

Why did we have a Te Tiriti hīkoi in our school?

I have been asked to clarify the intention behind last week's Te Tiriti Hīkoi.

Last week a group of tamariki in one of our senior classes, Te Kōrari, began asking their teacher questions about the hikoi which had begun in Tai Tokerau. Rather than answer their questions from his own perspective, their teacher set them the task to gather rangahau (research) about this topic.

On Thursday 3 students from Te Kōrari approached me - as principal - and asked if they could finish their week of research by showing their work in their assembly and holding a hīkoi around our field. I asked them questions about their learning and thought about whether this social action fits with our values as a kura, as kaiako, with our legal obligations and within our curriculum. I have explained below these obligations.

We let whānau know about the planned assembly hīkoi and let them know they were welcome to join in.



Te Whānau Harakeke at the end of the assembly.

On the day of the assembly it rained and so the hīkoi was held under the canopy instead. The signs that some of our tamariki carried were either made by them as part of their research or were made by their own whānau for them to hold.

At the end of the assembly, Te Whānau Harakeke classes set off on their hīkoi. As is the way at Ruakākā, there was music playing, as well as waiata and haka and our tamariki and kaiako hopped up and joined in.

I have been told that some of our tamariki felt uncomfortable about joining in. I apologise for this - if your child has expressed that they felt this way please pass on my apologies.

1. What is a school's obligation to Te Tiriti?

Schools' legal obligations with regards to Te Tiriti are set out in the Education and Training Act 2020. [This is a link to the legislation.](#)

Te Tiriti o Waitangi

(1)The main provisions of this Act that recognise and respect the Crown's responsibility to give effect to **Te Tiriti o Waitangi** are **section 4**, which states that the purpose of this Act includes establishing and regulating an education system that honours **Te Tiriti o Waitangi** and supports Māori-Crown relationships; and **section 5(4)(c)(iii)**, which provides that any statement of national education and learning priorities issued by the Minister must be consistent with objectives for early childhood, primary, and secondary education and learning that include instilling in each child and young person an appreciation of the importance of **Te Tiriti o Waitangi** and te reo Māori;

Every kura in Aotearoa New Zealand has an obligation to uphold our National Educational and Learning Priorities which are as follows:

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5	
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION	
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable	
 Actions for schools and kura	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	4 Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
	Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong	Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning	Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective Where possible, reduce non-fee costs, including costs associated with BYOD* policies, and take advantage of policies to reduce financial dependence on families and whānau	Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them	Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture Use development opportunities for teachers/kaiaiko and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement	Identify gaps in teaching capability and invest in opportunities for teachers/kaiaiko and staff to strengthen teaching, leadership and learning support Develop teacher/kaiaiko confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches Expect and support teachers/kaiaiko to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching	Support learners/ākonga to see the connection between what they're learning and the world of work Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education	

2. What are our kaiako | teacher's obligations towards Te Tiriti?

Kaiako in New Zealand are bound by Our Code Our Standards. This outlines 4 Commitments we make: to the teaching profession; to learners; to families & whānau and to society.

4. COMMITMENT TO SOCIETY

I will respect my trusted role in society and the influence I have in shaping futures by:

- 4.1 promoting and protecting the principles of human rights, sustainability and social justice
- 4.2 demonstrating a commitment to a Tiriti o Waitangi based Aotearoa New Zealand
- 4.3 fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society.

3. How does this fit within the curriculum?

This work was an example of the Understand, Know and Do concept within our curriculum.

Aotearoa New Zealand's Histories within the refreshed Social Sciences learning area		
Understand Big ideas	Know Contexts	Do Practices
Māori history is the foundational and continuous history of Aotearoa New Zealand*	Culture and collective identity*	Asking rich questions to guide worthy investigations.
Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years*	Sovereignty, organisation, and government*	Thinking conceptually.
People's lived experiences have been shaped by the use and misuse of power*	Place and environment*	Collecting, analysing, and using sources.
People hold different perspectives on the world depending on their values, traditions, and experiences.	Economic activity*	Identifying values and perspectives.
People participate in communities by acting on their beliefs and through the roles they hold.		Thinking critically about the past*
Interactions change societies and environments*		Communicating arguments and ideas using social science conventions.
*Also used in Aotearoa New Zealand's Histories content		Analysing decisions and taking social action.

4. What does toitū te Tiriti mean?

toitū 🔊 🔗

1. **(verb)** to be undisturbed, untouched, permanent, entire.

+ [Show example](#)

≈ Synonyms: **karioi, pūmau, tūturu, tūmau, niwaniwa**

2. **(verb)** to be sustainable.

