



Wow! We have already been on this exciting journey for two terms and, boy, are we learning a lot along the way. In talking with the Principal and some of the staff she is working with, Maima is making a really positive impression - connecting well with the tamariki and supporting the staff in lots of positive ways. I will leave her to fill in the details. *(see her report on next page)*

It was just great to be a small part of the end of term event that Maima had organised for the parents and tamariki. I could see how well she connects with them, and they with her, to create that wonderful easy-going atmosphere that Māori and Pasifika whānau seem to be able to create so much more effectively than us pākehā. It was a pity the weather let us down which sadly reduced the numbers who had planned to come. But, on the positive side, it meant there was more to eat for those who did make the effort, and the smiles on their faces was a real treat. Maima had organised a pamper night for the adults and karaoke fun for the tamariki you will see from the photos attached how much fun was had by all.

During term three our goal is to start some after-school activities to help our dreamers. This will necessitate us finding willing volunteers to support Maima. So if you, or someone you know, are interested please contact me. I would love to catch up and see if this kind of work would interest you or them.

For those of you who live in the Wellington area, if you would like to visit the school to see the work first hand please let me know. I would love to meet with you and come with you on the visit.

Finally, again I want to thank you for your ongoing support which enables us to continue to provide this service to the whānau of Te Kura O Hau Karetu.

Ron Vink

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Hi! What a great term we have had. I was fortunate to be asked to run Pasefika Club on Friday at midday for an hour. This class had 20 students from all the various years at the school. The most significant learning I wanted to achieve was how to teach the kids about Whanaungatanga. Whakawhanaunga is a concept that is widely used and nurtured across Pasefika cultures.

At Te Kura o Hau Karetu, the kids are taught Waka Values:

- **Whakaute:** Respect
- **Akohia:** Learning
- **Kotahitanga:** Togetherness
- **Atawhai:** Kindness



Every class started off with introductions and aspirations of what each child wanted to be when they were older. This was a light-hearted way of getting kids to think about their futures and become dreamers. As the term progressed we learned pepeha. Learning pepeha is important for Pacific and Māori students as it helps develop Identity and knowledge about their roots. For students who did not know their pepeha, the wero was to find out from parents and start the whakapapa journey at home.

The Māori Immersion class held a Whānau Hui that I was invited to. The Whānau Hui encouraged parents to find out what Iwi they were from and encouraged whānau to investigate their Iwi for resources, such as funding, that would support whānau into higher learning opportunities. Whānau in the Māori immersion class were also part of the recently created mara (garden) at the back of the Kōhanga Reo. Students were encouraged to plant and learn about harvesting kai. I contacted Ōrongomai Marae, and they gifted the school with a box of pork bones. The kids celebrated Matariki with shared kai. Students bought vegetables and sausages to add to the kai. Danni took some of the students out to pick watercress.

I had a dream of hosting an event for the parents of our dreamers - a “*Pamper Me*” night. The event included *Dress for Success*, beauty nails, eyebrow threading and barber cuts. Dinner was also provided. Parents and teachers had a great time and appreciated the effort put into the event. Tamariki enjoyed karaoke, as did the staff. It was nice meeting the parents of dreamers and getting to know them outside of school hours.

In one year 2 class, I was asked to help with reading in the mornings. Before each student was assigned to me, the teacher would give me a brief description of what she wanted me to focus on with that student. For some it was comprehension, for others it was pronunciation and sounds. Students enjoyed reading with me outside the classroom, as I would try to find things that were related to the stories we were reading. One of the stories was about murals, so we counted all the murals around the school. Another story was about waka, so we counted all the wakas around the school and in classrooms. Letter recognition meant singing the alphabet, which was hilarious in some cases.

In another class the learning is wide-ranging, as the teacher aides that support the class are often Kaiako as well. The student-to-teacher ratio is 1 to 5, and the ability to do more activities is more accessible. Kapa haka and Pasefika song and dance are also part of the class and students are not shy to perform or sing on demand. The learning and leadership in this class are nurtured through whakawhanaungatanga. Students are referred to as whānau and are always asked “Kai te marama?”, which reinforces learning to make sure what is being asked is being heard. Being in the pōtiki class has also enabled my own reo journey to continue, and being able to kōrero Māori with the students allows them to teach me.

I have been heavily involved in Breakfast Club which has meant an early start but it also has given me a great introduction to the students at the School.

