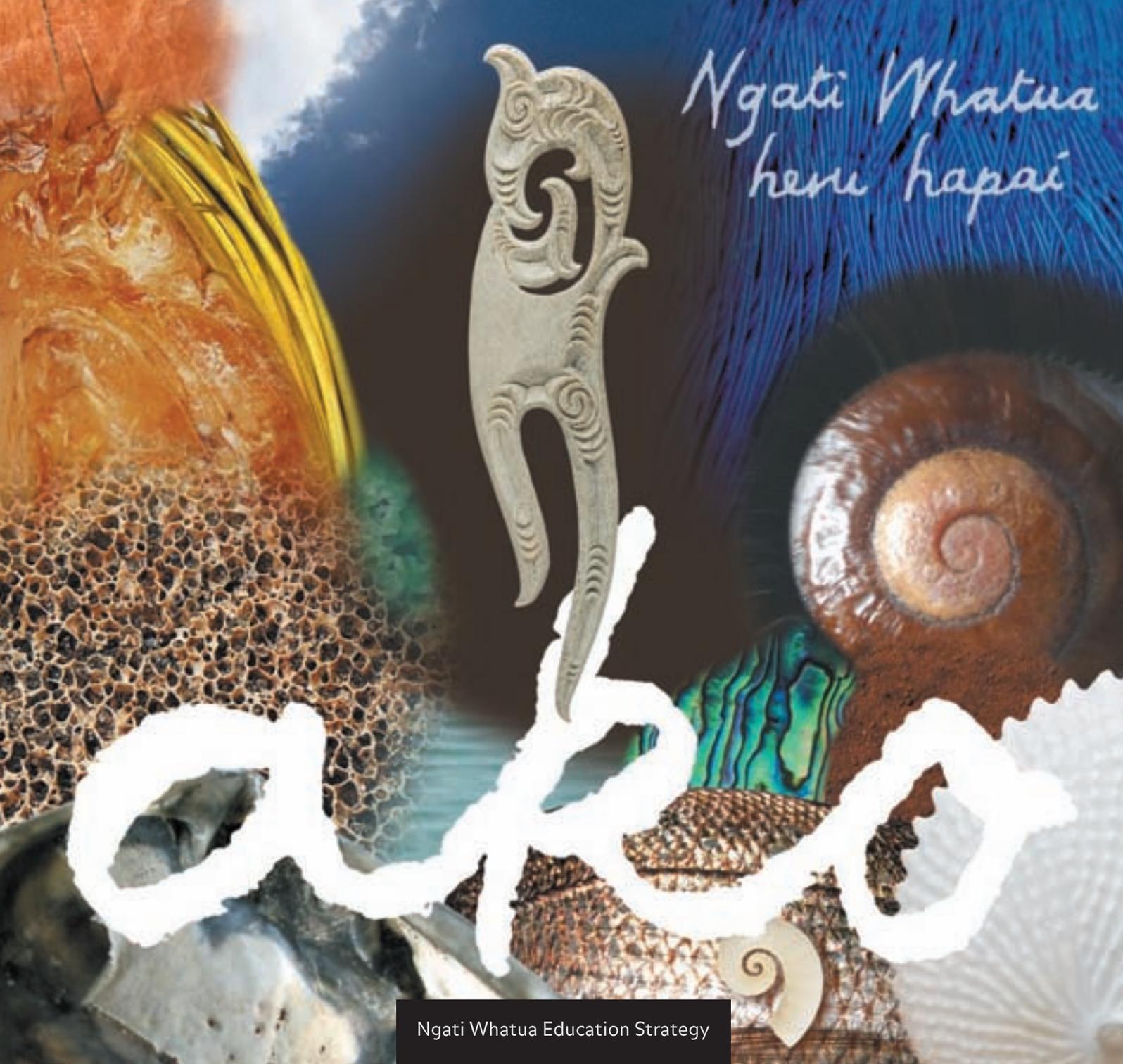


*Ngati Whatua
henu hapaí*





WHAKAMARAMA

Explanation about imagery

'Ngati Whatua Heru Hapai' is a kaupapa designed as an initiative of Te Runanga Ngati Whatua. It is intended that this kaupapa support the actions of Runanga representatives, staff, and indeed the people of Ngati Whatua.

Central to the focus of this kaupapa is the concept of 'Heru Hapainga' or the proudly held comb of Ngati Whatua which is carved in whalebone and appears throughout.

This traditional Ngati Whatua phrase embodies pride, identity and self determination – the underlying values of this kaupapa.

Elements of the natural environment represent another vibrant element of identity.

Images of toheroa, kapia, pupurangi, paraoa, pingao, unahi tamure, huruhuru pakura, kokowai, pounamu, puputarakihi and totara are framed in this kaupapa within the domains of Papa-tu-a-nuku, te moana and Rangi-nui-e-tu-nei, to celebrate Ngati Whatua mana and mana whenua.

Compiled by Di Grennell on behalf of
Te Runanga o Ngati Whatua

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For more information contact 09 438 2870

Te Runanga o
Ngati Whatua



*Whakapakari
Grow Forth*

HE RARANGI KAUPAPA

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heru hapaiinga aspirations
pride & identity wawata

purangiaho clarity
Maha power & authority

matauranga learning
akoranga education

tumataririki internal vision

tikanga correctness
kaitiakitanga care

taonga tuku iho ancestral heritage
external vision

tumatararahi

tino rangatiratanga self determination

MIHIMIHI

E nga reo, e nga mana, e nga hau e wha, tena koutou, tena koutou, tena koutou katoa.

E nga mate, haere koutou, haere koutou, haere koutou. Haere ki tua o Paerau, haere ki tua o te aria, hoki atu ki to tatou Kai Hanga, ki te kainga tuturu mo tatou mo te tangata.

Anei te kaupapa o Ngati Whatua Heru Hapai, a MUA hoki me ona rarangi tikanga, a AKO, a REO, a TOI e tuku ake nei e Ngati Whatua hei oranga mo te katoa e noho kainga ana i roto i te rohe o Ngati Whatua no reira, tena koutou, tena koutou, tena koutou katoa.

“Whakapakari ki te hua o te kawariki – grow forth and never give in!”

This is the guiding principle of Te Runanga o Ngati Whatua which has pioneered the development of a series of strategies we are collectively calling “Ngati Whatua Heru Hapai”.

I would like to present this education strategy as one in this series.

It attempts to make a start to improve the education performance of our people and also to contribute, with integrity, heritage information about Ngati Whatua to the education processes and institutions of our country. Education is a large and complex field that is of great significance and it is expected that development will build from strength to strength as a result of the start.

Kia ora mai ano tatou katoa.

Tom Parore QSO ACA ACIS ANZIM DPA
Chairman Te Runanga o Ngati Whatua



NGA WAWATA

Strategic vision

Ngati Whatua-ake

“Ko au ko Ngati Whatua!”¹

“A strong and distinctive Ngati Whatua identity”.

He Wawata

He kaupapa matauranga ki te whakaturuki i nga wawata, ki te awahi i nga tangata, te taiao me nga mea katoa o to tatou Ngati Whatuatanga.

Education that equips us to achieve our aspirations and care for our people, and resources and all aspects of our Ngati Whatua heritage.

He kaupapa hanga mahi

Ki te hanga he kaupapa matauranga mo nga tangata katoa puta noa ki te rohe potae o Ngati Whatua; ki te whakatu i nga pukenga akoranga; kia u ki te tikanga motuhenga o Ngati Whatua.

To increase the educational participation, engagement and achievement of Ngati Whatua and Maori in te rohe o Ngati Whatua.

To develop centres of educational excellence within te rohe o Ngati Whatua.

To strengthen knowledge of Ngati Whatua tikanga and ensure it is practised authentically.

ako

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¹ Paora Tuhaere: ...a quote from his manuscript entitled “He Pukapuka Whakapapa o Ngati Whatua” (Grey MSS collection, Auckland City Libraries)

TUMATARARAHĪ

What is our current situation?

- 1 The Maori population of Ngati Whatua rohe is about 77,000 – about 14.7% of the total Maori in New Zealand.
- 2 Ngati Whatua are a minority of Maori within their own rohe.
- 3 More than 50% of Maori in the rohe are aged 24 or under.
- 4 19,313 children and young people are engaged in schooling.
- 5 There is low participation in early childhood education in much of the rohe.
- 6 About half of Maori school leavers leave school without any qualification.
- 7 Male participation and achievement in education at most levels is below that of female.
- 8 About half of all Maori tertiary students are studying at certificate level.



TUMATARIRIKI

What do the people think?

There have been a series of focus groups and hui across the rohe to discuss what is happening in education. A number of key people and groups in the rohe have been working with education issues for some time.

"We want to be part of it because education is important."

"Our kids need us."

"To me some of our teachers have an attitude problem – as soon as something isn't right they blame the child."

"My passion is for the young Maori children, my mokopuna, tamariki, whanau – the whole of the area I'm living in."

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Whanau and those involved in alternative education expressed real distress about the number of young people who were not engaged in learning. They spoke about the pain and stress of seeing young people in crisis and were concerned that not enough was happening to address their needs.

Whanau were concerned about access to education because of "distance, isolation and teachers' attitudes." (Northern Wairoa Focus Group) Those in rural locations are concerned about lack of resources, services, and local opportunities. Those in urban locations are also concerned about access to education providers of their choice.

Across all 5 takiwa key issues are:

- 1. Mana whenua – recognition of Ngati Whatua mana whenua, te reo, the practice of tikanga and recognition of key values.
- 2. Lack of resources for te reo and lack of access to quality immersion learning and quality te reo teaching.
- 3. Inability to access the quality and type of education whanau want for their children.
- 4. Poor educational and social outcomes becoming evident at secondary school age – and associated social problems.
- 5. Need to develop people skilled and able to manage and care for physical resources, people and spiritual needs.

What is being done about these issues?

Te Runanga o Ngati Whatua has begun a process to address these issues and to improve educational outcomes for Ngati Whatua and all Maori within te rohe o Ngati Whatua. Te Runanga o Ngati Whatua has convened an Education Strategy Group made up of takiwa representatives to provide advice and develop a strategic framework to address education issues. The process Te Runanga o Ngati Whatua is using has 5 steps – mahere manawa. Each of these steps involves the Education Strategy Group as well as consultation within the takiwa.

The steps are:

Step 1 Memorandum of Understanding

Step 2 Information gathering and developing a strategic framework

Step 3 Identifying priorities

Step 4 Implementation planning and action

Step 5 Monitoring, review, evaluation, further action.



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MAHERE MANAWA

5 steps for Ngati Whatua education kaupapa

Step 1 Memorandum of Understanding

Te Runanga o Ngati Whatua has entered into a Memorandum of Understanding with the Ministry of Education. They share the following objectives for improving education outcomes for Ngati Whatua and all Maori within te rohe o Ngati Whatua:

- 1.1 Increased opportunities for involvement in education by Ngati Whatua and Maori whanau within te rohe o Ngati Whatua;
- 1.2 Improvements in the quality of education services provided through the Crown's education network;
- 1.3 Improved communication between the Crown and the Runanga as Treaty partners;
- 1.4 Enhanced opportunities for the education sector in te rohe o Ngati Whatua to strengthen knowledge of Ngati Whatua tikanga and to ensure this is authentically expressed and practised by those who provide education services within te rohe.

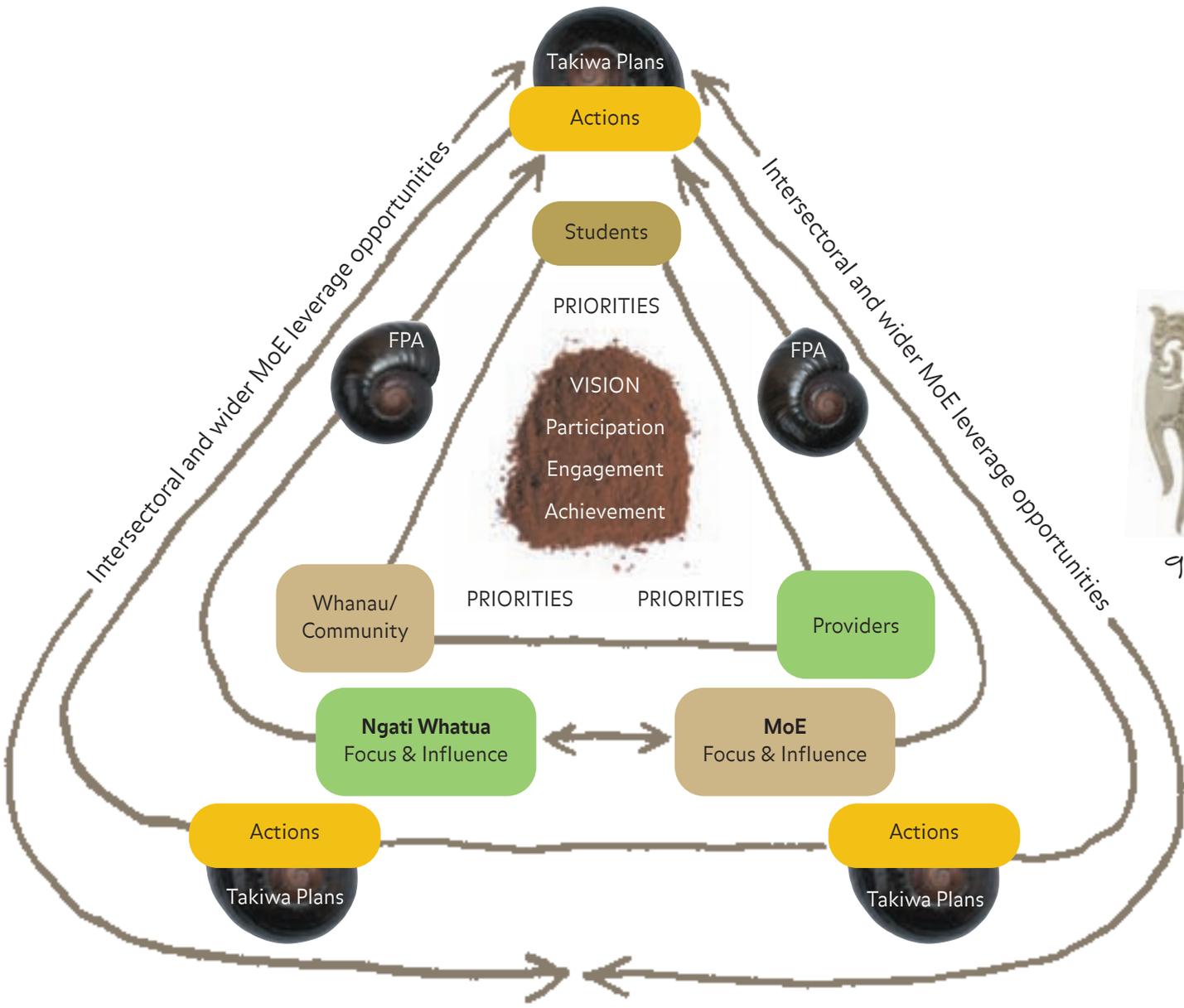
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Step 2 Information gathering and the strategic framework

Te Runanga o Ngati Whatua has developed *Ako: Ngati Whatua Education Profile*, a profile that gives detailed information about Maori education in te rohe o Ngati Whatua. This information can be used by whanau, hapu schools and communities. The information is also being used by the Education Strategy Group for planning and setting priorities. This document – *Ako: Ngati Whatua Education Strategy* sets a strategic framework for working to improve participation, engagement and achievement.

The framework diagram shows how Te Runanga o Ngati Whatua and the Ministry of Education can work together to support the takiwa in developing plans and actions. Ngati Whatua ki Orakei have developed a detailed strategic plan for education – this can be supported and enhanced through the relationships shown in the framework. Te Uri o Hau have also been engaged in significant consultation and planning and have set 'parity' as a social, economic and educational goal.



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Step 3 Identifying Priorities

These priorities are based on current feedback and the *Ako: Ngati Whatua Education Profile*, and have been identified to apply to all learners within education. It is expected that further priorities will be developed by takiwa over time.

PRIORITY

Governance:

Providing strong and active leadership that focuses on student achievement and education excellence in a manner consistent with Ngati Whatua.

Technologies:

Providing rapid advances and access in technological support management and communication of information for all learners.

Bi-Literacy:

- the ability to read, write and speak competently in English and Maori.
- the ability to 'read' and understand the significance of features of the environment within te rohe o Ngati Whatua (mountains, rivers, lakes, boundaries, marae, neighbouring iwi).
- the ability to 'read' Maori symbols such as carvings, tukutuku, kowhai-whai and their context within the whareniui and marae.

RATIONALE

Increase Ngati Whatua representation within te rohe o Ngati Whatua to ensure satisfaction with education through active participation in key educational fora.

To capitalise on improvements in technologies for the benefit of learners.

Lack of bi-literacy skills limits the capacity of learners to engage and participate effectively in all parts of their lives. Lack of these skills also limits the capacity to be self managing and to seek and gain information.

Poor literacy is a feature of the disengagement of learners in their senior primary and secondary years, & lack of school leaving qualifications.

FOCUS

All educational institutions.

At every level of education.

Across all levels of learning, emphasis on early childhood and primary to achieve best outcomes.



² 'How Maori Define a Literate Maori', Te Kawai Ora – Report of the Adult Literacy Working Party to Hon Tariana Turia, Associate Minister of Maori Affairs, August 2001

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Promotion of success:

- successful learners, successful providers, successful programmes and ideas.

This includes the expectation that Maori learners at all levels will be successful.

Early Childhood Education:

- participation in quality early childhood education sets a foundation for positive engagement and achievement in further education.
- participation in quality early childhood allows for the identification of developmental, health or behaviour needs and a time to address these needs before they impact negatively on learning.

Youth development:

- almost 20% of population
- promotion of engagement and value of education to ensure their children participate.

Viewing the success of whanau raises participation levels and engagement.

Recognition of and expectation of success raises achievement levels.

Participation levels in te rohe o Ngati Whatua are lower than national levels.

Some parts of the rohe have very low participation.

Type of provision does not always match need.

Most emphasised by whanau in consultation process – ‘can’t just write them off’. This group is seen as in crisis.

High needs.

At every level of education.

Authentic practice of Ngati Whatua tikanga and reo.

Identified parts of the rohe with low provision and/or participation.

Collaboration with health providers to reach tamariki and whanau.

Opportunities to work with whanau and parents as well as tamariki.

- across the rohe, with each takiwa to identify priorities and plans.
- programmes for second chance success.
- extending range of tertiary participation.
- well managed transition to employment.



Priority outcomes of Step 3

Long term

Increased educational participation, engagement and achievement of Ngati Whatua and Maori in te rohe o Ngati Whatua.

Centres of educational excellence established within te rohe o Ngati Whatua.

Strengthened knowledge and authentic practice of Ngati Whatua tikanga.

Short term

Implementation plans addressing the priorities in ways that contribute to achieving the long term outcomes.

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Step 4 Implementation Planning & Activities

Te Runanga o Ngati Whatua and the Ministry of Education will meet to identify the range of options and opportunities for working on these priority areas. Takiwa representatives will participate in planning for the rohe as a whole, and for working to develop takiwa plans and activities. They will be supported by the Runanga in this.

Step 5 Monitoring, Review, Evaluation

Monitoring, review and evaluation processes will be developed to ensure that the most effective activities and processes can be identified and resourced. A key feature of any evaluation will be the contribution made to achieving the long term outcomes. This will be a shared responsibility as Ngati Whatua and Ministry of Education may use different measures and indicators of success and effectiveness.



NGA TUMANAKO MO TE AKO

Education targets

In summary this Ngati Whatua heru hapai strategy for Ngati Whatua education aims to target the following key areas.

- 🕒 Strategic planning
 - 🕒 Addressing bi-literacy
- 🕒 Developing and improving governance processes within institutions
 - 🕒 Promoting success
- 🕒 Early childhood education
 - 🕒 Youth development
- 🕒 Technologies
 - 🕒 Encouraging and developing takiwa strategies
- 🕒 Enhancing strategic education relationships
 - 🕒 Ngati Whatua heritage teaching and learning experiences
- 🕒 Concentration on compulsory education

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The result of addressing these key target areas is expected to be improved educational performance, participation and achievement throughout the rohe of Ngati Whatua.



NGA MIHI WHAKAMUTUNGA

References & Acknowledgements

Ako: Ngati Watua Education Profile – Te Runanga o Ngati Whatua Education Profile

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Memorandum of Understanding – Te Runanga o Ngati Whatua & Ministry of Education

Pukapuka Whakapapa o Ngati Whatua
Paora Tuhaera, Grey MSS, Auckland City Libraries

Nga mihi marika ki nga tautoko katoa

Takiwa Representatives

Northern Wairoa Focus Group, Taita Marae & Northern Wairoa Takiwa

Whangarei Te Rerenga Paraoa Marae & Whangarei Takiwa

Reweti Marae & Kaipara ki te Tonga Takiwa

Orakei Marae & education Committee

Ministry of Education

Design by Paradigm



ako