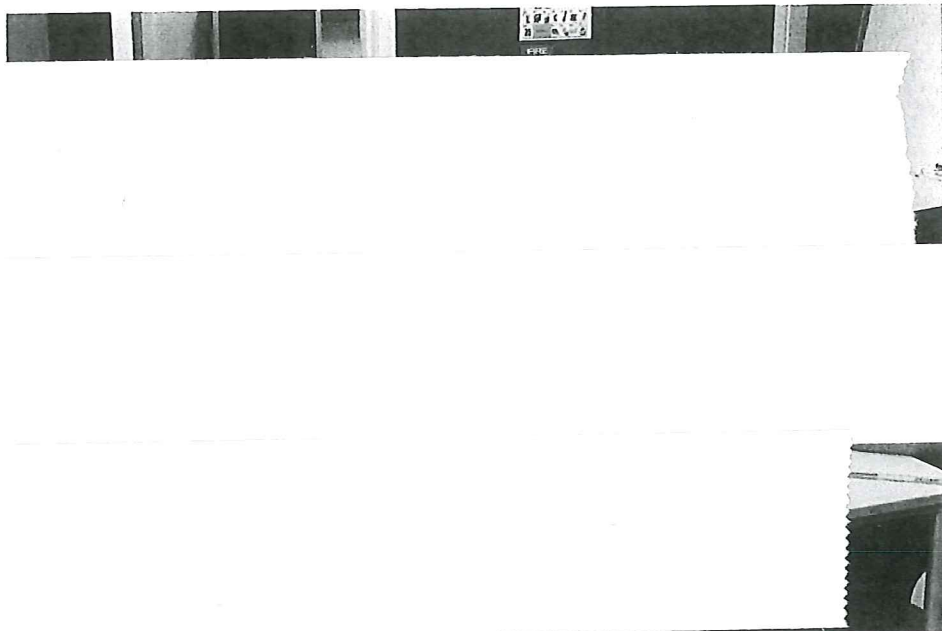
- Kupu/kīanga knowledge (Puna kupu vocab test)¹
- Pānui (TATA, Pānui Haere, Whakapuaki Māramatanga)
- Kōrero (hopukina) Kia tere tonu² Takapiringa³
- Tuhituhi (Using indicators from He Manu Tuhituhi)
- Rautaki Reo (pre – post uiui)

Under-pinning philosophies and theories

While Tauti Mai will have an embedded Te Aho Matua focus, the goal is culturally grounded 21st century education, Māori medium style. This will be achieved by considering a range of theories and philosophies known to accelerate learning and support effective pedagogies.

These include:

- Tuakana/Teina and Ako
- Additive approach within a Heritage Model
- BICS & CALP
- Trans-languaging
- SUP & CUP (separate underlying proficiency and combined underlying proficiency)
- Interdependence hypothesis
- Ellis Principles of Effective instructed language learning
- Krashen hypotheses
- Nations elements balanced programme



¹ RTM developed basic vocabulary test

² Vocabulary fluency test Kia Ngātahi ai Ngā Kura, Poutama Pounamu

³ Aromatawai reo – Kia Ngātahi ai Ngā Kura

Approaches/methods/strategies

The Tauti Mai pouako and support staff, as well as the classroom kaiako will use a number of effective approaches, methods and strategies to accelerate learning.

These include

- Kia Whita
- Scaffolding writing
- ELL activities i.e. I.S.P Nation & online links
- IRDPX
- Pānui – using a range of texts targeted to support specific grammatical and lexical aspects of language. A combination of controlled vocabulary and authentic texts will be used. Literacy strategies already gained in English will be actively transferred to te reo Māori.

Pouako and Pou Whirinaki

The programme will be staffed by one 0.6 FTE teacher and assisted by a .04 kaitaunaki whose role is to support the pouako with programme implementation.

Ākonga from other akomanga will be invited to mentor Tauti Mai learners as 'pou whirinaki reo' (reo mentors). A 'Hoa Ako' buddy system will also be implemented to assist with transitioning new ākonga into Te Whānau Tahī. These tuākana will be provided with leadership and mentoring support and their service will be recognised at the end of the year.

Pouako o te akomanga will be provided with PLD to support the specific needs as Tauti Mai learners transition and learn in their respective akomanga. This will include collaboratively developing an IEP for each learner and collaborative monitoring of progress.

Programme Schedule

Week 1-3

Hōtaka am	Reo Ako	Hōtaka pm
Tauti Mai	Trans-languaging Reo Pākehā & Māori	Tauti Mai

Week 4-5

Hōtaka am	Reo Ako	Hōtaka pm
Tauti Mai	Trans-languaging Reo Pākehā & Māori	Akomanga

Week 5-8

Hōtaka am	Reo Ako	Hōtaka pm
Tauti Mai	Reo Māori	Akomanga

Week 9-10

Hōtaka am	Reo Ako	Hōtaka am/pm
Tauti Mai	Reo Māori	Akomanga
First 90mins only		

Learning Context for the programme

Literacy and Numeracy

Tauti Mai instruction focuses on building identified key language functions, vocabulary and strategies to develop both BICS and CALP language skills necessary to achieve success in literacy and numeracy.

Kōrero

Kia Whita! Will be a key approach used in Tauti Mai. Kia Whita is an innovative gesturally supported, story-based approach to accelerating the acquisition of te reo Māori. This approach grounded in effective language learning and second language acquisition theory.

Repetition, rhythm and rhyme will also be employed to accelerate acquisition in the form of waiata, rotarota, various games and routine tasks or rituals. Ākonga will be exposed to a language rich environment that they will be immersed in aurally, visually, kinaesthetically and encouraged to participate in orally.

Pānui

A structured reading programme will be offered using authentic texts such as those found in the He Purapura series will be used to support the Kia Whita! and McCaffery, Lowman programme. In addition, a carefully scaffolded set of texts from the Ngā Kete Kōrero series (controlled vocabulary texts) will provide comprehensible written input to reinforce and parallel the oral acquisition process.

Tuhituhi

John McCaffery and Chris Lowman's scaffolded approach to developing written proficiency. This approach takes simplified texts that are then deconstructed for structure and language, then reconstructed. Transference of new learning occurs when learners are required to rewrite/compose a piece of new text using knowledge acquired in the earlier sections. Marie Clay's methods of scaffolding writing using familiar texts as a model will also be used.

Various e-learning tools will be used to support learning both at kura and in the home. Learners will not only be learning the language but will also be learning skills, strategies and learn about the process of learning te reo Māori.



Culturally Grounded 21st Century,
Early Childhood Education – Māori medium Style
Te Kura Kaupapa Māori o Te Whānau Tahī, 2012

Te Kōhanga Reo o Te Whānau Tahī



Background

For several years enquiries have been made to the Ministry of Education requesting support to relocate Te Kōhanga Reo o Te Whānau Tahī to the TKKM o Te Whānau Tahī site. Consultation has been carried out at the kura which supports the shift, a decision that is also supported by the Te Kōhanga Reo National Trust. Building plans have been prepared and land is available. The Ministry of Education has not supported the building citing limitations on land use. Given the Greater Christchurch Education Renewal Plan, TKKM o Te Whānau Tahī and Te Kōhanga Reo o Te Whānau Tahī would both like this

TKKM o Te Whānau Tahī was established to meet the educational needs of graduates from Te Kōhanga Reo o Te Whānau Tahī. There is both a legacy and whakapapa relationship between the two providers.

Te Whānau Tahī and Early Childhood Education Provision

Māori medium ECE provision in Christchurch is currently delivered through six whānau based Kōhanga Reo, along with Te Wakahuruhurumanu ki Ōtautahi and Nōku Te Ao, both of which are education and care services. The total enrolment for all eight services at 1 July 2010 was 195 tamariki.

Te Kōhanga Reo o Te Whānau Tahī is located at Rowley Avenue Primary School and is currently licensed for thirty tamariki/mokopuna. This includes spaces for five under two-year olds and twenty-five over two-year olds. Enrolment at November 2012 is 14 under two year olds and fourteen over two year olds.

A shift to the kura is anticipated to increase enrolments to capacity, and it would be desirable to increase the capacity to forty tamariki/mokopuna.

Rationale for the relocation to TKKM o Te Whānau Tahī

A strength of this proposal is the seamless approach to pathways to learning and the opportunity for students to move between year levels within the compulsory education sector with minimal disruption. The students graduating from kohanga reo would be able to participate in primary and secondary schooling on a single site.

Extensive consultation has already occurred in support of the relocation and building could commence immediately.

Supporting Documentation

Included with this report are the following documents:

1. A current overview of Te Kohanga Reo o Te Whānau Tahī
2. Historical movement of Te whānau Tahī Te Kohanga Reo
3. Whānau and National Trust approved building plans for a new Kohānga Reo facility to be established at the TKKM o Te Whānau Tahī site
4. Copies of Kohanga Reo minutes showing discussion and developments about relocating to the kura site
5. Property Occupancy Document – Te Kohanga Reo Licence

The Proposal

Te Kōhanga Reo o Te Whānau Tahī and Te Kura Kaupapa Māori o Te Whānau Tahī propose that the kohanga be relocated to the kura site with a view to full operation within a purpose built facility by 2014.

Te Kohanga Reo o Te Wha

Amanda Wells
District Administrator

0274204465



Te Tari Matua ki Te Wai Pounamu
REHUA MARAE, Te Kiato Riwai Lounge
79 Springfield Road, St Albans
P.O Box 21-171, Edgeware,
Christchurch 8143

Phone: 03-375-4003
Fax: 03-355-7648
Mobile: 021-301497
Email: amanda.w@kohanga.ac.nz

Current Whanau Members

Nāu te kakahu i whatu, ko tāku he tāniko kau

Kaumatua

Kaimahi

ohu)
)

Te Kohanga Reo o Te Whanau Tahi is currently Licensed for 30 tamariki.

5 Under 2 & 25 Over 2.

If we moved to the Kura we are hoping to increase our numbers to 40.

At current we have 4 under 2 enrolled and 14 Over 2 enrolled.

We have never really reached our maximum licensed. We have maintained up to 20 on our roll. The last tamaiti to leave kohanga to attend kura was 1 in August 2012.

Over the next 1 ½ to 2 years we will have 8 tamariki who will have turned 5 or turning 5 attending Te Kura Kaupapa Maori o Te Whanau Tahi.

Current Situation:

Te Kohanga Reo o Te Whanau Tahi is situated inside Rowley Avenue School and has been there since 1984.

All our tamariki that graduate from Kohanga will attend Kura.

It just makes sense to have the Kohanga and the Kura on the same grounds.

Historical Movement of Te Whanau Tahi Te Kohanga Reo



Te Whanau Tahi Te Kohanga Reo began operating in the month of September 1982 as a pilot scheme to begin with for five months, with the guidance of the Department of Maori Affairs. Our records show that 14 adults and 22 children attended and supported the early stages of the movement.

The teachers from the local primary school and play centres were very supportive as well.

Our venue to begin with was Rowley Community Centre and the committee graciously reduced the rent from \$6.00 an hour to \$3.00 an hour. Due to financial difficulties we opened for four hours a week.

We were not eligible for a grant from the Department of Maori Affairs until our five-month period as a pilot scheme terminated.

In January 1983 we officially opened and the family and supporters were prepared for the welcome ceremony (Powhiri) in the true traditional culture.

Te Rangimarie Kohanga Reo and Te Rehua Kohanga Reo whanau came to support us as we became the third Kohanga reo to officially open in Christchurch. We continued to operate in the same manner until an empty classroom at Rowley School was offered. In the beginning of 1984 we moved into our new premises. The Reverend John Gray took the church service to bless our room (whare) and Waha Stirling christened the whare: Te Whetu Marama o Kahukura.

The Kohanga Reo whanau continue under

Te Whanau Tahi Te Kohanga Reo.

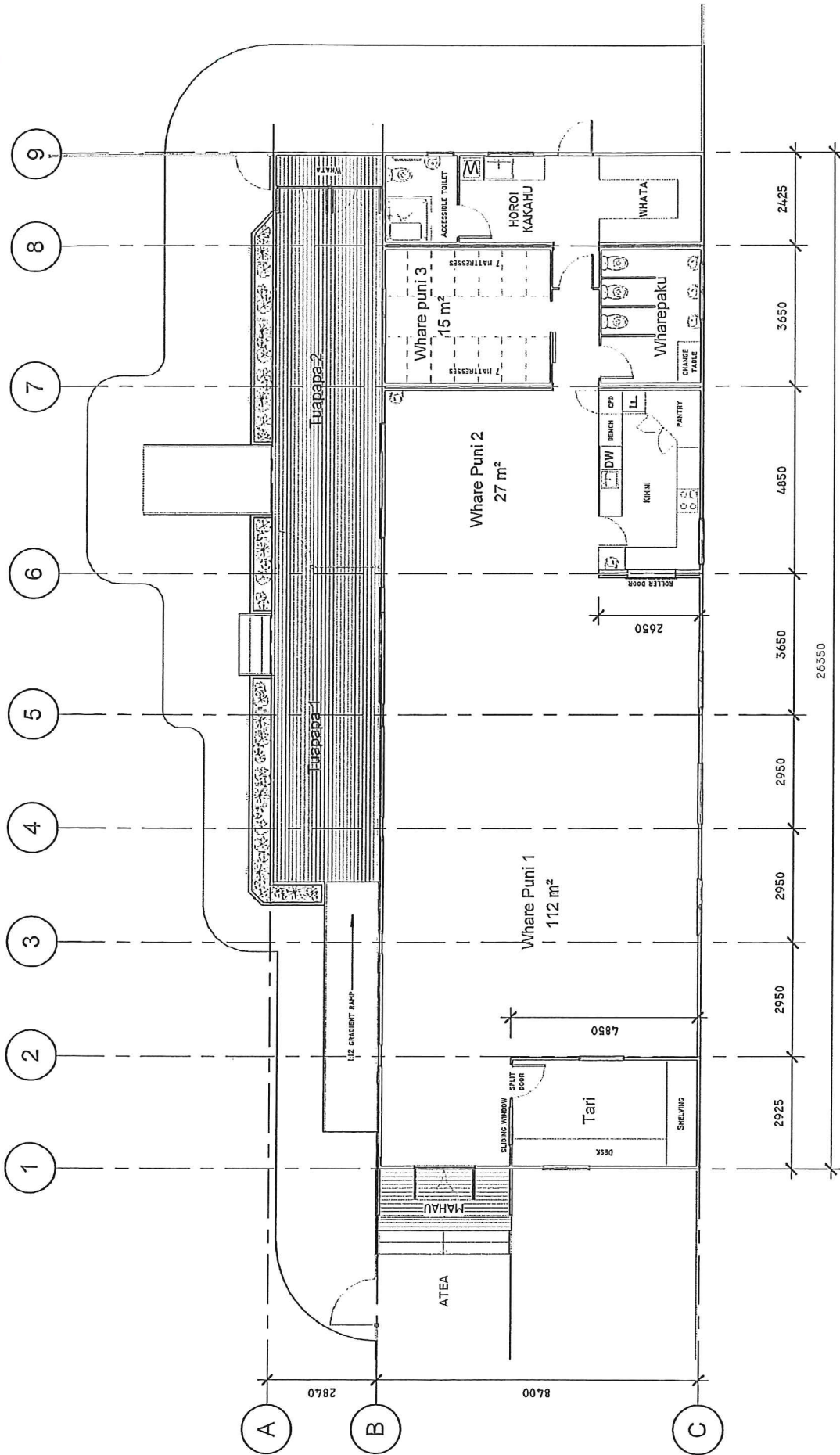
Mihi Winiata's Involvement with Kohanga

Te Whanau Tahi Te Kohanga Reo was first established in September 1982 at the home of Paul Grey. The steering committee consisted of: Hareroa Damon, Kui Nihoniho, Alex Simon, Joe Winika, Poututerangi Stirling, Areta Wikiriwhi, Toni Streeter and Mihi Winiata. In 1983 negotiations took place at the Community Council to seek the use of facilities at the Community Centre for the purpose of teaching pre-schoolers, namely Te Kohanga Reo (Language Nest) for the Hillmorton, Rowley, Hoonhay area. An agreement was reached through the efforts and hard work of one of the principal negotiators – Mihi Winiata. We were able to secure a place for our babies 'mokopuna' for their future learning. We moved from the home of Paul Grey to the Community Centre in early 1983. In 1984 an opportunity was offered to locate the Te Kohanga reo at the Rowley Primary School. Mihi Winiata again was the principal negotiator, where currently the Te Whanau Tahi Te Kohanga Reo is now based.

Tena koe e Mihi mo o whakaaro ki nga kohikohinga i te wa i hikoi koe i waenganui i a tatou. Moe mai i raro i Te Korowai Manaakitanga o te Ariki.

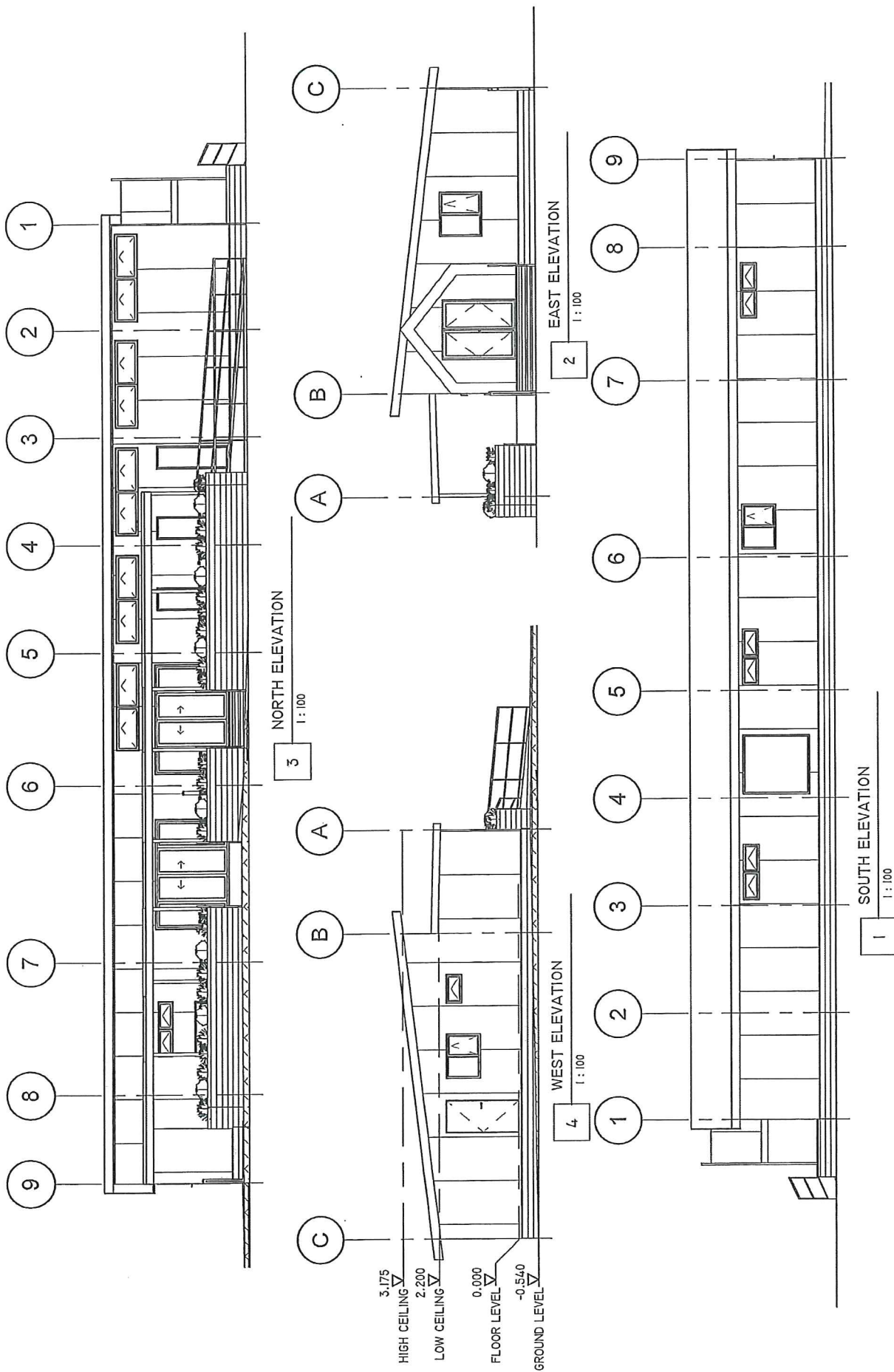


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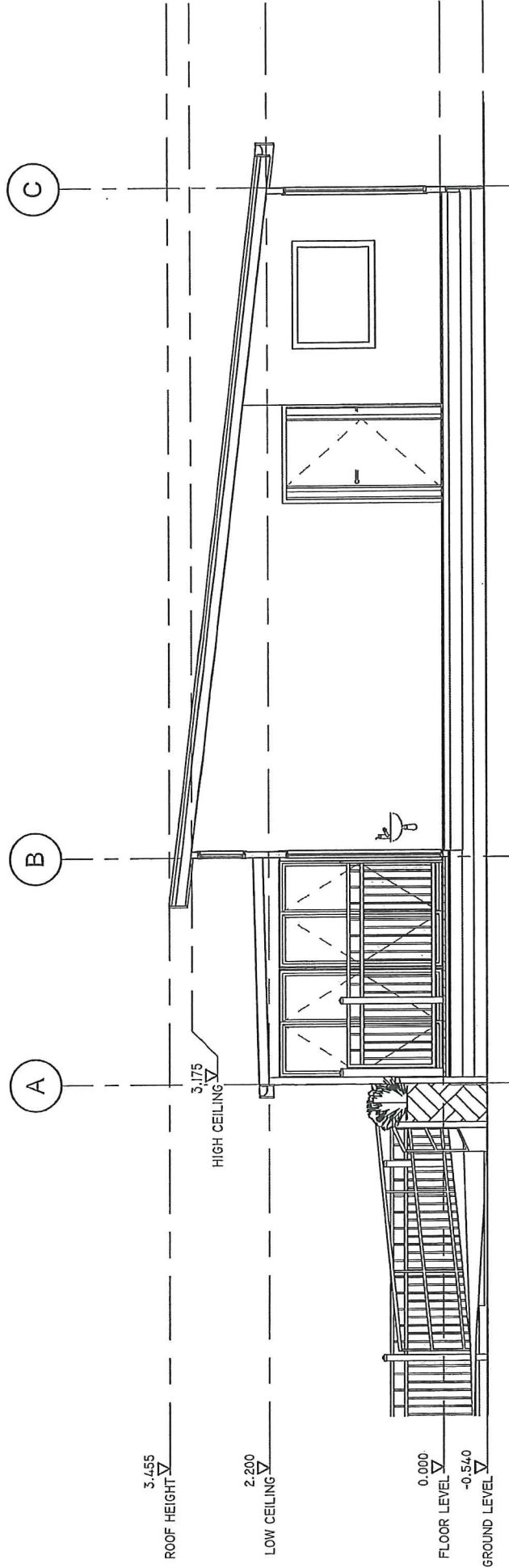
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Revision Schedule		SCALE: 1 : 100		DATE	
Rev. No.	Description	Date	Initials	Design	Date
1				Designed: P. BOTTING	23.08.12
				Drawn: T.R.	
© COPYRIGHT PORTACOM NEW ZEALAND LTD					
Portacom Building Solutions 2 O'Rourke Road PO Box 12756 Penrose, Auckland 1642			Portacom Building Solutions 41 Shands Road PO Box 11193 Hornby, Christchurch 8042		
Auckland 09 525 4800			Wellington 04 568 3960		
Christchurch 03 342 3715			TE KOHANGA REO NATIONAL TRUST		
			KOHANGA REO		
			ELEVATIONS		
			Project No.	Sheet No.	Rev. No.
			S10707-12	002	1

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SECTION I
1:50

Revision Schedule		SCALE: 1:50		TE KOHANGA REO NATIONAL TRUST		Copyright	
Rev. No.	Description	Date	Initials	By:	Date:	The copyright of this drawing is the property of Portacom Building Solutions. It may be reproduced by photocopying or by any other means and must not be passed on to a third party without prior written consent of the manager of Portacom Building Solutions.	
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				KOHANGA REO		Project No. S10707-12	
						Sheet No. 003	
						Rev. No. 1	

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TE KOHANGA REO O TE WHANAU TAHI

48 Rowley Avenue, Hoon Hay
PO Box 33643, Barrington
Christchurch
Ph: (03) 338 8215

10B006

WHANAU HUI HELD ON 6th September 2011, 5.30pm

Karakia:

Present:

Apologies:

TOPIC	FURTHER ACTION POINTS	PERSON RESPONSIBLE
MATTERS ARISING		
<u>MINUTES READ AND CONFIRMED</u> The minutes of the meeting held on 9 August 2011 were tabled and circulated.		
<u>UPDATES</u> Heat Pump		
Kid's plastic cups – have been found and are to be returned by		
Twitter – purpose was clarified. Only will be used during emergencies. Once registered messages can be received via txt (Vodafone & Telecom networks).		
Property Committee – haven't met as yet. Will meet Saturday 10 th September at ouse.		

CORRESPONDENCE

Free vegetables from CDHB. Garden plots around the city for community use – organised by the Wairoa Trust. Need a group of 6 to work in the garden for 1 hour per week. Small koha.		
Moved by ,	seconded by	



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LICENSEE REPORT –

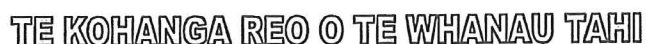
<p>Questions back from Te Kura regarding the building. There is space onsite the process is 'gated'/'stepped'. Have to get through one gate to move through the process. 'Gates' need to be transparent so Whanau know whether the steps can be met. Need to work with Kura. For National Trust just have to review all building options that would hold 25 children. to go onsite and measure space to see if building plan fits. Building plans may need to be passed through Ministry of Education. At the next Whanau Hui the Property Committee will come back with more detail.</p> <p>Moved by _____ seconded by _____</p>		
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KAIMAHI REPORT –

<p>Trip to the Antarctic Centre – watched the penguins being fed. Topics covered – Snowmen, Igloos, and snowflakes. Science experiment to create Tornadoes. 3 babies on the roll at the moment – were involved with ice cube play. Children experienced 2 snow storms.</p> <p>observations at the end of the minutes.</p> <p>Moved by _____ seconded by _____</p>		
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AKONGA TRAINING –

<p>I _____ has completed kite 1-6. Just need to get them assessed. _____ & _____ are on kite 1. Kura Reo 23/09/2011 – 25/09/2011. _____ and _____ to attend. 26/09/2011 – Whakamatoto aimed at Akonga. This is where they will be assessed. 10am – whole Kohanga attending. 30/09/2011 – Graduation. Friday night meal starts at 5pm. Numbers to _____</p> <p>Moved by _____ seconded by _____</p>		
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TREASURERS REPORT —

<p>On 'Zero' accounting software package. Balance \$62,000 as at the end of August. Expenditure, GST accounts tabled.</p> <p>Whanau need advise what they want include in the budget for the coming year. come back with current one which amendments can be made to. Currently \$50 per week is budgeted for Kai – suggestion to do the shopping online and have delivered.</p>		
<p>Moved by seconded .</p>		

ADMINISTRATION REPORT –

<p>ADMINISTRATION REPORT –</p> <p>Polar fleece jackets have arrived and need to be paid for. Kaimahi uniform has been purchased. Floor is going to be redone under EQC repairs. Insurance – TV, computer and laptop have been claimed for as were damaged in February earthquake. Laptop is available to all to use in relation to Kohanga. Not to be taken home by anyone other than</p>		
<p>Moved ; seconded</p>		

GENERAL BUSINESS

<p>GENERAL BUSINESS</p> <p>Wash cloths – have already been purchased. If see bag to be washed take it home.</p>		
<p>Behavioural management – Need strategies in place, guidelines. will do a workshop.</p> <p>Whanau to bring to the next hui any strategies that have worked with their tamariki.</p>	<p>Separate hui for behavioural management.</p>	
<p>Matua Awhina role – what does this cover? There have been times recently when there are not many on due to sickness so cleaning has fallen to .</p> <p> is available as a reliever cleaner when short. Discussed again hiring a cleaner – to review budget.</p>	<p>Budget to be checked regarding hiring of a cleaner.</p>	
<p>Child, Youth & Family – How does the Kohanga interact between the caregivers and parents? Who does Kohanga deal with? Caregivers/parents won't be able to fulfil the matua awhina role. How to get caregiver on board if not willing to bring affected child to Kohanga? Need to find out whom at CYFS to deal with (caseworker?).</p>	<p> to with current caregiver of CYFS child and contact CYFS.</p>	



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<p>Facebook page – Suggestion to have a Kohanga page which photos can be shared on. Events added to remind Whanau of what's coming up.</p> <p>Relievers – Suggestion to use _____ when Kaimahi are sick. Koha rather than on payroll. _____ is available on Tuesdays to cover. Currently there is no procedure of Kaimahi are sick – one needs to be created, which would also help with the cleaning issue. Telephone number tree needs to be created of matua awhina and Whanau who would be available. General agreement that matua awhina will not receive koha but Whanau (who do not have kids enrolled) should.</p> <p>_____ would like to start teaching some Whanau 'the ropes' in the tari as a back-up.</p> <p>Moved ✓ _____ seconded ✓</p> <p>Re - Building of Christchurch - _____ encouraged all Whanau to contribute ideas to city plan. Want a strong bi-cultural focus, here is our chance to have a say.</p> <p>Next Whanau hui 4th October, 2011.</p> <p>Gift Housie – 2nd October. Fundraising for National Conference.</p>	<p>Set up Facebook page.</p>	<p>Josephine Mason</p>
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Karakia:

Meeting closed: 7.15pm

Minutes taken by: _____



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observations

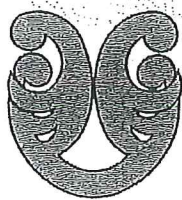
- is a very intelligent little boy that picks up things very quickly. He loves the activities we are doing with the pepi. Ice block cubes and he loves putting the potae on and taking them off. He can also say what the sounds of the kararehe is.

is a very quiet little good that has grown attached to me and when at Kohanga won't let me out of her sight. is a natural born leader in the art of kapahaka. She absolutely loves anything with a song and a guitar. She is not shy anymore.

Has shown a lot of caring qualities to some of the other babies. She is never seen without and is always playing together with the baby dolls and the pram.

- Also loves waiata and her reo is starting to strengthen. Today after I had said "He arani mau?" she responded "Ae".

Is a really gorgeous wee boy. I am still getting to know



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10B006

WHANAU HUI HELD ON 5 July 2011, 5pm DRAFT MINUTES

Karakia:

Present:

Apologies: 1

TOPIC	FURTHER ACTION POINTS	PERSON RESPONSIBLE
MATTERS ARISING		
<u>MINUTES READ AND CONFIRMED</u>		
The minutes of the meeting held on 7 June 2011 were tabled and circulated.		
<u>UPDATES</u>		
Waka Run – taken over the waka run Tuesdays, Wednesdays and Thursdays. will continue to do the waka run on Mondays and Fridays. has taken a copy of 's full license for the files.		
Profile books going well, photo stories now being written regularly.		
Moved by , seconded by		

CORRESPONDENCE

Placed in tray for Whanau to see what comes in. Panui are placed on board. <ul style="list-style-type: none">Panui about Turangawaewae – will discuss further in GBPanui from about staff movements at National Trust. to finish her maternity-cover administrator job at		
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the end of the week, and to begin as a trainer
for business studies.

Moved by

seconded by

KAIMAHI REPORT –

I has observed that tamariki are speaking
more Māori eg I
General agreement that behaviour is also improving.
I complimented I on a technique she used
recently to settle a dispute – she pretended to be a
police officer and the kids thought this was funny and
the issue was quickly forgotten. classes are
also helping with the behaviour by giving new vocab
for different situations.

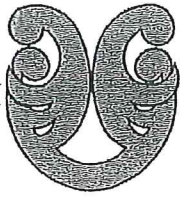
Also seeing a lot of tuakana-teina awhi especially
with earthquake drills. The kaimahi are holding mini
earthquake drills a few times a week, pretending to
be Ruamoko and teaching the tamariki to drop, cover
and hold and get under the nearest table.

acknowledged the hard work of
and in particularly how far they
have come with their reo. Also how much they help
with the daily cleaning of the whare.

gave an update about the pēpi and teina. They
all love waiata. gets a bit grizzly without his mum
but settles down quickly and is easily distracted by
other things. loves kapa haka. The other
kaimahi all commented on how attached is to
and becoming fast fiends but
still have whawhai from time to time, mainly about
sharing the dolls. doing really well with toilet
training. The pēpi have short attention spans so
having to do several activities during each play period
to keep their attention.

Moved by

seconded by



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UPDATE ON NEW BUILDING – James Richardson

Still waiting from confirmation from Te Kura Kaupapa o Te Whānau Tahī about whether the kohanga can move there however all signs are good. The kura are seeking responses from their whānau before deciding but the June earthquakes have delayed this. They have extended the deadline till next Friday to allow more time for whānau to give their responses.

went out to Tumatauenga whare on Sunday. They believe that the whare may be too small for our needs and also the cost of moving and renovating it may be higher than we expect. The cost of moving alone is likely to be \$15-20k and there are also going to be some difficulties with removing the whare because of the concrete slab and with access to the kura.

has contacted an architect to give him a quote to assess the building.

was the architect who worked on the kura and he did a great job there. is recommending an assessment comparing the cost of moving/renovating vs building from scratch. He will come back to the whānau next hui with an update, including where the kura is at with their decision-making and the architect quote.

also advised that the National Trust has standard building plans and contract architects/builders available. For 25 mokopuna we would be looking at a \$200,000 building which would need to be paid back at \$24k a year over 10years.

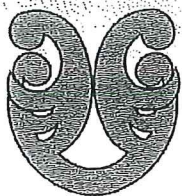
Moved by , seconded by

to give an update including architect costings at next whānau hui

AKONGA TRAINING

dropped off packs to those enrolled today.

advised that she needs more information to complete CV. CV already completed.



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Moved by

seconded

TREASURERS REPORT –

As of 30 June 2011, we have \$44766.10 in the bank.
tabled the June bank statement.

Waka warrant was due. organised for this
to be done. We need to reimburse her \$40 for the
warrant. The warrant is valid for 6 months. The
mechanic noted that approx \$300 of repairs was
required in order for the waka to pass the next
warrant. Rego due 18 July, \$400 for the year.
Sign writing on the waka is booked for school
holidays.

We need to reimburse
poroporoaki at Chipmunks \$63.20 plus \$10 for diesel
for the waka.

A kōhanga in Hastings, Te Wananga Whare Tapere
o Takitimu, has given a koha of \$1000 for each
kōhanga in the Canterbury area to go towards power
bills. This has paid for 3 power bills. We need to
organise some kind of thank you to them for their
aroha.

Smith and Smith repaired the windows of the whare
but now insurance is taking too long to pay them. We
agreed to pay them directly and get reimbursed by
insurance.

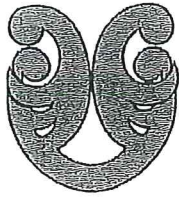
Moved by , seconded by .

ADMINISTRATION REPORT –

tabled the form to add signatories to the
bank account as agreed previously. and
to complete.

police vetting form needs to be completed
and needs to sign as chairperson

and ; attestation forms need to be signed



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by
New whānau are starting with us next term –
and 3, with their tamariki (3) and
(2.5)

Motion – To endorse t to be attested

Moved by seconded by

GENERAL BUSINESS

TURANGAWAEWAE NATIONAL CONFERENCE

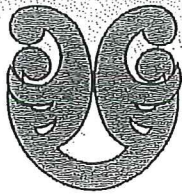
See pānui from for more details. The national conference is on 17-19 November. We must pay the \$450 by 12 August. We need to know numbers by August as well so that travel can be confirmed. Travel is at each kōhanga's expense. There will be a kapahaka performance at the national conference. There will be a practice 27 July for all Canterbury kōhanga during the school holidays. We will also have a purapura hui in late July, possibly also 27 July, to discuss fundraising etc. will attend this hui.

Motion: To endorse the paying of the cheque \$450 for the national conference

Moved: , seconded

ERO VISIT

3 and from ERO will be visiting the kōhanga 11 and 12 July. They will arrive at 10am for the whakatau, Te Rangihau is going to come and do this for us. From 11am-3pm they will be making observations of the learning programme. At 10.30am, there will be a hui with whānau over at a classroom at Rowley school. At 11am there will be a hui with as administrator re documentation, followed by lunch. At 1pm, ERO will meet with kaimahi so mātua awhi need to supervise the tamariki. At 3pm they depart the kōhanga. They will take home policies and documentation and read these overnight. In the morning they will write up their findings and report back to the whānau at 1pm



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Tuesday.

The kōhanga will pay for morning tea, all whānau to bring a plate for lunch.

..... to write a pānui to go out Thursday about the visit including schedule.

POLICIES

Marie has reviewed all policies held in the black folder. Most are still relevant and require no or only minor updating. However she recommended that over time we type up all these policies. We only have hard copies and this is a risk eg if the policy is lost or damaged. It would be good to have electronic back ups.

A number of policies do need significant updating. tabled the following revised and new policies.

- Occupational Health and Hazard Management (new)
- Food and Drink (revised and expanded)
- Laundry and Dishwashing (revised)
- Mōe (revised)
- Tini kope (revised)
- Wharepaku (revised)
- Ngā honotanga – relationships with parents and whānau (new)
- Ngā kaimahi and professional development (new)
- Good employer and Equal Employment Opportunities (new)
- Curriculum (new)
- Changes in behaviour (new)
- Behaviour Management (new – old policy has been misplaced)

They will be available in the white folder by the communication book. Please take the time to read these suggested policies over the coming month. We will discuss these policies and vote on them next whānau hui.

also noted that we already have a comprehensive behaviour management policy. It

Bring a plate for lunch

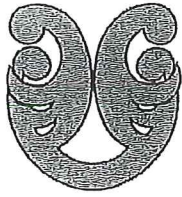
Pānui to go out to whānau

Type up on policies over time

All whānau

Read suggested policies over the coming month

All whānau



TE KOHANGA REO O TE WHANAU TAHI

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used to be pinned to the noticeboard. However
tidied it away and we are unsure where
it has been put and we don't have another copy in the
black folder. Hence the need for transferring all our
policies over time to the computer.

also asked the whānau for their thoughts about
the waka policy. Most of the waka policy is still
relevant however there is one section about all
drivers needing to pay for a defensive driving course
out of their personal funds. There was general
agreement that this is out of date and needs updating
as well. also noted that she is looking
into defensive driving or other training options for all
kōhanga drivers and will keep us posted.

also tabled a new hazard register and health
and safety induction form.

LESSON PLANNING

spoke about her lesson planning.
made a note to revisit the following in up
and coming hui: behaviour management and kaiako
observations

PERFORMANCE APPRAISALS

This has been scheduled for Thursday afternoon
1.30pm. on as Chairperson will
do all appraisals with kaimahi.

WHARE SUPPLIES

has ordered the supplies requested in the
communication book through Office Max, these
should arrive in the next few days.

Update waka
policy

Revisit behaviour
management and
kaiako
observations

Karakia:

Meeting closed: 7.25pm

Minutes taken by:

TE WHANAU TAHI TE KOHANGA REO – 10B006
WHANAU HUI MEETING HELD ON THE Tuesday 5th April 2011
AT 5:00 PM

AGENDA

KARAKIA: (me te whanau)

PRESENT:

APOLOGIES:

MATTERS ARISING:

- ☞ Plumber was contacted & booked for the Friday 25th Feb. Did not happen due to EQ.
- ☞ Have replaced the Papatakaro padlock.
- ☞ Financial audit – Come back with no issues
- ☞ Time sheets are getting done – *ka pai kaimahi*
- ☞ Whaea [redacted] was offered the Kaiako position and she had accepted it Nau mai haere mai. Health & Safety induction, human resources etc. are in progress. Done by Whaea [redacted] and Whaea [redacted]
- ☞ Whaea [redacted] – employment for the Tari
- ☞ Profile books
- ☞ Appraisals in process
- ☞ ERO postponed

***Matters moved by
Seconded by ,***

MINUTES READ & CONFIRMED:

The minutes of the meeting held on the 8th February 2011 were circulated & tabled.

All Whanau have moved that the minutes be taken as a true and accurate record.

CORRESPONDENCE:

☞ ***Inwards***

Westpac bank statements
Feb & March PAYE
Receipts from Whaea [redacted]
Nutritional grant
Monument insurance –reimbursement
Monument insurance – Claim paid out for the stolen money

Outwards

Power
PAYE
Gst (jan & feb)
Letter to whaea

**Correspondance report moved by
Secoded by**

KAIMAHI REPORT

- Mahere - Lesson plans for whole term planned, however earthquake and subsequent closure has caused disruption to mahere
- New Whanau – lots of new whanau and tamariki have joined Kohanga, has been has also been hard to stick to plan due to awhi/inductions new whanau/tamariki have required
- Kaupapa: Tangaroa & Fire Safety
- Increase in enrolments of under two – mahere and some policies may need reviewing to suit the increased number and increased work load

Akong training

TREASURERS REPORT:

February Bank statements and Financial statements tabled
March Bank statements still to arrive, therefore report will be tabled at next Hui

Balance as of 28th February 2011 \$

Payments made in Feb

PAYE	\$610.04
OfficeMax	\$98.66
Diesel	\$100.00 (<i>reimburse Whaea Amanda</i>)
Power	\$525.09
Jan GST (nov & dec)	\$5418.55
A1 Chemicals	\$195.79
Plus wages	

We received a cheque from DHB for the Nutritional grant of \$500 this money needs to be spent asap on anything Nutritional.

Monument insurance reimbursed us \$482.00 for the broken windows.

Monument insurance also paid out for the stolen money \$961.05

Balance as from 31st March 2011 \$

Payments made in March:

PAYE	\$327.75
Initial Hygiene (Rentokil)	\$327.75
Central Office supplies (ink cartridges)	\$712.63
Office Max (kaiako resources)	\$69.12

NZ Post (box renewal)	\$145.00
Binn Inn	\$39.76
Plus wages	

Current Balance: \$

Motion:

to be reimbursed \$80.00 for filling the waka up with diesel 24/03/11 as she forgot the pin number for the BP Fuel card and paid it out of her own money. Receipts tabled.

Motion: to be reimbursed \$80.00
Treasurers report tabled and accepted

Moved:

Seconded:

Admin report:

☞ Welcome to
and also to

"Nau mai haere mai"

☞ Our roll is now 13.

☞ Whaea and the boys are no longer attending kohanga. Their departure had nothing to do with the EQ.

☞ Whaea was offered the kaiako position in Feb and she had accepted it. Health & Safety induction, human recourses etc... are in progress. Completed by Whaea And Whaea. Since the EQ I have tried to get in contact with Whaea but to no avail. I have not heard from her for over 5 weeks. Her wages have been paid to her till the end of March (thinking she may come back) but as of today her wages will be terminated (refer to general business)

☞ I recommend that a Kaiawhina be employed for the under two's. I have checked the budget and putea is available to pay wages for this position. Whanau and kaimahi to discuss this and construct job description for kaiwhina position to be presented at next whanau hui.

☞ I am unable to drive waka Tuesday & Wednesday, waka driver needed to cover these days. 6 May 2011, I will re-apply full license.

☞ **Motion** to withdraw Whaea from TA1

Moved:

second:

General Business:

☞ I have started kura at TKKM o Te Whanau Hui visits which are going well.

☞ Anahera Poroporoaki/Graduation Taonga: As I is turning 5, she will receive a pounamu taonga

Motion: That I purchase a Kohanga Taonga from TKTNTB

Moved:

Seconded:

- ☞ Hamner Trip: Whanau have requested that they go for a trip to Hamner Springs for
s poroporoaki. Whanau agree, however, will look into this
further to ensure all policies are adhered to and will send a panui to Whanau.
- ☞ Attestations: need to be attested
Motion: That be attested with Te Kohanga Reo
National Trust.
- ☞ First Aid – attending, to organize and book. will require first
aid, will organize dates.
- ☞ AGM end of month, a will set date and notify whanau and advertise in newspaper.
- ☞ Policies – are reviewing tutohinga and will report to whanau. This is an
ongoing project.
- ☞ Donation of \$200 given to Kohanga from local second hand shop. Kaimahi and tamariki
have been over to thank her.
- ☞ Supervision of tamariki, when matua awhina are supervising, whanau must ensure that
correct supervision and ratios are adhered to. Whanau need to communicate with each
other to ensure that there are enough adults supervising.
- ☞ Kutu are going around please check tamariki hair. Parents need to keep on top of this and
check/treat Tamaiti hair regularly. If a tamaiti is found to have kutu, as per our sickness
policy, kaimahi will request you come and pick your tamaiti up and that they stay at home
until treated/clear.
- ☞ Motion: Whanau will attend this months Board of Trustees meeting at Te Kura Kaupapa
Maori o Te Whanau Tahī to request that the Kohanga move our donated building to the
kura site and open there as this will be move conducive to our Kohanga kaupapa.
Moved:
Seconded:

A new vacuum, stereo and heater need to be purchased

Motion: A new vacuum, stereo and heater will be purchased by.

Moved:

Seconded:

Karakia:

Meeting Closed:

Minutes taken by:



TE KOHANGA REO O TE WHANAU TAHI

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10B006

WHANAU HUI HELD ON 6th March 2012, 5pm

Karakia:

Present:

Apologies: (

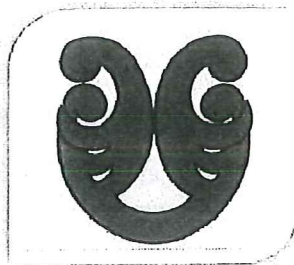
TOPIC	FURTHER ACTION POINTS	PERSON RESPONSIBLE
MATTERS ARISING		
MINUTES READ AND CONFIRMED		
The minutes of the meeting held on 7 th February 2012 were tabled and circulated.		
UPDATES		
; will relieve for sick Kaimahi <i>when available</i> .		
Datacom (takes care of the payroll) subsidy is available from IRD. Datacom will now complete the payroll.		
Camera has been purchased. has provided a memory card (koha).		
WIFI – discuss at next Hui when more Whanau present.		
First Aid Course – looking at dates during the next school holidays.		
ERO report given with panui (also available on the ERO website - http://www.ero.govt.nz/Early-Childhood-School-Reports/Early-Childhood-Reports/Te-Whanau-Tahi-Te-Kohanga-Reo-30-11-2011).		
Moved by seconded ,		

LICENCEE REPORT –

No report due to s being absent.		
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CORRESPONDENCE –

Correspondence register tabled for Whanau viewing. Red inwards, blue outwards.		
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TREASURERS REPORT –

Financial report for February tabled. Expenses itemised. No bank statements in the P O Box at time of collection.		
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KAIMAHI REPORT –

<p>- 'Outings on Mondays' is working well. has chosen Ruamoko Kite. Next week there is a focus on safety drills. It has been decided not one person will be responsible for the pēpe – will rotate around pēpe, teina and tuakana.</p> <p>Whaea's current kite is ko te reo. Whanau placed in to ropu to help kaimahi with wharepakuri. There is 3 months to complete kite. Whanau involvement is what wharepakuri is about.</p> <p>Kite on te reo maori. Teaching waitata, completed a glitter sign 'kōrero maori', face painting. agrees with rotating around groups of tamariki – does however face a challenge when is working with her own tamariki.</p> <p>Nothing to report.</p> <p>Moved by , seconded by ,</p>		
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ADMINISTRATION REPORT

Welcome to , Whaea , i (6 months) and Whaea ,		
Moved by , seconded by ,		

AKONGA TRAINING

<p>Congratulations to for passing kite 2 and for passing kite 4, 5, 6.</p> <p>Suggestion of a 2 – 4 hour wananga on a Friday of each month. Not overnight. Whanau can come along and awhi. Kaimahi need time away from tamariki to complete kite. Kaimahi to think about date and let Whanau know in advance.</p> <p>Moved by , seconded by ,</p>		
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GENERAL BUSINESS

Belongings – Please make sure all belongings come back with the tamariki if going on any outings (lunch boxes, shoes etc). All Whanau please ensure all belongings are named/labelled.

Akongā/study leave – 1
Wednesday

Waitangi Tribal Claim – to attend. 11 – 24
March. Leaves Sunday 10/03. Whanau
agree to attending to support the National
Trust. Motion passed.

Easter Eggs – suggested doing something other
than chocolate. Maybe Easter Egg Hunt with other
Kohanga? Send a panui to horomako and hohepa to see
if they want to join in. Decided to hold at Kohanga. Still to
decide further details – BBQ? Shared lunch?

Fundraising – Easter raffle. organise. Each
Whanau member to contribute easter egg(s).

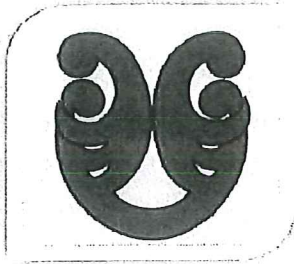
New Kohanga Reo –
have met several times. How much the Kohanga costs
will depend on what plans the kura will accept – however
the aim is not to load up the Whanau with a large building
debt. It will cost a minimum of \$200K to build. The
committee are trying to keep all happy and make sure the
new building is a viable option. Current license expires
beginning of 2014.

Waka run – will do Mondays, a will continue
to do Tuesday, Wednesday, Thursday, Friday. can
be back up on a Thursday however Kohanga would need
to finish at 2pm.

Powhiri koha – will be responsible for
ensuring the Kohanga has koha for any powhiri.

Staff – a have been accepted for the
kapahaka group at Willowbank 4 nights a week.
looking at doing a Te Reo course on Monday and
Wednesday – has spoken to bout filling in on those
days. vouched for to fill in for Hinemoa
(should she go ahead).

Reimbursements – Willowbank \$150 (invoiced directly),
Raspberry picking \$15 – motion to reimburse
Motion passed by Whanau.



TE KOHANGA REO O TE WHANAU TAHI

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Karakia:

Meeting closed: 6.30pm

Minutes taken by: . . .

COPY

PROPERTY OCCUPANCY DOCUMENT

TE KOHANGA REO LICENCE

FILE NUMBER: 103006

TO WHANAU MANAGEMENT OF THE:

.. TE WHANAU TAHI TE KOHANGA REO

AND TO BOARD OF TRUSTEES OF THE:

.. ROWLEY AVENUE PRIMARY SCHOOL

AND TO THE TRUST:

TAKE NOTICE that pursuant to Section 319 of the Education Act 1989 the Secretary for Education notifies this Property Occupancy Document, comprising the First, Second and Third Schedules attached. This document may from time to time be varied by any special conditions notified in the Third Schedule.

This notification is issued by:

Kevin Francis Beardsley (Signature)

Kevin Francis Beardsley (Full Name)

Manager, Network
Provision, Sth Region (Designation)

acting for the Secretary pursuant to an Instrument of Delegation.

Dated at Christchurch this Fifteenth day of

Four copies of this document are dispatched to the Te Kohanga Reo National Trust Board, who are requested to acknowledge receipt of and agreement with this notification by completing the details below:

..... (Signature)

Anna Marsh (Name)

as duly authorised Agent for the said Trust: Te Kohanga Reo National Trust Board

Manages Administration (Designation)
26/3/2002

(NB All four copies of this document are to be returned to the Ministry's District Office after execution by the Trust).

The four copies of this document are then to be signed by the Board of Trustees previously named, who are requested to acknowledge receipt of and agreement with this notification by completing the details below.

(NB The Board is to forward all four copies of this document to Whanau Management for execution by Whanau Management. The Board and the School are to each retain one executed copy of the document and the remaining two executed documents are to be forwarded by the Board to the Ministry's District Office).

S. A. Kellas (Signature)

S. A. Kellas (Name)

as duly authorised Agent for the Board

Chairman (Designation)
31/7/2003

(NB The four copies of this document are then to be signed by Whanau Management who are requested to acknowledge receipt of and agreement with this notification by completing the details below).

..... (Signature)

Hanni Hnagza (Name)

as duly authorised Agent for Whanau Management

Chairperson (Designation)
12/8/2003

COPY

(NB Whanau Management is to retain one executed copy of this document and is to return the other three copies of this document to the Board)

One fully executed copy of this document is to be retained by the Board, one by Whanau Management and the remaining two copies are to be returned to the Ministry's District Office within one month from the date first appearing on the front page of this document. The Ministry will then forward one copy of the full executed document to the Trust and retain the other copy for its records.

NB * If School on which ECC is to operate is a closed school, Board execution is not required and the Trust is to execute three copies of the document and return these to the Ministry's District Office, who will obtain Whanau Management execution of the document.

DEFINITIONS

- (A) "The Board" means the Board of Trustees named on the preceding page.
- (B) "Board Building" means any building on the land which is entirely owned by the Board.
- (C) "Board Maintenance" means such maintenance obligations (if any) as the Secretary may from time to time prescribe under the provisions of clause 5.03 of this document.
- (D) "Building" means any building on the land.
- (E) "Capital Works" means any works to extend replace or reinstate or otherwise add to any buildings, facilities or to extend their life, or enhance the utility of the buildings and facilities but excludes all Board maintenance and ECC maintenance as hereafter defined.
- (F) "Crown Building" means any building on the land, which is wholly or partially owned by the Crown.
- (G) "Facilities" means all improvements which are capital and fixed in nature, other than buildings but including fences, sealed areas, structures for outdoor play and sandpits but does not include any chattels.
- (H) "The POD" means the Property Occupancy Document and any amendments thereto issued to the School under Section 70 Education Act 1989 (if at all).
- (I) "The Premises" means the land buildings and facilities to which this Agreement relates, which is part of the School as hereafter defined.
- (J) "School" means the land described in the First Schedule and shall extend to and include "Shared Use Area" where applicable.
- (K) "The Secretary" means the Secretary for Education.
- (L) "Shared Use Area" means those cases where shared use is specified in the Second Schedule to this Agreement.
- (M) "The Trust" means the Te Kohanga Reo National Trust Board, as the representative of the Whanau Management to whom this document is issued.
- (N) "Whanau Management" shall mean the person or people having control of the Kohanga Reo.

- COPY
- (O) "Whanau Management Building" means any building on the land which is wholly or partially owned by Whanau Management or by any other entity not being the Crown.

2.00 COMMENCEMENT OF THIS DOCUMENT

This document shall commence on the date of its execution by the Secretary.

**3.00 LICENCE FEE AND OTHER COSTS
PAYABLE BY WHANAU MANAGEMENT**

3.01 Whanau Management shall pay:

- (A) Such annual licence fee (an annual service and administration charge) from time to time plus GST at such periods as may be notified by the Secretary.
- (B) All operating costs associated with the Premises and any Shared Use Area (if any) including but not limited to charges for:
 - (i) All repairs and maintenance to any buildings or facilities whether required pursuant to clause 5.02 of this document or otherwise;
 - (ii) Electricity, gas, water supply, rubbish disposal, heating telephone, grass cutting or cleaning services if separately metered or assessable;
 - (iii) Insurance premiums;
 - (iv) Territorial Authority rates and taxes or other like charges levied in respect of the premises or Whanau Management's use of the Premises and Shared Use Area (if any);
 - (v) An annual service and administration charge as notified and varied from time to time by the Board, which shall be payable to the Board on the dates nominated by it.
 - (vi) All costs associated with complying with any statutory, regulatory, code or bylaw requirement concerning the use and occupation of the premises by Whanau Management.

(vii) All costs incurred by the Secretary in complying with the Building Act 1991.

(viii) All and any other expenses arising from Centre Management's use and occupation of the Premises whether related to the foregoing items or not.

4.00 INSURANCE

4.01 Whanau Management shall at all times during the continuance of this document, comprehensively insure all Buildings and improvements on the land occupied by Whanau Management in its name as occupier and the Ministry as owner including those buildings where Whanau Management fully or partially funded the establishment costs.

4.02 Should any insurance cover extend to and include a Whanau Management Building, then the Secretary shall account to Whanau Management for any policy proceeds received in respect of damage or destruction to such a building.

4.03 The Board and Whanau Management shall liaise as required to keep insurance costs as reasonable as possible.

5.00 REPAIRS AND MAINTENANCE OBLIGATIONS

5.01 Whanau Management shall repair and maintain the premises. In construing this clause regard shall be had to:

(A) The condition of the premises at the commencement of this document;

(B) Fair wear and tear;

(C) The purposes for which the premises are to be used.

5.02 The Secretary and the Board shall have no liability for any repairs or maintenance or work of a capital or structural nature whether in respect of any Crown Building, Board Building or Whanau Management Building.

5.03 The Secretary shall have such maintenance, repair, structural and capital works obligations as the Secretary may notify from time to time by way of formal variation to this document.