

TREATY OF WAITANGI POLICY NAG 1

Rationale

Elim Christian College upholds the importance of the Treaty of Waitangi as the founding document for the establishment of New Zealand, Aotearoa, as a bicultural nation.

Purposes

- 1. To ensure the College meets its obligations to reflect a Maori dimension in the delivery of the NZ Curriculum.
- 2. To endeavour to provide opportunities for students to experience Maori language (Te Reo) and culture (tikanga).

Guidelines

- The school will actively seek to incorporate and implement a Maori dimension as and where appropriate and relevant. Classroom programmes and resources will reflect this.
- 2. School signage where appropriate will incorporate use of Te Reo.
- 3. At the College students will learn about marae and powhiri protocol and have the opportunity to experience this in context on a marae visit.
- 4. Professional Development to develop greater knowledge and understanding of Maori, knowledge and culture will be made available to staff as appropriate.

Ratified by Board:		Signed for B.O.T.
		Date
Date for Review:		

APPENDIX TO TREATY OF WAITANGI POLICY

Elim Christian College upholds the importance of the Treaty of Waitangi as the founding contract for the establishment of New Zealand, Aotearoa, as a bicultural nation.

Although we are a multicultural society today, our nation has been built on this bicultural foundation. This founding document was signed by the tangata whenua (indigenous people) and the Crown on February 6, 1840, at Waitangi. The annual observance of Waitangi Day as a public holiday is an annual reminder to all New Zealanders of the significance of this event in history.

We believe that understanding of the Treaty must be presented to our students from

The Historical Perspective: This must involve study of the <u>Background and Context</u> of these times, eg. Maori people were a burgeoning society, involved in world trade. They showed understanding of political systems. In 1835 they signed a Declaration of Independence. Missionaries to NZ had experienced great openness to the gospel of Jesus Christ, prior to the signing of the Treaty. Missionaries were also involved as a link between the Crown and the Maori people, in the actual signing of the Treaty.

The <u>Actual Wording</u> in Maori and English versions needs to be compared. The <u>Intent</u> of the parties signing the Treaty, and the Implementation are key considerations.

The Present Day View: We need to examine the role and function of the Treaty of Waitangi in New Zealand society today. What is its international status? Constitutional status? We must examine the conflicts between the legal and moral status of the Treaty. We must look for a way forward for our Nation.

The Christian Perspective: As Christians we need to view the Treaty from a Biblical perspective, acknowledging God's absolute sovereignty. He is above all cultures and races. We are stewards of all that he has entrusted to us. He has given us all things, including the land to share. The land belongs to Him. "God alone has sovereignty and we all collectively have possession as stewards." This calls for a heart response.

As Christian teachers we seek to teach our students to manage their possessions as stewards not as owners. As stewards they should care for and share what they have with others.

We believe Christians should strive to live at peace with all men. If giving back the land makes for peace, then our willingness to give back will honour Christ, and bring reconciliation and peace.

We believe the study of the Treaty of Waitangi and the challenges we face as a bicultural nation can best be considered by seeking to follow Christ's example to uphold justice and mercy, reconciliation and peace.

Micah 6:8 He has showed you, O man, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.

Acknowledgements:

This statement has been developed, based on annual seminars held at Elim Christian College, with presentations by David Gray, Peter Reynolds and Michael Moimoi.

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