

Ko wai koe? Nā wai koe? I ahu mai koe i hea?

*Who are you? From whom are you? Where
have you come from?*

***Te Whatu Pokeka - Kaupapa Māori
Assessment for Learning***



Today, Duxton spotted a problem and set about developing a plan to fix it! You see Elliott's very cool 'Ghost Busters' flag, which was a gift given when he transitioned to kura, along with a very cool flag pole, had been battered and damaged in the wind and rain. Sadly, it was time to be removed; however, Duxton saw this as an opportunity to create his own special flag. He started out by making a flag using an A3 piece of white paper. He worked so carefully on this, and when it was finished, Dux proudly showed it to all of his kaiako. As I came to understand that Duxton intended to hang this flag from the flagpole, my heart felt heavy for him. "Oh, Dux, I can see how hard you have worked on this! I'm worried though... What will happen to your flag if it rains?" I asked. A realisation dawned on Duxton's face. "Oh, it will get all floppy and break", he said with a wobbly lip. What else could we make a flag with then? What did Elliot use? I wonder". "Oh, he used material", Duxton answered. Well, I wonder if we could take this work and use it as a plan to make a flag on material?" I wondered. "Yeah, we could, but first I might be hungry", laughed Duxton. After he had eaten Duxton was discussing his plan with Nicole, who remembered

that Sara, Elliot's mum, had made extra flags for us to decorate. We set about finding these, and after a great deal of patience Duxton and I set up a work space. We even found textile paints so that his picture wouldn't wash off in the rain.

As Duxton re-created his flag, lots of friends and whānau stopped to admire his mahi. He explained his ideas to everyone who asked: "It's a flag about New Zealand. This is the top island, and we live right here", Dux explained as he added a dot exactly where Tauranga would be on the map. "I don't know about how to draw the bottom island, though", he said curiously. I asked Duxton if he would like to see a picture of Te Waipounamu, the South Island. "Yes, that might be a good idea", he said,

then studied the picture, adding all of the features that he noticed. We talked a lot about 'Te Ika a Māui (the North Island) and Te Waipounamu (the South Island), and Duxton practiced these names for himself. He told me the names of the towns he knew and sought them out on the map. Lots of important people live in these places, so Duxton feels very connected to them. When asked what the circle in the middle of the flag was, he told them it was 'te ra', the sun, and explained that the sun shines on everyone in New Zealand.

Not long later, Sara, Elliot's mum arrived. Imagine her delight as she saw Duxton hard at work, proudly creating a new flag for the flag pole! Then Libby, Duxton's Mum arrived, and she too marvelled at Duxton's hard work and creativity. We carried it upstairs so that it could dry, and Duxton went home for a well-earned rest!





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It is with great care and respect that we, as a teaching and learning community, weave knowledge of *Te Tiriti o Waitangi* into our conversations and actions in order to ensure we grow together as a kind, loving, and understanding community. Duxton, with his growing wisdom about who he is and what is important to him, is testing out ideas that allow him to grow a deeper connection with his world.

There are three principles that help us to understand our role in 'living' *Te Tiriti*: partnership, participation, and protection. Through his ideas, creativity, and a lot of rich discussion, Duxton is embedding deep feelings of connection that allow him to practice what it feels like to hold *partnership*' (as a valued and contributing citizen of Aotearoa, of whom te rā shines upon) *participation* (making a flag that represents whanaungatanga) and

protection (the importance of te whenua, the land, as represented by the map).

As we look towards the future for Duxton, we are excited about the deep connection he brings as our tuakana to this teaching and learning community. He is helping our teina to become interested in some pretty big ideas about being valued members of a community where whanaungatanga, manaakitanga, and kaitiakitanga are upheld, so that in turn, we are contributing *Te Tiriti* partners. His visits to Te Kura o Maarawaewae will further support his connection, so we will continue to support him on these. I wonder if Duxton might like to practice his mihi to share when he is comfortable?

Ngā mihi, Melissa August 2023

