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## CHARTER UNDERTAKING

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1. This charter is an undertaking by the board of trustees of Te Kura Kaupapa Māori o Bernard Fergusson and the Ministry of Education.
2. In governing Te Kura Kaupapa Māori o Bernard Fergusson, the board of trustees will take all reasonable steps to ensure that the kura meets the goals and objectives of this charter within the resources and time available to it, in accordance with Section 64 of the Education Act 1989.
3. The Government's commitment to the board of trustees is to provide funding for salaries and the operation of the school from money appropriated by Parliament in accordance with Section 79 of the Education Act 1989.
4. The operation of the school and its progress in meeting its charter objectives will be reviewed regularly by the Education Review Office.
5. The charter contains an introductory section outlining the board's undertaking, a description of the kura and hau kāinga and a strategic section setting out the board's objectives.
6. This charter will remain in force until such time as it is amended in accordance with the provisions of the Education Act 1989, or is withdrawn by the Minister of Education.
7. Te Kura Kaupapa Māori o Bernard Fergusson board of trustees agrees to govern the kura to ensure the kura's operations take into account the National Administration Guidelines, the National Education Goals and Te Marautanga o Aotearoa
8. Te Kura Kaupapa Māori o Bernard Fergusson board of trustees accepts the obligation to adhere to all relevant acts of Parliament and Ministry of Education edits.
9. Te Kura Kaupapa Māori o Bernard Fergusson board of trustees is steadfastly committed to upholding and nurturing the principles and values of Kīngitanga.
10. Te Kura Kaupapa Māori o Bernard Fergusson board of trustees endorses the alignment of the key principles of the Waikato Tainui Tribal Education Strategy with the implementation of Te Marautanga o Aotearoa.
11. As a member of Ngā Kura ā Iwi o Aotearoa, Te Kura Kaupapa Māori o Bernard Fergusson board of trustees acknowledges mana whenua as the key stakeholder in all teaching and learning activities.



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## PURPOSE STATEMENT

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***“Mahia te mahi hei painga mō te iwi”***  
(Work for the betterment of the people)

This tongi of Te Pūea Herangi is the guiding philosophy of the kura and upholds the following values:

***Manaakitia te iwi***

We must always provide hospitality in the first instance for and to the people

***Whangaingia te tangata***

Irrespective of who the people are or where they are from they must be fed

***Kia mau ki te aroha me te rangimarie***

If and when all else fails, hold fast to the value of love, peace and goodwill

Te Pūea's determination to uphold the wishes of her uncle and mother is captured in this tongi. Forced by Mahuta to take responsibility of the people and provide for their needs and coupled with her mother Tiahuia's death-bed wish to her to care for the people, Te Pūea worked tirelessly to fulfil the wishes of her tūpuna.

**Waikato and Kīngitanga**

As a landless people all the tribes of Waikato had left was their faith that kept them strong. Waikato's belief in this faith called Kīngitanga eventually became its salvation.

**Implications for teaching**

- On exit students acknowledge that working for the collective good in every aspect of human endeavour is a feature of the kura
- On exit students accept that excellent work will always be acknowledged and receiving a treat as a consequence is not the end product in itself
- On exit students have experienced first-hand authentic situations working for the collective good e.g. waiting on tables in Kimiora during the Turangawaewae poukai and at the Coronation celebrations
- On exit all students specially the Māngai and other senior students are well versed in showing manaakitanga as a physical manifestation of aroha to all manuwhiri especially to kaumatua of the marae and overseas visitors
- On exit anecdotal observations of students showing aroha toward their peers and/or others in the community are evident in their e.portfolios



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## VALUES AND BELIEFS ABOUT TEACHING AND LEARNING

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Te Kura Kaupapa Māori o Bernard Fergusson Board of Trustees provides the infrastructure for teachers to provide authentic learning experiences that simultaneously prepares students for te ao Māori into which they are born and the world of higher learning and vocation into which they will soon enter.

Concomitantly, the Board is committed to providing the appropriate level of resourcing and support that nurtures and fosters mental, physical, emotional and spiritual well-being.

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## SCHOOL DESCRIPTION

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Te Kura Kaupapa Māori o Bernard Fergusson is a full primary school with a bilingual education programme providing total immersion in Māori up to Year 6 after which English language instruction is added.

### Statistics

- Expected end of year roll range: 170+
- Expected new entrant (5 year old) annual intake: 15+
- Expected Y8 students to graduate at the end of the year: 11
- Ethnic group composition of students and staff: 100% Maori
- Teaching staff
  - Principal
  - Deputy Principal
  - Assistant Principal
  - Teachers (8 – including a dedicated teacher of English)
- Ancilliary staff
  - Administration officer
  - Librarian/Resource officer
  - Caretaker/groundsman
  - Part-time cleaner
  - Kaiawhina

### Teaching Spaces

- 8 classrooms
- 1 indoor assembly area

### Additional Spaces

- Administration block
- Library
- Resource room
- Storage room
- Sports equipment shed/shipping container storage
- Caretaker's workshop/RTL B office
- Breakout space

## Facilities

- Swimming pool
- Adventure playground
- Netball and basketball courts
- Grassed playing field
- Boiler shed
- Caretaker's equipment shed
- Service delivery/staff car park

## Support Services

- Mobile dental clinic
- Education psychologists
- Group Special Education
- Vision and Hearing technician
- Public Health Nurse
- Ngā Miro Health Centre personnel
- Ngāruawāhia Youth Aid Police officer
- Professional development providers

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## DESCRIPTION OF HAU KĀINGA

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Te Kura Kaupapa Māori o Bernard Fergusson is situated on the eastern bank of the Waikato River over the bridge from the Ngāruawāhia township. It is adjacent to Ngāruawāhia High School and close to Tūrangawaewae Marae.

The kura community consists of parents and grandparents who have a long association with and hold a steadfast allegiance to Tūrangawaewae Marae. Students come from a mixture of single (including households dependent on a benefit) and double income families, single and both-parent families.

The kura has access to community facilities such as Paterson Park playing fields and netball courts, the town swimming pool and library. The school has strong relationships with Tūrangawaewae Marae, three local kohanga reo, other local mainstream primary schools and the adjacent secondary mainstream school and two wharekura - Te Wharekura o Rakaumangamanga (Rāhui Pōkeka), Ngā Taiātea Wharekura (Kirikiriroa).

The primary feeders of students to the kura are Tūrangawaewae, Te Kaahu and Waikeri Kohanga Reo.

It is a strong desire of parents for the kura to support the Kīngitanga by:

1. providing support at poukai, koroneihana, tangihanga and other special events at Turangawaewae Marae;
2. attending similar functions at other Waikato Tainui marae;
3. imbuing the key principles of Kīngitanga throughout the teaching and learning programme; and
4. engaging with kaumatua either at kura, or the marae, or elsewhere depending on the occasion and circumstances.

A vast majority of parents indicated that the number one reason they send their children to Te Kura Kaupapa Māori o Bernard Fergusson is to learn te reo me ngā tikanga Māori. Other important reasons given in order of ranking were academic excellence and the learning environment; whānau connection; low student-teacher ratio; and convenience. Learning to become *au fait* with computers and learning kapa haka were also given as important reasons for enrolling their children. The most commonly cited strength of the kura was that it provided an environment that fostered positive relationships with good communication to all stakeholders.



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## **BOARD UNDERTAKINGS**

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### **IN CONSULTATION WITH MANA WHENUA**

The board of trustees will consult with mana whenua in the following ways:

1. A copy of the charter will be available in the administration block foyer and can be perused whenever the kura is open for instruction
2. A copy of the charter will be published on the kura website with an email contact response capability
3. Consultation with the mana whenua to discuss the charter to gauge and invite feedback whenever the opportunity arises
4. A copy of the charter can be uplifted from the foyer and taken off site for thorough scrutiny on condition that it is returned along with any written comment or response
5. Excerpts from the charter will be published intermittently in the newsletter which is also accessible on the kura's website

### **RATIFICATION OF THE ANNUAL TARGETS 2019**

Te Kura Kaupapa Māori o Bernard Fergusson Board of Trustees expects to ratify the charter at the board meeting on 19 February 2019.

### **CHARTER SUBMISSION TO MINISTRY OF EDUCATION**

Te Kura Kaupapa Māori o Bernard Fergusson Board of Trustees expects to submit the charter to the Ministry of Education before 1 March 2019.

### **ANNUAL REPORT SUBMISSION TO MINISTRY OF EDUCATION**

Te Kura Kaupapa Māori o Bernard Fergusson Board of Trustees expects to submit the annual report to the Ministry of Education prior to the 31 May 2019 deadline.



## STRATEGIC SECTION 2019

OBJECTIVE	ACTION	RESOURCE
<b>Mana Mātauranga</b>	<p>Clearly identify mana whenua in all key documents. Reference teaching and learning programmes to mana whenua. Involve mana whenua in delivery of the marau-ā-kura. Make explicit the connection between teaching and learning programmes and identity, language and culture. Assist at Turangawaewae Marae especially at key annual events. Contribute to the legacy of the revitalisation of te reo.</p>	Mana whenua
<b>Mana Tikanga</b>	<p>Ensure mana whenua is represented on the board of trustees. Provide opportunities to build capability of trustees. Establish a succession plan for future trustees. Actively seek ways to expose teachers and students to te reo o Waikato Tainui.</p>	Mana whenua
<b>Mana Mokopuna</b>	<p>Develop good levels of conversational Māori as students progress through the kura. Expose students to sophisticated language use and the understanding of register. Acknowledge spontaneous student-to-student discourse. Develop pride and commitment to uphold tribal identity and integrity.</p>	Mana whenua Social media Audio visual resources External language experts
<b>Mana Motuhake</b>	<p>Collaborate with mana whenua regarding a language policy and ensure that their input is clearly visible. Enlist mana whenua to monitor and review the policy.</p>	Mana whenua
<b>Mana Wairua</b>	<p>Acknowledge and affirm students' other iwi affiliations inclusive of whakapapa connections to mana whenua. Continue on-going programme of work to reflect mana whenua visibility about the kura through signage and other symbolic representations.</p>	Mana whenua
<b>Mana Tangata</b>	<p>Maintain established relationships with mana whenua and build on mutual trust and respect. Coordinate welcome of new staff and students on to TKKM o Bernard Fergusson on day one of each year. Underpin all teaching and learning activities with Te Puea's tongi <i>mahia te mahi hei painga mō te iwi</i> to support the principles and values of Kīngitanga. Build sound understanding of language acquisition theory and practice to support language learning in the home.</p>	Mana whenua  MoA Published print resources Audio visual resources External language experts