

# OCEANVIEW HEIGHTS SCHOOL



Navigating Learning through the Tides of Change

## Strategy for Maori Student Achievement at OVH School.

### Philosophy:

The Board of Trustees of Oceanview Heights School believes strongly that our school should have the same expectations for Maori children that we have for all children at our school. We believe that Maori should achieve at levels similar to those achieved by non - Maori, that Maori deserve the same opportunities as non - Maori, that teaching should reflect and embrace the special place that Maori hold in our community and in our country, and that it is our responsibility to ensure that Maori children have the best possible environment that will allow them to achieve to their potential.

To this end, the Principal and staff of Oceanview Heights School are using the work of Angus MacFarlane, a Te Awara Academic based at Waikato University, and Ka Hikatia as the basis for our thinking and work around lifting our Maori Students achievement levels and their overall satisfaction and maximization of their time at school. How we are doing this will be related throughout this strategy document. This work is being led by our Principal - Sandi Abel.

### Key Concepts:

Angus Macfarlane in his book “Kia hiwa ra! Listen to culture” discusses five ‘cultural concepts’ that allow teachers to develop effective strategies that raise Maori achievement and success in schools.

- Whanaungatanga
- Rangatiratanga
- Manaakitanga
- Kotahitanga
- Pumanawatanga

## Whanaungatanga:

According to Russell Bishop (1996) whanaungatanga is described as: “the process of establishing relationships in a Maori context”.

Further, Graham Smith (1995) defines whanaungatanga as:

“the notion of a group sharing an association based on things such as kinship, common locality, and common interests”.

And, Ritchie (1992) describes whanaungatanga as: “the basic elements that hold things Maori together ...it is about the heart of relationships”.

**‘Although small, you are precious like a greenstone’ ‘Ahakoa he iti, he pounamu’.**

## Whanaungatanga at OVH School:

Oceanview Heights School aims to make whanaungatanga self - evident in our school. We believe that strong relationships between children, between children and their teachers, between school groups (e.g. BoT, Home and School, and with the school community are the basis of a strong, successful school.

### We practice whanaungatanga by:

- ☐ Understanding and embracing the concept of whanaungatanga.
- ☐ Actively building strong relationships with children.
- ☐ Encouraging strong relationships between children.
- ☐ Displaying respect and understanding for children, their parents and caregivers.
- ☐ Practising shared decision making and goal setting.
- ☐ Encouraging children to be leaders and to share their unique knowledge and skills.
- ☐ Understanding the backgrounds and whakapapa of Maori students.
- ☐ Developing units of work that are based on our children’s whakapapa and local history.
- ☐ Actively seeking Maori leaders and experts to act as role models and teachers.
- ☐ Developing opportunities for parents / caregivers and whanau to be involved in and to contribute to the development of the school.
- ☐ Being open and inviting to parents / caregivers and valuing their comments and advice.
- ☐ Working to develop engaging learning activities and programmes.
- ☐ Encouraging and practising co-operative learning.

# Rangatiratanga

Rangatiratanga is about good teaching that is culturally inclusive. It is linked to mana tangata and having an understanding of culturally inclusive pedagogy that widens teachers choices and increases their effectiveness in the classroom.

**‘A choppy sea can be navigated’ ‘He moana pukepuke e ekengia’**

## Rangatiratanga at OVH School:

Oceanview Heights School aims to develop and demonstrate rangatiratanga. We believe that teacher development, including the growing of mana and the cultural responsiveness of teachers and an increasing awareness and understanding by teachers of the cultural aspect of teaching will lead to successful classrooms and increase Maori achievement.

### We practice rangatiratanga by:

- ▣ Building teacher capacity and skills through Professional Development.
- ▣ Modelling an enthusiasm and love of learning.
- ▣ Consistently demonstrating humarrietanga (gentleness), ngakautanga (genuineness) and tika (respect for the context and process).
- ▣ Treating each other with respect and kindness.
- ▣ Ensuring that the laws of natural justice are practiced.
- ▣ Teachers displaying and modelling a professional manner.
- ▣ Developing and demonstrating a clear and consistent approach to expectations about everything to do with school (e.g.: quality of work, work ethic, behaviour).
- ▣ Being fair and open with each other.
- ▣ Knowing our children well enough so that we notice if they are unsettled or upset.
- ▣ Understanding that everyone in our school community has the right to a calm and safe environment.

## Manaakitanga:

Williams (1971) gives the meaning of manaakitanga as: 'showing respect or kindness'

Barlow (1993) suggests that " 'manaakitanga is to be hospitable and kind to guests, to care for them

Ritchie (1992) suggests that 'manaakitanga is reciprocal, unqualified caring' with a 'simple faith that one day that which one has contributed will be returned' and that 'you are obliged to support, to care for, be concerned about, to feed, shelter and nurture your kin, and especially when they are in need ... this is obligatory'.

**'With your food basket and my food basket there will be ample'  
'Nau to rourou naku te rourou ka ora ai te iwi'.**

## Manaakitanga at OVH School:

Manaakitanga is central to Oceanview Heights School. Kindness, caring, contribution, love are valued and celebrated. Our school is a welcoming and open place. Peace and calmness are important. Problems are solved through dialogue and thoughtful reflection.

### We practice manaakitanga by:

- ▣ Valuing our children and each other.
- ▣ Caring for children and their families / whanau.
- ▣ Showing respect to each other.
- ▣ Talking nicely and taking turns.
- ▣ Being tolerant and understanding.
- ▣ De-escalating problems.
- ▣ Starting each day afresh – our clean slate philosophy.
- ▣ Contributing to others less fortunate than us.
- ▣ Being passionate teachers.
- ▣ Being a democratic place.
- ▣ Wanting to make a difference.
- ▣ Enjoying our interactions with children.
- ▣ Developing programmes and activities that engage children.
- ▣ Ensuring that our children receive the very best facilities and resources.
- ▣ Planning and teaching well and with thought.
- ▣ Displaying a sense of fun and a sense of humour.
- ▣ Being accommodating and welcoming.



## Kotahitanga:

Kotahitanga is about the notions of unity and bonding. It is the process of recognising everyone's mana and bringing a sense of unity and collectiveness.

**'Empathy motivates, apathy demotivates' 'Tama tu mana ora tama noho tama mate'.**

## Kotahitanga at OVH School:

At Oceanview Heights School kotahitanga means working together, building a sense of community and a sense of 'us' whilst building rituals and traditions.

### We build kotahitanga by:

- ▣ Practising equitable behaviour.
- ▣ Being democratic where possible.
- ▣ Developing positive rewards systems.
- ▣ Setting and working towards collective goals.
- ▣ Allowing children to have a voice in the development of the school.
- ▣ Being open and welcoming to visitors.
- ▣ Looking for solutions to problems.
- ▣ Returning children who have behaved poorly to the fold quickly.
- ▣ Working together to develop and improve our school.
- ▣ Knowing every child and trying hard to understand them.
- ▣ Have shared rules and expectations.
- ▣ Listening to children's perspectives.
- ▣ Facilitating the mending process when children experience difficulties with others.
- ▣ Identifying and working with children who need extra assistance.
- ▣ Celebrating success throughout the school.
- ▣ Working together to assist others less fortunate than us.
- ▣ Helping each other to achieve goals and to lighten the load.
- ▣ Sharing pepeha and karakia.

# Pumanawatanga:

Pumanawatanga relates to moral seating. It is the tone, feel, morale and attitude. It is what a person feels when they enter the room, when they first meet. It is interrelated with and the basis of the four other cultural concepts.

## Pumanawatanga at OVH School:

At Oceanview Heights School we constantly seek to develop a place that has a happy, calm, focused, welcoming, kind and caring feel. We seek victory and progress through harmony and by developing a safe and supportive environment. We aim for these things to be self - evident and clearly demonstrated in our school. We want the tone of our school to be almost touchable.

### We demonstrate pumanawatanga by:

- ▣ Enjoying what we do.
- ▣ Valuing children
- ▣ Modelling kindness and caring.
- ▣ Understanding children.
- ▣ Sharing openly.
- ▣ Being welcoming.
- ▣ Being enthusiastic.
- ▣ Displaying professional behaviour.
- ▣ Valuing attempts and contribution.

