



Te Rautaki Hikitia 2021-2023 Māori Achievement Strategy

Vision - He whakakitenga

*Kia tū ai ngā raukura Māori o Te Kāreti Kōtiro o Te Whanganui-ā-Tara
hei wāhine māia i te ao Māori, i te ao hurihuri.*

*Māori graduates at Wellington Girls' College can walk confidently
in the Māori world and in contemporary society.*

Goals - Whāinga

To achieve this vision, WGC aims to ensure Māori graduates have:

- a strong cultural identity as wāhine Māori
- the life skills to navigate their future e.g. resilience, love of learning, self-management
- a nurturing and stimulating environment at WGC as young wāhine Māori

Values - Ngā uara

This strategy reflects the school values of manaakitanga, manawaroa, whakarangatira and ngākau pono which were adopted by Wellington Girls' College in 2018.

These [school values](#) are:

- **Manaakitanga:** the act of kindness / supporting and nurturing others
- **Manawaroa:** being resilient
- **Whakarangatira:** to enhance the reputation of others and yourself through your actions
- **Ngākau pono:** having integrity, being true to yourself and others

This strategy aims to ensure those school values are embedded into the school as “values in action” both for taura Māori and by taura Māori. The English translations of the school values give a general understanding of the Māori terms only. ¹

Background - Tō tātou haerenga

The vision for raukura Māori (Māori graduates) in this strategy reflects the hopes and aspirations of current Māori students, whānau and staff at WGC. It encapsulates the thoughts of many expressed over the last year via surveys and whānau hui. It is a destination to pursue.

The goals provide some major markers along the way. For example, we will know we are getting closer to achieving the vision when we have initiatives in place to support the cultural identity of every Māori student at WGC.

The school's values provide us with wisdom. Each one of them contains a wealth of mātauranga Māori (Māori knowledge) to guide our behaviour and keep us grounded on the way. They also place this plan in the wider context of the College as a whole.

This Māori Achievement Strategy provides an overarching framework for the next three years.

We have also decided to align the key actions for the Māori Achievement Strategy with the strategic areas of focus for Te Kāhui Ako o Te Whanganui a-Tara. During our hui, it became apparent that the vision and goals for the Māori Achievement Strategy align closely with the strategic areas of focus for Te Kāhui Ako o Te Whanganui a-Tara which are:

Wellbeing: Increase the percentage of students who report positively against the wellbeing indicators of te whare tapawhā

Embrace language, culture and identity: All students enjoy and achieve education success that embraces languages, culture and identities

Student Agency: Most students are agents of their own learning who can confidently express what, why and how they are learning

In the process of developing this strategy, a wide range of ideas and initiatives have been suggested. Rather than commit to a three year plan of action, we have decided to prioritise only a few actions every year and review them annually. Inevitably there will be some initiatives that need longer than a year to embed so there is flexibility in this approach. We have grouped the priorities under the three areas of wellbeing, cultural responsiveness and student agency.

¹ This strategy will be reviewed in November 2023

It must be remembered that these priorities are in addition to initiatives that are already in place to support taura Māori at WGC (See Appendix 1).

Note: When we refer to “whānau” in this strategy and plan we are referring to the parents, caregivers and/or group that supports a student at home. This may include grand-parents, step-parents and people who may or not be related to the student but are part of the support network at home.

Te Mahere Hikitia 2021 Māori achievement plan

Wellbeing - Whāia te Oranga

- 1. Establish the first vertical wānanga class for taura Māori (Years 9-13 taura Māori in one wānanga class).**

Rationale: This new initiative will encourage stronger tuākana-tēina (mentoring) relationships between the senior Māori students and junior Māori students. It will run parallel with the establishment of the first vertical wānanga class for taura Pasifika.

Primary responsibility: Māori Dean, Māori language teachers

Support: SMT Wānanga and SMT Māori

- 2. Organise a manawāhine day for all taura Māori in 2021.**

Rationale: The first manawāhine wānanga held in early 2020 was a great opportunity for the students to affirm their identity as young Māori women in today's society.

Primary responsibility: Te Rōpū Whirinaki

Support: External

Cultural Responsiveness - Hāpaitia te ahurea tuakiri

- 3. Ongoing whole staff PD that focuses on culturally responsive and sustaining pedagogies, and increasing staff cultural capacity. e.g. SMT professional learning, Kāhui Ako, AST, WST, expert facilitators**

Rationale: It is critical that all staff at WGC have an understanding and the tools to be culturally responsive to taura Māori. Many whānau and girls talked about how important that cultural understanding is to the taura Māori building a good relationship with their teachers and achieving their potential.

Primary responsibility: SMT, WST teachers

Support: Principal, Board Of Trustees, External, SMT Māori, PLD coordinator, external

- 4. Establish Te Rōpū Whirinaki - a mixed support group of staff, whānau and senior Māori students to support the implementation of the Achievement Plan 2020**

Rationale: It is important that there is a leadership group that reflects a Māori view of Māori students succeeding as Māori and includes the school, whānau (parents/caregivers) and student representatives. This leadership group will help implement the Achievement Plan. In many schools, the bulk of the work is carried by one Māori staff member which often leads to burn-out.

Primary responsibility: Staff including at least one SMT rep, self-selected whānau including Whānau Board rep, Māori Dean, self-selected taura Māori including Te Kōmiti Māori leader

Support: SMT, whānau, tuākana

- 5. Begin to develop a Māori language plan for the whole school**

Rationale: The increased use and visibility of te reo Māori in the school affirms the cultural identity of taura and kaiako Māori. A Māori language plan is a long-term commitment by the school to normalise the language and support it's revitalisation. It is also in line with the Government's Māori language goal of 1 million people speaking te reo Māori by 2040.

Primary responsibility: SMT, Te Reo Māori dept

Support: Māori language planning team (Te Taura Whiri i Te Reo Māori), Māori language speakers at WGC (Māori language department, Māori language speaking staff, students and whānau), Student Executive in particular Te Kōmiti Māori

Student agency - He māngai taurira

6. Establish the first Kōmiti Māori

Rationale: In 2020, students advocated for Te Rōpū a Kiwa (made of Māori and Pasifika leaders) to be separated to recognise the different relationships and needs of Māori and Pasifika students. The two separate kōmiti for Māori and Pasifika students is an interim model only as the senior leadership group is under review in 2021. Taurira Māori and Whānau believe the senior leadership group should reflect the principles of the Treaty of Waitangi.

Primary responsibility: Kōmiti Māori, Staff Kōmiti mentor

Support: SMT Māori, Māori Dean, Whānau

7. Taurira Māori (junior and senior) participate in the review of Student leadership

Rationale: The establishment of Kōmiti Māori is seen as an interim step before the full review of Senior leadership takes place. It is critical that taurira Māori are able to fully participate and have their views heard on how the review of the Senior leadership can best reflect their goals and aspirations including how the senior leadership reflects the Treaty of Waitangi.

Primary responsibility: SMT Student Leadership, SMT Māori

Support: External

EVALUATION

This plan is to be evaluated at the beginning of Term 4 (October 2021). This will help inform the goals for the Māori Achievement Plan 2022. Some of the goals may be completed and others may need more time to be implemented fully.

- Independent external review including student, staff and whānau voice through surveys/interviews

Primary responsibility: Independent external reviewer

Support: Te Rōpū Whirinaki

Plan to be reviewed: October 2021

APPENDIX 1: Initiatives to support tauira Māori

Current initiatives in place to support Te Rautaki Hikitia

ACADEMIC

- Māori Dean
- Weekly after-school study support for tauira Māori
- Annual study wānanga for senior Māori and Pasifika students
- Annual report to whānau Māori and Board on Māori academic success

TIKANGA AND TE REO MĀORI

- Pōhiri for all new students, whānau and staff
- Te Reo Māori offered at all year levels (Years 9-13)
- Participation in Ngā Manu Kōrero encouraged - English and Te Reo Māori sections
- Te Haeata Awatea - combined WGC/ WC kapa haka rōpū
- Poroporoaki for senior graduates - Māori and Te Reo Māori

WHĀNAU

- Kōmiti Māori - part of the Student leadership team & leader on the Executive
- Māori language class and teachers
- Trustee (Whānau Representative)
- Kapa Haka Committee (including a Whānau Representative)
- Hui ā-whānau each term
- Whānau support at noho, hui and fundraising
- Support for waka ama and ki-ō-rahi

SCHOOL-WIDE

- SMT Māori
- Bilingual signage in the school
- Te Tiriti Liaison role
- All new staff participate in Te Tiriti professional learning
- School policies: Achievement of Māori Students Guidelines and Procedures; Te Tiriti o Waitangi Guidelines and Procedures; Equity Guidelines and Procedures
- Celebrating Matariki & Te Wiki o Te Reo Māori

In addition to these, our kura is also informed by the following:

- Ka Hikitia, Ka Hapaitia (2020)
- Tataiako
- Poutama Pounamu

Timeline

- Establishment of top Māori scholar award

2012

- Ka Hikitia student leadership committee implemented - only 3 students were on this committee that year

2013

- Establish annual pōwhiri for Year 9 students, new staff, other new students and their whānau
- Te Rōpū a Te Moana-nui-a-Kiwa
- Established poroporoaki for senior Māori graduates
- Established annual Year 13 history trip to Taranaki and Parihaka
- Identity, Language & Culture committee established, combining Māori and Pasifika students (on the advice of Olivia Gibbons, our Te reo teacher) and was subsequently renamed Te Rōpū a Te Moana-nui-a-Kiwa before 2014

2014

- Te Rōpū a Te Moana-nui-a-Kiwa and Olivia Gibbons worked with and subsequently inducted Cathy Dewes into the Hall of Fame

2016

- Appointed two Te reo/Social sciences teachers to start the year with a view to growing the teaching of Te Reo in the school

2018

- Māori Academic Advisor role re-shaped to Māori Dean
- Established Te Tiriti liaison role
- Introduced compulsory Te Reo for all Year 9 students
- Bilingual signage at WGC

2019

- Appointment of Kāhui Ako roles to support cultural responsiveness
- Kāhui Ako Achievement Challenge focus “All Students enjoy and achieve education success that embraces languages, cultures and identities.”
- Two weavers commissioned to complete tukutuku panels

2020

- Review of Te Rōpū a Te Moana-nui-a-Kiwa and decision to support students with two leadership rōpū: Kōmiti Māori and Kōmiti Pasifika
- Establishment of manawāhine day for senior students
- First iteration of WGC Culturally Responsive Practice Action Plan developed