

Neighbours meet with Te Tātoru o Wairau



More than 50 neighbours of the three kura met with representatives of Te Tātoru o Wairau at our two neighbourhood pop-in sessions in March.

The team welcomed all discussions and valuable feedback that was provided at the sessions. Questions and comments ranged from discussion around traffic management and parking through to plans for green space and future use/protection of Fulton Stream.

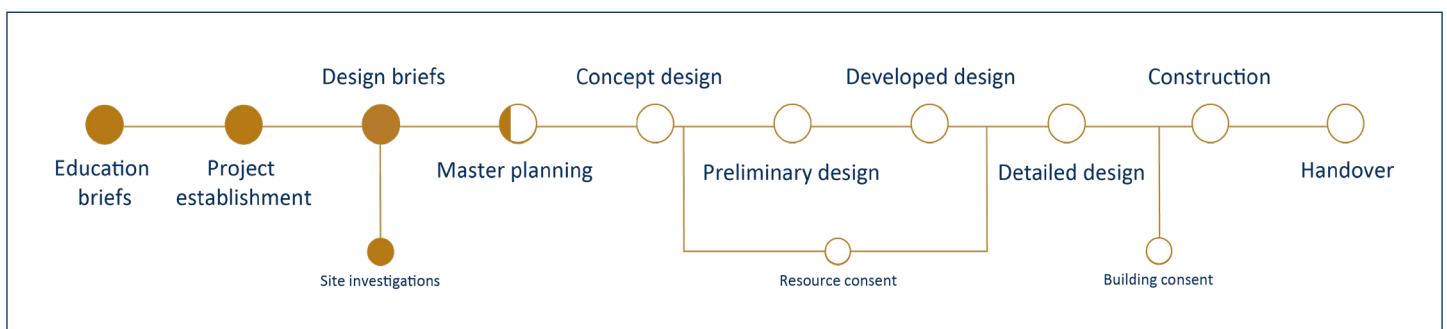
All questions, concerns and feedback has been provided to the project's architects, who will consider these during master planning for the three kura (schools).

What happens now?

Master planning will take place throughout most of this year. Together with identifying where the buildings for each of the kura will be placed on the properties, it will also define a phased programme of works that the project's future construction and kura relocations will be based on.

A preferred location for the intermediate is expected to be confirmed in Term 2, and master plans for buildings on the site will be finalised later in 2022.

We will keep neighbours updated as master planning progresses, and hope to have another neighbourhood information evening in the near future.



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Construction process on the plans for school architects

Managing the complexities of the construction process for Blenheim's new college and intermediate school campuses is top of mind for the architects working on Te Tātoru o Wairau.

As one of the Ministry of Education's largest and most complex infrastructure projects, Te Tātoru o Wairau will co-locate Marlborough Boys' and Girls' Colleges on the site currently occupied by the girls' college and Bohally Intermediate, with the intermediate to be rebuilt on the current Marlborough Boys' College property.

Master planning is underway, facilitated by the construction consortium Te Tumu, led by Naylor Love. Preferred site layouts for the schools will be confirmed later this year.

The Ministry of Education's project director for Te Tātoru o Wairau, Simon Trotter, says master planning is the foundation of a project.

"This is a crucial stage for Te Tātoru o Wairau," he says. "When master planning has been completed, not only will we know where the new buildings will go, but we will also be able to provide a plan for construction phasing.

"We don't decide this alone – we work closely with project partners and stakeholders. This inclusive approach ensures these important views are equally considered," Mr Trotter says.

One of the project's architects, Jasper van der Lingen, says master planning explores and finalises ways the new campuses could be arranged and explores how construction could proceed.

"Our focus is on ensuring master planning is a collaborative process, and that we are taking the project's partners along on the journey," Mr van der Lingen says.

"It's important to talk with partners during the design development process to make sure that what we are thinking is on track, rather than presenting anything finished or resolved straight away."

Master planning draws on design briefs that were prepared last year. These defined the visions and aspirations of each kura, iwi and the wider community, and drew on feedback provided over several years of public consultation on the long-term future of secondary and intermediate education in Marlborough.

Mr van der Lingen says staging – how the construction process will proceed – is "absolutely critical".



Architect Jasper van der Lingen says that working out how the construction process will proceed for the rebuild of three Blenheim schools to minimise disruption is "absolutely critical".

"Staging is at the forefront of our mind as part of this master plan process. It's a major project with the three schools continuing to operate throughout, so we're really carefully considering all sorts of ways that any impact on students and teachers is absolutely minimised," he said.

Many schools around the country undergo significant construction projects while successfully continuing to operate, he says.

Mr van der Lingen says creating the layout of each new campus and planning the staging process is a complex process that will take most of this year to complete.

"This is not just a matter of deciding where to put buildings on a site. We are considering a huge range of details, from how far students need to walk between classes, to whether we want the school to overlook a sports field, to where school buses will park."

Other factors include access to each campus, proximity of classrooms to the road, how much green space each kura needs, placement of cultural features, shared space, public space, access and parking, feedback from neighbours and communities, and how to incorporate natural features such as existing trees.

"Where we put the school on the site has to match the design brief as closely as possible, and the cultural narrative influences the design. For example, the entrance, buildings and windows may be oriented towards certain features of the whenua," he says.

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Ngāti Toa Rangitira



Rangitane



A cultural narrative has been completed by Ngāti Rārua, Ngāti Kuia, Rangitāne o Wairau and Ngāti Toa, four of the tangata whenua iwi of Te Tau Ihu (top of the South Island) who are Crown partners for this project. This will be presented to kura staff over the next month before being released more widely, and will contribute to the master plan.

“Our iwi lands are in Wairau, many of our tupuna stories are set in Wairau and so for iwi it is important that our whānau live, learn and thrive in Wairau. We encourage whānau to stick with us and work with us to create excellent education facilities and environments for our tamariki to thrive in well into the future,” the iwi say.

“We invite whānau to talk with us and work with us in Te Tātoru o Wairau. This is a great opportunity to work with Te Tumu and the Ministry of Education to make the most of the learning opportunities for our tamariki and their whānau in one of the largest education infrastructure projects in New Zealand.”

Marlborough Boys’ College principal John Kendal says the information and strategies being used in master planning will provide clarity around how the kura might be developed.

“I’m excited that key workstreams and people are being pulled together, and that we’ll soon be able to share the latest plans for the development of the kura with our

staff and our communities.”

Marlborough Girls’ College principal Mary-Jeanne Lynch is also excited about the work the design team and Te Tumu have shared in master planning hui.

“The discussions have been really rich and meaningful to move us through to the next stage. The work that we’ve been doing fills me with a lot of confidence that we’re going to end up with an extraordinary facility for the rangatahi in Marlborough.”

Bohally Intermediate School principal Nicky Cameron-Dunn says she is excited with the initial proposals put forward by the team from Te Tumu, and appreciates that everyone is on board for an exciting few years as the project progresses.

Mr van der Lingen says the next stage of master planning will further develop and explore initial strategies.

“We have a number of hui over the next few months so project partners can see the progression of ideas and how they’re starting to crystallise. We’re starting with a lot of options and we’re going to slowly whittle down those options. Over the next few months, we’ll eventually come down to a preferred option.”

Further information about the design and construction of the kura will be shared publicly as the plans develop.

Māori medium education returns to Bohally Intermediate

As she watches the ākonga of Bohally Intermediate’s newly revitalised Māori language class do an activity at Tua Mātene marae, their teacher Pera Wills reflects on the benefits te ao Māori in the classroom has for them – as it once did for her.

Pera, who attended Whitney Street School’s first te reo Māori class as a child in the 1980s, and then Bohally’s bilingual class in 1990, has just started teaching the intermediate’s first Māori bilingual class in 10 years.

With whānau roots in Ōpōtiki where her mother was born but adopted young by Marlborough kuia, Pera (Whakatōhea, Te Aitanga-a-Māhaki, and Ngāpuhi) grew up in and around Omaka Marae and Wairau Pā, and attended kohanga reo.

When she reached primary school age, faced with mainstream education at Whitney St School, her mum Merehira Wills, Helen Joseph and other prominent local whānau stepped in, establishing what became two total-immersion Māori classes.

“I was fortunate to be part of the bilingual education system, nurtured by wairua and soul,” says Pera, speaking at the Grovetown marae where she’s spending the night with her 25 ākonga, including tamariki who’ve grown up there.



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TE TUMU



Whaea Pera Wills teaches Bohally Intermediate's new Māori bilingual class.

Merehira – who at 74 still shares her culture at kura across Marlborough – joined the class as kaiarahi, where she brought her ingrained knowledge of te reo and tikanga, but no formal qualification. Travelling to Wellington for training, she took Pera, where being “amongst all these strong wahine Māori” left a lasting impression that she carries with her now.

In 2009, after 25 years and due to falling roll numbers, Whitney St School's class closed. That same year, Bohally Intermediate's bilingual class, taught by Nan Kahu Chadwick and Allyson Court, also closed after 17 years.

When Pera reached college, she was plunged into mainstream education where she felt isolated and lost. “I've had to fight for where I am now,” she says.

The experiences inspired the thesis for her recently completed master's degree in Māori and indigenous leadership: ‘The transition of how we support kaupapa Māori into mainstream education’.

“We had fantastic lecturers that raised, or elevated, the importance of a bicultural education system.”

While working as a relief teacher at Bohally Intermediate following her studies, Pera began to see a need for Māori tamariki to be taught in a way that incorporated

the familiar tikanga they'd been raised in all their lives, as she once had.

“There is that idea of, ‘someone cares about me being Māori’. And I get that because I was part of the system. That's where my heart sits, there's no other way for kids to be educated.”

She approached principal Nicky Cameron-Dunn, who wholeheartedly supported the proposal.

“We all have a responsibility to revitalise te reo in schools and this provides an entry point for many of our tamariki and whānau who are looking for an education that truly embeds tikanga practices.”

With many of Whaea Pera's ākonga coming from whānau she grew up with, including Helen's mokopuna, the class has drawn in the wider community and iwi.

“I've had massive support... the people I'm surrounded by at the moment are a force to be reckoned with. We're very strong and competent in our view that tikanga, te ao and the Māori view need to be here. I'm all about revitalising, elevating, indigenous education.”

Just a couple of months in, Pera is already seeing positive changes in ākonga, but adds one to two years to “plant seeds” are not enough, and that this must be an intergenerational process.

“As a hapu, as an iwi, you look not at today, not at tomorrow, but where we're going to be in 100 years.”

Pera says that, like the values she holds in her class, the values of Te Tātoru o Wairau will be lived and experienced, rather than taught.

“If you were brought up on a marae you would know them to a core – you understand those values. It's not just that you see them, you do it. You're a part of it and you do it as a way of life.”



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