

KA HIKITIA IN ACTION

KIA REWA KI RUNGA!

Rangitāne o Wairarapa

Iwi champions planning for success
Whānau Education Action Plan

Te Matatini

Many faces young and old
Kapa Haka in Education

Community spirit

Working together to help young people achieve
Communities of Schools

Identity
Language
Culture





Foreword

I'm delighted to introduce this edition of *Ka Hikitia in Action*. *Ka Hikitia in Action* showcases stories of Māori achievement and success in education.

Prevalent in all these stories are the importance of strong relationships between teachers, leaders, whānau and children to educational success; the difference whānau make when they engage in their children's education; and the importance of staying connected with our language, culture and identity.

I'm thrilled that Māori participation in early learning is at record levels because it gives our children the best possible start to their education. In this edition, we show how parents and whānau in Kaikohe are being supported to enrol more of their children in early education. Stories like this remind us of the difference we can make by working together and why parent and whānau engagement is vital to the educational success of our kids.

Education is essential to supporting Te Reo Rangatira, our language. This edition also features stories that highlight the use of te reo Māori and its importance to education, identity and culture in this country for Māori and non-Māori alike.

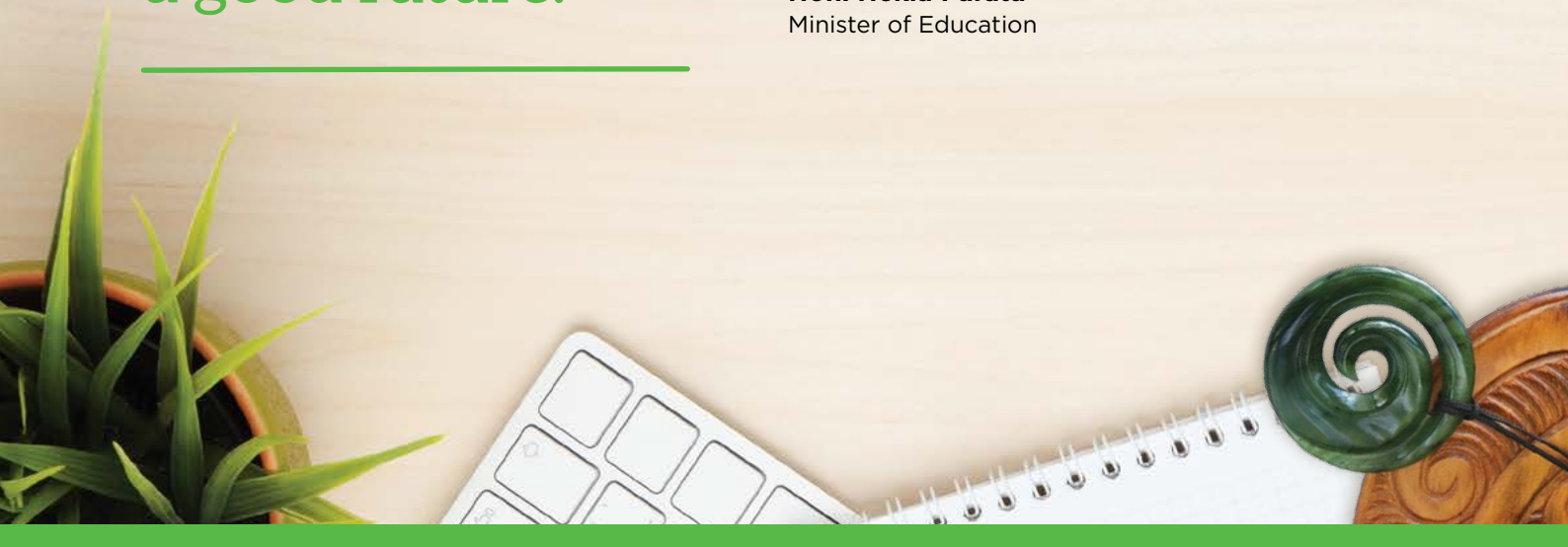
A good education is the passport to a good future. It changes outcomes, not just for young people, but also for their families and communities. Every year more and more of our children and young people are succeeding and achieving in education. We can all be proud of that.

I am committed to making sure that our education system will continue to be responsive to each child and whānau.

All the stories in this edition are testimony to the great things that happen in Māori education when productive partnerships are established and nurtured.

Hon. Hekia Parata
Minister of Education

“A good education
is the passport to
a good future.”



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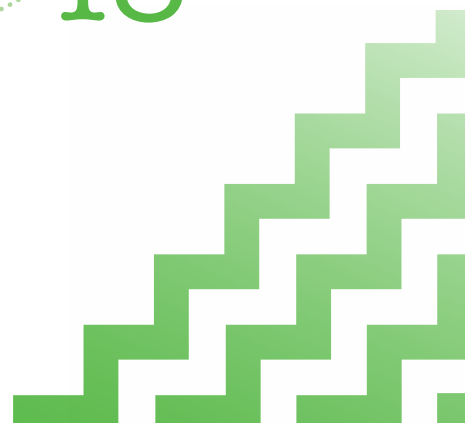


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Te Matatini – many faces young and old

Inspiring success through generations

Kapa haka is an art form central to Māori identity. The biennial national kapa haka competition organised by Te Matatini Kapa Haka Aotearoa provides the ultimate stage to showcase the very best teams in the country. The skills and talents on the stage have been learnt and practised through years of performing at school, the marae, and iwi and community events. The competition started in 1972 when it was known as the Polynesian Festival. It has a 42-year history of competitive kapa haka, the most recent being held in March 2015 at Pūtarangamotu (Hagley Park North) in Christchurch.

Over these years, kapa haka has become an important way for older generations to teach young participants that commitment, teamwork and excellence result in success. Success can be about winning, but it can also be about performing an outstanding bracket, representing your rohe and whānau and staying true to your iwi and your method and style of performance.



Did you know?

Kapa haka in education is an example of how teachers can bring Māori culture and education together to support and celebrate the learning and development of children of all ethnicities and cultures. It is important that Māori children see Māori culture within what they learn at school – it ensures that what and how they learn reflects and values who they are, as well as their families and cultures. Kapa haka also showcases the commitment to excellence, and the determination, discipline, skills, knowledge and energy in Māori children, their whānau and their communities and brings this into education.



Puamiria Parata-Goodall from Christchurch, has been competing in regional and national kapa haka events since 1986 and says the art form helped her “to learn te reo, whakapapa, tikanga, me ngā kōrero o te hau kāinga, o te ao Māori. I struggle to remember whakapapa and stories. But what I have found is, that if I can sing it, haka it, do a mōteatea about it, then I can recall it and pass that information on.”

“It was exhilarating, scary, overwhelming and truly humbling to perform at a Te Matatini Festival hosted in my rohe. I won’t get a chance to do it again, I will be too old the next time it comes to Waitaha!”

“I loved that our people in the south were finally able to see and feel the majesty which is Te Matatini and to experience a kapa competition of this calibre. Whānau finally understood why we worked so hard for months and months to get a spot on that stage.”

“Kapa haka has always been a part of my life. My parents did haka, and I have performed with my sisters and brothers since I was little.”



Te Arani Huia is in Year 13 at Christchurch Girls’ High School. She performed at Te Matatini in 2015 with Te Ahikōmau a Hamoterangi. Te Arani put into action what she learnt under the tutelage of Taura and Rangimarie Takurua, Puamiria Parata-Goodall and Ahikumeroa Ataria.

“It brings people who are passionate about our Māori culture together. It also supports and brings together our Māori youth, celebrating who they are.”

Te Arani has performed at both regional and national levels and reaching Te Matatini was a highlight. Her passion for kapa haka drives her to keep participating. She loves representing not just herself, but her iwi, hapū and whānau too. “Kapa haka is an opportunity to express the beauty of my culture and heritage,” she says.



Waiariki Paraone is 17 and Head Boy at Linwood College. He also performs with Te Ahikōmau a Hamoterangi.

“My motivation to compete in kapa haka is the love and passion for performing and the thrill of being alongside and meeting kapa haka legends.”

Involvement in kapa haka has given Waiariki an advantage – it has enhanced his public speaking skills in both English and Māori and has fostered his love of performing and singing.

Waiariki and Te Arani have seen their excellent kapa haka talents take them overseas. They travelled with their kapa haka group, Te Ahikaaroa, to a festival in Lefkada, Greece in August 2014.

This trip was an exciting opportunity for both rangatahi. The experience enhanced their performances, grew their confidence and gave them a great sense of achievement.

Both Waiariki and Te Arani plan to go to university when they finish school and want to continue their active involvement in kapa haka – hopefully performing at future Te Matatini Festivals! ■

Arohatia te Reo

He tono ki te ako mātauranga mā te arareo Māori

E āhei ana ngā tamariki katoa i roto i ngā kura me ngā whare kōhungahunga o Aotearoa ki te ako ma te arareo Māori. Kei roto i tēnei pānuitanga ngā whakaaro o ngā mātua mo ā rātou tamariki e ako ana i roto i ngā kōhanga reo, ngā puna reo, ngā kura tae atu ki ngā wharekura.

He Māori te nuinga o ngā tamariki e ako ana i ngā karaehe rumaki. Tata ki te 12 paiheneti ngā tamariki Māori e ako ana i roto i ngā akomanga reo Māori. He nui ake ngā tamariki e ako ana i roto i ngā whare kōhungahunga, ā, ko te nuinga kei roto i ngā kōhanga reo. I te wā ka pakeke haere ngā tamariki kua heke iho te maha i roto i ngā kura. Ko te matū o te kōrero, ki te noho ngā tamariki ki roto i ngā akomanga reo Māori tae atu ki te mutunga o te wharekura, kua kitea te tino angitū o ngā taumata ka tāea e ēnei rangatahi.

Ānei ngā kōrero a Julian (Ngāpuhi, Te Arawa) rāua ko Maia (Ngāi Tūhoe, Ngāti Porou). Kei Ōtautahi e noho ana me ā rāua tamariki e toru. Ko ā rātou tau pakeke tekau mā rima, tekau, me te whā. Ko te take motuhake o te ako i roto i te reo Māori mō ā rāua tamariki he whakamahi, he whakatinana i ngā āhuatanga ao Māori, te wairua Māori me ngā mātāpono Māori.

E tautoko ana ēnei akoranga i te mana, me te whakapapa o te tamaiti. E ai ki ā Maia mō ana tamariki “e ngākau nui, e mārama ana nō hea rātou i roto i ngā kaupapa, he tino Māori tōna āhua. E harikoa ana ahau ka hoki mai ana rātou ki te kāinga kei te waiatatia ngā waiata koroua, me te whakaputa i ō rātou ake whakaaro mā te reo Māori.”

“Kei roto i ngā āhuatanga Māori te manaaki pērā i ngā kaupapa mahi ā kura me ngā whanonga o ngā tamariki. Hei tauira ka āhei ngā tamariki hauā, tamariki mātea motuhake rānei ki roto i te katoa o ngā akoranga ā kura, ngā kaupapa whakahoahoa me ngā mahi hākinakina. No reira he mōhio ēnei tamariki ki te manaaki manuhiri.”

I Taupō, kua whiriwhiria e Sarah (Tūwharetoa, Ngāti Pūkenga) rāua ko Nick (Ngāti Maniapoto) me ako ā rāua kotiro e toru i roto i ngā akoranga reo Māori. Ko te pakeke o ēnei kotiro ko te tahi, te whā me te iwa tau. Nā te āhua o te

whanonga o ngā tamariki ō ēnei kura ka kitea te hua o te ako i roto i te reo Māori mo ā rāua tamariki. Ko te kī ā Sarah “he ngāwari, he ngākaunui te āhua o ngā tamariki, he pakari hoki tō rātou tū i roto i ō rātou whakawhanaunga hākinakina, kapa haka me ngā haerenga ki te tāone.”

E ai anō ki ā Nick rāua ko Sarah “E mahi ngātahi ana mātou me te hapori o te kura i roto i ngā mahi kapa haka me ngā mahi tono pūtea. Kua oti kētia te whakatau kia haere a māua tamariki ki ngā kura nā te mea ka manaakitia, ka tipu te ōranga i reira.”

Kei te āwangawanga tonu ētahi tāngata mō te whānuitanga o te marautanga kura tuarua i roto i ngā wharekura.

Kāore ā Sarah i te māharahara “ahakoa he iti tō mātou kura e mōhio ana rātou ki ngā pūmanawa, ngā pūkenga me ngā ngoikoretanga o ā mātou tamariki. Ki tōku tītiro ka tāea e te kura me ngā kaiako te whakawhānui i te ako ā ngā tamariki, ki te tautoko hoki i ā rātou huarahi ako otirā ki te whakareri i ā rātou mo te wehetanga mai te kura.

Kotahi tau noa iho te pakeke o te tama ā Anthony (Ngāti Ingarangi) rāua ko Ngāhuia (Tūwharetoa, Ngāti Pūkenga). Kei roto ia i tētahi puna reo. Koinā anake te whare kōhungahunga reo Māori i kitea e rāua i Te Whanganui ā Tara. Kua tau kē te kōrero kia rima tau tana pakeke kua haere ia ki te kura ako reo Māori. E ai kia rāua kia pakari tonu tā rāua reo Māori ki a tāea te tautoko i āna akoako i ā ia e pakeke haere ana. ■

Ki te hiahia koe i ētahi atu kōrero mo te angitū o ngā tamariki me whakapā atu ki te ipurangi: www.education.govt.nz



Demand for Māori immersion education

Schools and early learning centres across Aotearoa New Zealand offer tamariki and rangatahi access to education in Māori language immersion settings (also called 'Māori-medium'). In this article parents talk about why they chose immersion education in kōhanga reo, puna reo, kura and wharekura for their children.

Most of the children who participate in immersion education are Māori. On average, approximately 12 percent of Māori children participate in Māori immersion education. Much higher numbers of children participate in early learning mostly in kōhanga reo, but the number of children in kura reduces as they get older. Importantly however, those rangatahi who stay in kura through to wharekura levels, have very good achievement rates.

Julian (Ngā Puhi, Te Arawa) and Maia (Ngai Tūhoe, Ngāti Porou) and their three children aged 15, 10 and 4 live in Christchurch. Julian and Maia believe the most important thing that Māori immersion offers for their children is education that uses a Māori world view, and expresses Māori values, philosophy and wairua.

Being educated in this way supports the children's identity. Maia says "being in Māori immersion education has ensured our children feel comfortable, confident and like they belong, generally but especially in Māori situations. I love that they come home singing waiata koroua and that they use Māori to express themselves."

Rangatahi who stay in kura through to wharekura levels, have very good achievement rates.

"Māori ways of doing things, like 'manaaki' are reflected in the way the kura functions and the way the children behave. For example students with special education needs are fully integrated within the school's learning, social and sporting activity and students know how to take care of visitors."

In Taupō, Sarah (Tūwharetoa, Ngāti Pūkenga) and Nick (Ngāti Maniapoto) have chosen Māori immersion education for their three girls aged nine, four, and one. The way 'the kura kids' act has sold the value of a Māori-medium education to them. Sarah says "the kura kids are at ease with themselves, they are confident and grounded in the way they hold themselves and the way they interact with others – at sport, at kapa haka, and in town."

Sarah, Nick and their girls see themselves as "part of the kura community, we participate and contribute to activities, kapa haka, and fundraising. It's a given that our girls will go to that kura and that they will be looked after and thrive."

Some people worry about the breadth of the curriculum offered at senior secondary in wharekura. Sarah however has no concerns. "Our kura is small, but they know our children, they know their strengths and interests. As far as I can see the kura and teachers will do whatever is needed to extend children and support their progression and prepare them to leave school too."

Anthony's (Ngāti Ingarangi) and Ngāhuia's (Tūwharetoa, Ngāti Pūkenga) one-year-old child attends a puna reo. This was the only Māori language early learning option they could find in central Wellington. They have already committed to him going to kura when he turns five and they are focused on strengthening their own Māori language now so they are ready to support his schooling when he is older. ■

For more information on student achievement in English and Māori immersion please search PAI data at www.education.govt.nz



Weaving together as one

A community weaving group in Kaikohe helps Māori early childhood learning flourish

The Kohekohe drop-in centre on Kaikohe's main street is beautifully adorned with woven art work. It smells of freshly cut harakeke/flax. It is warm and welcoming. The vibe is of aroha and manaakitanga. Generations of mums, aunties and nannies, young and old are teaching, sharing and learning from each other.

The Centre is facilitated by the Ngā Kākano Puawai o Kaikohekohe Trust which runs a drop-in playgroup for preschoolers five days a week and hosts the local Ngā Puhi weaving group. As part of enriching the pre-schooler community, street play days are organised every second Wednesday at Library Square in the town centre, close to the children's playground and with free wifi.

The Centre also provides advice and information for parents on other early childhood education options and is linked with local health services. As part of their work with the community, the Trust has partnered with Kaikohe East School to run a new supported playgroup for four year-olds. The playgroup opened in Term 2 2015 with a blessing and school assembly.

Already, eight children who had not previously taken part in early childhood education, attend. The space set up is exciting, with a Reggio Emilia approach. The playgroup prepares children for school in a way that is responsive to each individual child's strengths and interests. The sessions are focused, engaging and exciting. New entrants' staff from the school regularly help out at the playgroup and twice a week the children visit the new entrants' class. This approach aims to build a strong foundation so each child has a successful transition to school.

Meeting needs and facilitating manaakitanga

Ngā Kākano Puawai o Kaikohekohe Trust member Kelly Yakas says these exciting initiatives are a response to needs in the community identified two years ago. Under the Early Learning Taskforce she completed a survey of local whānau.

Three things became apparent, she says. "There was nowhere in the Far North town where mothers felt comfortable to breastfeed; there were no public nappy changing facilities; and Kaikohe lacked a playground that was safe for preschoolers."

Kelly says the survey also revealed the biggest barrier to parents enrolling children in formal early childhood education was not cost or commitment, but vibe.

"Parents needed to have the right feeling about a place, to feel comfortable to hangout, and to play and learn alongside their children."

She says the Trust, in partnership with the Ngā Puhi weaving group, has been able to meet genuine community needs as well as creating that "right feeling or vibe of aroha and manaakitanga" for local whānau and this is why it is such a success.

Be involved – get enrolled

You can build on the learning your children are doing at home by enrolling them in early childhood education:

- › Early childhood education builds on your children's interests and abilities.
- › It helps them get along with others.
- › It helps children do better when they go to school.
- › Early childhood education is a great investment for the future.

It's easy to find out more about early childhood education options in your area:

- › Talk to your friends, whānau, and people in your community.
- › Look up local early childhood education services in your *Yellow Pages*.
- › Contact **0800 ECE ECE (323 323)** or your local Ministry of Education office.
- › Check out the Ministry of Education's website **www.education.govt.nz**.



“No other place like it”

Te Kohekohe Playgroup mum and weaver Makareta Jahnke says:

“You can see and feel the positive energy buzzing around the children, parents and families as they weave and kōrero.

People are making connections and building relationships. Sharing kai and kōrero. They are helping and guiding each other. They are learning customs and values by listening to the kuia.

The Centre provides physical, spiritual and mental wellbeing. There is no other place in Kaikohe that offers this environment.”

It's your choice

There are lots of different options in early childhood education.

- › At a centre or at home.
- › Drop your children off or stay with your children.
- › Qualified teacher led or parent led services.
- › Full-time or part-time.
- › Bring your own food or have it provided.

Early childhood education doesn't have to cost much.

- › Most early childhood education services offer 20 Hours ECE (early childhood education) to three, four, and five-year-olds.
- › Some services may want your child to attend more hours than are covered by 20 Hours ECE.

Many communities can offer early childhood education in languages and cultures that suit your whānau.

Te Kohekohe service user Leigh says:

“As a parent living on the outskirts of Kaikohe, Te Kohekohe playgroup is very beneficial. It is a free, fun and safe environment with a very positive vibe. The opening hours are great, 10 am to 2 pm five days a week, allowing us to come and go as we please, with no pressure.

I have a 14-month-old son who is breastfed. Feeding and changing him in town used to be very challenging. Te Kohekohe provides facilities for feeding and changing.

There is also a separate baby area with age-appropriate resources to help empower me as a parent and help him further develop his social, emotional, and fine and gross motor skills, which are very important in those first three years of brain development.

Te Kohekohe is a positive and great environment to be in. It is a great asset to the Kaikohe community.”

“Positive vibe, no pressure”

Getting there

There are lots of ways to get to and from early childhood education services.

- › Talk to other parents about setting up a 'walking bus' – where parents or caregivers take turns walking with groups of children.
- › If it's too far to walk from home, you might be able to share transport and/or child-minding with another family.
- › Some early childhood education services have a bus or van to pick up children and whānau and drop them home again. ■

Community spirit – working together to help young people achieve

The best outcomes happen when knowledge is shared

Sharing information and know how will help make education better. That is why schools are teaming up to form groups called 'Communities of Schools'. Through these groups teachers can share knowledge and experiences to ensure that each child gets the best that education can offer.

It works like this – a group of about 10 schools and/or kura get together to set shared goals for student achievement and work out how to achieve those goals. This is called a Community of Schools (CoS). In each CoS teachers learn from, and provide support to, each other. This will result in higher-quality teaching for our young people. Māori-medium schools can form their

own communities with kura and wharekura, or work alongside English-medium schools.

This new project is growing fast. So far 220 schools have joined to form 29 Communities of Schools reaching 80,000 students across the country.

Each CoS has been hard at work setting achievement goals, planning how to tackle these and setting aside time to hear what whānau and the community think of these plans.





A community approach

It's not just schools that decide what we want our children to achieve – it's important to hear what the wider community thinks. In the Marlborough region, a CoS organised a community meeting to set goals, and to gather feedback and input from families and the school's community. More than 100 people turned up to share their views on education. This input will ensure that the schools' aims link back to family and community aspirations and priorities.

What does CoS mean for you?

- › CoS is a way for schools to join up and make a big difference to achievement for all of our young people.
- › It provides an opportunity for Whānau to become more actively involved in their children's education.
- › We all know that good teachers make the biggest difference to learning, but it's just as important that parents want the best for their tamariki too and find ways to get involved.

What can you do to get involved?

- › Talk to friends and whānau about the benefits of a CoS for your child and school.
- › If you think a CoS would work well for your school, tell the school's leaders.
- › Help set the goals for your CoS, and give feedback on the work they do.
- › Use these goals to help set your goals for your child, to support them at school.

How can you find out more?

- › Visit parents.education.govt.nz
- › Phone **0800 IES INFO (0800 437 4636)**.
- › Email the IES team at IES.team@education.govt.nz
- › Talk to a teacher or leader at your school. ■

Rangitāne o Wairarapa

Planning for success

Iwi have a unique connection to and relationship with whānau that reflects whanaungatanga and whakapapa. Iwi also have a vested interest in and commitment to the wellbeing of uri, and this includes the educational success of tamariki mokopuna.

This article outlines how Rangitāne o Wairarapa is using the “Whānau Education Action Plan” (WEAP) process to invest in growing whānau skills to champion their children’s learning and achievement.

Joseph Potangaroa, Education Co-ordinator, explained that Rangitāne o Wairarapa “wanted to take our work with whānau into education. The WEAP approach looked like it would work for us because it aligned with what we were already doing with whānau.”

“The project allows us to draw on our strengths – we know our local people and our community. It also allows us to work with the Ministry of Education and draw on the expertise of its staff.”

Rangatahi and whānau are engaging with and enjoying the benefit of the WEAP training delivered as part of the project.

Whānau name: _____ Our Whānau Education Plan

Our goals are to... Our whānau will... We celebrate success by...

Who or what can help us?

This plan started on (date) _____ and will finish when we reach our goals!

The iwi identified people, mostly uri o Rangitāne o Wairarapa and then supported them through the training. Those that underwent the training then worked with rangatahi and whānau.

Mihirangi Hollings is a Senior Advisor in the Ministry of Education’s Parents, Family and Whānau Team. “The WEAP process encourages students and whānau to talk about what works best for them in education, and what they want for their future,” she explains.

“We use [Whānau Education] Action Plan sheets to work through questions and to map out what we talk about. The

sheets then stay with the whānau as a reminder of the conversation, their aspirations and what can be done to support the rangatahi to achieve their education goals.”

The WEAP process supports and motivates rangatahi and whānau by encouraging them to have education conversations and identify people or education support to help them achieve their aspirations.

Atarea Puketapu is a Year 11 student at Solway College. “The WEAP questions are simple” she says, “but they really helped me to think more clearly about what I want to do and to plan what I need to do next.”

“I like art. So I’ve identified that after school I’d like to follow on with digital media, either graphic design or animation. [The process] also helped me to understand what subjects I need to be taking.”

Mereana Lopa, Kaimahi for Rangitāne o Wairarapa, explains how WEAPs connected to the work she was already doing. “We built the WEAP process into

our social services; this was the link and reach we already had into whānau and the community.”

“Using WEAPs helped us to rethink our approach to whānau. The WEAP process uses a positive and education-focused approach, and as a result we are more mindful now of how we ask questions. The WEAPs encourage a focus on solutions, rather than a crisis view. This is a real advantage for iwi and whānau.”

The WEAP is unique, in that it is totally focused on rangatahi and their whānau, their desires and aspirations. When whānau design their own plan, they are more likely to own it, and to make changes in their lives or to act.

This is a way to grow iwi champions – we are all iwi champions already.



WEAPs in Action:



A **14-year-old and his whānau** wanted help figuring out NCEA. He was starting NCEA the following year and they wanted to be sure he was choosing school subjects and a career pathway which suited him. They attended an NCEA workshop run by the iwi at their local marae. The workshop helped them to understand the NCEA process better and they now feel confident about what he needs to do at school. This boy was supported by his aunty, sister and cousin, and they all went to the workshop together. As a result, his wider whānau also have a better understanding about how they can support him along the way.



A WEAP process helped a **mother and her Year 11 son**. With the support of a trained iwi member they worked through the mother's concerns that her boy was skipping school and was in with a "party crowd." Using the WEAP process and tools the three of them talked and worked together to find the best way forward for the son. The solutions-focused process meant the son could set his own education goals – and doing this motivated him to focus on his school work again. By focusing on what he wanted to achieve and how to make that happen, he got results. He passed NCEA Level 1 with 97 credits including 15 at Level 2.



A **university student** unsure about whether she wanted to continue with her studies was supported by a trained iwi member. The student was travelling from Masterton to Wellington every day but was not enjoying all of her classes. The WEAP tools and questions helped the student and her whānau to work through her education options and choices and to clarify what she wanted to do, and what she needed to do to get there. As a result, the student decided she really did want to complete her degree. However, she also realised she had to make some changes to her classes. Now that these changes have been made, she is much happier at university.

What can you do?

- **Talk to your children about what they want to achieve in education and share your aspirations for them.**
- **Attend the workshop: *NCEA and the whānau*. Designed especially for Māori whānau, this will help you to:**
 - › understand NCEA.
 - › talk about your dreams and aspirations for your child.
 - › help your child make good subject choices.
 - › learn practical tips on how you can help your child achieve NCEA success.
 - › create your own Whānau Education Action Plan to achieve your whānau aspirations. ■

Visit www.nzqa.govt.nz for more information about NCEA or to request a workshop in your area.

Download the free NZQA app **NCEA Guide** which includes information for whānau about how NCEA works.

Visit parents.education.govt.nz for lots of tips on getting involved with your child's learning.

Ngāti Tamaoho kaupapa mātauranga

Iwi and whānau supporting education

Ngāti Tamaoho know that the education of their people will contribute to the betterment of their people.

Ngāti Tamaoho have already been showcased for the great work they are doing at Papakura's Kereru Park Campus, but the work does not stop there. With hapū commitment to the kaupapa that every mokopuna will experience educational success, Ngāti Tamaoho will leave no stone unturned. They are calling for support from the Ministry of Education and other organisations willing to work with them to develop sustainable education pathways.

Key to Ngāti Tamaoho's dreams for education becoming reality is more whānau involvement in education and whānau talking about education in their homes.

Whānau are being encouraged and supported to lead, demand and deliver education in their area. This is an ambitious plan, but Ngāti Tamaoho are relentless in their efforts to lay the ground work to ensure this vision for education becomes reality.

Ngāti Tamaoho are concentrating efforts in the South Auckland area. They are focused on building relationships with whānau throughout the rohe and working with early childhood

providers, including kōhanga reo, schools, marae, sports clubs and a range of social services. The focus of these relationships is to change attitudes about education and to discuss how Ngāti Tamaoho tamariki can access the best education.

One way the Ministry has helped Ngāti Tamaoho to change hearts and minds has been through the Whānau Education Action Plans (WEAPs). Through this process a number of whānau have shared enlightening and humbling stories of their experiences in education and with government organisations. The WEAP's development process highlights the role that whānau, iwi leadership and governance can take to support quality education provision for all of Ngāti Tamaoho.

www.nzsta.org.nz/media/323742/whanau-education-action-plan-interactive-01.pdf

Another significant part of the education focus for Ngāti Tamaoho is to strengthen Māori-medium education pathways. To do this, whānau must have access to high-quality Māori language education options. It is also essential that mokopuna are encouraged to move from kōhanga reo to kura, and to stay in Māori-medium education. To achieve this, Ngāti Tamaoho is

working alongside their local kōhanga reo and kura. This effort is paying off, and together they have set and exceeded targets to increase the number of tamariki learning through te reo Māori.

Ngāti Tamaoho is developing resources that reflect their iwi stories. Iwi and hapū can use these on marae, in kāinga and in schools. Ngāti Tamaoho is also working to support school leadership and governance, and influencing the selection and appointment of teachers and principals in their rohe.

Ngāti Tamaoho knows how they can make a difference for their mokopuna. They understand that the quality provision of education will improve education pathways. They have identified that by actively contributing to the curriculum content and who is teaching their tamariki they will be able to have even more success. ■

For more information about any of these initiatives or if you are interested in assisting Ngāti Tamaoho and their tidal wave of change, contact Teresa Kirkwood Manager from Oranga Hau, the health and wellbeing branch of Ngāti Tamaoho Trust: info@tamaoho.maori.nz.



Ensuring effective pathways for our youth

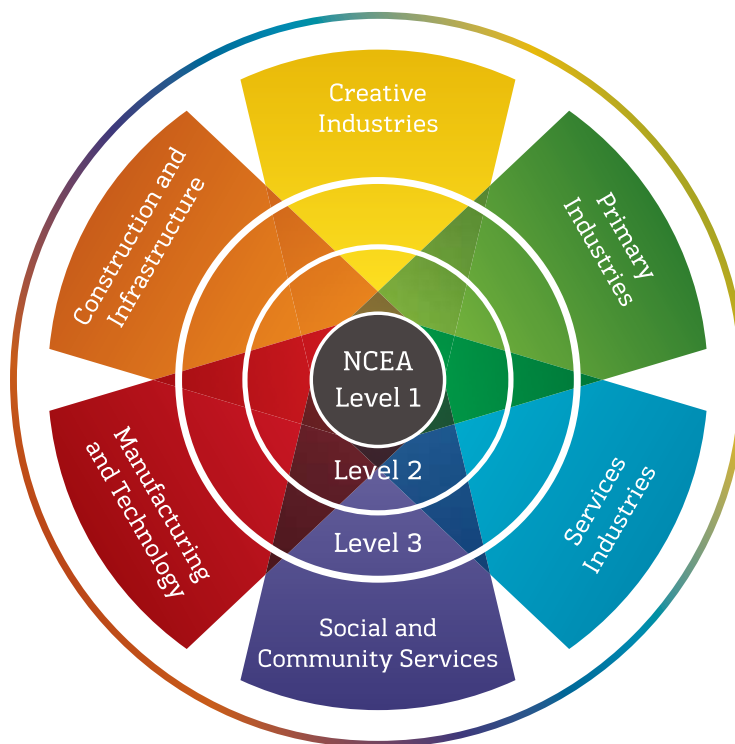
Making sense of school Vocational Pathways

We all want the best future for our children. There are so many career options to consider. It is important to make informed choices at school, to earn sufficient NCEA credits, and to have a clear pathway from school to study or work. For most students, the best results come from learning relevant skills in real-life situations, both in and out of the classroom.

Vocational Pathways provide an alternative to achieving NCEA Level 2 – the foundation for success in further education and the world of work. Individuals have the freedom to discover, and choose, the direction that is right for them.

Vocational Pathways helps students figure out what skills they need to make a career in something they enjoy. They help educators, families, and employers work in partnership with students, so students can build on their skills and talents to find work they have a passion for.

Vocational Pathways options are mapped into six broad sectors and each sector offers one or more career options. The Vocational Pathways provide a structure to achieve NCEA Level 2 and support students to progress through education and training to employment.



Students can also earn 20 NCEA credits doing hands-on learning through a **Trades Academy** or a **'Gateway' placement** in a real workplace. These credits can also go toward a Vocational Pathways Award.

Parents, show your child the wheel and ask them if they are interested in one of the six pathways. Students, ask your school if they offer Vocational Pathways so you can start on a journey to work in one of New Zealand's growing industries.

More information can be found online: youthguarantee.net.nz/vocational-pathways/students-and-whanau/

Read here the great story of Brooke Brightwell in Hamilton who achieved NCEA Level 3 at Fairfield College after attending a Wintec Trades Academy and who is now on a pathway to further study and work: www.stuff.co.nz/waikato-times/news/69023836/Waikato-schools-trades-academy-ups-achievement



What I study at secondary school can make me who I want to become

Profile Builder

Vocational Pathways help young people focus and plan for their future while they are in education.

The 'Profile Builder' helps young people, parents, family, whānau, and educators explore skills, talents and achievements. It also assists with planning future study and work, with links to more than 700 jobs through Careers NZ.

CareerQuest and Skills Matcher on the Careers NZ website lets young people explore their skills and interests, and shows how these can lead to jobs. CareerQuest starts with the things students are passionate about so they can find jobs they'll enjoy. Skills Matcher starts with what the student is good at to find jobs they will be able to do.

From here, young people can work through the different levels of the Profile Builder.

The Profile Builder also enables young people to show prospective employers how their school achievements are relevant to the jobs they are applying for. It helps employers see at a glance whether a job applicant has the skills they need (maybe including skills from another sector that might enrich the position on offer), by organising credits achieved according to the six pathways.

Use this link to find out more information: youthguarantee.net.nz/vocational-pathways/profile-builder/

What can you do?

If your teenager has started doing NCEA you can visit the on-line Profile Builder.

Your teenager can log on and together you can review how the credits they have map to vocational pathways.

You can talk to your teenager's teacher or school if you have any questions or if you want more information or options to support your teenager.

Inspired to learn and to give back

Creative Industries Vocational Pathway



Students at Tikipunga High School in Northland are planning a joint project with their local hapū. They aim to produce a number of large artworks that will be auctioned during an exhibition being held to showcase students' artwork and kapa haka.

Funds from the proposed event will go to the students' Māori Performing Arts and Carving Course (MCP) which is managed by Te Taitokerau Trades Academy. As part of this, students will earn NCEA credits that will contribute to further study or work.

Not only are these teenagers learning skills in historical research, planning and carving, they are also creating art work that reflects their cultural identity.

The programme is run by Whaea Te Aomihia Taua-Glassie and Matua Robert Māhanga who are ecstatic that Robert, Master Carver, has returned to Whangarei and is able to assist in the whakairo programme.

"The students have chosen this course because of a love of Māori creative studies," says Te Aomihia. "For some, this will

be a pathway to a career in the arts. Right here in Tikipunga students can learn this specialised skill without having to go all the way to the National Carving School in Rotorua. They will also have the foundations to progress to the new Bachelor of Māori Arts at Northtec."

Students on the course also earn credits through Māori Performing Arts for their NCEA qualifications. They complete their theory during their normal timetable school day and do their practical after school or during weekends at kapa haka practice.

"As part of their courses the students are doing valuable cultural and historical research which is used to support other subjects at school," says Te Aomihia. Subjects included are Māori music composition that aligns with Level 2 and Level 3 achievement standards, crafted writing and speech making for Te Reo and music – the kids love this."

Te Aomihia says as well as learning history and skills in the arts, students are also learning to speak Māori as an integral

component of learning Māori Arts. "This means that our students will not only be confident in their kapa haka performances and the production of their art works, but also in their reo Māori me ōna tikanga."

"The programme provides an opportunity for our students to be active participants in their communities. They assist at various gatherings by waitressing at the Waitangi Tribunal held at Tau Henare Marae, performing at local schools and retirement homes, conducting pōwhiri for overseas visitors to Whangarei, facilitating activities on school camps and teaching other students."

"Notably, the students helped plan, manage and evaluate the Secondary Schools Speech Competition – Ngā Manu Kōrero. This was a major event in the Tai Tokerau region. All of these contributions show the importance not only of learning useful skills and knowledge from the Māori Performing Arts and Carving Course, but of giving back to the community and continuing the creative traditions of our culture."

Joanna Smith, Manager of Te Tai Tokerau Trade Academy says "students feel empowered by the success they are having, continuing their education in subjects that they are passionate about. Students who had, in the past, missed classes, are now attending their programmes with renewed focus and a drive to be the best they can be."

Learning on the job

Manufacturing & Technology Vocational Pathway

Aorere College is one of four South Auckland schools to enrol Year 12 students in a course on which they can learn skills to help them get work in the growing logistics trade. The students are doing this as part of a logistics course offered by tertiary provider the Manukau Institute of Technology (MIT).

As part of this, students are getting hands-on work experience at two local logistics and freight companies. During their 12-week work placement, students learn the structure and systems of logistics and help to load, unload and unpack containers.

Learning these skills makes sense as there are plenty of employment opportunities in the local area, where large logistics companies and the airport are based.

As well as learning 'on the job', students do theory back in the classroom to underpin their practical work. All of this earns them sector-related NCEA

credits, helping them get the qualifications they need as well as a Manufacturing & Technology Vocational Pathway.

Students discover another world outside school, grow in confidence, get to know the job and its challenges and experience what it's like to work in logistics.

The Level 2 course was run for the first time in 2014, and seven students from Aorere College attended. In 2015 five students have progressed to the Level 3 course. One chose not to proceed with the Level 3 course but is still in school, and the logistics course in 2014 helped him pass Level 1 and Level 2 NCEA. He is now focussed on passing NCEA Level 3 and is interested in animation. Another student is enrolled in the full-time Logistics Diploma course at MIT.

In 2015 there are seven new Aorere students to the Level 2 course.

Aorere College and the other schools – Mangere College, Southern Cross Campus, and De La Salle College – with MIT, are part of the Mangere-Otahuhu Youth Guarantee Network.

Youth Guarantee networks and partnerships bring together education, the community and employers to provide opportunities for young people using Vocational Pathways.

The aim is to help students get skills and qualifications valued by employers and give them clear pathways to work or further study.

If you want to know more about these opportunities, find a network or provider at: youthguarantee.net.nz/find-a-provider/



Guaranteeing a future for our youth

A pathway that's right for you

When he was growing up, 24-year-old entrepreneur Paul Organ from Te Arawa was taught three values by his whānau: hard work, persistence and loyalty. Paul, who co-owns his own software company, believes that these characteristics are true to all Māori and can help young students find a path to success.

"My mother grew up in Rotorua," he says. "She was not allowed to speak Māori at school and often had to work on the farm instead of go to class. She was determined that I got a good education and the stories of her youth and her resilience made me ambitious. I was determined to find a pathway to success."

"But that was not easy. At first I wanted to play professional sports and devoted most of my time to basketball, with some success including making the Auckland Stars at sixteen but my professional sports career didn't look likely. So instead, I worked hard at school and went to university to study architecture. But the truth is, I wasn't passionate about my course, there was no thrill in it for me."

"I wanted something faster paced and more competitive. My design lecturer, who was also Māori and had had success in London, sparked my interest in the world of software. I realised I didn't want to design buildings that may never be built, I wanted to build technology businesses."

"I left university with my business partner, Kurt Meyer. The first apps we set up failed, but by using a new approach, we eventually came up with something that addressed a gap in the market – an app which tracks and monitors boarders, called Boardingware (www.boardingware.com). We now sell this app to boarding schools globally."



"There are many different career opportunities out there, find out what they are, and start on your pathway as soon as you can."

"I realised there was so much opportunity and I could take control of my destiny more quickly if I put to work doing something I loved and was passionate about."

"My advice to young Māori is not to get too bogged down with thinking that success is only about getting professional jobs like lawyers, doctors and architects – which often seem so out of reach. There are many different career opportunities out there. Find out what they are, and start on your pathway as soon as you can."

"The world of technology can be accessed by anyone and some practical advice would be to learn how to code, because this gives you the ability to 'build' anything. Have a look at codeacademy.com or codeavenegers.com. You can do it yourself. At the end of the day, you will succeed if you work at something you love and if you follow that pathway with hard work and persistence." ■

Leading by example

Living Ka Hikitia in schools every day

The *Ka Hikitia – Video Case Studies* are an exciting tool that inspires and affirms the efforts of whānau and educators and celebrates success. The video case studies have been released on the education.govt.nz website.

Ka Hikitia – Video Case Studies share effective stories from schools that look and feel like yours.

The videos support on-going kōrero between parents, whānau, teachers, boards of trustees and principals, and explore how schools and whānau can support the learning and identity of tamariki and rangatahi Māori.

Five schools opened their doors, sharing their challenges and the solutions and actions they developed with whānau, iwi and communities. The schools were chosen from around the country and included rumaki Māori (Māori-medium) and kura auraki (English-medium). The schools are: Breens Intermediate in Christchurch; Makoura College in Masterton; Porangahau School in the Hawkes Bay; Te Karaka in Gisborne; and Newton Central in Auckland.

The stories reflect the principles of *Ka Hikitia – Accelerating Success 2013–2017*. The principles are: the Treaty of Waitangi; Māori Potential Approach; Ako; Identity, Language and Culture; and Productive Partnerships. The case study videos (between one and three minutes long) outline ideas whānau might like to discuss with their school(s).

Porangahau School from the Hawkes Bay region has a strong association with local iwi, Ngāti Kere and Te Rongomaraeroa

Marae. As one of the video case study schools, it shares its experience developing productive partnerships to improve entry to school for tamariki.

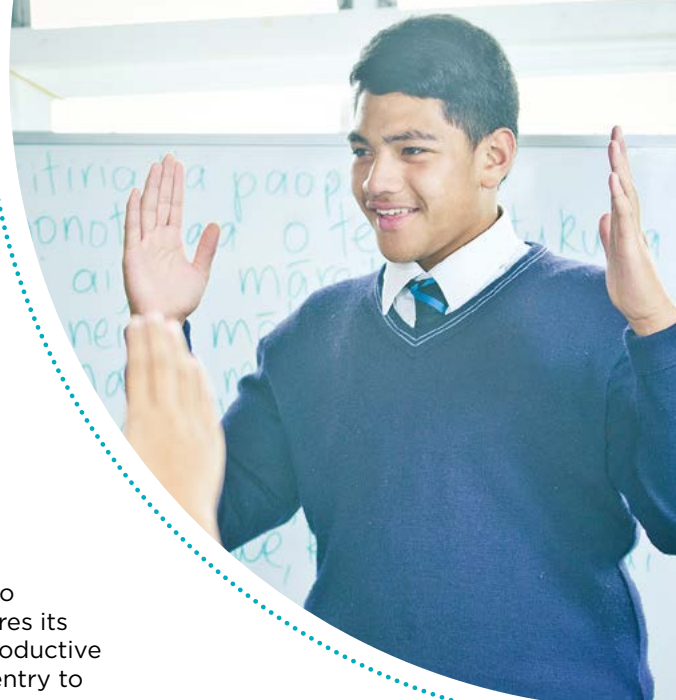
The school worked with whānau and parents to develop an early entry to school programme to better support new entrant children who had been struggling to settle into school and classroom life. This approach provided a head start for tamariki through access to quality early childhood education, and allowed tamariki to begin their transition to school six months earlier than normal.

“We have instigated a programme where children can come into school for up to six months before they are five.”

**Douglas Hales Tumuaki,
Principal, Porangahau**

Everyone has a role to play to support the education outcomes for our rangatahi. There is a need to work together to identify challenges and make the required changes to support tamariki and rangatahi. Through watching the case studies whānau can pick up tips to feel confident to get more involved in their child's learning.

To view these videos visit education.govt.nz and search for *Ka Hikitia Case Studies*.



Tips for parents and whānau:

- › Being at school on time and going every day, helps get children ready to learn and sets them up to be successful.
- › Be interested in your child's learning. Children do better when parents and whānau are involved.
- › Ask questions about what your child is learning, what they liked about their day and what they dream about for their future.
- › Talk to your child and his or her teachers about your child's interests, progress and any help they need.
- › Ask if there is anything you can do to support your child's learning at home.
- › It's okay to ask to meet with the principal or teacher at a time the suits you.
- › Ask your child's teachers about what the school is doing to support and grow Māori achievement.
- › Talk to other Māori parents and whānau about their children's progress, learning and school activities. ■



Hautū – get on board the waka

Māori parent and community membership on school boards of trustees hit an all-time high in 2013, and next year schools will call again for nominations. This could be the time to put your hand up and jump on board, to paddle your school's waka.

Hautū is a new resource for boards of trustees to assess how culturally responsive their school is to their Māori community. This self-review tool asks the board about how they will accelerate achievement success for Māori tamariki and rangatahi.

New Zealand School Trustee Association (NZSTA) and the Ministry of Education worked together to develop *Hautū* in consultation with board chairs and members, principals, teachers and parents of dual and English-medium schools.

Traditionally 'hautū' are the people who keep the time for the paddlers in a waka. They do this by singing waiata and haka of different speeds for the paddlers to move the waka forward.

**"Ka hikitia tana iwi,
Ka hāpainga tana waka.
Auē, auē, auē hā!"**

Hautū chant

By providing direction and pace for schools, *Hautū* is a tool that can assist Māori students to enjoy and achieve education success as Māori.

Developed by the people for the people, through a variety of consultation opportunities, *Hautū* supports boards to gather and analyse information from their school, whānau and community to make informed decisions. The structure of the resource assists boards to have focused conversations and to keep their attention on the

activities that will strengthen and accelerate achievement outcomes for tamariki and rangatahi.

With the help of *Hautū*, school boards will begin a new journey with their Māori whānau and community, focused on strengthening education for and with Māori students and their parents, family, whānau and iwi. ■

For more information about a workshop near you contact the NZSTA Professional Development Administrator on **0800 782 435**.

Do you want to contribute to the board of your local school?

Board of Trustee elections will be held early 2016. Keep an eye out for more information from your school.

Ngārimu VC and 28th Māori Battalion Memorial Scholarships

“Ake, Ake, Kia Kaha E!”

Earlier this year Education Minister Hekia Parata presented five Māori students with prestigious tertiary scholarships in honour of the 28th (Māori) Battalion. The recipients received their Ngārimu VC and 28th (Māori) Battalion Memorial Scholarships at a ceremony at Parliament.

The Ngārimu VC and 28th (Māori) Battalion Memorial Scholarship Fund Board, has been supporting future Māori leaders to succeed in education since 1948.

This scholarship commemorates the brave men of the 28th (Māori) Battalion and this year's recipients exemplified the same traits that earned the Battalion an honoured place in New Zealand's history. They demonstrate determination, service and leadership, and honour the spirit and sacrifice of the soldiers by making their own contribution to their whānau, hapū, iwi and country, just like the soldiers did.

A total of 86 applications were received in the 2014/15 round; 67 undergraduate, 13 masters, and six doctoral. Of the 86 applications we received this round, five exceptional winners stood out and have shown other young Māori what can be achieved through belief, commitment and hard work.

Among this year's winners of the annual scholarship were aspiring psychologists, doctors and an environmental scientist.

Tahlia Kingi (Te Arawa, Te Aitanga-a-Hauiti) was awarded the doctoral scholarship worth \$25,000 a year for up to two years. Tahlia is researching self-injury among young Māori and the support role of whānau and community. She will complete her qualification in 2016.

Te Rerekohu Tuterangiwhiu (Ngāpuhi, Taranaki, Ngāti Ranginui, Tainui) received the masters scholarship worth

\$15,000 per year for up to two years. His research focuses on sustainable management of native pāua stocks. Te Rerekohu has a bachelor's degree in mātauranga Māori (Māori knowledge).

The three undergraduate scholars were Hine Kawana (Rangitane, Raukawa, Te Arawa, Ngā Waiariki, Te Ati-hau-nui-a-Papārangi) who starts her Bachelor of Arts this year; Coralie Takuiria Dargaville (Ngāpuhi, Te Arawa) and James Enright (Ngāpuhi, Ngāti Ruanui) who are both studying towards a Bachelors of Medicine and Bachelor of Surgery. Each undergraduate scholarship is valued at \$10,000 per year for up to five years.

The scholarships are awarded every year and applications for the annual round of the Ngārimu VC and 28th (Māori) Battalion Memorial Scholarship have just closed. We look forward to celebrating the education success of future recipients and wish all our current recipients the best of luck with their studies. ■



**“Māori Battalion!
March to victory!**

**Māori Battalion!
Staunch and true!**

**Māori Battalion!
March to glory**

**Take the honour of
the people with you
Ake ake kia kaha e!”**

Identity Language Culture

Published 2015 by the
Ministry of Education
PO Box 1666, Wellington 6011
New Zealand
www.education.govt.nz

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Image Acknowledgements:

Cover image features: Te Arepa Whaitikitiki Kimura-Meihana.
He is 13 years old. He currently attends Titahi Bay North School
in Titahi Bay/Porirua and loves kapa haka, maths and playing
rugby. He uri nō Ngāti Tūwharetoa, Taranaki me te iwi Morehu.

ISSN 2463-4018 (Print)
ISSN 2463-4026 (Online)

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TE TĀHUHU O TE MĀTAURANGA
MINISTRY OF EDUCATION

New Zealand Government