

4. TE MANAWA TU KAHA

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Corporate Plan Output: Community Activities	

E nga mana, E nga reo, tena koutou, tena koutou, tena tatau katoa.

The purpose of this report is to introduce Te Manawa Tu Kaha to the Community Board and to seek funding towards a noho marae.

This project meets the outcomes of the following Christchurch City Council policies:

- **Social Wellbeing Policy:** - *"The Treaty of Waitangi is honored. Cultural diversity is respected."*
- **Community Policy:** - *"Supplement the capacities and resources of community groups or structures."*
- **Children's Policy:** - *Higher self-esteem and positive world view."*

The Christchurch City Council Strategic Goals also include *"Respect (for) the unique position of tangata whenua and value the contribution of all peoples in Christchurch."*

The project also contributes to the Board's Objectives of *"To foster a strong sense of community."*

TE MANAWA TU KAHA

Te Manawa Tu Kaha is the Bi-lingual Unit based at the Shirley Intermediate School. It is the only bi-lingual unit based on an intermediate school in Christchurch and only one of two based in Te Waipounamu (South Island).

As Board members will know, Nga Kohanga Reo and Primary bi-lingual units have been operating throughout New Zealand since the early 1980s, and Kura Kaupapa at High School level have also been set-up to meet the demand for continuing education beyond the primary level. However, a gap at intermediate level exists. A group of parents and others from a number of bi-lingual primary units in the Shirley ward began approaching intermediate schools in the area to seek support for the establishment of a bi-lingual unit at Intermediate level. Shirley Intermediate School agreed to support this unit and classes began in 1998.

The unit presently has 24 students enrolled with students coming primarily from St Albans, Hammersley Park and Richmond Schools. Te Manawa Tu Kaha is well-integrated into the life of the school and has established good contacts and linkages with the rest of the community. For example; on the day that the Community Development Adviser and Advocacy Team Assistant visited the unit's Managing Committee, the students were at Paddingtons Pre-school singing to the children there.

ACHIEVEMENTS

Early this year the unit was able to open its own complex on the school grounds. The parents are still attempting to pay off the cost of the official opening and presently carry a debt.

Shirley Intermediate has a high suspension rate, yet there has never been a suspension from the unit in the 3 ½ years of operation. This bears out the findings of numerous pieces of international research that indicate that when indigenous peoples are able to be educated in their own language and culture then self-esteem, sense of identity and self-worth are all enhanced.

Te Manawa Tu Kaha truly operates on a whanau basis with the parents and families of the students intimately involved with the planning and implementation of the programme and other activities.

PRESENT REQUEST

Since the unit began the students and their whanau have been unable to fulfil one of their objectives – a noho marae annually. The importance of a marae stay is to help integrate the students learning with their cultural heritage and history.

This year, Te Manawa Tu Kaha plan to go to Koukourarata (Port Levy) in September.

Fundraising for this noho marae began early in the year, alongside fundraising for the debts incurred from the opening of the building of their whare wananga.

COMMUNITY BOARD CRITERIA

Members will recall that at the 30 June 1999 meeting criteria for applications from schools was adopted. This application should be assessed in the light of that criteria.

1. Does the proposal fit with the Community Board's strategic plan/vision?
 - *The proposal fits with the Board's vision of: "To foster a strong sense of community."*
2. Are there other sources of funding available to the schools?
 - *There are no sources of funding for this project from within the school's budget. Te Manawa Tu Kaha are presently fundraising for this project.*
3. What is the community benefit: indirect – social, behavioural, direct – physical, environment?
 - *The project has benefits in terms of cultural identity, individual self-worth and learnings related to history and geography.*
4. Can assistance be given through ways other than funding, ie advocating on behalf of the school to other agencies and government, providing advice?
 - *Other forms of assistance may be possible, especially related to advocating for the recognition of Intermediate bi-lingual units.*
5. Is it an isolated request from one school or likely to be a need from all schools. The impact would need to be considered if it was likely to attract other requests.
 - *This is the only Intermediate bi-lingual unit in Christchurch and therefore is not likely to lead to requests from other Intermediate schools for a similar purpose.*
6. Is the funding to help fund a core educational/school programme?
 - *The project is not a core aspect of the school's programme.*
7. Do the benefits of the activity pertain primarily to students and/or their immediate families?
 - *The benefits are primarily to the students and their whanau. However, there are wider community benefits in terms of building better links between the unit and their community and towards greater bi-cultural understandings.*
8. How does this funding request meet the schools objectives to the wider community?
 - *Te Manawa Tu Kaha is dedicated to working in a holistic manner and hence this project helps to meet it's objectives in terms of the wider community.*
9. A report from Council staff on the request to be considered by the Community Board at its next ordinary monthly meeting.

TE REO MAORI – HE TAONGA

Maori has been declared an "official" language of this country in the Maori Language Act 1987. This Act recognised Maori as the ancestral language of the tangata whenua. The following year was also significant for the language – the "airwaves case" recognised Te Reo Maori as a taonga (treasure) under Article II of the Treaty of Waitangi.

In September 1997 Cabinet noted that *"The Crown and Maori are under a duty derived from the Treaty of Waitangi to take all reasonable steps to actively enable the survival of Maori as a living language"*. To achieve this, five policy objectives were agreed on which sought to increase the numbers of people speaking Maori, improve the proficiency levels, increase opportunities for usage, increase the rate of development and to foster positive attributes towards te reo Maori. Although Government departments are bound to produce Maori language policies and objectives this is presently optional for local government.

This meeting of the Shirley/Papanui Community Board is being held one week after Te Wiki o Te Reo Maori (Maori Language Week), a week that has been celebrated since 1973. It is highly appropriate then that this request for assistance with a Maori language project is coming before the Board at this time.

BUDGET

Budget based on the costs for 25 children and 10 - 12 staying on at Te Huarewa Marae at Koukourarata (Port Levy).

Marae Costs:		\$700.00
Transport:	Bus – (Red Bus Company) quote for pick up and drop off. Petrol for private vehicles.	635.00 90.00
Food:	Calculated at \$9.00 per head a day.	1,000.00
Kaumatua Koha:	For explaining to the children the history of the Marae and local area.	50.00
Teacher Help:	Trained staff to assist with canoeing and sailing (two person replacement for two days at \$100 per day). Petrol costs for two vehicles at \$30.00.	400.00 60.00
Farm Visit	Two hour farm visit at Living Springs at \$7.00 per person.	260.00
	TOTAL COST	<u>\$3,195.00</u>

A deputation from Te Manawa Tu Kaha will be able to provide the Board with greater insight, especially with respect to the wairua of the Unit.

Recommendation: That Te Manawa Tu Kaha be allocated a grant of \$2,000 from 2001/2002 Discretionary Funds towards a noho marae.

**Chairperson's
Recommendation:** That the officer's recommendation be adopted.