

Whanau of RBS

Hui Minutes

<p>Date: 23/5/2018 Staffroom RBS</p>	<p>Present: Paul Gilbert, Shellee May, Rama Rewi, Anna Sinclair Armstrong, Emma Bowman, Kent Le Quesne, Becs Le Quesne, Dean Hapeta, Paora Trim Apologies: Gwen Greenham, Hayley Tanga, Sheena Mear, Kohine Balejko, Vicki Aylett</p>	<p>Possible Actions</p>
<p>Agenda</p>		
<p>Meeting open</p>	<p>Karakia at 7pm.</p>	
<p>Mihi</p>	<p>Introductions and welcome. Paul explains his role as new Te Ao Coordinator and Shellee adds how this continues RBS actions to implement Te Ao Maori across the school over recent years led by Hayley.</p>	
<p>Re: Powhiri</p>	<p>Brief discussion of the New staff and student powhiri earlier in the day, noting how far the school had come.</p>	
<p>General korero</p>	<p>Discussion of place of Taiaha. Senior boys (Y3 - 8) has recommenced with Matiu, looking for opportunity to extend to juniors again.</p> <p>Whanau reiterated the importance of kapa haka not being at lunch time - valued by students, family and school allowing school time for this. (This was term 1 last year as Gwen was employed from Term 2. We also had two ex students from KC, Paige and Mahina coming over in their lunchtime for extra time with a girls' group.</p> <p>Shellee detailed current structure of Kapa Haka across the school, with Year 3&4, 5&6 timetabled with team, 7&8s getting back into it with Shellee leading. Year 3 - 8 kapa haka is Thursday mornings with help from Jo Fothergill. Looking for Gwen to support 1&2 beginning this term in teams and then bring into whole school kapa haka next term.</p> <p>Noted that Gwen puts in extraordinary service, and Matiu.</p>	<p>We should look at options for developing our school staff knowledge base to share the load and allow further progress.</p>

	<p>Rama raised matter of a kura anthem in reo. Shellee covered Raumati E haka as possible way of this working. Paora shares how KC management committed to everyone learning the haka - sees this as ako, the younger teaching the elder. The power and authenticity</p> <p>The Year 5/6 team have been learning the haka and plan to have a class competition at the end of term. Whole school Kapa Haka have recently started learning it and Shellee has shared it with Team Kapiti who have just started their journey. Next step will be for the teachers to learn it.</p> <p>Paora has previously offered to compose a song, and reiterated this. (Action song? Chant, or go with guitar?) Waiata a ringa may be best.</p>	<p>Words for Raumati haka on Seesaw to share with whanau</p> <p>Paora to do Raumati E haka quizlet. Done, thank you Paora.</p> <p>Whole school and staff to learn haka.</p> <p>Paora open to composing a waiata a ringa</p>
	<p>KC is naming its school blocks - Instead of A, B - Te Tiriti o Waitangi - for Social Sciences block. Maybe we could look at this (Learning Street?)</p>	<p>Review naming conventions around RBS</p>

With the purpose of the meeting being to find out what our school whanau wanted to discover, see done, or discuss, Paul and Shellee put forward a few conversation prompts

<p>Prompt: What whanau want to see/feel/hear around the school?</p>	<p><i>See the place of the treaty, Maori society and culture in school curriculum (iwi, hapu, whanau, marae).</i></p> <p>This was discussed in relation to the conceptual curriculum, and how we are looking at ways Te Ao Maori can weave in and out.</p>	<p>Consider for Curriculum and capacity review</p> <p>Come back to whanau/community for ideas/feedback on weave of value w/concepts, kete of knowledge</p>
	<p><i>The importance of pronunciation</i> <i>Can not be overstated how important this is for whanau.</i> First, teachers using and getting tamariki names right, as a model for the class with other support. Then place names and effort and openness to learning and being wrong - more ako. Paora acknowledges this often requires huge reprogramming (Paekakariki). Rama credit to teacher</p>	<p>School to take explicit action to ensure teachers use students names, and correctly.</p>

	<p>who asked use of name and encourage students to use it. Dean volunteered to support. Note: KC initiated immediate whole school PD on this in recent years.</p>	
	<p><i>Want to see tamariki and kaiako using te reo in everyday interactions</i> Good discussion about how this could look. Possible contexts: Playground, maths ("fun with" weeks)</p>	<p>To develop out of kupu and kete of resources</p>
	<p><i>See more Maori images, values around the school</i> (like whanaungatanga) The Whanaungatanga sign came with help from KC service team, more projects like this definitely on the agenda</p>	
	<p><i>See a calendar of events so whanau know how/when to get involved</i> Becs answered saying board trying to develop a set of yearly traditional dates. Developing an app!</p>	
	<p><i>See bilingual signs around the school</i> Some of the new signs are bilingual.</p>	<p>Student Exec already looking at signage</p>
	<p><i>See trips to the marae and noho marae</i> Y5/6 have a trip to KC then Whakarongotai planned. Paora usually free thursday afternoons.</p>	<p>Include marae in planning across year levels (coherency)</p>
	<p><i>Want to see kindy to school connection (with Matiu, for example!) kept up.</i> Is ideal having our Year 1/2 boys go to taiaha to continue their learning from ECE. In discussion with Matiu and Wharemauku teams.</p>	<p>Look at Reo and tikanga connection with our EE partners</p>
	<p><i>Maybe survey whanau to see what they want to see?</i> Another strand we are exploring along with whanau hui, particularly the teacher-to-whanau connection. An important part of this is building a better picture of who is Maori at RBS (currently "74" children)</p>	<p>Teacher-whanau letter or survey Move to "Do you have a Maori ancestor? or heritage? On enrolment.</p>

What do whanau want to know? (other than already covered)	<p><i>Is Te reo being taught - at a formal time set or opportunistic?</i></p> <p>Short answer is both, different in different classroom. Teachers must implement te kupu in some way as part of their appraisal, and the way this is being implemented, how effective, and how comfortable teachers are and what they need, will be reviewed.</p>	
	<p><i>What is RBS doing to engage Maori boys?</i></p> <p>A key focus at KC and a great question for RBS to look at when considering how it is meeting the needs of its Maori learners and whanau.</p>	Factor into plan for equity and excellence
Expertise	<p>Paora offered support composing waiata</p> <p>Emma offered support kapa haka Friday</p> <p>Dean offered support with Teacher pronunciation</p> <p>Anna is keen to offer parent help if helpful</p>	
Next meeting	<p>Wed 1 August, Week 2, T3.</p> <p>Agreed a great opportunity to hear and be heard, offer talking points for moving forward and informing actions - ie, what the hui says, forms questions to put to our community, to our Maori parents. Open to all.</p> <p>Name for group - perhaps next meeting.</p>	
Contact	Shared email details.	
Closed	Paora closed with Karakia 8:15pm	