



**Nga Hau e Wha Kāhui Ako
Hastings West Learning Community (99159)**

ACHIEVEMENT CHALLENGE 2020+

Our Purpose

To work as a collaborative community to support all learners as they transition through their schooling so they become strong in their sense of identity and belonging.

Our Vision

Our mokopuna, our heart, our future.

Our vision ensures the pathways and learnings we undertake as a collective, have our mokopuna at the core. Our challenges reflect our commitment and aroha to creating connectivity through whakapapa amongst our whānau, kura, ākonga and kaiako as the whāriki we share in growing the mana and mauri of our young people.

Our Members

Our Kāhui Ako comprises Frimley, Mahora, Camberley, Raureka and Ebbett Park contributing Primary schools, St Marys and St Matthews (full primary), Heretaunga Intermediate and Hastings Girls' High School.



Our Kāhui Ako comprises two ECE collectives: the Kindergartens on the west side of Hastings (Raureka, Mahora, Camberley and Frimley) and Best Start (Omahu, Hastings Central, Raureka, Mahora and St Leonards Kindy)



We partner with Ngāti Kahungunu Iwi Incorporated at all levels of our organisation.



For consistency, Māori words and their meanings are explained in the Achievement Challenge glossary.

OUR JOURNEY

Beginnings (Pre 2017)

From a gradual start in 2016, we worked increasingly together to build commitment and a shared understanding of how we might work collaboratively to strengthen transitions and build a network that learns together. While we talked about becoming a Community of Learning, we worked together to explore PaCT. By the end of 2017, we had developed and had accepted our first Achievement Challenge. This has guided our work over the years 2018 and 2019.

Our First Two Years (2018-2019)

Once our Achievement Challenge was accepted we set about applying for Centrally Funded Professional Learning to help us lever change through a Culturally Responsive workstream. This decision was made because we realised that we had all engaged in individual and clustered PLD over a number of years in literacy and numeracy and it was having little further impact. We needed to do something different and our professional reading and best practice reviews led us to Culturally Responsive teaching.

What have we been collaborating on?

- Our application for centrally resourced PLD through Waikato University was successful. The first component was for 56 teachers and Principals to complete the online Poutama Pounamu course and to each share that learning with a group of Ākonga. The second challenged our teaching practice through the Rongohia te Hau process.
- As a Kāhui Ako we engaged the services of Ngahere Ltd, who have provided place based learning opportunities for teachers and leaders, and held wānanga for ākonga.
- We organised Noho Marae which all teachers and leaders had to attend.
- We have engaged further with the PaCT facilitator from Learning Associates to extend our use of this framework in each of our schools.
- Over the last two years we have worked with the Ministry of Oranga Tamariki, the New Zealand Police, and our Social Worker provider to enhance the ways we work together and resolve issues.
- Finally, we have proactively worked with the MOE Learning Support Manager to develop our Wellbeing Registers and are excited to have been included in the first tranche of this new initiative.

What is working?

Teachers at all schools and centres have been asked to review feedback on our activities over the first 18 months. This feedback tells us that:

- Teachers are enthusiastic and keen to participate in activities that extend their understanding of tikanga and place based curriculum whether that be through Noho Marae, Wānanga or Whakawhanaungatanga
- Teachers are keen to get together for after school events to build knowledge, skills and understanding
- The Rongohia Te Hau data tells us that there has been significant movement in the level of Culturally Responsive practice
- All teachers and some learning support workers have been actively involved in the blended learning course - Poutama Pounamu
- There is a high level of sharing resources and facilities
- Wānanga for ākonga add depth to our Kāhui Ako kaupapa
- Schools realise that with culture comes language and there is an urgency for Te Reo Māori to be developed for ALL kaiako within our kura.
- Some kura have identified this need already and have begun the journey of supporting Kaiako to develop their level of acquisition
- We have considerable more clout and influence as a Kāhui Ako when solving problems involving external agencies (MOT/SWISS/NZ POLICE)

OUR COLLABORATIVE STRUCTURES

Stewardship Group We formed a Stewardship Group made up of Board of Trustees representing the Heretaunga Free Kindergarten Association, Intermediate, primary and Secondary schools in late 2018. They have met termly ever since. After a very successful combined BoT meeting mid-2019, it has been decided that the combined BoT meet three times a year. From 2020, the group will expand to include a representative from the BestStart group. Ngati Kahungunu Iwi Incorporated (NKII) will partner with this group.

Management Group Our Management Group comprises all Principals, the Manager of the Heretaunga Free Kindergarten Association and Head Teacher from BestStart and NKII. Until the middle of 2019, we had the regular support of our Expert Partner, Liz Eley. The Ministry of Education is invited to each meeting.

Our Leadership Tim White has been the Lead Principal from July 2016 and concludes in January 2020. The Kāhui Ako had a Shared Leadership model approved in August 2019 and this will commence from Jan 2020.

Within and Across School Leaders Our Within and Across School Leaders have received regular professional development and leadership support from our PLD providers. The Across School Leaders have liaised and supported schools and centres on their collective and individual school journeys. From 2020, they will be mentored by an external provider from Core Education.

AP/DP Professional Learning group We have subsidised Professional Learning Group membership for AP's and DP's who want to work with Kāhui Ako colleagues. In 2020 we want to expand this into two PLG's and include PLD for team leaders.

Learning Support Coordinator network Our SENCO and Principals have worked together to build a Wellbeing Register. In September we were accepted into the first tranche roll out of these new roles with 6 full time equivalents to be appointed. We are planning to have these LSCs in place by late January 2020.

Teachers

- Noho Marae All teachers and leaders have been given the opportunity to attend at least one Noho Marae over our first two years together.
- Whakawhanaungatanga Each term we have one shared staff meeting after school. These have proved a great opportunity for us to develop relationships and explore further our collective efforts.

EVIDENCE AND DATA ANALYSIS

When our initial Achievement Challenge was written we were very much in a National Standards era. Since then, National Standards have ceased and our schools have generally waited for further advice. This refresh comes less than 2 years into our working together, when schools are using a range of interim ways to assess student achievement.

In the absence of this, we have reignited our development into using PaCT with further PLD implemented across our schools. This will inform our impact from 2020, when it is expected that most schools will have at least two of the frameworks in place. Part of this work will enable us to evaluate not just achievement against the NZ Curriculum but also the rate of progress.

Rongohia te Hau has been a significant tool for us to gauge the development and impact of our core professional learning and developmental lever. Our initial data collection was completed in Feb 2018 and redone in late August / early September 2019. This tool involved the systematic 'snapshot' observing of a significant portion of teachers across our Kāhui Ako, alongside the collection of voice from Teachers, Students (years 4+) and Whānau.

Part of the Poutama Pounamu learning has been to explore how we use 'Evidence to Accelerate' and this is something we continue to develop within and across our schools/centres.

In considering our refresh we collected and compared a wide range of data sources from Achievement Data, ESOL numbers, demographic changes in student bodies, teacher and BOT composition as well as Iwi affiliation, targeted student numbers and strengthening of pipelines for learners. Some of this data is included below to illustrate our understanding of where we are now.

What we now know-

Language Culture and Identity

Student voice-

77% of our Māori students reported that it "Feels good being my culture" (79% other cultures)

66% of Māori students report that "Māori Students achieve" (68% other cultures)

61% of Māori students report that "students like me are achieving" while 73% of non-Māori feel students like them are achieving.

Whānau voice- In this school children feel good about being their culture (82%)

In this school my children and students like them are achieving (86%)

Identity- 1229 students identify as Māori (41% of all learners). 26% of all students are Ngāti Kahungunu identified

Māori Language Levels- Two schools have instruction at level 4b, three at level 5 and five at level 6.

WHAT THIS MEANS FOR US: *Our data shows that we as a Kāhui Ako are teaching a significant number of Māori learners who identify as Ngāti Kahungunu. Many Māori are enjoying success and feeling strong in their identity and culture, however there is a disparity between Māori and non-Māori that needs to be addressed.*

For consistency, Māori words and their meanings are explained in the Achievement Challenge glossary.

Our improvement plan aims to reduce the disparity through active and deliberate mahi with Ngāti Kahungunu, as well as our existing partnerships.

We recognise the importance of identity and culture to their success as part of their learning in our kura. Our curriculum, practice and structures need to reflect the identity, culture and language of our Māori learners.

Achievement

Literacy (Writing)-

Year 4 (data from 5 schools)

Between 62- 83%¹ of our learners were at or above expected levels of achievement at the end of 2018. With disparity for Māori being between 3 and 17%.

Year 8. The majority of our year 8 students are at Heretaunga Intermediate with small (by comparison) numbers at our two full primary schools. At Heretaunga 42% of all learners were at our above the expected level (NS) at the end of 2018, compared to 33% of Māori Learners.

Year 12. 45.4% of all Year 12 students in 2018 gained the necessary literacy credits compared to 30% of Māori students.

Mathematics (Numeracy)-

Year 4. (Data from 5 schools). Between 51- 81% of our learners were at or above expected levels of achievement at the end of 2018. With disparity for Māori being between -9% and +6%.

Year 8. The majority of our year 8 students are at Heretaunga Intermediate with small (by comparison) numbers at our two full primary schools. At Heretaunga 39% of all learners were at our above the expected level (NS) at the end of 2018, compared to 32% of Māori Learners.

Year 12. 99.3% of year 12 students gained UE with numeracy and 100% of Māori students did.

WHAT THIS MEANS FOR US:

At year 4 . We have much greater disparity between our schools in achievement in Mathematics (30%) and two schools where Māori are outperforming all students by at least 5%. Achievement rates overall are better for all in writing. We would benefit from collaborative inquiry into the schools with the highest rates of achievement and those where Māori achieve higher than all (2 schools in Maths).

At Year 8. Levels of achievement are significantly lower at our Intermediate when compared to our full primary schools (about 50% lower). Heretaunga Intermediate has the majority of our year 7 & 8 learners. In writing 42% are at or above expected levels with Māori at 33%. In Maths 39% are at or above with 32% of Māori learners. These disparity rates sit within the pattern for year 4.

Years 1-8 When National Standards was removed after the Election in 2018, schools started making changes in how they collected data (Anniversary reporting) and how/ against what. This data is unreliable for these reasons and not too much should be read into it. Late in 2018, we agreed to explore PaCT in more depth and then agreed to use PaCT more fully. A PLD project was undertaken in 2019 which was Kāhui Ako/ school based and extended PaCT use in all schools. Further work was undertaken in November 2019 with a Reference Site school to explore who the PaCT reporting features to support a greater range of analysis and

¹ Represents the range across our schools.

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reporting of both progress and achievement. Implementation of PaCT will continue into 2020 with the aim of having all frameworks in use by 2021.

At year 12. Literacy achievement at UE (Year 12) is a significant barrier for all learners with 30% disparity for Māori students. Numeracy is not a barrier for Year 12's gaining UE and no disparity for Māori learners.

Powerful Partnerships for Learning

Whānau Voice-

Teachers listen to my ideas- 82%

Teachers talk with me and my children about their learning- 82%

In this school I am provided with opportunities to contribute my knowledge-72%

NKII Iwi partner (August 2019). Iwi-Kāhui Ako Collaboration project application approved and submitted to MOE (November 2019)

The number of whānau Rongohia Te Hau survey responses received were 623 in 2018 compared to 594 in 2019. This is a 29% decrease from last year. (Based on actual rolls)

WHAT THIS MEANS FOR US: *Whānau response indicates that teachers listen to them and talk about their children's learning. There is some opportunity provided for whānau to contribute. Survey response numbers are lower than last year and we need to reflect on how we are trying to engage with our whānau using a cultural lens, which could mean moving away from traditional surveys.*

Transitions

Who we are- 5 contributing primary, 2 full primary, 1 Intermediate, 1 secondary, 4 ECE (students/schools/centres). From 2020 we will expand by 5 ECE (BestStart Group)

ECE Pipeline- No of centres involved (2016) 4 (67 students) -2020 9 centres (118 students) out of 148 from centres who contributed more than 10 students to any school in the Kāhui Ako in 2018.

The pipeline from contributing schools to Heretaunga Intermediate is strengthening with 80% of the enrolled students coming within Ngā Hau e Whā Kāhui Ako.

WHAT THIS MEANS FOR US:

The evidence shows us that having a well connected and streamlined relationships between the learning institutions of our tamariki, we are keeping our learners in our educational whanau. The number of learners retained in our Kahui Ako is growing and we expect it to continue. We recognise the strength in this partnership and the potential for all our kura to develop seamless transitions. This collective whakapapa shared among us as our tamariki progress through the education system. Mahi we are working on to support this are the wellbeing register, the PaCT tool and we may have further opportunities with the implementation of Te Rito.

Culturally responsive Teaching Practice

Indicators

No of Māori Teachers 13 (2016) 23 (2019)

Māori Leaders² 2 (2016) 6 (2019)

Māori Trustees 9 (2016) 10 (2019)

No of Teachers who have attended Noho Marae: 2018 = 74 2019 = 103

No of Principals/ Teachers who have been Kaiwhakaako and Ākonga on Poutama Pounamu course: 57
Total number of staff involved as Ākonga- 258

Student voice:

Teachers in my class know me (Māori=75%, other 76%) and respect me (Māori= 76%, other= 83%)

Teachers in my class expect that I will achieve (Māori =72%, other 76%)

Summary of Rongohia Te Hau snapshot of teaching practice

Year	2018					2019				
Number of walk throughs completed	126					99				
Evidence against the Curriculum	1	2	3	4	5	1	2	3	4	5
Number of Teachers	2	35	57	23	9	1	26	36	21	15
	2%	28%	45%	18%	7%	1%	26	36%	21%	15%
	Beg	Developing		Integrating		Beg	Developing		Integrating	
	2	92		32		1	62		36	
	2%	73%		25%		1%	61%		36%	

WHAT THIS MEANS FOR US:

The evidence shows that we have increased the number of teachers who are integrating culturally responsive practice. It also shows a decrease in the number of teachers who are in the beginning phase. Increased awareness of Cultural Relationships for Responsive Pedagogy at both ends of the continuum shows that our PD has had some positive impact on practice. The number of walk throughs completed this year was significantly lower (21.4%) than last year. Our improvement plan aims to continue to grow culturally responsive practice and see shifts across the whole continuum.

A significant number of staff have participated in the Poutama Pounamu blended learning course and Noho Marae.

At the same time there has been an increase in the number of Māori Teachers recruited (13 to 23), Trustees who identify as Māori (9-10) and the number of school leaders who identify as Māori (2 to 6).

² Team leader, AP, DP, Principal.

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OUR IMPROVEMENT PLAN

Lever 1- Cultural relationships for Responsive Pedagogy

Rationale

With culturally responsive teachers our Māori tamariki thrive and experience success as Māori and their Whānau engage in increasingly powerful ways. Mahi we do that has a Māori lens, benefits all learners.

Aspirations: Our Kāhui Ako Teacher profile continues to show increasing numbers of teachers working the 'integrated' domain of the Rongohia Te Hau tool. That the level of Te Reo Māori grows over time.

High level Plan

Desired Outcomes	Actions 2020	Longer term actions
Our Teachers know each other and support/ coach each other in their developing Cultural competence.	Termly Kāhui Ako wide Whanaungatanga (after school sessions) Use Teacher Only Days to grow understanding. Continued Indigitalk wānanga.	Explore ways for teachers to collaborate and share classroom practice across schools and sectors.
Our teachers and staff are comfortable and confident on a Marae and understand tikanga.	Continued Noho Marae each year-focus PBC. Understanding of NKII Graduate profiles.	Our schools/ECE's regularly engage with Marae as teachers and students. Noho Marae and Wānanga approaches are used to grow teacher growth.
Ongoing development of Teacher/ Staff Te Reo Māori	Identification and coaching for Reo Māori Champions network. Explore opportunities for expanded Te Reo Māori across KA.	Each school/ECEI develops their own language plans to grow Te Reo Māori.
Teachers use the NKII graduate profiles to monitor their professional growth	Teacher Whakawhanaungatanga session Term 1 will unpack. WSL/ Principal wananga to unpack and guide in-school teacher learning.	Graduate profile informs reporting to whānau and each school/ECE centre's place-based curriculum development.
Teachers' culturally responsive practice continues to grow.	Each school/ECE service incorporates culturally responsive observation practices into growth/ appraisal cycles. Work with Waikato University to develop videos for reflection and understanding Induction for new teachers planned across schools/ centres.	Schools and ECE services have the tools they need to support ongoing development of their teachers and staff. Explore the concept of Race vs Culture vs Nationality and its impact on teaching and learning.

Simple targets to monitor impact and change- **Targets linked to Rongohia Te Hau observation schedule-teacher matrix.**

- *Teachers who have 'Basic' evidence are moved to 'Developing', and those that are 'Developing' are moved to 'Integrating' on the continuum. By 2021 we aim to have 50% of teachers at 'Integrating'.*
- *That the level of Te Reo Māori use by Teachers increases and changes are seen in the number of students who have instruction above Māori Language Learning level 5. By 2023, we aim to have 8 schools at or above Māori Language Learning level 5.*

Lever 2- Place Based Curriculum

Rationale Our tamariki learn best when they have a strong sense of language, culture and identity. A place-based curriculum gives them a basis that works from where their feet stand and provides a lens for them to consider Aotearoa NZ and global contexts.

Aspirations Our schools and centres develop and implement Ngāti Kahungunu informed/based curriculum (place-based) that engages all learners and builds a sense of identity and belonging for all tamariki.

High Level Plan

Critical Success factors	Actions 2020	Longer term actions
Links with NKII	<p>Implement Iwi-Kāhui Ako Collaboration.</p> <p>NKII expert partner(s) work with/ alongside all levels of planning and decision making within Kāhui Ako.</p> <p>Collaboration project goals Yr 1 realised.</p>	Collaboration project goals Yr 2 realised.
PLD support for schools place-based curriculum	<p>Introduction to place-based curriculum for all leaders and teachers</p> <p>Organise for Prof. Wally Penetito and others to speak to Kāhui Ako</p> <p>Continued Hikoi, resource development etc via Ngahere. PLD for WSL/ ASL with Whare Isaac-Sharland from Core Education supports place-based curriculum development and sharing.</p>	<p>Support for and use of NKII local champions to support teacher understanding</p> <p>Work with HB Primary Principals Association and NKII to coordinate resource development and curation.</p>
Advocate for Local PLD providers who can support the implementation of a place-based Curriculum.	Work closely with NKII and the Principals associations to support changes to the MOE PLD accreditation process	

Simple targets to monitor impact and change:

- Evaluation of the Kāhui Ako-Iwi Collaboration project shows positive impact and increasing partnership.
- 100% of schools will have a draft place-based curriculum, which reflects Ngati Kahungunu mātauranga Māori and NKII Graduate profile and educational goals and aspirations.

Lever 3- Educationally Powerful partnerships

Rationale

The mahi we undertake as educators will be co-constructed with Hapū, Iwi, Whānau and Ākonga. So we work together as true partners under the Treaty of Waitangi; to include tikanga Māori and tikanga Kahungunu in our planning, decision-making and teaching in schools/centres.

We see tamariki as part of our schools/centres whānau and community, we need to value and respect whānau views and knowledge to contribute to the hauora of our tamariki.

We will strengthen our leadership, learning and teaching through deepening our collaborative action. That this action enables our collective ability to make effective use of the Learning Progression Framework, the PaCT evaluative tool and to make sound judgements about the progress and achievement learners are making in years 1-8.

Aspirations

Strengthening our whakapapa within our Kāhui Ako kura, Ngāti Kahungunu and our wider communities to benefit the learning and mauri of our tamariki.

Collaborative expertise is developed within and across schools/centres so that common issues and challenges have local solutions developed for them.

High level Plan

Critical Success factors	Actions 2020	Longer term actions
Strong partnerships with Iwi	Collaborative NKII-KA project plan signed off and integrated into annual work plan. Iwi has expert partner relationship with All schools and centres to develop their own 'iwi/ hapū' relationship.	2021 informed from project Plan and HBPPA endeavours. Explore and develop Principal and teacher understanding of the Treaty of Waitangi and Te Tiriti o Waitangi.
Cross school collaboration	Grow AP and DP professional learning group (PLG) into 2 networks involving all AP and DP. Establish PLG for Team Leaders Establish Te Reo Māori champion support networks. Build on 2019 Tumuaki Wānanga to engage principals in on-going learning together. Source external WSL/ ASL leadership coaching.	Establish Māori teachers network.
Transitions to, between and from	Develop KA wide enrolment form. Establish transition to school PLG. Appoint ASL with responsibility for ECE-Schools transition strengthening.	Develop KA wide transition form. Explore greater involvement of ECE staff within Kāhui Ako leadership roles Develop leavers form to support transition from our schools to schools within or out of our Kāhui Ako.

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Smart use of PaCT to enhance formative and summative assessment processes.	Each school will implement a further PaCT framework until reading, writing and mathematics are used. Schools will build the capability to monitor and report on progress and achievement using PaCT. That schools leaders will develop collaborative capability to use smart data tools to identify target learners, support effective inquiry and notice impact.	School move to revamp their reporting to parents/ whānau processes to better align to PaCT.
Learning Support	Appoint and train all Learning Support Co-ordinators. Determine leadership structure- Appoint ASL to co-ordinate. Look for synergies across schools / LSC within Kāhui Ako.	Identify a range of Kāhui Ako wide initiatives.
Others- OT, SWIS, Police	Evaluate relationships and identify areas of focus and improvement	

Simple targets to monitor impact and change-

1. That there are increased opportunities for teachers and leaders to work collaboratively to build shared understandings in the use of data (progress and achievement).
2. That tools are developed which allow important information about tamariki to build cumulatively as they staircase through their education from ECE to Secondary and beyond. By 2021 we aim to have all schools and ECE services sharing important information about the ākonga when they transition through their education pathway.
3. Each school/ centre has an authentic relationship with Iwi/ Hapū, as measured by the Iwi/ Hapū.
4. Learning Coordinators can identify the positive impact of collaborative cross school/ centre LSC responses to Learning Support register analysis (measurement tool yet to be developed).

PROGRESS AND REPORTING

- The Lead Principals will report to the Ngā Hau E Whā Kāhui Ako Management Committee twice a term on developments and the Stewardship group termly
- Termly, the Across School Leaders will hold a Whakawhanangatanga session and will report on developments. Across School Leaders will send out at least fortnightly a panui to all Within School Leaders for sharing with all staff.
- Three times a year the Lead Principals will convene a combined BOT meeting to discuss Kāhui Ako events, developments and general learnings and development
- The Kāhui Ako will work closely with NKII and support all reporting required through the NKII-KA Collaboration project and to the NKII Board.
- The Kāhui Ako will invite the Ministry of Education to attend all meetings.

AGREED WAYS OF WORKING TOGETHER

All Kāhui Ako members have signed a Memorandum of Agreement, which describes:

- How we work together and in partnership with Ngati Kahungunu Iwi Incorporated
- How disputes, concerns and changes in Kāhui Ako membership will be handled
- How information and privacy of data will be protected.

Glossary of Māori words and their meanings

Ākongā	Student, pupil, learner
Aotearoa	New Zealand
Aroha	Affection, sympathy, charity, compassion, love, empathy
Hapū	Kinship group, clan, tribe, subtribe
Hauora	Health, vigour
Heretaunga	Hastings, the Hastings area
Hikoi	March, hike, trek, tramp, trip, journey
Iwi	Extended kinship group, tribe
Kāhui Ako	A cluster of learners. Used to describe a Community of Learning/ Cluster of schools/ centres
Kaiako	Teacher
Kaiwhakaako	Teacher- leader of a group of learners in the Poutama Pounamu Blended learning course
Kaupapa	Topic, policy, matter for discussion, plan, purpose, agenda, subject
Kura	School
Mahi	Work
Mana	Prestige, authority, control, power, influence, status, spiritual power, charisma
Mauri	Life principle, life force, vital essence
Mokopuna	Descendant
Ngā Hau e Whā	The four winds- name of our Kāhui Ako.
Noho Marae	Overnight stay on a Marae
Ministry of Oranga Tamariki	Government department responsible for the care and protection of children and young people
Rongohia te Hau	Sensing the winds of change. Used in Poutama Pounamu to refer to an evidence gathering tool
Tamariki	Children

Te Reo Māori	The Māori Language
Tikanga	Correct procedure, custom, habit, lore, method, manner, rule, way, code, meaning, plan, practice, convention, protocol - the customary system of values and practices that have developed over time and are deeply embedded in the social context
Tumuaki	School Principal
Wānanga	Seminar or conference
Whakapapa	Genealogy, genealogical table, lineage, descent
Whakawhanaungatanga	Process of establishing relationships, relating well to others
Whānau	Extended family, family group, a familiar term of address to a number of people
Whāriki	Ground cover, floor mat.