

**Tūmanako**  
**He Whānau Manaaki o Tararua as a Te Tiriti o Waitangi-based Organisation**  
**May 2019**

## INTRODUCTION

This paper discusses the position of He Whānau Manaaki o Tararua Free Kindergarten Association (HWM) in relation to Te Tiriti o Waitangi and key values that underpin the organisation. It also discusses how Te Tiriti and these key values may be operationalised by HWM over the coming years. It is envisaged that it will form the basis of ongoing work within the Association.

This paper is called *Tūmanako*. Translated into English, *tūmanako* simply means: hope.

Discussion around, and development of this paper has occurred because the Association is in a place in its development where it is able to explore and develop its place in Aotearoa New Zealand as a Tiriti-based organisation. Years of professional discussion, professional learning and development, and cementing of its core values has provided the organisation with the collective impetus to take the journey further. This is a journey supported by the Governing Board, kindergarten communities, and staff.

### Timeline:

November 2018 – January 2019	Draft Position Paper developed
February – March 2019	Draft Position Paper circulated to HWM staff for feedback
May 2019	Final Position paper confirmed and circulated to staff
May -	Paper forms basis of action plans and initiatives developed by HWM

## BACKGROUND

He Whānau Manaaki o Tararua Free Kindergarten Association (“HWM”) is an early childhood education (ECE) organisation situated in Aotearoa New Zealand and as such, is both morally and legally obligated to recognise *Te Tiriti o Waitangi*, the nation’s founding document. Signed in 1840 by representatives of Māori and the Crown, Te Tiriti was, what writer Patricia Grace calls “a treaty of allowance” that legitimised British settlement. The legitimisation provided by *Te Tiriti o Waitangi* was necessary because five years previously, Britain had recognised and gazetted internationally the Declaration of Independence signed by the northern Māori chiefs, which had declared that Aotearoa New Zealand was a Māori sovereign nation, under the absolute control of the chiefs.

## DISCUSSION

HWM also embraces our national early childhood education (ECE) curriculum, *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa* (“Te Whāriki”). As a bicultural curriculum that embraces the place of Māori as Tangata Whenua of Aotearoa/New Zealand in reference to Te Tiriti o Waitangi., all aspects of HWM support the enactment of this curriculum.

The Teaching Council of Aotearoa New Zealand have also come to recognise the significance of understanding the relationships under Te Tiriti and included it explicitly as an expectation for teaching and learning in the key document *Our Code, Our Standards Code of Professional Responsibility and Standards for the Teaching Profession* (2018):

Signed in 1840 by leaders of hapū and the Crown, Te Tiriti o Waitangi affirmed Māori rights as tangata whenua and provided a place and a shape of governance for Pākehā in Aotearoa.

Te Tiriti o Waitangi provided a basis for ongoing, peaceful power-sharing relationships between the first peoples and all others who would come in later years.

Today Te Tiriti o Waitangi is seen as a commitment under which Māori and all other New Zealanders may live together in the spirit of honourable relationships, with the promise to take the best possible care of each other. This requires the injustices caused by colonisation to be addressed and all New Zealanders to engage in creating a positive future that honours Te Tiriti o Waitangi.

New Zealand is an increasingly multicultural nation, and Te Tiriti o Waitangi is inclusive of today's new settlers. As with earlier immigrants, their 'place to stand' comes with an expectation that they will live here in a way that respects the commitments of Te Tiriti o Waitangi and the position of Māori as tangata whenua. (p. 4)

The Principles and Strands of *Te Whāriki* provide the framework for a holistic curriculum (Ministry of Education, 2017, p. 22) and because of their importance, are features of the curriculum that have been mandated.

The Principles describe the four fundamental expectations of all ECE provision and form the foundations of curriculum decision-making (Ministry of Education, 2017, p. 16). They are:

- Kotahitanga/Holistic Development,
- Ngā Hononga/Relationships,
- Whānau Tangata/Family and Community, and
- Whakamana/Empowerment,

The Strands are underpinned by the concept of mana:

*'(The child) is nurtured in the knowledge that they are loved and respected; that their physical, mental, spiritual, and emotional strength will build mana, influence, and control; that having mana is the enabling and empowering tool to controlling their own destiny'.*

(Reedy, 1995)

The strands are:

- Mana Atua - Well-being
- Mana Whenua - Belonging
- Mana Tangata - Contribution
- Mana Reo - Communication
- Mana Aotūroa - Exploration

From this recognition of children's mana, comes respect also for their whānau and whakapapa, and the need to uphold the mana of all aspects of a child's wellbeing and identity

In *Te Whāriki a te Kōhanga Reo*, the Principles and Strands are further strengthened by the Te Ao Māori dimensions of Human Development: Tinana - physical, Hinengaro - psychological, Wairua-Spiritual, and Whatumanawa - intellectual.

*Ka Hikitia – Accelerating Success 2013–2017* (2013, P 5) also provides direction through its assertion: “Māori enjoying and achieving education success as Māori”. Indeed Durie (1998 *Te Mana Te Kāwanatanga*) defines this along with sustainability as being key factors to Māori self-determination “self-determination is about the advancement of Māori people, as Māori, and the protection of the environment for future generations” (p4).

To this end, HWM also embraces the Sustainable Development Principles encapsulated in the UNESCO Sustainable Development Goals. The Principles are:

- Cultural Sustainability
- Environmental Sustainability
- Social Sustainability
- Economic Sustainability.

As signatories to the *UNESCO 2030 Agenda for Sustainable Development*, which comprises 17 Sustainable Development Goals, Aotearoa New Zealand is obligated to uphold these principles. Whakakitenga – the Vision for HWM is “to be a respected leader in early childhood education and a strong advocate for children and whānau”. The organisation is therefore obligated to progress work that embraces the Sustainable Development Principles.

The Principles, Strands, and Dimensions of *Te Whāriki* and the Principles of Sustainable Development compel HWM to focus on a key question in relation to children, parents and whānau, staff and communities, this being:

### **Kia tae mai ahau ki konei, ko au ahau?**

**Can I come to this place and be me?** (Milne, 2018)

This question is supported with possible questions by children that were developed by Carr, May and Podmore (2001) in relation to the strands of *Te Whāriki*:

Kei te mōhio koe ki ahau? Do you know me?  
E taea e au te whakapono ki a koe? Can I trust you?  
Ka tukua ahau, e koe, kia rere? Do you let me fly?  
Ka whakarongo mai koe ki ahau? Do you hear me?

In terms of the embeddedness of tamariki/mokopuna within whānau, hapū, iwitanga, it is important for us to also ask the question: ‘how is my whānau welcomed to this place on an ongoing basis?’

In order for the answer to be “yes” to all of the questions posed above, HWM must continue to build on all aspects of its operation, including its governance, its management, and its systems and processes, to embrace its commitment to honouring *Te Tiriti o Waitangi*, the Principles, Strands, and Dimensions of *Te Whāriki*, and the Principles of Sustainable Development.

This requires the Association’s Governing Board to reflect on what Tiriti-based Governance may look like and possibly recommend constitutional changes in the future to give affect to the concept. It also requires initiatives to be woven through all aspects of the association’s operation – Teaching and Learning, Finance, Administration, Human Resources, Property, and Communities and Participation.

### **CURRENT SITUATION**

HWM is able to build on its existing innovations and successes. The Governing Board in consultation with communities, parents and whānau, and staff developed *Te Rautakina, the Strategic Plan (2018-*

22) that built on previous plans and makes explicit the uara - core values of the organization, as well as setting its strategic direction. In addition, the organisation has embraced a multi-disciplinary approach to operations, with staff working across “departments” and operational planning undertaken collectively within the Senior Management Team. Our focus on, and success in, providing high quality early childhood education (ECE) services using a holistic and integrated approach has provided us with a strong infrastructure and high levels of capability amongst our staff.

*Te Manawa: Criteria for Curriculum Implementation* is a document developed by HWM to provide our teaching staff with clear expectations and provocations relating to their implementation of *Te Whāriki* in our ECE services. Services delivered through contracts such as Whānau Ora, Engaging Priority Families, Supported Playgroups, and the YMen Project, and our provision of transport for children in Porirua provide support to parents and whānau. These are examples of our work that is underpinned by community and youth development approaches.

To this end, HWM is well placed to build on and further strengthen all aspects of its operation, including its governance and systems and processes, to embrace its commitment to honouring *Te Tiriti o Waitangi*, the Principles, Strands, and Dimensions of *Te Whāriki* and the Principles of Sustainable Development, and therefore to move to a place where all children, parents and whānau, staff and communities can answer “yes” to the core question:

**Kia tae mai ahau ki konei, ko au ahau?  
Can I come to this place and be me?**

#### FUTURE POSSIBILITIES

The association has facilitated meetings with our Māori Staff members, and with staff who are passionate about sustainable development. From these meetings, thoughts and ideas were shared which will provide the basis of future actions and initiatives.

In 2019 and beyond, the association will adopt a process of providing regular opportunities for Māori staff to gather and to network. HWM will also provide fora for staff with particular passion for, and interest in *Te Tiriti o Waitangi* and *Te Whāriki*, and in Sustainable Development to gather and network. From these gatherings, it is anticipated that further ideas and direction can be provided that will contribute to the ongoing journey of HWM as a Tiriti-based organisation.

In terms of governance, the Association’s Governing Board will continue to explore ways of operation that embrace *Te Tiriti o Waitangi*. In so doing, it will draw from the learnings of our operational journey, as well as seek advice from experts both within the kindergarten communities and organisation, and those best placed to provide external advice.

The following page provides an illustration of the position of HWM in relation to *Te Tiriti o Waitangi* and the principles and strands that underpin its operation and its overall organisational culture. It is designed to show how such principles and strands can be translated into action, but is by no means a definitive list. It is envisaged that by positioning the organisation in this way, our journey over the coming years will confirm our place as an ECE organisation, nestled in Aotearoa New Zealand and to this end, operating in an authentic way that embraces our core values of:

- Nurturing the mana of the child
- Pono- Integrity
- Mahi Tahi – Partnership; and
- Kounga – Quality.

(HWM, 2018)

## Te Tiriti o Waitangi

### HWM Vision and Values

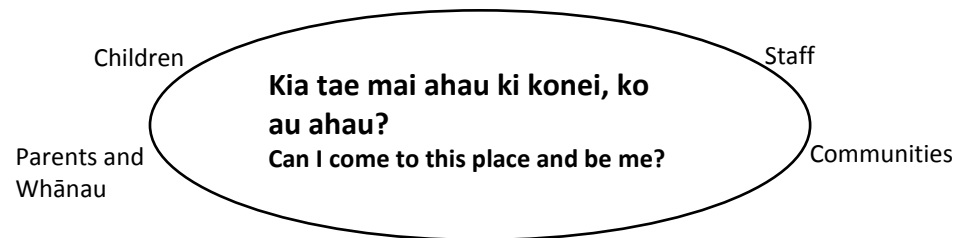
Whakakitenga – Vision: “to be a respected leader in early childhood education and a strong advocate for children and whānau”  
 Uara – Values: Nurturing the mana of the child, Pono – Integrity, Mahi tahi – Partnership, Kounga - Quality

### Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa

- Principles: Whakamana - Empowerment, Kotahitanga - Holistic Development, Whānau Tangata - Family and Community, and Ngā Hononga - Relationships.
- Strands: Mana Atua - Well-being, Mana Whenua – Belonging, Mana Tangata – Contribution, Mana Reo - Communication
- Dimensions: Tinana - physical, Hinengaro - psychological, Wairua- Spiritual, and Whatumanawa - intellectual.

### Sustainable Development Principles

Cultural Sustainability, Environmental Sustainability, Social Sustainability, Economic Sustainability.



**Possible initiatives to operationalise HWM’s commitment as a Tiriti - based organisation (this is an indication only and is by no means exhaustive or confirmed):**

#### Teaching and Learning

- Comprehensive PLD Programme, including Te Tiriti, Te Reo, noho marae, & environmentally sustainable practice
- Whānau-based Approach implemented across all services
- Encouraging staff to use sustainable practices in their work
- Māori Immersion Kn
- Research
- Learning Support

#### Finance

- Becoming Living Wage Employer
- Party to Fair Pay Framework
- Develop new Kiwisaver policy
- Explore sabbatical

#### Administration

- Protocols including Te Reo terms and phrases
- Key documents in English and Māori
- Establish supplier relationships with environmentally sustainable suppliers
- 1 page ECE promotional/information sheets in multiple languages

#### Human Resources

- Review:
  - Appointments process
  - Induction
  - Sick Leave
  - Appraisal
  - Study Support
- Hauora focus
- Review leadership pathways for Māori staff members

#### Property (change to “Environments”?)

- Designs/capital development reflect Te Ao Māori
- Designs/capital development encompass environment sustainability
- All kindergarten have a connection to local iwi and geographical history

#### Communities & Partic’

- Extend to:
  - Refugee
  - Māori
  - Youth
  - Health, incl’ Māori
  - Job creation
  - Trauma informed
  - Artists/musicians
- Copies of Education Plans from Iwi in our region
- Map circulated depicting Iwi, Hapū, Marae in our region.