

B. Conrad

Charter Treaty Checklist

Based on the Charter Booklet - not directly - she's thought about it & let herself

How does your school "fulfil the intent of the Treaty of Waitangi by valuing New Zealand's dual heritage?"

		ALREADY OPERATES WELL	COULD ACTION NOW	LONGER TERM ACTION
Is your school entrance welcoming to both Maori and Pakeha parents? How?	*			
How are the seats in the Principal's office arranged?	*			
How do you greet visitors?				
Do you make provision for food and drink for visitors?	*			
How do your office staff greet people - in person/on phone?	*			
Is Maori language ever used				
- by office staff	*			
- by teachers	*			
- by the principal	*			
- in assemblies	*			
- in classrooms	*			
- in newsletters	*			
- in school reports	*			
- at meetings	*			
- signs around school	*			
Do you <u>insist</u> on correct pronunciation of children's names and place names?	*			
Have you as a staff, an official policy for formally welcoming visitors?	*			
Does this include Maori custom?	*			
Does everyone participate in this?	*			
Is food a part of this policy?	*			
How is it funded?				
Are there role models for Maori students				
- on the staff	*			
- as guest speakers	*			
- on your Board of Trustees	*			
What is the format of your school meetings - staff and parent?				
Do you ever use a Maori structure for meetings - karakia/kai etc.?	*			
Do you ever use community venues e.g the marae?	*			

		ALREADY OPERATES WELL	COULD ACTION NOW	LONGER TERM ACTION
Do you consult with your Maori community? In what way? (majority rule/concensus)	*			
Who makes the decisions?	*			
What is the proportion of Maori children on your roll?				
Does your Board of Trustees reflect this same proportion?	*			
Does your Mission Statement reflect partnership goals?	*			
Are Maori parents being given the right to be informed about what is going on as well as the right to influence decisions <u>whether they are on the BOT or not?</u>	*			
Do Maori parents actively support your school now?	*			
Do you make provision for and encourage extended family representation when there is a problem affecting a Maori child?	*			
Programme :				
What kinds of skills and knowledge are valued?	*			
How is this assessed?	*			
Are special Maori abilities valued - oratory, manaakitanga, leadership etc?	*			
Do programmes encourage these to emerge and develop?	*			
What expectations do you have for your Maori students?				
How is the timetable organised? Is it flexible?	*			
Can an holistic, integrated learning programme be implemented within this timetable?	*			
Have you provided in service training for your staff in such programmes?	*			

		ALREADY OPERATES WELL	COULD ACTION NOW	LONGER TERM ACTION
Are classes streamed?	*			
Is group learning actively encouraged?	*			
Can younger and less able children interact with older and more able? (tuakana/teina - peer tutoring)	*			
Do you offer any vertical or whanau group options?	*			
Does class seating allow for group interaction?	*			
How is individual success handled? How do your Maori children cope with this?	*			
How competitive are your students?	*			
Do staff foster competitiveness?	*			
What motivation is there for children to actively support each other?	*			
Is Maori content spread throughout the curriculum - in all classrooms?	*			
Is Maori language heard in every class?	*			
Is N.Z. and Pacific history taught from both Maori and Pakeha perspectives?	*			
Does your resource material reflect Maori and Pakeha perspectives and Maori language - Library * - Curriculum areas *	*			
Do you reimburse or pay the resource people you use?	*			
How will you cater for children whose parents ask for bilingual programmes?	*			
What is your B.o T's policy on staffing/ in-service/staff development - to support all of these issues?				

Ann Milne 25.8.89

CLOVERMARK SCHOOL
BILINGUAL UNIT

Some Resources:

- THE TREATY - QUESTIONS AND ANSWERS - Project Waitangi, Box 825
Wellington - Phone (04) 829 300 Price \$9.95
- SCHOOL CHARTERS AND THE TREATY - Project Waitangi - Price \$3.65 approx
- THE WAITANGI TRIBUNAL - QUESTIONS AND ANSWERS - Project Waitangi
- THE TREATY AND SOCIAL POLICY (Royal Commission on Social Policy)
-available from bookshops and Race Relations Office
- THE CURRICULUM REVIEW - copies in your school
- THE NATIONAL CURRICULUM STATEMENT - in your school
- THE DRAFT ENGLISH SYLLABUS FOR FORMS 6 & 7 - Dept of Education
- THE DRAFT MAORI LANGUAGE SYLLABUS - in your school
- WHAT'S KEEPING THEM BACK? How a school prevents Maori students
succeeding - Ronald Sultana - SET 1 1989 - available
from NZCER Box 3237 Wellington.
- KEEP YOUR BROWN HANDS OFF MY BOOK - research done in Christchurch
SET 1 1987 - from NZCER
- TALKING PAST EACH OTHER - PROBLEMS IN CROSS-CULTURAL COMMUNICATION
Joan Metge and Patricia Kinloch - in bookshops
- IN AND OUT OF TOUCH - Whakamaa in cross-cultural context - Joan Metge
- MAORITANGA IN PRACTICE - Hiwi Tauroa - written when he was a school
principal.
- GETTING IT RIGHT - Aspects of Ethnicity and Equity in New Zealand
Education - edited by Walter Hirsch and Raymond Scott
- LIVING LANGUAGES - Bilingualism and Community Languages in New Zealand
- edited by Walter Hirsch.
- GOOD INTENTIONS, BUT..... Judith Simon's research findings - Journal
of the NZEI Sept 84
- THE TREATY, CHARTERS AND EDUCATIONAL CHANGE prepared by Wally Penetito
for Inspectors and Education Officers - Dept of
Education 1989
- THE SCHOOL CHARTER AND THE TREATY OF WAITANGI - prepared at a Lopdell
Centre Course 1989 - available from Lopdell centre.