

Te Tikanga o Te Kura ō Waterloo

Nā tō rourou, nā taku rourou ka ora ai te iwi.

With your food basket and my food basket the people will thrive.



This whakatauki was chosen for all of our school community working together to uphold tikanga Māori.

Staff, students and whānau were consulted throughout this process.

What is tikanga?

Tikanga is defined as: incorporating practices, behaviours and values from Māori knowledge.

Tikanga Māori is valued and recognised as important at Waterloo School
for all our staff, students and wider community.

Our Tikanga includes:

Mihi Whakatau / Welcome Hui

All manuhiri (visitors) will go through the Mihi Whakatau process at Waterloo School. **Why?** This Hui is a welcoming process for our new staff, students and whānau to make them one with the tāngata whenua. **Haere mai ki tēnei kura whānau o Waterloo** (Welcome to this school family of Waterloo).

whanaungatanga, manaakitanga

Everyone is valued (Rangatiratanga)

Building strong relationships with our learners will help our students to develop into confident and connected individuals. **Why?** Positive relationships among teachers and their students, whānau, iwi and wider communities are vital foundations for effective teaching and learning.

**wānanga, whanaungatanga
manaakitanga**

Karakia

Karakia are chants used to start the day, and bring us together during hui and other special learning times. Karakia used at school are non-religious. **Why?** Karakia bring people together (kotahitanga) and bring about a sense of calm and purpose, or establish a sense of unity within a group.

If Karakia is being shared when a person enters the room, then it is polite to wait at the door before entering this room. **Why?** It is respectful to those that are speaking and to the process.

wānanga, manaakitanga

Welcome staff / visitors

Greet people (staff, whānau, guests) as they enter the room. **Why?** This is a sign of respect and acknowledges the mana of people entering the room.

**wānanga, whanaungatanga,
manaakitanga**

Kapa Haka

All students will experience the opportunity of attending Kapa Haka, link to culture and Māori identity. There is also Performance Kapa haka for those students in Years 4-6 who like to perform. **Why?** This is the essential element to whanaungatanga, the importance of people and connectedness. It enhances positive well-being by encouraging a sense of belonging in which to practise te reo, tikanga and histories.

**wānanga, whanaungatanga,
manaakitanga, tangata whenuatanga**

Tuakana Toa

Tuakana means: elder brothers, sisters or cousins. Toa means: courage, bravery, experienced and capable. Tuakana Toa is about all students having an understanding of Māori culture and all ideas associated with it, e.g. legends, kaitiaki, te reo, kupu, etc. **Why?** To promote leadership and responsibility for our senior students, empowering them to be active learners so they are able to pass the knowledge they have acquired related to Māori culture onto our younger students (teina) across the school.

**wānanga, whanaungatanga, ako,
manaakitanga, tangata whenuatanga**

Pepeha

A way of introducing yourself in Māori. It tells people who you are by sharing your connections with the people and the places that are important to you. **Why?** It connects us with our tupuna, whānau, iwi and marae. It is how we learn about our family history, and knowing who we are and where we are from, thereby strengthening our cultural identity.

**wānanga, whanaungatanga, ako,
manaakitanga, tangata whenuatanga**

Cultural Celebrations

Māori Language week/Matariki/Puanga/other cultures represented across our school are celebrated throughout the year. **Why?** Cultural celebrations help to foster respect and understanding of other cultures' perspectives. They also help to unite and educate our differences, as well as common interests.

**wānanga, whanaungatanga,
manaakitanga, tangata whenuatanga**

Whakataukī (Proverb)

Aligns with our school termly values focus. They are commonly used as inspirations in speeches and also as gentle reminders spoken to each other in everyday life. **Why?** They represent the wisdom guiding the Māori culture.

**wānanga, tangata whenuatanga,
manaakitanga, whanaungatanga**

Staff Professional Development

Upskilling our knowledge and understanding to being culturally responsive teachers of Māori learners through a number of programmes, such as Tātaiako and professional development provided by colleagues. Staff are provided with opportunities to upskill in te reo Māori, enhancing their ability to incorporate Māori language and culture into their teaching. **Why?** Retention and use of te reo Māori is important for Aotearoa/New Zealand society, and to strengthen Māori culture, language and identity. As empowered learners, we are continually working towards improving our knowledge and understanding of tikanga and te reo for the success of ourselves and our students.

**wānanga, whanaungatanga, ako,
manaakitanga, tangata whenuatanga**

Waiata

Waiata is sung on a number of occasions across our school, such as at our Mihi Whakatau / Welcome Hui, karakia, assemblies and classroom practices. **Why?** Is used to commemorate an important event or gathering, support a whaikōrero (formal speech) or used to help teach students.

**wānanga, manaakitanga,
tangata whenuatanga**

Understandings

Tables (tēpu) - Not sitting on tables, particularly tables with food on them or those likely to have food on them at any point. **Why?** Is linked to Māori beliefs about tapu nature and that putting your bottom on the table is perceived to be unhygienic.

Hats (pōtae) - Not wearing hats inside. **Why?** It is a sign of respect and the removal of a hat when entering a building is a sign of friendly intent.

**wānanga, whanaungatanga,
manaakitanga, tangata whenuatanga**

Integrating across the Curriculum

Allows for students to make links and understandings with the different contexts and concepts of which they are inquiring about. Māori culture is integrated into the school curriculum, including links to local history and Māori perspectives. **Why?** Encourages students to take responsibility for their own learning, along with providing Māori Learners contexts for learning where identity, language and culture are valued and recognised.

**wānanga, whanaungatanga, ako,
manaakitanga, tangata whenuatanga**

Visual Representation around our Kura

Visual displays and bilingual signage around our kura showcase cultural art and history, fostering a sense of cultural pride and belonging. **Why?** By showcasing Māori art, history, other cultures and language, the visual displays around our kura create an immersive cultural environment that celebrates our local heritage.

**manaakitanga, whanaungatanga,
tangata whenuatanga**

Learning about our Past

The history of our local area and Aotearoa/New Zealand's past is explored through the use of purakau and other understandings related to history. **Why?** Empowers our students to be active learners in providing an understanding and awareness of New Zealand's past, along with being able to connect students to their place.

**tangata whenuatanga
manaakitanga,**

Iwi Affiliation

Learning and understanding about the iwi of our Māori students. **Why?** Developing the knowledge of our students' iwi affiliations will strengthen community partnerships and foster whanaungatanga.

**wānanga, whanaungatanga,
tangata whenuatanga, manaakitanga**

Home and School Partnership

Sharing learning and thinking with our whānau community across the different areas of the curriculum. **Why?** Working together to strengthen home and school partnership so our whānau can view their child/ren's work and provide feedback on their ideas (celebrating their child/ren's successes and achievements).

**wānanga, whanaungatanga, ako,
tangata whenuatanga**

Whānau Hui

Termly whānau hui explores how we can enhance the learning of our tamariki, both at Waterloo School and within the community. **Why?** Focuses on fostering strong home-school partnerships.

**wānanga, whanaungatanga, ako,
tangata whenuatanga**

The following principles help to understand and honor all actions and decision making related to Te Tiriti o Waitangi:

Participation

Empowering everyone to participate and collaborate. Seek cultural advice and understanding. Ensure safe and respectful practices. Encourage positive Māori involvement at all levels of learning.

Protection

Protecting the mana of the 'participants in our mahi'. Involves working together with Māori communities to develop strategies for Māori education. It relies on us welcoming and having genuine relationships with our Māori community.

Partnership

To ensure that all ākonga, whānau and agencies work in partnership collaboratively within a bicultural approach. It means actively protecting knowledge, interests and other taonga.

Glossary of Five Cultural Competences:

Wānanga

Participates with learners and communities in dialogue for the benefit of Māori learners' achievement.

Whanaungatanga

Actively engages in respectful working relationships with Māori learners, parents, whānau, hapu, iwi and the Māori community.

Manaakitanga

Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture.

Tangata whenuatanga

Encourages Māori learners as Māori - provides context for learning where the identity, language and culture of Māori learners and their whānau is encouraged.

Ako

Takes responsibility for their own learning and that of Maori Learners.

Glossary of Words in Māori/English:

Ākonga: learner	Taonga: treasure
Kaitiaki: Guardian	Tapu: sacred
Haere mai: welcome	Te Reo: language
Hui: meeting	Teina: younger people, junior line
Iwi: tribe	Tēpu: table
Karakia: chant	Tikanga: protocols
Kupu: word	Toa: champion
Kura: school	Tuakana: Elder siblings
Mahi: work	Tupūna: ancestors
Mana: status, prestige, power	Waiata: song
Manuhiri: visitors	Whaikōrero: formal speech
Matariki: cluster of many stars	Whakataukī: proverb
Potaē: Hat	Whānau: family
Tāngata whenua: people of the land	Puanga: star near Matariki