

COPY

108

NEWTON CENTRAL SCHOOL

30th November 2006



Submission on the Draft Curriculum

The staff, Board of Trustees and community of Newton Central School have a vision – ‘To be the first bicultural / bilingual mainstream school in Aotearoa New Zealand.’

This vision is based on a shared belief that the Treaty of Waitangi is the founding document of this nation and therefore implies a relationship between Tangata Whenua and Tauīwi within Aotearoa New Zealand.

To this end the Treaty of Waitangi is the foundation document of our school and is included as the vision statement within our charter as well as being included in our goals and values.

‘A school community founded upon a tiriti based relationship that nurtures enthusiastic learners, values diversity and celebrates success.

He hāpori kura, ē, ko tōna tū e whai pūtake ana ki te tiriti hei atawhainga akonga tākare; ā, e kaingākaunui ana ki ngā tini āhuatanga rerenga kē, anā e whakanui ana hoki i ngā angitunga pukumahi.

Values of the School

- A school community where Te tiriti o Waitangi is the foundation document.
- A school community where guardianship/kaitiakitanga and care of the environment/taiao is valued and practiced.
- A school community where all contributions will be valued.
- A school community where a whanau culture is encouraged and supported
- A school community where there is trust, honesty and integrity
- A school community where respect, care and compassion are demonstrated
- A school community where children develop the pride and confidence to stand strong in the world
- A school community where effort, diligence and achievement will be acknowledged
- A school community where te reo Maori me ona tikanga are integral

School Goals

Children’s Teaching and Learning

- To provide a learning environment that promotes the core values of Newton Central School
- To provide quality teaching and learning by ensuring on-going monitoring, assessment, reflection and review.
- To provide programmes which cater for individual/group needs and abilities
- To encourage the development of skills and enthusiasm for life long learning
- To provide inclusive education for children with special needs
- To ensure that the community’s cultural diversity is reflected in the curriculum
- To promote gender equity across school programmes and practice.

- To reinforce and further develop the philosophy of relationships between the nurturing and growth of the child and the whenua.

Community Participation and Reflection

- To provide a physical environment which meets the differing cultural needs of the school community
- To provide an environment which encourages and supports community participation
- To ensure community hopes and aspirations are reflected in school planning and implementation

Governance & Management

- To ensure school processes and programmes honour Te tiriti o Waitangi.
- To maintain an administrative culture that values consultation, collaboration and accountability
- To value staff and ensure continued professional development
- To encourage the recruitment and retention of staff that reflect our cultural diversity
- To provide and manage up to date, effective needs based resources in accordance with the strategic plan
- The kura will continue to sustain the partnership between MEK and BOT to recognise the continuing relationship between kawanatanga and tino rangatiratanga.

This belief is also supported by the following statement;

'The basis of constitutional government in this country is to be found in its founding document, the Treaty of Waitangi. My government values and remains committed to strengthening its relationship with tangata whenua. That means fulfilling its obligations as a Treaty partner to support self-determination for whanau, hapu and iwi. [Governor General Dame Silvia Cartwright in the Speech from the Throne 2002.]

Newton Central School operates at a day to day and at governance and management levels within a bicultural framework and partnership relationships and decision making processes are integral to this.

The exclusion of the Treaty of Waitangi from the draft curriculum diminishes the status of the Treaty and the responsibilities of government implicit within it.

The lack of knowledge, understanding, status and the misinterpretation of the Treaty has had negative implications for this country as a nation! That the Treaty is excluded from a document as crucial as a school curriculum minimises the opportunity to strengthen relationships, knowledge and understanding and therefore the ability to determine a stronger pathway forward in partnership.

The Treaty of Waitangi belongs to us all. We all have a responsibility and obligation to it. This responsibility does not just lie with Maori. We must all uphold it.

We therefore strongly desire:

- The Treaty of Waitangi and the principles arising from it be included in the curriculum;
- That specific teaching and learning regarding the Treaty of Waitangi be included in the Social Studies curriculum from Level 1 onwards;
- That Te Reo Maori becomes a core component of the curriculum;
- That all students have the opportunity to learn te reo Maori;
- That all students should have the opportunity to experience schooling that reflects and values te ao and tikanga Maori;
- That the vision statement descriptor acknowledge the bicultural essence of NZ;
- That consideration is given to the inclusion in the curriculum of the development of concepts such as 'equity', 'social justice', 'sustainability and the environment'.
- That in-depth thought and consultation is given to the use of Maori language titles and statements within the document as they are often contradictory of other statements or missing elements i.e. 'He taonga nga reo katoa. All languages are to be treasured.' This in a statement applying to the Learning Languages page 18 Draft Curriculum – uses te reo to validate a statement but the document itself diminishes the status of te reo.

Further we also strongly desire consideration of points arising from our teacher only day.

Education & sustainability for the future.

1. **Rationale for change:** The Future – add symbols with earth/sustainability. We were offended by the chosen images.
2. **Learning Languages**
 - English is given a status but Maori is not given a separate feature. We question lack of place for Maori – official language of this country.
 - Fragility of Maori needs strategy for its survival – it must be in the curriculum.
 - Home/School Relationships
 - Invisible Agenda
 - Challenge commitment to resourcing I.T.

pg Principles – Cultural Heritage

Maori Language needs to be accessible for **ALL** children.

Principles

We have huge concern re non mention of Treaty of Waitangi.

We support N.Z.E.I. as a Treaty based organisation.

Health/PE – we back N.Z.E.I. statement.

Social Science

Maori/Treaty & Pasifika

- enforces marginalisation and separation.

Fragmented and inconsistent in its commitments to Maori/Pasifika/Asian

- Need to look for info.
- pg 26 are these areas implied for learning or optional?

We believe they should be explicit/not optional.

Lot of teacher work needed to implement as the document is vague and provides no benchmarking. This is also a resourcing and teacher work load issue.

Other Languages – clarification

Is this compulsory for us as a school to provide other languages? This is also a resourcing issue.

We specifically request that status be given to Te Reo Maori in ‘Other Languages’ section. We believe that giving priority to teaching Te Reo Maori in mainstream classes so as to preserve the status of Maori language as the official language of NZ.

Social Studies

Complete lack of teaching about NZ history / Treaty in Primary School.

We at Newton Central School believe that children need to have knowledge about NZ history Y1 – 8 and the curriculum should include NZ history/ bicultural history.

Further we believe that this should be a compulsory study for teacher trainees.

Gender - non-sexism, non-racism – no mention in document – we desire this to be considered and included

Feedback Sheet is too prescriptive. Does not allow for critical analysis and social action.

Don't agree with fast tracking of response to new curriculum.

General:

We believe there are huge gaps between the Ministry Education Strategy, The National Education Guidelines, The National Administration Guidelines and the draft curriculum.

The Ministry of Education website states that your Mission Statement is to "Raise achievement and reduce disparity"; so we would presume that you would want to promote this aspect as well. Furthermore, as a Board we are required by the National Education Guidelines to promote national education goals of “increased participation and success by Maori through the advancement of Maori education initiatives, including education in te reo Maori, consistent with the principles of the Treaty of Waitangi” and “respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Maori...” (NEGS 9 & 10). The curriculum guidelines need to support and enhance these goals as well.

Please note that we the staff of Newton Central School endorse and wholeheartedly support the NZEI Te Riu Roa response to the NZ Draft Curriculum.

We would appreciate a written response to our submission.

Naku noa na matou,

The Staff – Newton Central School



M. P.



Quito-Barlow



Rhemon

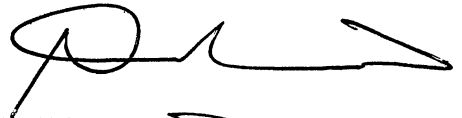


Hogail



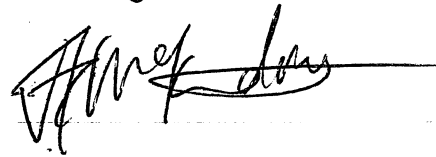
S. A. Buche

P. J. Peeder



P. R. Jack

A. E. Streetlight



Alman

