

KA HIKITIA IN ACTION

KIA REWA KI RUNGA!

KA HIKITIA ACCELERATING
SUCCESS
The Māori Education Strategy



THE FESTIVALS OF EDUCATION

Celebrating education
success in Aotearoa

THE WHĀNAU FACTOR

Making the difference at
Bay of Islands College

GAME ON!

Playgroups and rugby league:
A game changer for whānau

Identity
Language
Culture



Schools Working Together to Raise Student Achievement

Investing in Educational Success (IES), which will start in 2015, is all about schools and kura working together to get better results for students. IES will also give parents and whānau more opportunities to get involved in their children's education.

The heart of IES is Communities of Schools, which are groups of about ten schools and kura that come together to address shared achievement challenges to strengthen student engagement and achievement.

Māori medium schools can work alongside English medium schools inside Communities of Schools, or form their own Communities with kura and wharekura.

Each Community will identify its own local challenges to raise the achievement of students. Teachers and principals from across the Communities will share their expertise to help meet these challenges.

Communities of Schools are beginning to form now. Parents and whānau can talk to their child's school about participating in a Community and how that may progress their child's learning. Parents and whānau can also get involved in setting the Community of Schools' achievement challenges.

FOR MORE INFORMATION ABOUT THE COMMUNITY OF SCHOOLS:

- Visit: <http://education.govt.nz/ministry-of-education/specific-initiatives/investing-in-educational-success/communities-of-schools/>
- call 0800 IES INFO (0800 437 4636)
- write to IES.Team@minedu.govt.nz
- or ask at your local Ministry office



Language

Foreword

I am happy to introduce *Ka Hikitia in Action*. It shares stories of success, achievement, hard work, and partnerships that are happening every day in many communities, so that Māori can enjoy and achieve education success as Māori.

All students deserve the best that education can offer so that they can reach their full potential. People around the country are focused on unlocking this potential, in lots of different ways, and this publication shows how they, and you, are doing just that.

The articles on the following pages show that when we work together – with each group contributing their expertise – powerful things happen in education.

The Festivals of Education that took place in Auckland, Wellington, and Christchurch brought iwi, whānau, teachers, communities, students, principals, and Ministry people together to demonstrate what they are doing to create change for our children. Themed around educational innovation, collaboration, and success, the festivals attracted many people. Mums, dads, grandparents, and educators were full of questions; they wanted to be involved and to take the ideas back to their own communities.

So in response, I hope *Ka Hikitia in Action* gives you the information you've been looking for. Please share it with your families, the people at work, your sports club, at the marae – wherever you go. These are real, practical stories of how people like you are putting the Māori education strategy *Ka Hikitia: Accelerating Success 2013–2017* into action.



Everyone involved is working hard and trying new ideas to make sure all Māori students have the skills and opportunities they need in order to contribute positively to their whānau, communities, country and, if they want, to the world; and to do all this as Māori.

Peter Hughes

Secretary for Education

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"The role of education is to nurture every child's potential and to support their educational success and achievement."

Ka Hikitia: Accelerating Success 2013-2017

Culture

THREE FESTIVALS OF EDUCATION IN THREE LOCATIONS AROUND THE COUNTRY (AUCKLAND, CHRISTCHURCH, AND WELLINGTON) DREW APPROXIMATELY 30,000 PEOPLE TOGETHER TO CELEBRATE EDUCATION EXCELLENCE ACROSS THE EARLY LEARNING, SCHOOLING, AND TERTIARY EDUCATION SECTORS – A FIRST FOR NEW ZEALAND EDUCATION.

The Festivals of Education

Celebrating education success in Aotearoa

In March this year, Cognition Education and the Ministry of Education kicked off a series of festivals around the country. The aim? To start a simple, open, and ongoing conversation with communities and whānau: that education is everyone's responsibility – everyone, every day, everywhere, every way.

The result was a spectacular showcase of what whānau and communities here in Aotearoa value in education; a fantastic celebration that left everyone buzzing – world education leaders, local education providers, rangatahi, whānau, iwi, and school and community leaders alike. And they weren't just buzzing ... they were hungry for more!

A particular focus in this first year for the festivals was to provide a platform for people to talk about strengthening the value of teaching and raising the status of the teaching profession. It also aimed to highlight teaching as a career by celebrating more of what's good in education.

The festivals were timed to coincide with the fourth International Summit on the Teaching Profession 2014, which was hosted by the New Zealand Government in March this year. The theme of the summit was 'Excellence, Equity and Inclusiveness: High quality teaching for all'. Education ministers, teacher unions, and teaching leaders from the 25 highest performing school systems in the Organisation for Economic Co-operation and Development (OECD) gathered in our capital to share global best practice and create a stronger teaching profession.

"We must ensure that whatever we do in education is creating the opportunity for those young people to be successful and to live the lives that they want to live in the language, identity, and culture of their particular background."

Honourable Hekia Parata, Minister of Education, New Zealand, at the Wellington Festival of Education 2014.



KARARAINA CRIBB,
EARLY LEARNING TASKFORCE LEAD.



THE FESTIVALS OF EDUCATION OFFERED
SOMETHING FOR EVERYONE.



THIS YOUNG BOY USES AN INTERACTIVE TOUCH SCREEN AT THE FESTIVALS OF EDUCATION.

"I found it incredibly inspiring."

Teacher at the Auckland Festival of Education 2014

"I was blown away by the things on display at the Festival. I can't believe how much education has changed – it's like a different world. It makes me excited for my kids and their learning. Ka wani kē (Fantastic)!"

Parent at the Wellington Festival of Education 2014

"He rawe ki ahau te whakaaturanga nei – he maha ngā whakakitenga! Ko te mea pai rawa atu ki ahau nei ko te pūreretā 3D. I hangaia mai he tauira o tētahi whakakoi pene. Ko te tūmanako, ka riro i tōku kura tētahi o ērā taputapu."

Rangatahi (11 years old) at the Wellington Festival of Education 2014

The festivals created an opportunity to showcase the very best of New Zealand education excellence to the international guests who had gathered for the summit. It also provided a chance for New Zealand education providers to learn from our international manuhiri.

On a local level, the Festivals of Education were a real example of mahi tahi (working together) in action – educators, rangatahi and their whānau, iwi, educational organisations, and community leaders coming together to be inspired, to celebrate, and to share: ideas, learnings, successes, resources, innovations, and best practice.

For parents and whānau, the Festivals provided a range of opportunities to learn about how they can support their tamariki on their learning journeys, what questions to ask, and where to find relevant information. For rangatahi, the Festivals provided a chance to find out about different learning pathways and to showcase their own learning through performances and the successful Youth Leadership Summit.

For educators, the Festivals provided a range of professional learning and development opportunities from early learning through to tertiary. And for iwi and community organisations, the Festivals provided a chance to showcase their programmes and initiatives to a wide range of potential education partners, students, and the broader community.

Overall, the Festivals of Education 2014 were a celebration of collaboration, innovation, and cohesion: te whakatairanga, te mahi ngātahi, te mahi auaha me te kōtuitui. The stories in *Ka Hikitia in Action* provide an inspiring glimpse into some of the initiatives that were showcased at these festivals. These stories are examples of the great things that can happen in Māori education when productive partnerships come together and the right support is put in place to nurture them.

TE MAHI NGĀTAHI ➔ COLLABORATION

TE MAHI AUAHA ➔ INNOVATION

TE KŌTUITUI ➔ COHESION

TE WHAKATAIRANGA ➔ CELEBRATION

TO SEE MORE FROM THE FESTIVALS, GO TO:

www.festivalofeducation.org.nz

Identity

Game on!

Playgroups and rugby league: A game changer for whānau

Playgroups and rugby league? It's probably not a combination you would expect. But New Zealand Rugby League (NZRL) is working with the Ministry of Education to take early learning out to communities and in to spaces where whānau naturally meet up – like the friendly rugby league clubroom.

NZRL has set up free playgroups in rugby league clubrooms in Auckland as part of the organisation's philosophy, "It's More Than Just a Game".

Playgroups are a type of early learning service where groups of parents and their tamariki meet regularly to play and learn. Children and their parents learn together, while parents support each other.

The project was set up to work at the grassroots level and get early learning out into communities and into places that are easy for whānau to access. It aims to give whānau what they want in terms of early learning for their tamariki.



CASEY SMITH, PROJECT COORDINATOR, NZRL AT THE FESTIVAL OF EDUCATION IN AUCKLAND.

"Strong communities create strong young people. Everyone benefits from that, not just rugby league. That's why we have collaborated with the Ministry to set up playgroups in two of our clubrooms."

Casey Smith, Project Coordinator, NZRL.

To date, more than 43 children have been enrolled into early learning as a result of the project. And all these tamariki are busy learning, exploring, and gaining skills to help them do well in the future – at school and beyond.

When NZRL and the Ministry of Education started talking about setting up the playgroups, the Ministry was challenged to think "outside the box". In the end, the partnership worked so well that NZRL now wants to get even more early learning opportunities like this up and going, to support their league communities.

"We started out small, focusing on two playgroups in two clubs. But we know it has had a positive effect on our community, and we will be working hard to get more clubs involved," says Casey Smith, project coordinator for NZRL.

"If this project were taken nationally, I know it would benefit a lot of communities. Creating awareness around playgroups and what early learning can do for children creates the foundation for better communities and a better New Zealand," says Casey.

ARE OTHER SPORTS ORGANISATIONS INTERESTED?

Contact the Early Learning Taskforce on 04 463 8000.

Donna Harris, of Ngāpuhi descent, is a mother of three children, with her youngest daughter, two-year-old Madisyn-Eve Harris, attending the Monday morning playgroup at Papatoetoe Panthers Rugby League clubrooms. Donna says that there are 20 whānau already involved in the playgroup, and the numbers are growing fast.

"It's a wonderful initiative. My daughter is learning to mix and mingle with other kids, share toys, and has even started picking up books and reading them," she says. "I've been recommending the playgroup to other whānau," says Donna.

Homegrown

Ngāti Hine rangatahi rise to the challenge



THE GREAT MOUNTAIN RACE OF THE PACIFIC

WRITTEN AND ILLUSTRATED BY TEAM TUKAIAIA

Sixteen keen rangatahi, armed with cutting-edge technology and the wise support of kaumātua and kuia as well as a collection of writers and artists: when a team like this unites, you know something exciting is about to happen!

Northlanders know what it means 'to make do'. So, when a number of local schools teamed up with local iwi to produce 20 of their own high-quality teaching resources ready to upload to iTunes for use in classrooms worldwide, the results were spectacular.

In a 48-hour process called Kiwa SLAM, 16 students were split into small groups guided by digital industry experts Kiwa Digital. The rangatahi also had access to the mātauranga and guidance of kaumātua and kuia and the creative input of local artists too.

A 'SLAM' is a workshop where students are guided to tell a shared story, create a drawing about their cultural identity, present a personal experience, or kōrero about their family legacy. As the students build their stories, the Kiwa Digital team captures them in a digital book that is then launched to the world through iTunes. Kiwa Digital calls this a 'cultural story-telling for the digital generations'.

In the end, the students produced a series of free apps for worldwide classrooms and students. On iTunes, check out their stories about Te Tai Tokerau, complete with illustrations drawn by mokopuna of the area. The stories include: *Hine Tirairaka* (Hine the Fantail), *The Tuna Whakaheke That Wanted to Go Home*, *Kumara Quest*, and *The Man Who Lay Down and Never Got Up*.

For many of the students, the project had a special significance because they wanted their resources to be true to their stories and identity. They felt it was important to produce resources about themselves in a format that would be easy to access because they knew their stories would ring true for other smaller rural communities like their own.

"Our marae are really important places for us as Māori because that's where so many of our stories are told. But the digital platform gives us a chance to share these stories with our people who live away from home."

Te Waihoroi Shortland, Ngāti Hine kaumātua.

Te Waihoroi Shortland, who worked on the project as a kaumātua, said the work gave students an opportunity to test their skills in an industry and a format that is relevant and modern.

"It's important for our rangatahi to understand the technology industry because there are heaps of opportunities in the industry for people like them," he says. "It was a cool project because it opened the students' eyes to a whole heap of other possibilities in the technology world. This could be something that many of them could look at for future mahi."

**TALK WITH YOUR TEENAGER
ABOUT THEIR GOALS AND PLANS FOR
WHEN THEY FINISH SCHOOL.
VISIT WWW.MAORIFUTUREMAKERS.COM
FOR IDEAS.**

Ōtaki students at the cutting edge

Science students roll up their sleeves to help their community

Finding a balance between a fast-paced, fuel-guzzling society and protecting the environment is a big deal at Ōtaki College. It may also end up being a career for hard-working, Year 12 chemistry students who are learning about science in the real world while studying for their NCEA Level 2 credits.

Ōtaki College lies in the small township of Ōtaki, about an hour's drive north of Wellington. Students at this school have been rolling up their sleeves to work with the Clean Technology Centre New Zealand – a local business devoted to finding fresh ideas for energy, fuels, materials, and technologies that are Papatūānuku friendly.

Students used their knowledge of chemistry on a project called 'Blended Fuel Solutions'. They also picked up all sorts of new science skills as they launched into developing new technologies to reduce toxic gasses and make old engines run better and last longer.

Tuscany Thatcher was one of the students working on the project last year. Tuscany enjoyed doing something in science that was focused on saving the environment while also giving her real-life work experience. "I like science – I like learning about the environment," she says. "I think my experience [in the project] will open up doors for me to different career options."

"I think it's cool that we were the first school in the world to start making our own fuel to run the school van."

Tuscany Thatcher, student at Ōtaki College.

Another student, Alana Fraser is passionate about Ōtaki. Contributing to a project that helped to make her community environment safer was a huge deal for her. "This project gave us the opportunity to be involved in something that actually mattered – it was practical; a real-life situation."

Ōtaki College Principal, Andy Fraser says that the project allowed the students to contribute to an environmental sustainability project that is possibly a world first.

"We are offering our students career options that are right here on their back doorstep – they don't need to go away to pursue further learning. In this way, our students can contribute to building our own regional economy based around clean, sustainable technology practices," he says.

**WORK WITH YOUR FRIENDS
TO SUPPORT EACH OTHER
TO DO YOUR BEST EVERY
DAY AT SCHOOL.**

The programme is part of the government's Youth Guarantee initiative, which is about matching subject choices to career choices. Young people need clarity, flexibility, and choice in how they get to where they want to go. Youth Guarantee aims to give students more choices, ways, and places to achieve NCEA Level 2 or equivalent, which is seen as the minimum qualification for succeeding in today's world.

**FOR ALL YOUTH GUARANTEE
QUERIES EMAIL:**

info@youthguarantee.net.nz



**TAKI COLLEGE WITH FUEL THEY
HAVE MADE THEMSELVES TO RUN THE SCHOOL VAN.**

Kei whea te aute?

Ngaati¹ Whanaunga ask, "Where are our future leaders?"

"How is it that people can grow up in the same place all their lives and not learn anything about their local iwi?"

It's a question that 26-year-old Briar Van Doirt asked herself after attending an iwi heritage course run by Ngaati Whanaunga on the Coromandel Peninsula.

"All of the local knowledge I learnt on the course was new," says Briar, who is keen to ensure her two tamariki Maaori grow up with the rich information she's only recently learnt herself about Ngaati Whanaunga.

"I thought the structure of the course was beautiful - everything linked back to the chant *Kei Whea te Aute?*"

Briar Van Doirt, parent.

Ngaati Whanaunga Education Officer Mike Baker explains that the iwi worked with the Ministry of Education to make a curriculum for the course that reflected both what the iwi wanted to share and what local schools and whaanau would find useful. In the end, Ngaati Whanaunga developed two teaching and learning resources to support the course. Both resources are entirely bilingual and written in Ngaati Whanaunga reo. They are a great way to ensure maatauranga Maaori and local knowledge is shared with tamariki who are growing up in the rohe.

The first resource, *Kei Whea te Aute?*, is based on a paatere (song or chant) that is at the heart of sharing the heritage and identity of the iwi.



RIPEKA BAKER, KAREN MESSITER,
MICHAEL BAKER, BETTY WILLIAMS, RIPEKA RENATA,
PONGARAUHINE RENATA.

¹ The use of double vowels is a feature of Ngaati Whanaunga reo and has been used at the request of Ngaati Whanaunga in this article.

Mike Baker wrote the paatere after learning the history of important landmarks and events and wondering how that knowledge could be captured. “Most of our ancient waiata are area or event specific,” Mike says. “This paatere touches on all the regions and speaks to all the generations.”

The second resource, *Ngaai Waihotanga Iho*, is all about looking after the environment. It can be taught as part of a science, maths, or social studies programme. It includes visual, audio, written, and other tools to help students get a deeper understanding of Ngaati Whanaunga knowledge. An important part of *Ngaai Waihotanga Iho* is the two-day waananga the iwi offers to teachers and waananga for whaanau.

Pita Mahaki, who teaches at Waiheke High School, says, “The waananga exceeded my expectations. The travel around Hauraki and Coromandel was a big undertaking. However, it gave the stories and whakapapa a realism, context, and relevance to the resources we were using.”

The first few lines of the Ngaati Whanaunga paatere refer to a famous ancestor, who said to a war party from Ngaapuhi before he was killed, “What does it matter if I die? I have planted the mulberry tree beside my house.”

The mulberry tree is a metaphor for a child, or in this case an up-and-coming leader, Hauauru who was the nephew of Pokere.

From this one paatere, resources have been created, including a DVD, Google maps, and an exploration of pepeha (tribal sayings).

YOU CAN VIEW THE ENTIRE NGAATI WHANAUNGA EDUCATIONAL RESOURCES ONLINE AT:

www.ngaatiwhanaunga.maori.nz/education/resources/

CONTACT EDUCATION OFFICER MIKE BAKER IF YOU WOULD LIKE TO TEACH THIS RESOURCE:

mbaker@ngaatiwhanaunga.maori.nz

DID YOU KNOW?

MANY IWI HAVE DEVELOPED EDUCATION RESOURCES THAT YOUR TAMARIKI AND WHAANAU COULD BENEFIT FROM.

CONTACT YOUR IWI OR THE IWI CLOSEST TO YOU AND ASK.



COROMANDEL PENINSULA.



LAYERS OF MEANING

KEI WHEA TE AUTE

Where is the mulberry tree

I WHAKATOOKIA E POKERE

That was planted by Pokere

KI TE TAHA WHARE?

At the side of the house?



Language

IN LESS THAN TWO YEARS, OVER 100 YOUNG MANIAPOTO TAMARIKI HAVE BEEN PILING THROUGH THE DOORS OF THEIR LOCAL EARLY LEARNING SERVICES. IT'S PRETTY EXCITING STUFF, CONSIDERING THAT EARLY LEARNING OFFERS OUR MOKOPUNA THE FIRST STEPS TO A GREAT FUTURE.

"I love the staff and so does my baby. I just wish it had been here when my others were little."

Parent.

On track for Educational Success

Maniapoto boosts early learning numbers

Since late 2013, the Maniapoto Māori Trust Board has been running this new kind of home-grown, Ngāti Maniapoto-centred early learning service for its whānau. And already parents are thrilled with it. One parent says the new service, Ngā Pūkeikura o Maniapoto, helped her to reconnect with her Maniapoto whakapapa. Another says that it was amazing and had not only helped her tamaiti enjoy education but had also provided her with employment.

Ngā Pūkeikura o Maniapoto has three parts; Te Pukeiti (a licensed centre), Te Pito (home-based early learning care), and Ngā Puna (three playgroups). The iwi has made sure the teaching and learning that happens at Ngā Pūkeikura o Maniapoto reflects the things Maniapoto whānau want their children to know about now and in the future – things like Maniapoto identity, language, and culture.

Team leader, Tasha Willison-Reardon, is delighted with the sharp jump in numbers of Maniapoto babies who are participating in early learning in the Waitomo district. She thinks the success comes down to a range of factors, including a conscious decision to do things differently.

“We provide meals and nappy services along with eco-friendly practices. Our programme and services run on the framework of the marae concept – manaaki (caring for one another), aroha ki te whānau (looking after the family), and whānau kotahi (working together as one family).”

So where did this great idea come from? Tasha says that a big part of it resulted from a survey the trust board instigated. Feedback from the survey showed that Maniapoto mokopuna in the rohe weren't taking part in early learning for a range of reasons: the services didn't offer enough hours, there wasn't enough room for their children, or it was too expensive. Once the board knew that, they could focus on creating solutions.

“Our programme and services run on the framework of the marae concept – manaaki (caring for one another), aroha ki te whānau (looking after the family), and whānau kotahi (working together as one family).”

Team Leader, Tasha Willison-Reardon.

“We know that regular participation in quality early learning plays a huge part in preparing our children for future educational success. Whānau have the right to ‘own’ the early learning experiences of their tamariki and mokopuna. They also have a right to access the best resources that will advance their aspirations as well as enhance their knowledge of Maniapoto history, dialect, and tikanga,” Tasha says.

DID YOU KNOW?

ENGAGING IN EARLY LEARNING MEANS THAT MĀORI CHILDREN ARE MORE LIKELY TO SUCCEED IN ALL AREAS OF EDUCATION.

See the Summary of Ka Hikitia: Accelerating Success 2013–2017

“The Maniapoto Māori Trust Board and the Ministry of Education have made dreams become a reality for some of our people. This could not have been done without the relationship and shared understanding between the iwi trust board and the Ministry.”

TO FIND OUT MORE ABOUT NGĀ PŪKEIKURA O MANIAPOTO EMAIL:

tasha@maniapoto.co.nz



TAMARIKI ENJOYING EARLY LEARNING.

Ngāti Tamaoho

prepare for the turning tide

Tai timu, tai pari

As the tides of history ebb and flow, Ngāti Tamaoho is preparing for a future with a clear focus on education: a future where teaching and learning reflect local people and local knowledge.

To celebrate the successful partnership between Ngāti Tamaoho and Kereru Park Campus school community, these two groups are working to transform the official status of their school to include Ngāti Tamaohotanga as a special part of the school's identity.

Ngāti Tamaoho has an area of interest in Auckland that stretches from Muriwai in the north-west to Huntly in the south. Kereru Park Campus is a coed primary school in Papakura, with around 90 students, spanning years 1–8. Roughly 90 percent of the children at the school are Māori. Teaching and learning is offered in English, and there is a Māori total immersion unit too. This busy little school and Ngāti Tamaoho are teaming up with the Ministry of Education to make Kereru Park Campus a “designated character school”.

“We know the education of our people will lead to the betterment of our people.”

Teresa Kirkwood, Manager for Oranga Hou, the health and wellbeing arm of the Ngāti Tamaoho Trust.

A designated character school is a state school that teaches the national curriculum but has its own set of aims to reflect the values of the school community. Such aims might take the form of religious beliefs or a particular culture. In this case, it's Ngāti Tamaohotanga.

Already Ngāti Tamaoho has contributed to the curriculum so that the things children learn about reflect Ngāti Tamaoho identity, language, and culture. In term one 2014, the Ngāti Tamaoho Trust trialled a science curriculum with year 1–8 English language students.

“The unit was based on the Whangamarino wetland, the water cycle,

and the Manukau Harbour, which is right on the school's back doorstep,” says Teresa Kirkwood, Manager for Oranga Hou, the health and wellbeing arm of the Ngāti Tamaoho Trust.

“While the unit focused on specific learning outcomes, students also gained a deeper understanding of and appreciation for the rich knowledge and history of a geographical feature that they see every day. That kind of knowledge is valuable because it reinforces who they are and the environment they live in. It makes the education they receive even more meaningful,” Teresa says.

Ngāti Tamaoho Trust is developing the science resource further so that it can be used even more broadly across the school in 2015.

“Science isn't the only curriculum area we are focusing on. We are now developing health units for trialling in the school later this year and, in future, the units will be available to other schools within the rohe who are interested in providing a curriculum that is relevant to Māori students,” Teresa says.

TO FIND OUT MORE EMAIL:
info@tamaoho.maori.nz



REWETI UPWARD-SIMEON AND HIS SISTER LAKEISHA NGAIKA FROM KERERU PARK CAMPUS.

**WE NEED TO WORK TOGETHER
TO MAKE SURE MĀORI STUDENTS
ACHIEVE IN EDUCATION.**

*See the Summary of Ka Hikitia: Accelerating
Success 2013–2017*

Tūkaikaha

Taranaki reo, Taranaki tāngata

Ko te noho tahi a te whānau ki te ako i te reo Māori – koia rā te tino whāinga o Tūkaikaha. He aha te rerekētanga o tēnei hōtaka reo Māori? Ko te mea kē, ehara tēnei hōtaka mō ngā pakeke anake, mō ngā tamariki anake rānei, engari mō te whānau katoa. Ka mutu pea!

Ko te hōtaka o Tūkaikaha he reo Māori anake, ā, e whakahaeretia ana e te rōpū o Te Reo o Taranaki, tāpiri atu i ngā mahi tautoko mai i Te Tāhuhu o te Mātauranga. He kaupapa māmā noa, engari he kaupapa mīharo hoki, nā te mea i tēnei tau tonu e 50 neke atu ngā whānau, 100 neke atu ngā tamariki huri noa i te rohe o Taranaki, e akoako ana i te reo Māori. Anei ngā kōrero a Moana Kake-Tuffley, te Kaiārahi i te kaupapa nei.

“Ko te reo Māori, te poutokomanawa o te mouri me te tuakiri o tātou te iwi Māori, me te mōhio anō ka tutuki pai i ngā ākonga Māori kua ākona kētia te reo, e tutuki pai ai rātou ki ngā mahi mātauranga.”

Mitchell Ritai, Kaiwhakahaere mō Te Reo o Taranaki.

“Ka whakahaeretia ngā mahi akoako i ia wiki, i ia wiki, ā, e whā hoki ngā wānanga puta noa i te tau. Ka tū hoki ēnei wānanga i mua i ngā rā whakatā ā-kura. Ko te mahi tahi te aronga whānui – ko te tuketuke i te whānau ki te mahi tahi, ki te ako tahi hoki. He mahi hou tēnei ki te nuīngā o ngā whānau kua uru mai ki tēnei kaupapa. Heoi, he pānga nui tēnei tūmomo mahi ki a rātou hoki. Kua taunga haere ngā mātua ki te kōrero i te reo; ki te taha ki ngā tamariki, te āta kite i ō rātou mātua e akoako ana i ō rātou taha, he hua anō tērā ki ā rātou mahi akoako.”

Koia nei te tau tuawhā e whakahaeretia ana tēnei kaupapa. Ko te tūmanako a Mitchell Ritai, te Kaiwhakahaere mō Te Reo o Taranaki, kia puta tēnei kaupapa ki ērā atu iwi, ki ērā atu rōpū hapori hoki.

“I roto i tēnei kaupapa ka taea e te whānau te whakapakari ake i ō rātou pūkenga reo i a rātou e ako ana i ngā kōrero ā-iwi, ā-hapū hoki. He wāhanga tēnei o tō mātou hōtaka mō ngā mahi mātauranga me ngā mahi whakarauora i te reo ki roto o Taranaki.”



E whakaae ana hoki a Moana ki te whai huatanga o te mātauranga ki te whānau. Mārama ana te kite. Engari, mōna ake ko te whakarahi ake i te reo kōunga e kōrerotia ana i te kāinga.

“E mōhio ai tātou e ora tonu ana te reo ki te rangona e kōrerotia ana e ngā reanga katoa, i roto i ngā kāinga me ngā hapori hoki. Ki te hauora tō tātou reo, ka hauora anō te mouri me te tuakiri hoki o te iwi Māori.”

WHAKAPĀ ATU KI TE IPURANGI:

www.taranakireo.co.nz

I MŌHIO RĀNEI KOE?

“KEI TE KĀINGA, KEI TE MARAE, OTIRĀ, KEI TE WHĀNAU TONU TE TIKANGA E PAKARI AKE AI NGĀ KAUPAPA REO MĀORI I TE MĀTAURANGA.”

Tau Mai Te Reo: Te Rautaki Reo Māori i te Mātauranga 2013–2017

The Whānau factor

Making a difference in the Bay of Islands

Community volunteers are providing a vital link for whānau and schools in the Northland region. People from the local communities working as the ‘go-betweens’ for schools, students, and whānau have resulted in great success for the students.

The NCEA results for Māori students at Bay of Islands College speak for themselves. A total of 52 out of the 57 Māori students at the college identified as ‘at risk of not achieving NCEA Level 2’ in 2013 gained this qualification. And building on that success, more year 13 students came back to school in 2014 than have done so in more than a decade.

Last year, local parent and board of trustees member Del Bristowe attended a ‘NCEA and the Whānau’ workshop, which led to her taking up the role of NCEA Community Champion. Her role was to be the connection point for schools, students, and whānau. “NCEA was foreign to me, but once I made sense of it, I was able to break it down for others,” she says.

After the NCEA workshop, Del and staff from Bay of Islands College met with the Ministry of Education to figure out how, as a group, they would support whānau to feel confident to get involved in their children’s education. Del and college staff worked with whānau to develop a Whānau Education Action Plan that could help them plan their education dreams and aspirations for their children. The plan follows a ‘solutions focus’ approach (focusing on the answers not the problems), with the aim of encouraging whānau to be more informed and better equipped and to take action in their children’s education.

For five intensive weeks, Del worked closely with the college’s year-12 dean Dave Scott. Together they charted each student’s progress. As Dave explains, “Between Del and I, we were able to see where we were going and what else we needed to do to reach our targets.”



THE BAY OF ISLANDS.

While Dave worked with the year-12 teachers to identify what credits each student could realistically achieve, Del started working with whānau. She got on the phone, went door to door, had a cuppa with mums and dads on her home visits, and dropped around in the evenings. Del would sit, listen, and talk with the parents about their children's progress at school. She'd explain how NCEA works and what the school, whānau, and their children could do to help the students achieve the NCEA Level 2 qualification.

Del believes whānau felt empowered once they understood what their rangatahi needed to do to achieve NCEA Level 2 and how they could support their young people. "Showing you care about their educational success and that you support their goals can make a world of difference," she says.

DEL'S TIPS FOR WHĀNAU

Have a loving relationship with your teenager.

Make sure they go to school – regular attendance does make a big difference to their success.

Learn the basics of NCEA for yourself.

Ask your teenager simple questions, like: How many NCEA credits do you need? Which subjects can you get them in?

Get your teenager to share their assessment dates or school calendars so that you can support them during important times.

Check your teenager's progress regularly – you can often access your children's results online, or you can ask their form teacher or dean about their progress and what they need to do to achieve all the credits they need.

The importance of NCEA Level 2

NCEA Level 2 is considered the *minimum* qualification a student needs in order to progress in further education or the workplace. If your child achieves NCEA Level 2, they will have greater choices and opportunities in the future.

NCEA resources online

- www.careers.govt.nz/education-and-training/still-at-school/how-to-understand-ncea/ shows the relationship between potential employment opportunities and study at secondary school and includes a full explanation of NCEA.
- www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/how-ncea-works/ provides detailed information about NCEA.
- <http://youthguarantee.net.nz/start-your-journey/> provides detailed information about: Vocational Pathways, Secondary Tertiary Programmes (STP), the Fees-free scheme, and the Achievement, Retention, Transitions (ART) Achievement 2013–17 programme.



TE RINA LEONARD (MOE), HUNIA MACKAY (MOE),
DEL BRISTOWE (NCEA COMMUNITY CHAMPION), LHI TE IWIMATE
(NZQA), PAEA DENTICE (MOE), DARLIA WALKER (MOE).

KEEP A PLANNER WITH THE DATES
FOR YOUR ASSESSMENTS AND
EXAMS SO YOU ARE PREPARED.

"He pai ki ahau ki te ako i ngā kēmu hou me te mahi whai."

Jade Taani, six years old.

Identity

*TAMARIKI AKO ANA I TE KĀIKA,
TE TŪRAKA KI TE MARAE, TAU ANA.*

*A CHILD THAT IS TAUGHT WELL AT HOME
WILL STAND STRONG IN THEIR COMMUNITY.*

Spreading the word

Ngāi Tahu whānau see the fruits of their work

Raising a Māori-speaking child is challenging for most whānau, but it's even harder if you live in a community like Dunedin where te reo Māori is rarely heard. To solve this problem, Dunedin whānau decided to take matters into their own hands.

Whānau in Dunedin have created a reo Māori extension programme called Kā Puananī (the windswept seeds of the language). Every Tuesday during school term time, 13 tamariki who usually go to schools where English is the day-to-day language, gather together to learn in a Māori-language environment. They're taught subjects ranging from astronomy to traditional food gathering to performing arts. And throughout, there's a strong emphasis on building their language capability and knowledge of the local iwi, Ngāi Tahu.

Parent, Paulette Tamati-Ellife (Ngāi Tahu, Te Ātiawa) explains that Kā Puananī is based on the belief that whānau are the primary teachers of te reo Māori at home. "But we also wanted te reo Māori embedded as a genuine, validated part of their schooling," she says.

Another parent, Paia Taani (Ngāi Tūhoe, Ngāti Whare, Te Whakatōhea, Ngāti Whakaue), says Kā Puananī provides her two tamariki with high-quality reo Māori. "It's fantastic, as this helps to strengthen the quality of reo Māori at home."

Paulette Tamati-Ellife says that the teacher and support parents make Kā Puananī as fun as possible. "We encourage them to love the language," she says. "It's often the small things like waiata and games that help embed the language."

"We believe that whānau are the primary teachers of te reo Māori in the home. But we also wanted te reo Māori embedded as a genuine, validated part of their schooling."

Parent, Paulette Tamati-Ellife (Ngāi Tahu, Te Ātiawa).

While the programme is whānau-led, it has strong support from the English medium schools that the students come from. Principals meet once a term and provide resources, including a classroom to teach in and funding to pay for staff. Paulette says, "We're very reliant on their generosity."

After five years together, Kā Puananī whānau are seeing the fruits of their work – confident Māori-speaking children, an increased use of Māori language in traditionally English-language schools, and a growing network of Māori-speaking households in Dunedin. Paulette says, "Our challenge now is to ensure that the programme is sustainable and we continue to build Māori-speaking networks in the city."

A thousand homes

Kā Puananī is an example of the Ngāi Tahu Māori Language Strategy in action. The strategy *Kotahi Mano Kāika, Kotahi Mano Wawata* (One Thousand Homes, One Thousand Aspirations) places the primary responsibility for reviving the language on whānau.

You can find a wealth of language resources online for whānau, including a series of online books, vocabulary cards, and waiata at: <http://ngaitahu.iwi.nz/culture/kotahi-mano-kaika/resources/>

DID YOU KNOW?

SPEAKING MĀORI IN THE HOME AND IN COMMUNITIES, ALONG WITH QUALITY TEACHING IS KEY TO REACHING OUR ASPIRATIONS FOR THE MĀORI LANGUAGE.

See *Tau Mai Te Reo: The Māori Language in Education Strategy 2013–2017*

Poukai Pēpi

Whānau from Waikato-Tainui embrace early learning

Waikato-Tainui are putting a modern twist on a century-old tradition to ensure mokopuna and whānau make the most of all that early learning has to offer.

“Poukai is a tradition of ours dating back to the 19th century,” says Parekawhia McLean, Chief Executive of Waikato-Tainui. “This was when the Kīngitanga movement would make an annual series of visits to marae around the Waikato region,” she says.

While paying homage to this unique iwi tradition, Waikato-Tainui have taken a new and innovative approach to this annual hui. They’ve created Poukai Pēpi, a project that promotes the value of early learning and encourages whānau to give their tamariki a stronger start to their education.

Poukai Pēpi sees young tamariki at marae across the Waikato-Tainui region enjoying early learning activities that are based on their iwi identity, reo, and culture. Mokopuna and their whānau enjoy learning in a puna kōhungahunga, or Māori language playgroup setting, while having fun at the poukai.

Waikato-Tainui sees the project as an opportunity to give their leaders of tomorrow a great start in life. The iwi also see it as a great way to encourage their younger generations to join poukai and learn about their iwi tikanga and history.

What’s inspiring about this project is that it is led and delivered by Waikato-Tainui people, with support from the Ministry of Education and Te Puni Kōkiri.

Claudine Waitere, facilitator of the Poukai Pēpi programme, says that the project has been a real success.

“At each marae, children have space where they can do art, hear stories, play games, and do other activities while their whānau learn more about the importance of early learning,” Claudine says.

“Parents and kaumātua wanted to know what kinds of activities they should be doing with their tamariki and mokopuna, how to get resources, and even how to make play dough.

“Poukai Pēpi provided the right kind of environment for talking with parents and whānau about early learning education options for their tamariki,” Claudine says.

“As a life-long supporter of the Poukai, it was fantastic to see this forum being utilised as a learning environment for Poukai Pēpi. Te pai hoki o te noho tahi a ngā tēina, a ngā tuākana i runga i te whakaaro kotahi. It was wonderful to see all our mokopuna and their mātua and kaumātua playing and learning together at the marae as part of Poukai Pēpi.”

Shirley Tūteao, nanny from Maketu Marae, Kāwhia.

“Early learning really does set up our tamariki well for future learning.”

Claudine Waitere, facilitator of the Poukai Pēpi programme.



KĪNGI TŪHEITIA AND WAIKATO-TAINUI WHĀNAU BEING WELCOMED AT KOKOHINAU MARAE.



TE KĀHAUTU MAXWELL AND PEM BIRD GREETING KĪNGI TŪHEITIA AT KOKOHINAU MARAE.

WHY EARLY LEARNING?

We know that early learning:

- Builds on your child's interests and skills
- Helps your child to get along with others
- Helps your child to do better when they go to school

There are lots of different options for early learning. Have a look around and see what early learning services are available in your area and choose one that suits your needs.

*FOR ALL EARLY CHILDHOOD EDUCATION
QUERIES EMAIL:*

ece.info@minedu.govt.nz



KOKOHINAU MARAE IN TE TEKŌ.

*HE MANU HOU AHĀU,
HE PĪ KA RERE.*

"The schools are fiercely competitive and the creative flair and innovation the students display through Te Rangitawaea Festival entries continue to impress us year after year."

Leeanne Morice, Project Leader, Te Rangitawaea.



Language

*RANGATAHI ALONG THE RUGGED EAST COAST
OF THE NORTH ISLAND ARE PROVING THAT LIVING
IN A RURAL AREA IS NO BARRIER TO GETTING
AHEAD IN EDUCATION.*

Te Rangitawaea

Keeping Ngāti Porou East Coast schools connected

Innovation and creativity are alive and well in Ngāti Porou East Coast schools, from Potaka School at Hicks Bay in the north, to Waikirikiri School in Kaiti, Gisborne. A thriving Information and Communication Technology (ICT) strategy called Te Rangitawaea is bridging the physical distances between schools so that students and teachers can explore Ngāti Porou identity, language, and culture together, using 21st century digital technology.

Leeanne Morice, Project Leader for Te Rangitawaea says that the technology keeps the schools closely connected and gives them the power to connect with the wider global village.

“Like other remote and rural locations in New Zealand, our kids tend to move to cities to further their education and career opportunities. New digital and virtual solutions could see a change in that trend and enable more of our own to either stay or return home while still maintaining their careers.”

Through Te Rangitawaea, all Ngāti Porou East Coast schools received a suite of multimedia equipment and software, including computers, a video camera, a scanner, a digital camera, an A3 printer, and editing software. A Ngāti Porou-wide computer network was also set up, and all secondary schools were hooked up with video conferencing technology.

Te Rangitawaea has grown into an annual ICT festival with a big awards night presentation of the *Nati Awards*. Schools compete in different age groups and award categories – from short films, advertisements, and music videos to radio jingles and even a robotics challenge. All entries are based on Ngāti Porou identity, language, and culture.

Finalists in the 2013 awards included a stop-motion animation film by Hiruharama School called *Rugby ‘Nati Styles’*, a documentary by Te Kura Kaupapa Māori o Ngā Taonga Tūturu ki Tokomaru called *Te Waharoa*, and an animation by Te Kura Kaupapa Māori o Kawakawa mai Tawhiti, called *Ngā Taonga Tuku Iho: He Kōrero – Paikea*.

Te Rangitawaea is part of E Tipu E Rea, a Māori development partnership agreement between Te Rūnanga o Ngāti Porou and the Ministry of Education. The vision is to ensure that Ngāti Porou East Coast schools are at the forefront of education innovation in ICT.

DID YOU KNOW?

MĀORI STUDENTS ARE MORE LIKELY TO ACHIEVE WHEN THEY SEE THEMSELVES, THEIR EXPERIENCES AND KNOWLEDGE REFLECTED IN TEACHING AND LEARNING. IDENTITY, LANGUAGE AND CULTURE COUNT!

See *Ka Hikitia: Accelerating Success 2013–2017*

The 2014 Te Rangitawaea Festival took place on 17 September in Ruatoria. This year’s theme is *Nati Hangarau Technology: Yesterday, Today, Tomorrow*.

HAVE A LOOK ON THIS WEBSITE:

www.terangitawaea.com

CHECK OUT SOME OF THE AWESOME NATI AWARD ENTRIES ON YOUTUBE:

www.youtube.com/user/TeRangitawaea



STUDENTS FROM TE WHAREKURA O KAWAKAWA MAI TAWHITI,
HICKS BAY.

Ngāti Kahungunu Iwi Inc.

A new direction for the future

Ngāti Kahungunu Iwi Incorporated is working with local schools to build Kahungunutanga into their teaching and learning programmes – it's all about looking to the past to move forward into the future.

With one of the largest iwi populations in the country, Ngāti Kahungunu has a powerful role to play in influencing hundreds of local children and what they know about the past, the present, and the future – from a uniquely Kahungunu view.

Pouhāpai (Project Manager) Dr James Graham says that the revised iwi education strategy, *Te Tōpuni Tauwhāinga*, has a big focus on strengthening relationships between whānau and local education providers. “There are a lot of cultural resources within our local communities,” James says.

As a result of working with Ngāti Kahungunu Iwi Incorporated, Bridge Pā School near Hastings came up with a new school vision: “E anga whakamua ai, me titiro whakamuri – *Connect to the past, prepare for the future*”.



“If we can work with our local schools to build Kahungunutanga into their teaching and learning, it will go a long way to ensuring our learners achieve.”

Dr James Graham, Pouhāpai (Project Manager) for Ngāti Kahungunu Iwi Inc.

“The change for the school reflects the idea of the past linking directly to place and represents the school’s intention to build local hapū, marae, and whānau history and traditions into its teaching and learning. It’s a great example of how *Te Tōpuni Tauwhāinga* is working on the ground and is an exciting change for the iwi as well as the school, the whānau, and community.

“We want to help build pathways for our whānau to engage with their schools,” James says.

Evidence says that students do better in education when what and how they learn reflects and positively reinforces where they come from, what they value and what they already know.

FOR MORE INFORMATION YOU CAN VISIT:

www.kahungunu.iwi.nz

DID YOU KNOW?

SCHOOLS SHOULD WORK WITH WHĀNAU AND IWI SO THAT LOCAL EDUCATION NEEDS AND PRIORITIES ARE MET.

See Ka Hikitia: Accelerating Success 2013-2017

Ngāti Kahungunu ki Wairarapa

He Heke Tuna, He Heke Rangatira

What do the life cycle of a tuna (native eel) and the journey of a student have in common? If you're from Ngāti Kahungunu ki Wairarapa or you're familiar with their education strategy, the answer is "everything".

The Ngāti Kahungunu ki Wairarapa education strategy aims to lift the educational achievement of descendants from Ngāti Kahungunu ki Wairarapa. It also aims to build more tribal knowledge into the teaching and learning programmes in local schools.

General manager PJ Devonshire says the life cycle of a tuna is a model that aligns well to a person's education journey – both journeys have points where important changes happen. "It's a model that is based on our Wairarapatanga," PJ says.

Life for the humble tuna begins off the coast of Tonga. Throughout its lifetime, the tuna must adapt from living in salt water to living in fresh water and learn new skills in order to survive its epic journey across Te Moananui-a-Kiwa and throughout the rivers and lakes of Wairarapa. 'Heke tuna' refers to its final journey back home to Tonga, where it breeds and eventually dies. The survival and welfare of the tuna depends on how well it can adapt to new challenges. The tuna metaphor provides a powerful foundation for the education strategy.

The strategy includes the development of an iwi curriculum, a professional learning and development programme for local educators, as well as wānanga for whānau and hapū. It was designed with support from the Ministry of Education.

TO FIND OUT MORE EMAIL:

tari@kahungunuwairarapa.iwi.nz



NGĀTI KAHUNGUNU KI WAIRARAPA GENERAL MANAGER PJ DEVONSHIRE SPEAKS AT A PŌWHIRI AT MAKOURA COLLEGE FOR THE LAUNCH OF THEIR EDUCATION STRATEGY.

Sharing tribal knowledge

Tūwharetoa works with local schools

Fulfilling the wishes of kaumātua has rekindled the bonds between Ngāti Tūwharetoa hapū and schools in the Taupō-Tūrangi region.

He Kete Rauemi is an exciting educational package designed by Ngāti Tūwharetoa hapū and used by hundreds of students in the Taupō-Tūrangi area. The kete includes six books specifically relating to hapū, audio recordings of local stories and waiata, tribal maps, student workbooks and teaching guides. Four of the books have even been converted into digital books that tamariki can enjoy interacting with on iPads.

The kete is part of the Tūwharetoa Cultural Knowledge Project (TCK Project) that developed as a result of conversations between kaumātua and the Ministry of Education in the early 2000s. At that time, kaumātua were concerned about the lack of Tūwharetoa mātauranga being taught in their local schools. So six hapū soon started work with the Ministry to turn the situation around.

“Iwi and hapū are best placed to provide authentic mātauranga Māori to their communities.”

Trish Otimi, Project Coordinator, Tūwharetoa Cultural Knowledge Project (TCK Project).

The TCK Project was launched in 2011. Its aim is to strengthen the tribe's identity, language, and culture and make Tūwharetoa mātauranga a normal feature of education in their rohe.

Project Coordinator Trish Otimi says, “Students who have a strong sense of their own identity achieve educationally – it's as simple as that.”

“The hapū who were involved in the project have been part of it all – every step of the way, from choosing the stories to being the voices behind the recordings of their songs and stories.

“Hapū have given up their time and mātauranga generously to local educators, who in turn can pass it on to their students. A key outcome of the project has been the reconnection between hapū, marae, and schools,” Trish says.

Wairakei Primary School teacher Darnell Urunui (Ngāpuhi) counts herself lucky to have helped out with *He Kete Rauemi*. Darnell was part of the group that came up with ideas about how the package could be used in teaching.

“When I first came to the area, I was very careful because I just didn't know much about Ngāti Tūwharetoa. I've learnt heaps. Most of the Māori kids I teach are Tūwharetoa, and they really enjoy learning local stories – they ‘own’ those stories and the places they relate to.”

Darnell weaves *He Kete Rauemi* into different learning areas. She believes the most valuable thing about the TCK Project is the way it is strengthening relationships, especially between Ngāti Tūwharetoa and local teachers and principals.

The Ministry of Education helped fund *He Kete Rauemi* through its Iwi and Māori Education Relationships team. The team works with more than 80 iwi throughout the country.

Showcasing iwi education

The Tūwharetoa Cultural Knowledge (TCK) team exhibited *He Kete Rauemi* at the Auckland Festival of Education in March 2014. TCK curriculum coordinator Miriama Prentice says the festival “reaffirmed mātauranga Māori as a curriculum area in its own right.”

TCK exhibited alongside Ngāti Maniapoto, Ngaati Whanaunga, Ngāti Hine, Waipereira Trust and Papakura Marae. Tūwharetoa and Ngāti Hine made their digital books (called q-books) available on iPads during the festival.

FOR MORE INFORMATION SEE:

www.tuwharetoa.co.nz/cultural_knowledge/index.htm

**SHARE YOUR KNOWLEDGE OF MĀORI
IDENTITY, LANGUAGE AND CULTURE
WITH YOUR SCHOOLS AND TEACHERS TO
SUPPORT YOUR CHILD'S LEARNING.**

See Summary of Ka Hikitia: Accelerating Success 2013–2017

Iwi and Māori

Education Relationships

Tai Tokerau

Ngāti Kuri Trust Board Incorporated
Te Rūnanga Nui o Te Aupouri Trust
Ngā Taonga o Ngāi Takoto
Panuku Te Paatu
Te Rūnanga o Te Rarawa
Ngā Puhi
Ngāti Rehia
Te Rūnanga o Ngāti Hine
Ngātiwai Trust Board
Te Roroa
Te Rūnanga o Whaingaroa
Te Rūnanga o Ngāti Whātua

Auckland

Ngāti Whātua o Kaipara
Ngāti Whātua o Ōrākei
Ngāti Paoa
Ngāti Tamaoho
Te Whānau o Waipareira Trust
Tāmaki Iwi Collective
Te Akitai
Manukau Urban Māori Authority
Papakura Marae

Waikato

Ngāti Maru
Hauraki Collective
Hauraki Māori Trust Board
Ngaati Whanaunga
Waikato-Tainui Te Kauhanganui Incorporated
Ngāti Korokī Kahukura
Maniapoto Māori Trust Board
Raukawa Settlement Trust

Bay of Plenty/Rotorua/Taupo

Ngāti Pūkenga Iwi ki Tauranga
Te Rūnanga o Ngāi Te Rangi Iwi Trust
Ngāti Ranginui Iwi Society Inc
Tapuika Iwi Authority
Ngā Pōtiki a Tamapahore
Ngāti Makino Heritage Trust
Ngāti Awa

Te Uru Taumatua (Tūhoe)
Te Mana o Ngāti Rangitihi Trust
Waitaha Raupatu Trust
Ngaitai Iwi Authority
Whakatōhea Māori Trust Board
Te Rūnanga o Ngāti Kea
Ngāti Tuara Trust
Te Rūnanga o Ngāti Pikiao Trust
Te Taumata o Ngāti Whakaue
Iho Ake Trust
Tuhourangi Tribal Authority
Te Ope Take Mātauranga o Ngāti Manawa
Ko Tūwharetoa te Iwi Charitable Trust
Ngāti Te Roro o Te Rangi Hapū Trust
Ngāti Tahu Ngāti Whaoa Rūnanga Trust

Hawkes Bay/Gisborne

Te Rūnanganui o Ngāti Porou
Te Rūnanga o Tūranganui a Kiwa
Ngāti Pāhauwera
Ngāti Kahungunu Iwi Incorporated
Ngāti Hineuru Iwi Incorporated

Taranaki/Whanganui/Manawatu

Te Reo o Taranaki
Ngā Hapū o Ngāruahine Iwi Incorporated
Ngā Ruahine Iwi Authority
Te Rūnanga o Ngāti Ruanui
Ngā Rauru Kiitahi
Te Puna Mātauranga o Whanganui
Te Rūnanga o Ngāti Apa
Ngāti Rangi Trust
Ngā Iwi o Mōkai Pātea
Rangitāne ki Manawatu
Ngāti Raukawa ki te Tonga

Wellington

Te Rūnanga Muaūpoko Tribal Authority Inc
Te Iwi o Ngāti Tukorehe Trust
Kahungunu ki Tāmaki nui a Rua
Rangitāne o Tāmaki nui a Rua
Ngāti Kahungunu ki Wairarapa

Rangitāne o Wairarapa
Te Rūnanganui o Taranaki Whānui ki te Upoko o te Ika
Ngāti Toa Rangitira
Port Nicholson Block Settlement Trust

Nelson/Marlborough/West Coast

Ngāti Kuia
Rangitāne ki Wairau
Ngāti Apa
Ngāti Koata
Ngāti Rārua
Ngāti Toa
Ngāti Tama
Te Āti Awa
Te Rūnanga o Ngāi Tahu:
Te Papatipu Rūnanga o Kaikōura
Te Papatipu Rūnanga o Ngāti Waewae
Te Papatipu Rūnanga o Makaawhio

Canterbury

Te Rūnanga o Ngāi Tahu:
Te Papatipu Rūnanga o Tūāhuriri
Te Papatipu Rūnanga o Ngāti Wheke (Rāpaki)
Te Papatipu Rūnanga o Koukourārata
Te Papatipu Rūnanga o Wairewa
Te Papatipu Rūnanga o Ōnuku
Te Papatipu Rūnanga o Te Taumutu
Te Papatipu Rūnanga o Arowhenua
Te Papatipu Rūnanga o Waihaio
Ngāti Mutunga o Wharekauri

Otago/Southland

Te Rūnanga o Ngāi Tahu:
Te Papatipu Rūnanga o Moeraki
Te Papatipu Rūnanga o Kāti Huirapa ki Puketeraki
Te Papatipu Rūnanga o Ōtākou
Te Papatipu Rūnanga o Hokonui
Te Papatipu Rūnanga o Waihōpai
Te Papatipu Rūnanga o Awarua
Te Papatipu Rūnanga o Ōraka-Aparima

Every success for Māori children in education is a success for Aotearoa.

Identity Language Culture

Published 2014 by the
Ministry of Education
PO Box 1666, Wellington 6011
New Zealand
www.education.govt.nz

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Publishing services provided by Huia Publishers

ISBN 978-1-77550-162-6

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