



# Board Policy | Treaty of Waitangi/Te Tiriti O Waitangi |

## Introduction

1. Consistent with the Integration Agreement and the School's Special Character Statement, the unique place of Māori is acknowledged within our common humanity as peoples created in the image and likeness of God, living together in a nation established by God for His purposes.
2. Te Reo (language) Māori and tikanga (culture) are important in the Middleton Grange School community as they are in the wider community. As language is the vehicle used by cultures to transmit their values and belief systems, students should be given the opportunity to participate in learning opportunities that assist their understanding of 'Taha Māori. The Treaty of Waitangi as reflected in Ministry of Education documentation and Education legislation, secures certain identifiable rights and obligations for Māori in our school.
3. Because Middleton Grange School is a State Integrated School, the Board requires that our Special Character Policy guides all aspects of this policy.
4. An annual audit will be undertaken to review the effect this policy has in practice in the school. The findings will be reported to the Board in the first Term 4 Board meeting each year.

## Guiding principles

1. To explore what it means to be culturally responsive in the context of our Special Character acknowledging and respecting the principles of the Treaty of Waitangi.  
**(Whānau Relationship)**
2. To make provisions for the needs of Māori students to succeed.  
**(Curriculum Delivery, PLD, Recruitment)**
3. To recognise Tikanga and te Reo Māori in resourcing the school.  
**(Curriculum)**

MIDDLETON GRANGE SCHOOL BOARD	
Board copy of the Policy to be signed by the Presiding Member	
<b>Name</b>	
<b>Position</b>	Board Presiding Member
<b>Signed</b> on behalf and with the authority of the Board	Original signed by Board Presiding Member
<b>Date</b>	Sep 2025
<b>Next Annual Review</b>	Nov 2026

## Appendix 1 : AUDIT SCHEDULE

Audit Area	Year of Audit	Audit Group Members	Reporting To	Reporting By
<b>Curriculum Delivery</b> For example: <i>Is the Middleton Grange School Community understanding of Māori perspectives? Are themes based on <sup>i</sup>te Ao Māori, tikanga and history going to be included in the curriculum delivery?</i>				
<b>PLD</b> For example: <i>Are there Professional development opportunities for staff that include te Reo, Tikanga and developing a greater understanding of our bi-cultural journey within a Christian context?</i>				
<b>Achievement Data</b> For example: <i>Does the school reflect on achievement data for Māori students identifying any at-risk of not achieving and engage intervention strategies in order to help the student reach their potential and develop their God-given abilities?</i>				
<b>Developed Whānau relationship</b> For example: <i>Is a Whānau hui scheduled at least twice a year to report on progress, consult on direction and develop relationship/ manaakitanga?</i>				
<b>Recruitment</b> For example: <i>Does Middleton Grange School seek to recruit Māori staff and work with appropriate resource personnel and <sup>iii</sup>kaumātua in order to ensure a positive school environment is in place for Māori students to excel?</i>				

<sup>i</sup> Māori identity

<sup>ii</sup> Māori world view-the interconnectedness and interrelationship of all living and non-living things

<sup>iii</sup> A person of status within the whānau