



How does Bathgate Park School give effect to Te Tiriti o Waitangi?

In 2024, Bathgate Park School had the privilege of sharing the redesigned Mission and Vision statements that had been presented in draft form at the end of 2023. At the heart of Bathgate Park School is our commitment to ensuring that our ākoka understand and connect with our Mission Statement: *He kākano ahau i ruia mai i a Rakiātea / I am a seed born of greatness*. In 2024, we dedicated time to deeply exploring this whakataukī through our Inquiry process.

This began with children connecting to the natural world, a fundamental aspect of Te Ao Māori, by exploring the literal meaning of this whakataukī, with an emphasis on the life cycle of seeds and all the components needed to allow the seed to grow and thrive. In terms 2 & 3, we moved onto the metaphorical unpacking and compared ourselves to the seed. Through this process, we identified what we need to flourish and thrive—how our strengths support us in reaching our goals and aspirations, and what tools we require to overcome challenges along the way.

Our focusing on aiming high and reaching our full potential had many connections back to elements of Te Ao Māori such as

- **Whakapapa** – Understanding our roots and the generations before us, just as a seed carries the legacy of its origins.
- **Manaakitanga** – The support and nurturing environment that allows individuals to thrive.
- **Whanaungatanga** – The relationships and connections that help us grow, much like how seeds grow better in the right environment.
- **Tūrangawaewae** – A sense of belonging and having a place to stand confidently.
- **Mātauranga Māori** – Traditional Māori knowledge as a guide for learning and development.

We concluded the year by looking ahead: What is possible for our future? What do we, as learners, need to be ready to take the next step? This reflection naturally set the direction for the start of 2025, where our focus shifted to 'Learning to Learn'—empowering our ākoka with the skills to take ownership of their learning journey.

In 2024, Bathgate Park School continued to foster a learning environment where all our ākoka were encouraged to aspire, grow, and achieve success. As Treaty partners, we actively upheld Te Tiriti o Waitangi by embedding Tikanga Māori and Te Reo Māori into our daily practices, curriculum, and school culture. Through initiatives such as our whakataukī-based Inquiry, participation in the Māori Achievement Collaborative, and alignment with the Kai Tahu Education Plan, we ensured that Māori learners experienced success as Māori while all ākoka developed a deeper understanding and appreciation of Te Ao Māori.

Bathgate Park continually strengthened and normalised Tikanga Māori and Te Reo Māori throughout our kura. We had well-established daily practices, including karakia, karakia kai, and waiata, which helped embed these traditions into the school culture. The tuakana/teina model remained a cornerstone of our approach, fostering leadership, mentorship, and collective growth among our ākoka. Throughout the year we were deliberately trying to extend the range of tools being used and the contexts for use.

Building on this foundation, we deepened our commitment by integrating Mātauranga Māori across our curriculum. This included:

- Expanding Te Reo Māori instruction across all learning areas.
- Embedding Te Ao Māori perspectives into our Inquiry learning, reinforcing connections to the natural world, whakapapa, and self-identity.

By making these commitments visible in both our teaching and daily practices, we upheld our responsibility to Te Tiriti o Waitangi and ensured that all ākoka thrived in an environment that valued, celebrated, and respected Te Ao Māori.

We were fortunate to be allocated a cultural allowance and this was used to support the lead kaiako working in our kura to be acknowledged for the ongoing commitment to extending their own learning and that of staff.

How we give Effect to Te Tiriti o Waitangi at Bathgate Park School:

- Recognise and support the goals of the Kai Tahu Education Plan.
- Integrate cultural diversity into our teaching units; giving due consideration to aspects of different cultures in the planning of Inquiry and allowing individual students to undertake Inquiry in a way that reflects their cultural background, heritage and interests.
- Kaiako are continuing their own formal learning in te reo Māori; there is an expectation school-wide for all staff to progress their te reo Māori learning
- Some staff (kaiako and learning assistants) took part in the Te Ahu o Te Reo Māori programme in 2024
- Mihi whakatau e.g., for new students and their families to the school; new visitors – lead by staff of Bathgate Park School and supported by lead tamariki
- Localised curriculum valuing Mātauranga Māori, te reo Māori and tikanga Māori
- Ensuring teachers have received professional development on understanding Te Tiriti o Waitangi
- Attesting to the NZ Teacher Standards for all kaiako
- Expose our students to Māori culture through both our teaching and learning programmes and school routines; Learning Languages programmes, Arts programmes, use of greetings and phrases wherever and whenever possible
- Resource our library with books and resources that support our understanding and awareness of Māori culture, tikanga and reo.
- Our school assemblies and special events will acknowledge our children's culture and provide opportunities to celebrate our cultural diversity.
- Include elements of Māori culture through music and dance within the school's activities.
- The opportunity to be a member of the Kapa Haka / Multicultural group will be available to all students. This takes place as part of the curriculum on a weekly basis, throughout the school year.
- Participate in activities that celebrate the Māori culture including Māori & Polynesian Festival; Language Weeks; visiting cultural performances etc.
- Encourage first language use at school.
- Implementation of whanaungatanga time on daily basis
- Demonstrating manaakitanga on a daily basis
- Ensuring all learning opportunities consider and planning reflects local tikanga Māori, mātauranga Māori, and te ao Māori
- Recognise, respect and respond to the cultural needs of the student.
- Plan for differentiated class programmes that provide opportunities for pupils to include a Māori perspective in their learning
- Identify and report on the achievement of Māori students to ensure that there is equity
- Employ staff members who understand and can support our learners
- Display Māori artwork, symbols, and language prominently in the classroom and school environment
- Ensure our policies are current and up to date to meet the requirements of Te Tiriti o Waitangi
- Principal/Tumuaki has regular participation in MAC (Māori Achievement Collaboration) both regional and national as well leads in this with kura
- Ensuring the School Board participates in training relating to Te Tiriti o Waitangi (NZSBA run workshops)
- Utilise te reo Māori across a range of contexts - greetings, farewells, emails, newsletter, reports, texts, signage, Assemblies, parent information
- Use of waiata and whakatauki across school e.g. Assembly, hui; staff meetings, week ahead
- Class Treaties created collaboratively and 'lived by' in our learning teams
- School Values reflected in all we do and felt in our school environment
- Our ethos of AROHA which is woven through and from our values and is part of the revised values
- Respectful relationships with ākonga and whānau partnerships
- Professional Growth Cycle/appraisal for kaimahi having a Māori component, suited to the needs of the individual
- Māori role models used in our school
- Having a Te Reo Tikanga Māori Implementation Plan
- Teaching Te Reo Māori every week using the Te Reo Delivery Plan

- Shared kai in class with whānau where possible
- Actively communicating with families- seesaw, notes, phone calls, reporting, kanohi ki te kanohi
- Utilising whānau skills, stories etc... that they would like to share at school
- Use the correct pronunciation and spelling of student's names, place names etc...
- Understand the significance of names and the tipuna they may be related to
- Utilise resources and materials that reflect Māori knowledge and values in teaching
- Highlight and support the achievements of Māori students and role models

We acknowledge tangata whenua, mana whenua and the unique position of Māori in Aotearoa New Zealand. We are honouring the principles of Te Tiriti o Waitangi and fostering an inclusive, respectful, and culturally rich educational environment.