



Ngāti Kahungunu Iwi

INCORPORATED

Report On Māori Education in Ngāti Kahungunu

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

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Executive Summary

Ngāti Kahungunu enjoying and achieving educational success as Ngāti Kahungunu is the nexus for Ngāti Kahungunu and the Ministry of Education. Early learning centres, schools, and others are desperate for better engagement with iwi, hapū and marae and their culture, language and identity. Coupled together with Digital Technology/Hangarau Matihiko for young Māori learners – Generation Z and Generation Alpha – the potentiality for opportunities is boundless.

Ngāti Kahungunu Iwi Incorporated, through secondments with Government departments and agencies, are increasing their capability and capacity within areas of strategic importance for the iwi, hapū and whānau. A recent secondment from the Ministry of Education has enabled Ngāti Kahungunu Iwi Incorporated to further develop the relationship between both parties, and address the area of education and mātauranga - as applicable to the New Zealand education system and sector - within the Directorate of Reo, Tikanga and Mātauranga.

There have been numerous outcomes and successes achieved between the Ministry of Education and Ngāti Kahungunu Iwi Incorporated and the education sector, which includes the engagement, development and piloting of resources in schools and centres. Capturing this historical journey will help inform the next steps and future relationship between Ngāti Kahungunu, the Ministry of Education and the education sector. Notwithstanding associated accomplishments; further development, revitalisation, socialisation and centralisation of te reo Māori and educational resources needs to occur so that these resources are readily available and easily accessible through numerous platforms for all learners – young and old - in the rohe of Ngāti Kahungunu.

The primary aim of this report is to map NKII-MOE contractual history, MOE major policy changes, Māori education strategies & education work programmes and iwi & hapū strategies, projects and programmes; and analyse and report on Māori education in Ngāti Kahungunu. So Ngāti Kahungunu Iwi Incorporated leaders and managers are well informed in order to strategize, develop, implement and evaluate interventions that are fit-for-purpose and which uphold ngā kaupapa Māori, te reo Māori me ōna tikanga o Ngāti Kahungunu. The imminent pathway for Mātauranga (within the Directorate of Reo, Tikanga and Mātauranga) for NKII has been encapsulated in Chapter Six through three themes and potential areas-of-focus - Whakawhanaungatanga, Learner Outcomes and Improving Quality of the System.

So, for Ngāti Kahungunu enjoying and achieving educational success as Ngāti Kahungunu; Ngāti Kahungunu Iwi Incorporated and Taiwhenua, the Ministry of Education, the education sector, and other stakeholders, must collectively work together to implement plans where mutual priorities and outcomes are foci and our young people and their whānau and families always remain front-and-centre.

Chapter One: Introduction

This report describes Māori education in Ngāti Kahungunu through the examination of reports and data on the current state of Māori education in the Ngāti Kahungunu rohe¹. This report will also inform the refresh of the Ngāti Kahungunu Education Strategy and implementation plan.

Māori education² is about developing a long-term approach to equitable outcomes for Māori children and young people in the education system and embedding it across all developing strategies and reviews. Success for Māori learners is the responsibility of everyone in the Ministry of Education and the education sector.

Education in New Zealand is a student-centered pathway providing continuous learning progression and choice so that learners progress every year, and their learning at one level sets the foundation for the next steps along a chosen pathway. New Zealand's education system has three levels: early childhood education from birth to school entry age; primary and secondary education - from 5 to 19 years of age; and further education - higher and vocational education.

Māori education embraces the Ministry of Education's Māori Education Strategy Ka Hikitia³ as an enduring strategic framework with an annual implementation plan and approach building off Te Kotahitanga⁴ to address cultural bias in schools, to support equity, and accelerate Māori educational achievement.

This is not the first time that an endeavor has been made to profile Māori education in Ngāti Kahungunu. Moreover, it is by no means the last. On the contrary, many areas need further investigation, development, implementation, evaluation and closer reporting. Such work between NKII and MOE will need to be undertaken in order to provide a more complete picture.

The writing of this report would not have been possible without the support of the Chief Executive Ngāti Kahungunu Iwi Incorporated, the Ministry of Education Director of Education Hawke's Bay/Tairāwhiti, Ngāti Kahungunu Iwi Incorporated staff, and the Ministry's Kāhui Ako/Community of Learning Advisor and Data Analyst.

¹ Rohe – boundary, district, region, territory

² Māori education as described by the MOE. Retrieved from <https://conversation.education.govt.nz/assets/Uploads/EWP-Overview2.pdf>

³ Ka Hikitia is the MOE Māori Education Strategy, 2013-2017. This strategy has been extended until the end of 2018. The intent of the Māori Education Engagement Wānanga that have been held nationwide (30+ wānanga) is to inform the refresh of this strategy and the MOE Education Work Programme.

⁴ Te Kotahitanga was a research and professional development programme that: supported teachers to improve Māori students' learning and achievement; enabled teachers to create a culturally responsive context for learning which is responsive to evidence of student performance and understandings. In addition, enabled school leaders, and the wider school community, to focus on changing school structures and organisations to effectively support teachers in this endeavour.

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Structure of Report

This report aligns to traditional report structure used by the Eastern Institute of Technology but employs the conventional report structure as prescribed by O'Leary (2013)⁵. For key referencing, footnotes have been used extensively throughout this report. A Glossary of Terms has not been included in this report for reo Māori and Māori kupu⁶. However, for ease of reading, translations of reo Māori and Māori kupu are available in the footnotes. Acronyms for the Ministry of Education (MOE) and Ngāti Kahungunu Iwi Incorporated (NKII) have also been used throughout the report.

Chapter Two begins with the background to this report which examines, through a brief literature review, the historical relationship between NKII and MOE and the outcomes that were achieved using the principles of co-construction and co-production. Chapter Three defines the profile of Ngāti Kahungunu Iwi Incorporated and Chapter Four describes in some part the educational climate for the Ministry of Education. In Chapter Five, MOE data is presented through numerous data sets with Analysis and Findings. Finally, in Chapter Six, potential areas-of-focus elicit critical reflection for the reader.

Methodology

- MOE contracts with NKII, relevant to this report, were reviewed to provide context and background to historical partnerships. Some documentation, for example; signed contracts, milestones reports and outputs, and education resources for centres and schools - associated with contracts and agreements - were unable to be located and/or sourced.
- This report is based on statistical data supplied by MOE and other education bodies that the MOE has relationships with. Inevitably, comparisons between Māori and non-Māori have been made, but the intention is to describe the educational characteristics of Ngāti Kahungunu regardless of their standing alongside other populations.
- In January 2019, a draft report was prepared and tabled at consultative meetings for comment with: the Chief Executive, Ngāti Kahungunu Iwi Incorporated; and the Director Education Hawke's Bay/Tairāwhiti, Ministry of Education.
- After amendments were made, the final report was completed for presentation to the Board, Ngāti Kahungunu Iwi Incorporated.
- The NKII Board will determine dissemination of the report.

Aim

The aim of this report is to:

- Map NKII-MOE contractual history, MOE major policy changes, Māori education strategies & education work programmes and iwi & hapū strategies, initiatives, projects and programmes.
- Analyse and report on Māori education in Ngāti Kahungunu.

⁵ The essential guide to doing your research project (O'Leary, Z., 2013: Los Angeles, USA: SAGE Publications)

⁶ Kupu – word/words

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Recommendations

That the Chief Executive and the Board of Ngāti Kahungunu Iwi Incorporated:

- **Note** the contents in the report.
- **Note** the relationship and partnership that exists, and its duration, between the Ministry of Education and Ngāti Kahungunu Iwi Incorporated.
- **Note** the analysis and findings identified in Chapter Five.
- **Agree** to the delivery of a presentation(s) on this report in order to champion strategic leadership and direction for Māori education/Mātauranga in the rohe of Ngāti Kahungunu.
- **Approve** potential areas-of-focus (in Chapter Six) so that an implementation plan can be development and implemented.

Justification for Report

In March 2012, Dr James Graham was employed as the Pouhāpai Mātauranga/Education Advisor at NKII. This position was resourced by the MOE until Dr Graham's departure 15 January 2016. During this period, there were a number of Schedule-of-Work-Agreements (SWAs) that were co-designed and completed. Gains were made across different pockets of the Ngāti Kahungunu rohe; which included whānau, schools, early childhood centres, secondary schools, kōhanga reo and kura. A number of positives were achieved and as described by Dr. Graham⁷, needed to be maintained and nurtured under the auspice of the Kawa Whanaungatanga Agreement⁸. These gains and the pathway forward for NKII included, but were not limited to:

- Strengthening culturally responsive pedagogy amongst teachers;
- Supporting education institutions to become culturally responsive;
- Māori cultural professional learning and development for teachers;
- Strengthening partnership relationships between whānau, hapū, iwi, marae, schools and the Ministry of Education;
- Growing the capacity of educational institutions to engage their respective communities;
- Strengthening the capacity of the Early Childhood Education sector to increase learning opportunities for Māori and Pasifika;
- Fostering notions of Ngāti Kahungunu cultural standards and Ngāti Kahungunu place-based education across educational institutions in the rohe of Ngāti Kahungunu;
- Strengthening the partnership relationship between NKII and MOE as demonstrated by what has been achieved including the forming of the Kawa Whanaungatanga agreement;
- Growing the networks of Ngāti Kahungunu Iwi Incorporated within education nationally, regionally and locally;

⁷ Ngāti Kahungunu Iwi Incorporated Mātauranga Paper (Graham, J., 2015)

⁸ In September 2014, Ngāti Kahungunu Iwi Incorporated and the Ministry of Education entered into a Kawa Whanaungatanga agreement to promote and sustain a productive partnership between the two organisations. The Kawa Whanaungatanga aims to nurture a two-way relationship leading to and generating shared action, outcomes and solutions for Māori education.

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- Being a voice to champion the educational aspirations of whānau in Ngāti Kahungunu for their tamariki.

In August 2016 and soon after in January 2017, the MOE regional Director of Education (Hawke's Bay/Tairāwhiti) and his Strategic Adviser Māori were established (respectively) and based in the Ahuriri regional office. In March 2017, the Director and his advisor met with Ngāti Kahungunu Iwi Incorporated (NKII) to discuss iwi educational aspirations and how the MOE could support these aspirations. Two further meetings were held; one in the latter part of 2017 and the other in January 2018. And at both meetings, iwi capability and capacity in education was emphasised and resources sought from MOE. In response, a secondment agreement⁹ was signed between the MOE, NKII and secondee – the MOE Strategic Adviser Māori.

The aim of this secondment agreement is to revitalise and future-proof the Ngāti Kahungunu education strategy and implementation plan so that Māori learners are equipped to achieve educational success as Māori. This agreement describes work objectives:

- Be the 'point-of-contact' for NKII for education matters.
- Facilitate an environmental/cultural profile of education in Hawke's Bay and the Ngāti Kahungunu rohe.
- Update the iwi education strategy and plans.
- Facilitate the implementation of the iwi education strategy and plans.

So, in order to meet the identified work objectives – and in particular; facilitate an environmental/cultural profile of education in Hawke's Bay and the Ngāti Kahungunu rohe – the MOE secondee recognised that it was vitally important to start mapping the historical relationship and contractual agreements between the MOE and NKII over the last 15 years or so. And in so doing, contextualize the place and space of Māori education in the rohe of Ngāti Kahungunu.

⁹ Work objectives for the MOE secondee was endorsed at the March 2018 NKII board meeting held at Pukehou Marae ki te Taiwhenua o Ngāti Kahungunu ki Tamatea.

Chapter Two: Ngāti Kahungunu and the Ministry of Education Relationship

In 2001-2002, NKII undertook a hiko¹⁰ of more than 50 marae throughout the rohe to develop the Ngāti Kahungunu Strategic Vision 2026. In conjunction, the Ngāti Kahungunu Iwi Incorporated mission was developed, “To enhance the mana and wellbeing of Ngāti Kahungunu” through the empowerment of whānau, hapū and taiwhenua and to determine and achieve success according to respective and collective aspirations. Seven key strategic goals were identified:

- Economically Strong
- Participating Citizens in the World
- Tinorangatiratanga
- Protecting our Environment
- Culturally Strong
- Strong, Vibrant, Healthy Whānau and Hapū
- Making our Mark

During this time, the NKII Mātauranga Board were working on an education plan and in 2002/2003, the plan, ‘Ko te Amorangi ki mua ... Ngāti Kahungunu Iwi Mātauranga Plan 2003-2005¹¹, was launched¹².

Ko te Amorangi ki Mua ... Ngāti Kahungunu Iwi Mātauranga Plan 2003-2005

The ‘Ko te Amorangi ki mua ... Ngāti Kahungunu Iwi Mātauranga Plan 2003-2005, identified the need for increased Ngāti Kahungunu language resources, culturally appropriate curriculum, education services, programmes and support. An implementation phase¹³ followed and included Whānau: Development; Institutional Development; Organisation Collaboration; and Agency Collaboration.

An on-going contractual agreement with the MOE enabled the appointment of a full-time Kaiwhakahaere Mātauranga¹⁴ at the end of 2003; who encouraged, supported and advised the NKII Mātauranga Board to lead and provide strategic direction. Two MOE Pouwhakataki¹⁵ (located in Hawke’s Bay) provided consistent and practical support.

It was recognised during this phase, that the Ngāti Kahungunu rohe continued to be split up by the Government and its public sector departments and agencies – MOE included - and that Wairarapa & Tamaki-nui-a-Rua continued to be serviced by the MOE located in Hutt Valley.

There were a plethora of Te Reo Māori learning opportunities in the rohe at the time - Te Wānanga Whare Tapere o Takitimu, Eastern Institute of Technology degree programmes, Te Reo Irirangi o Ngāti

¹⁰ Hiko - journey

¹¹ A report produced by Dr Huia Tomlins-Jahnke to the Ministry of Education for Ngāti Kahungunu Iwi Incorporated.

¹² Ngāti Kahungunu Iwi Incorporated 2001/2002 Annual Plan (Wong, R., 2011 (p. 4))

¹³ NKII Pae Tini Kaupapa: Ngāti Kahungunu Mātauranga Implementation Plan August 2005.

¹⁴ Kaiwhakahaere Mātauranga – Education Manager

¹⁵ Pouwhakataki – Senior Advisor

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Kahungunu¹⁶, kīwaha¹⁷ and waiata sessions, Te Whare Wānanga o Aotearoa, Māori TV; and marae-driven reo, whakapapa, waiata, rarangi-wānanga¹⁸ under the auspices of the Whare Wānanga o Awanuiārangi. In addition, Te Puni Kōkiri gave another perspective of te reo in Ngāti Kahungunu. In 2005, a Community Based Language Initiative (CBLI) contract with the MOE was signed, which meant that a comprehensive te reo me ōna tikanga plan could be developed and worked on in a coordinated manner.

Community Based Language Initiatives (CBLI) 2005 - 2009

In 2005, NKII was contracted by the MOE to deliver the CBLI project 2005 - 2009. There was significant resource support that contributed to the implementation and refinement of the Ngāti Kahungunu Strategic Plan for the Revitalisation of Te Reo o Ngāti Kahungunu 2006-2007. The shared outcomes that were agreed between MOE and NKII were:

- Deliver five te reo Māori learning and teaching resources.
- Each resource will include a bilingual version of the resource including a detailed outline of use. An immersion version. A teaching manual (English), accompanied unit and lesson plans.
- To support the work currently being progressed by the Kahungunu Cultural Standards project by providing resources to schools and whānau and hapū within the Ngāti Kahungunu rohe.
- Utilisation of already collected research to inform resource production.

Although short-term - objectives of the CBLI project were:

- Improve Māori language education outcomes through engaging whānau, hapū and iwi in Ngāti Kahungunu-specific language revitalisation activities;
- Contribute to the revitalisation of te reo Māori through the Ngāti Kahungunu strategic plan – He Mahere Rautaki Hai Haumanu i Te Reo o Ngāti Kahungunu 2006 – 2027;
- Promote the importance different generations play in the transmission of language knowledge.

In 2006, a Kahungunu Cultural Standards project plan was developed. The scoping and development of the project plan was undertaken by a research team over a series of 12 meetings held at the NKII office in Hastings. An important factor for the research team at the time was that most Māori children and young people in primary schools within Ngāti Kahungunu were located outside Māori medium education. The project plan was conceived as two phases comprising several interconnecting 'platforms' and applied strategies:

- Phase One
 - Platform One – Cultural standards development programme
 - Platform Two – Curriculum and resource development
 - Platform Three – Promoting Ngāti Kahungunu reo and tikanga
 - Platform Four – Strengthening school community participation and relationships
- Phase Two
 - Platform Five – Learner achievement (literacy and numeracy)
 - Platform Six – Professional development and accreditation
 - Platform Seven – Piloting Cultural Standards Programme

¹⁶ Te Reo Irirangi o Ngāti Kahungunu – Ngāti Kahungunu radio station 765am and 94.3 fm

¹⁷ Kīwaha - colloquial language and the language of metaphor and idioms.

¹⁸ Raranga wānanga – weaving workshops and learning

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Te Pae Huarewa: Phase One 2007-2009

In 2008, a shared outcomes agreement was signed between the MOE and NKII. The agreement was for 14 months. The project associated with this agreement was called Te Pae Huarewa - Ngāti Kahungunu Cultural Standards.

The title 'Te Pae Huarewa' was given by Mr Ngahiwi Tomoana, the Chair of Ngāti Kahungunu Iwi Incorporated¹⁹. The name derives from the Ngāti Kahungunu oriori²⁰, Pinepine Te Kura and a line that makes reference to "... i te toi huarewa". Te Toi huarewa, speaks of the aka²¹ that is firmly fixed in the uppermost heaven ascended by Tawhaki and metaphorically represents the highest form of achievement.

A summary of outputs associated with this agreement were:

- Output 1 – Ngāti Kahungunu Cultural Standards Project Work Plan
- Output 2 – Stakeholder engagement and contributions to the development of Ngāti Kahungunu Cultural Standards
- Output 3 – Literature research and the exploratory research interviews with participant schools
- Output 4 – Ngāti Kahungunu Cultural Standards Framework.

In July 2009, a variation to the March 2008 agreement was agreed by MOE and NKII. The additional output was:

- Output 3A – Report on extended and in-depth engagements and consultations with the education sector and Ngāti Kahungunu whānau whānui.

In August 2009, the final milestone report - Output 4, Ngāti Kahungunu Cultural Standards Framework – was submitted to the MOE for Ngāti Kahungunu Iwi Incorporated. This milestone report outlined the activities undertaken, which were:

- Develop the Ngāti Kahungunu Cultural Standards Framework and content;
- Provide the evidence base from which the projects education priorities, strategies and developments have emerged;
- Develop a professional learning and capability programme for educators;
- Provide recommendations on the next steps (Phase Two) in piloting aspects of the project in selected early childhood education and school settings.

The Ngāti Kahungunu Cultural Standards Framework that was developed as part of this phase was called Te Tōpuni Tauwhāinga²² (Appendix 1) and was adapted from the Ngāti Kahungunu Strategy for the Revitalisation of Te Reo o Ngāti Kahungunu. Performance indicators were developed for each strand of Te Tōpuni Tauwhāinga and aligned to the three key themes that emerged from the whānau and hapū

¹⁹ NKII Te Pae Huarewa – Ngāti Kahungunu Cultural Standards Project. Milestone 1 Report: August 2012 (p.12)

²⁰ Oriori – lullaby: a song composed on the birth of a chiefly child about his/her ancestry and tribal history.

²¹ Aka - vine

²² Te Tōpuni Tauwhāinga is the research framework that informs Te Pae Huarewa, the Ngāti Kahungunu Cultural Standards project. The tōpuni tauwhāinga was the prized dog skin cloak of the Rangatira (chief).

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consultation and the review of literature completed at Output 3 and 3A. The key themes integrated into the performance indicators are: Culture, Relationships, and Pedagogy.

Te Pae Huarewa: Phase Two 2010-2011

In Phase Two of Te Pae Huarewa, there was planning and piloting of professional development programmes in selected early childhood education and school settings in the Ngāti Kahungunu rohe and included:

- The collaboration and engagement of professional development providers in the Ngāti Kahungunu rohe to support the piloting of Kahungunu Cultural Standards - Te Tōpuni Tauwhāinga framework – in selected ECE and school settings;
- The progress of early childhood services and schools to complete an initial self-review on the status of cultural knowledge practiced within the classroom;
- The engagement with early childhood services and schools to provide feedback on the localised Tōpuni Tauwhāinga Cultural Standards professional development planning based on self-review;
- The engagement with whanau on the proposed professional development plan and how whanau will support the programme;
- The piloting, monitoring and provision of feedback to stakeholders on localised professional development programme.

Schools and centres engaged in the Ngāti Kahungunu Cultural Standards Project took a very active role, collectively and individually, to collaborate with and engage professional development providers. With a key focus on advancing professional learning and capability of educators in local, cultural and historic knowledge; attempts to locate and identify appropriate and specific support from traditional professional development providers was not very successful. Parents, whānau members, colleagues from other schools and members of the wider community worked alongside participating schools and centres with the intention of sharing local, cultural and historic knowledge.

Initial self-reviews were a necessary requirement to ascertain the status of cultural knowledge practiced within the schools and centres, particularly if a professional development programme to advance professional learning and capability of educators was to be achieved. Initial self-reviews were flexible in approach. Discussions with and between teachers and parents, observations and self-appraisals (written and verbal) were the key tools used to analyse the status of cultural knowledge practiced in the schools and centre. Schools tended to be more flexible and informal in their approach to documenting the self-review process while centres took a more formal approach. Both approaches identified and acknowledged what was the current status of practice in their setting before engaging in developing a professional development programme. The schools and centres continued to self-review to monitor the shifts and impacts that occurred as a result of engaging with the professional development programme.

Participating schools and centres were challenged to look at their specific professional development needs that emerged out of the self-review process, which included the acquisition of knowledge, skill and reo Māori, waiata, pūrākau²³ from the local area. Māori performing arts, significant local landmarks and people, games and pastimes, marae protocol and tikanga Māori was the basis and priority for

²³ Pūrākau - ancient legends and stories.

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professional development. Acquisition of local, cultural and historic knowledge was reflected as a significant shift in school and centre practice. Confidence and competence of teachers to teach and include more reo and tikanga Māori, marae protocol, pūrākau, waiata, Māori sources and resources of knowledge was noted, for example; eeling and local landmarks and waterways into their teaching practice.

A key feature of phase two was the development of relational trust and partnership between staff and whānau and the wider community. Schools and centres were determined in their efforts to ensure a relationship with whānau and the community was established and then maintained. Transparent and authentic intentions, clear pathways of communications, a respect for one another, active support of and for each party, were the basis upon which a strong relationship was established.

Te Pae Huarewa: Phase Three 2012-2014

The Te Pae Huarewa, Te Tōpuni Tauwhāinga and its five key pou²⁴, were used as a guide to create and develop a professional development programme for educators, for whānau, for tamariki and stakeholders in the provision of education. The Te Pae Huarewa Phase Three shared outcomes that were achieved between Ngāti Kahungunu and MOE were:

- Output 1 - Review the Te Tōpuni Tauwhāinga Kahungunu Cultural Standards project and plan next phase of implementation.
- Output 2 - Develop the Te Tōpuni Tauwhāinga framework to apply at all levels and contexts within education from governance to classroom practice.
- Output 3 - Develop profiles for the Whakamana Strand as it relates to learners, teachers, schools, principal, boards, and communities.
- Output 4 - Review and update the Ngāti Kahungunu Mātauranga Plan.

The following outputs were funded through the Government appropriation for CBLI and Iwi partnerships.

- Output 5 - Review and update the Ngāti Kahungunu Te Reo Strategy.
- Output 6 - Develop Implementation Plans for the Ngāti Kahungunu Mātauranga Plan and Ngāti Kahungunu Te Reo Strategy.

The following outputs were added through a variation to the Phase Three agreement:

- Output 7a - Develop the Te Pae Huarewa Cultural Standards in the Tamatea Taiwhenua cluster of ECE centres and schools
- Output 7b - Develop an education resource to support the teaching and learning of Tamatea (Ngāti Kahungunu) language and culture.

Centres and schools directly engaged in this phase of Te Pae Huarewa took an active role to collaborate and engage with their respective communities in order to recognise, acknowledge and address Te Tōpuni Tauwhāinga and its five pou²⁵ and in particular, within this phase, the Whakamana strand. With

²⁴ Pou – principles, strands, pillars

²⁵ Pou – principles, strands, pillars.

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a key focus on advancing the professional learning and capability of educators in local, cultural and historic knowledge, this phase of Te Pae Huarewa saw schools and centres engaged in relevant and specific support from professional development providers and/or NKII. Parents, whānau members, local marae and hapū members, colleagues from other centres and schools, and members of the wider community worked hard alongside centres and schools with the intention of sharing traditional cultural knowledge.

A key feature of this phase was the partnership relationships formed between staff and whānau of their respective centres and schools. There is strong evidence that a critical factor for Māori enjoying and achieving education success as Māori is; educationally powerful relationships and connections with whānau, hapū and iwi²⁶.

Schools and centres were challenged to look further at their specific contexts and to plan and develop their practices, policies, curriculum, and professional learning and development needs accordingly. The acquisition of knowledge, skill and understanding of te reo Māori, waiata, pūrākau from the local areas, Māori performing arts, significant local landmarks and people, games and pastimes, marae protocol and tikanga Māori was the basis and priority for professional learning and development.

In this phase, three Whakamana Profile/curriculum resources were developed and piloted:

- *Whakamana Profile / Curriculum Resource One* – one method that is used for examining a phenomenon or for engaging in research is employing a survey that has been specifically developed for a context and or issue(s) at hand that needs to be explored. Hence, the development & piloting of a survey exemplar for schools / centres for exploring the Whakamana strand.
- *Whakamana Profile / Curriculum Resource Two* – a second method that was used to celebrate the Whakamana strand was the co-construction of centre and school learner graduate profiles based upon the notion of Ngāti Kahungunu knowledge, pedagogy and content.
- *Whakamana Profile / Curriculum Resource Three* – the third resource provided a ‘snapshot’ to Te Pae Huarewa by way of an introductory folder (of hand-outs) for prospective centres and schools who were contemplating forging a relationship with NKII and wanted to be part of the Te Pae Huarewa ‘project’. This resource evolved into an educational resource package that went a long way to explaining Te Pae Huarewa so that principals, directors and/or teachers could then decide whether to pursue further engagement with the kaupapa or wanting to go down an education pathway that made direct links with mana whenua, local iwi and local cultural traditions.
- *Whakamana Profile / Curriculum Resource Four* – the fourth and final Whakamana profile was based upon the idea of a professional learning and development noho that is solely based on the Whakamana strand of Te Tōpuni Tauwhāinga. This profile differs from the other three profiles highlighted in that it requires cultural experts to deliver for centre and school staff. These cultural experts may include whānau, hapū, iwi, the wider community and/or organisations who specifically engage in such activities. These noho were an important facet of Te Pae Huarewa and the cultural standards project in that it provided access to Ngāti Kahungunu knowledge, pedagogy and content for the centres, schools and teachers who were ready to engage at this level.

²⁶ Ka Hikitia Māori Education Strategy 2013-2017.

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Ketuketu Kīwaha²⁷ Resource

In May 2013, when the current agreement's outputs and milestones were varied and co-constructed by the MOE and NKII and in particular, output 7b – to develop an education resource to support the teaching and learning of Tamatea (Ngāti Kahungunu) language and culture - the aim was based on the premise that schools in Te Taiwhenua o Tamatea were voicing their concern on not having access to a suitable resource based around te reo Māori, tikanga Māori, Tamateatanga and ultimately Kahungunutanga.

The Te Reo, Tikanga and Mātauranga Unit at NKII at the time were in the process of developing a user-friendly resource that was simple, easily accessible and reflected notions of local cultural place-based education. The resource was eventually given the title 'He Ketuketu Kīwaha' and was developed for use by whānau, centres, schools, marae, hapū, hāpori, taiwhenua, taurahere and Ngāti Kahungunu. A decision was made to not only promote this resource within Te Taiwhenua o Tamatea but to increase the coverage to all of the five other taiwhenua of NKII, to the taurahere throughout the country and to all stakeholders of te reo Māori me ōna tikanga o Ngāti Kahungunu. Accordingly, Ngāti Kahungunu language mita²⁸ has been used to revitalise an aspect of traditional Ngāti Kahungunu tribal language – kīwaha.

He Ketuketu Kīwaha reflected the priorities, aims and objectives of the Te Tōpuni Tauwhāinga to recognise and empower the Taiwhenua of Ngāti Kahungunu Iwi Incorporated to move forward promoting the revitalisation of te reo Māori me ōna tikanga and Ngāti Kahungunu realising educational success as Ngāti Kahungunu. This resource provided one pathway that ensure the extrapolation of Te Tōpuni Tauwhāinga for all iwi stakeholders as Ngāti Kahungunu Iwi Incorporated move towards improving the educational outcomes for Kahungunu tamariki and their whānau so that they reach the pinnacles of success that Kahungunu tīpuna speak about in oral traditions and tribal narratives.

The process for the roll out of He Ketuketu Kīwaha was over 44 weeks beginning in April 2014 and became known as the 'Idiom of the Week'. A key part of reaching out to all centres and schools in Ngāti Kahungunu's tribal boundaries in 2014 was the emailing out of He Ketuketu Kīwaha every Monday morning. So that the kīwaha of the week could be learned, practiced and utilised daily throughout the week in classrooms, playgrounds and homes throughout Ngāti Kahungunu; nationally and internationally by Ngāti Kahungunu whānau living further afield.

He Ketuketu Kīwaha had a key focus on advancing the professional learning and capability of educators, in local, cultural and historic knowledge as well as supporting whānau through their own te reo Māori revitalisation endeavours. Accordingly, He Ketuketu Kīwaha relates specifically to Ngāti Kahungunu traditions, dialect and contexts so students and teachers alike will be able to share in the learning of local 'place-based' knowledge, language, oral traditions and tribal narratives.

²⁷ Ketuketu Kīwaha – delve into the use of colloquial language and the language of metaphor and idioms.

²⁸ Mita - dialect

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Te Pae Huarewa Wider Project Team 2005-2014

This section introduces and highlights the roles of groups who influenced the development of Te Pae Huarewa. These groups ranged in make-up, stature and administrative duties but were all linked directly to Ngāti Kahungunu through their respective roles in NKII.

Joint Project Team

The Joint Project Team was established to commence the first phase of the Ngāti Kahungunu Cultural Standards project. As the project progressed, an Iwi Reference Group/Education Cultural Advisory Group was established as were other expert groups.

The Joint Project Team, made up of MOE personnel, NKII representatives and Ngāti Kahungunu educationalists; saw the need to develop Terms of Reference for the various groups and their contribution in the design and development of Te Pae Huarewa. The Joint Project Team provided leadership, planning, and technical support as and when required, and met on a regular basis through the project to provide strategic guidance and project management.

Ngāti Kahungunu Taumata²⁹

The role of the Taumata was to guide the philosophy and vision of Ngāti Kahungunu Iwi Incorporated, which ultimately underpinned the development of Te Pae Huarewa. There were four members on the Taumata and all were well respected nationally and globally as well as in Ngāti Kahungunu.

The Taumata met on a quarterly basis and provided quality assurance for 'Tihei Kahungunu' and other significant projects for NKII. The Taumata hui were also attended by NKII Chair Ngāhiwi Tomoana and Kaumātua, Mr and Mrs Haami Hilton.

Iwi Reference Group

The purpose of the Iwi Reference Group was to provide iwi oversight, advice and direction to Te Pae Huarewa. Membership to the Iwi Reference Group throughout the project's history included members of the Ngāti Kahungunu Taumata, NKII Board, NKII/MOE Joint Project Team members, and the Education Cultural Advisory Group. This group played a significant role in the development of the project.

Education Cultural Advisory Group / Kahungunu Reference Group

An Education Cultural Advisory Group was established to provide guidance at various stages of the project for their expertise in training, teaching, and learning in Māori education and culture, along with contemporary and historical knowledge of Ngāti Kahungunu. Membership comprised of persons of Ngāti Kahungunu whakapapa and formal educational backgrounds. This group eventually evolved into the Kahungunu Reference Group and included expertise in schools' curriculum/marautanga knowledge, boards of trustees experience, school principal experience, early childhood education experience, and was convened when necessary to provide consultation on the development, design and delivery of Te Pae Huarewa as well as professional development workshops.

Te Kauhua Phase 4 – 2014

Ka Hikitia – Managing for Success: The Māori Education Strategy 2008 – 2012 was the MOE approach to improving the performance of the education system for and with Māori. A key lever identified in Ka Hikitia was to raise Māori learner achievement through increasing whānau, hapū, iwi authority and involvement in education. Te Kauhua Phase 4 was an opportunity to advance understanding on how this

²⁹ Ngāti Kahungunu Taumata - distinguished orators and educational experts of Ngāti Kahungunu.

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might work. The NZ Curriculum also called for schools to engage the support of students, families, whānau, and communities.

Earlier Te Kauhua phases had operated solely with schools so with Te Kauhua Phase 4, the MOE was moving to an iwi-centric model. The new model involved iwi lead initiatives with English-medium schools and their communities in order to improve engagement with whanau and improve education outcomes for Māori learners.

This agreement between the MOE and NKII was for 2014 only and provided an opportunity to explore how iwi could work with schools in an education partnership. The Te Kauhua approach that was taken by NKII was to work with the Taiwhenua o Ngāti Kahungunu ki Tamatea and selected schools. A general description of work that was undertaken was:

- Prepare case studies or digital stories about the Te Kauhua work undertaken as part of the agreement.
- Develop a Te Kauhua Plan for the year that will address the goals of Te Kauhua phase 4. This also encompassed documenting the local Māori history that was shared with schools as part of the teacher professional development;
- Implement and monitor the Te Kauhua Plan and work undertaken, with a focus on teacher professional development impacting on Māori student outcomes;
- Mahi Whaiwhakaaro³⁰ – prepare a report on iwi-thinking about whānau and iwi engagement with English medium schools, reflecting on what was learnt over the course of Te Kauhua and how these relationships could be sustained and embedded within school-iwi practices.

Huakina Mai: 2013 – 2014

The Huakina mai project and agreement between the MOE and NKII was a trial in two schools in the Hawke's Bay region. Huakina Mai was developed as a whole-school programme to support positive relational and behavioural social skills in schools emanating from a Māori perspective.

The services that were purchased by MOE were; provide cultural leadership and advice (through the NKII Poutiri-ā-Mātauranga/Education Manager) and a Kaihono role to support schools. A project team also supported this work.

However, with the best of intentions of all of the Huakina Mai trial partners, the project team dynamics combined with geographical constraints, the trial was removed from Ngāti Kahungunu. This joint decision was made in consultation with the Ministry of Education, the University of Canterbury and Te Tapuwae o Rehua partners. This decision was made so that the integrity of Huakina Mai was maintained.

As part of the demise of Huakina Mai, two agreements manifested under the umbrella of the Kawa Whanaungatanga – Positive Behaviour for Learning School Wide (PB4L) and Iwi partnering with whanau to raise educational participation and achievement (KEPA – Kahungunu Education Participation and Achievement).

Huakina Mai appeared to be a great experience for NKII in terms of negotiating the dynamics of nurturing new partnership relationships and across multiple layers and contexts. An added bonus for NKII was securing the services of another staff member who was employed under contract as the Kaihono for Huakina Mai for the duration of the two-year trial.

³⁰ Mahi Whaiwhakaaro – Think Tank Report

Strengthening Early Learning Opportunities 2014 - 2015

Strengthening early learning opportunities for children, whānau, families and communities is a professional development programme for early learning education. Between 2014 and 2015, SELO Statements of Work agreements were developed between the MOE and NKII to support early learning centres.

SELO is targeted at early childhood education providers and kōhanga reo that have low participation rates or need support in providing quality early learning. There are three different programmes available. Each programme is shaped to the service's needs.

SELO programmes

Programme 1

This programme provides in-depth professional development. It is available to licensed early childhood education (ECE) services and kōhanga reo in locations identified by the Ministry of Education. A facilitator will work directly with management and teachers/educators to ensure a shift in practice towards delivering high quality early childhood education.

Programme 2

This programme focuses on community specific professional development in locations identified by the Ministry of Education. Different aspects of the community are taken into account. This is to ensure that the service is responsive to its identity, language and culture. Professional development designed for certificated playgroups and children/whānau with special education needs are included in this programme.

Programme 3

This programme covers seven threads. These threads focus on different areas within the early childhood education environment:

- Strengthening early learning opportunities for infants and toddlers
- Strengthening early learning opportunities in Te Aho Tūkutu/early mathematics
- Strengthening early learning opportunities in early literacy
- Strengthening Māori leadership in early childhood services
- Strengthening Pasifika leadership in early childhood services
- Strengthening leaders in early childhood services
- Whakapiki i te Reo Māori

In 2018, discussions revealed NKII position in relation to the delivery of health, social and educational services and that is; Ngāti Kahungunu is not a service provider and that contracts and agreements, such as SELO, are to be devolved to Taiwhenua. Notwithstanding, NKII is aware that discussions will need to occur within NKII and Taiwhenua Boards, and within executive leadership teams to determine what this may look like, and how NKII can build further education and Mātauranga capability and capacity.

Kawa Whanaungatanga & Positive Behaviour for Learning School Wide (PB4L) & Iwi Partnering with Whānau & SELO

As outlined earlier in this report, a Kawa Whanaungatanga agreement was signed in September 2014 by the Secretary for Education, Peter Hughes, and the Chief Executive of Ngāti Kahungunu Iwi Incorporated, Dr Adele Whyte. The Kawa Whanaungatanga described mutual understandings for both parties, which included Kawa Whanaungatanga principles. This agreement expired in November 2017.

In the latter part of 2014, the MOE PB4L service honoured its commitment to work in partnership with NKII and agreed as part of the Kaihono role to build PB4L cultural responsiveness and effectiveness, with a particular focus on PB4L School-wide. The intent was to cultivate a cycle of continuous improvement whereby PB4L listens and responds to local needs, and in particular the needs of whānau, hapū iwi and Māori communities. The agreement had two deliverables:

- Action/implementation plan – which identified priorities for building responsiveness in PB4L School-Wide, areas for improvement and potential ways to address the identified priorities.
- Implementation report – which outlined implementation progress.

Also in 2014, the Iwi partnering with whānau agreement – Kahungunu Education Participation and Achievement (KEPA) - between the MOE and NKII was to develop and implement an initiative specific to NKII education aspirations, which also contributed to NCEA L2 government priority and target. The initiative was to support children's education success, through championing iwi and community partners in strengthening whānau education planning through:

- Whānau Education Action Planning (WEAPs);
- Solutions-focussed conversations; and,
- NCEA and the Whānau champion training.

However, despite the challenges associated with the WEAPs and some good work by the kaihono with schools and whānau, a Mātauranga paper³¹ was drafted by the Pouhāpai Mātauranga to the MOE and to NKII – which included a summary and recommendations. This paper included the January 2016 resignation of the Pouhāpai Mātauranga.

Recommendations extrapolated from the 2015 Mātauranga Paper:

- Should the Ministry of Education aspire to continue with the current KEPA SWA with Ngāti Kahungunu Iwi Incorporated, the Pouhāpai Mātauranga recommends a Ministry of Education secondment to Ngāti Kahungunu Iwi Incorporated to take over the management of the KEPA SWA for a negotiated period and under the Kawa Whanaungatanga of the SWA; and/or,
- Should the Ministry of Education wish to continue with the PB4L SWA in its current format with or without variation, the Pouhāpai Mātauranga recommends that the Ministry of Education approach [some of the] the taiwhenua of Ngāti Kahungunu to dialogue relationships including: Kahungunu ki Te Wairoa, Te Taiwhenua o Te Whanganui-a-Orotū, Te Taiwhenua o Heretaunga, Te Taiwhenua o Tamatea and Ngāti Kahungunu ki Tāmaki-nui-a-Rua and Kahungunu ki Wairarapa.

³¹ This report was titled 'Ngāti Kahungunu Iwi Incorporated Mātauranga Paper' and had an electronic filing date of 15 December 2015.

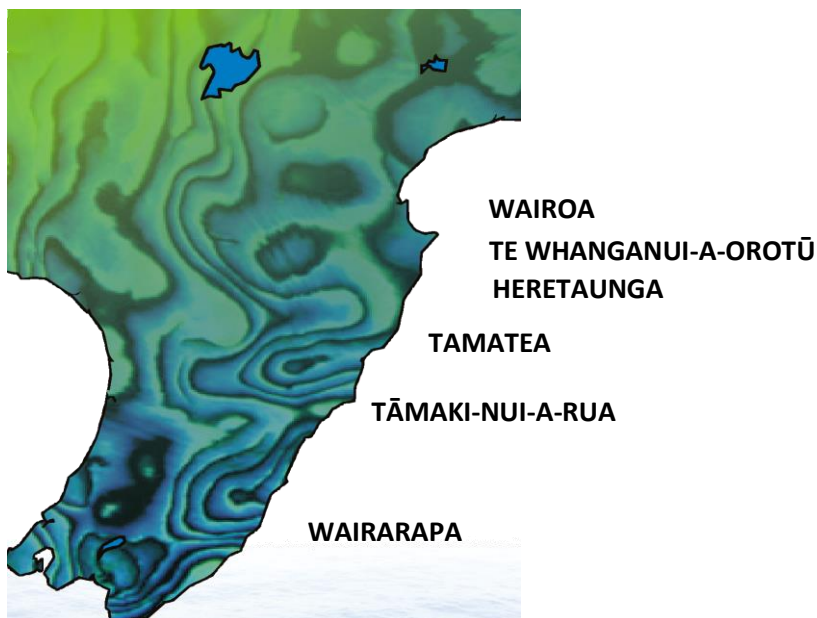
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- Growing our [NKII] economic capacity by leading the Māori and Pasifika Trades Training (MPTT) initiative and partnership with Te Aho a Māui - Eastern Institute of Technology;
- Supporting the Te Aratika Drilling Trust Partnership School;
- Inter-unit support of growth and development at Ngāti Kahungunu Iwi Incorporated where education has implications for Te Reo me ōna Tikanga, Toiora and the Taiao.
- Takitimu Ora - working to champion the voice and status of whānau across education and in particular, rangatahi in partnership with Youth Guarantee (Ministry of Education);

Chapter Three: Profile of Ngāti Kahungunu Iwi Incorporated

The customary boundary of Ngāti Kahungunu extends from Paritū near the Wharerāta Hills north of Te Wairoa, down through Napier, Hastings, Central Hawkes Bay, Dannevirke, Woodville and the Wairarapa to Turakirae at Cape Palliser in the south. These areas are boundaried by the corresponding eastern coastline and inland to the western ranges that include the Kāweka, the Ruahine and the Tararua ranges. Part of the Kahungunu rohe also extends over the Kāweka ranges into Taihape. This whole area is divided into six regions or Taiwhenua:

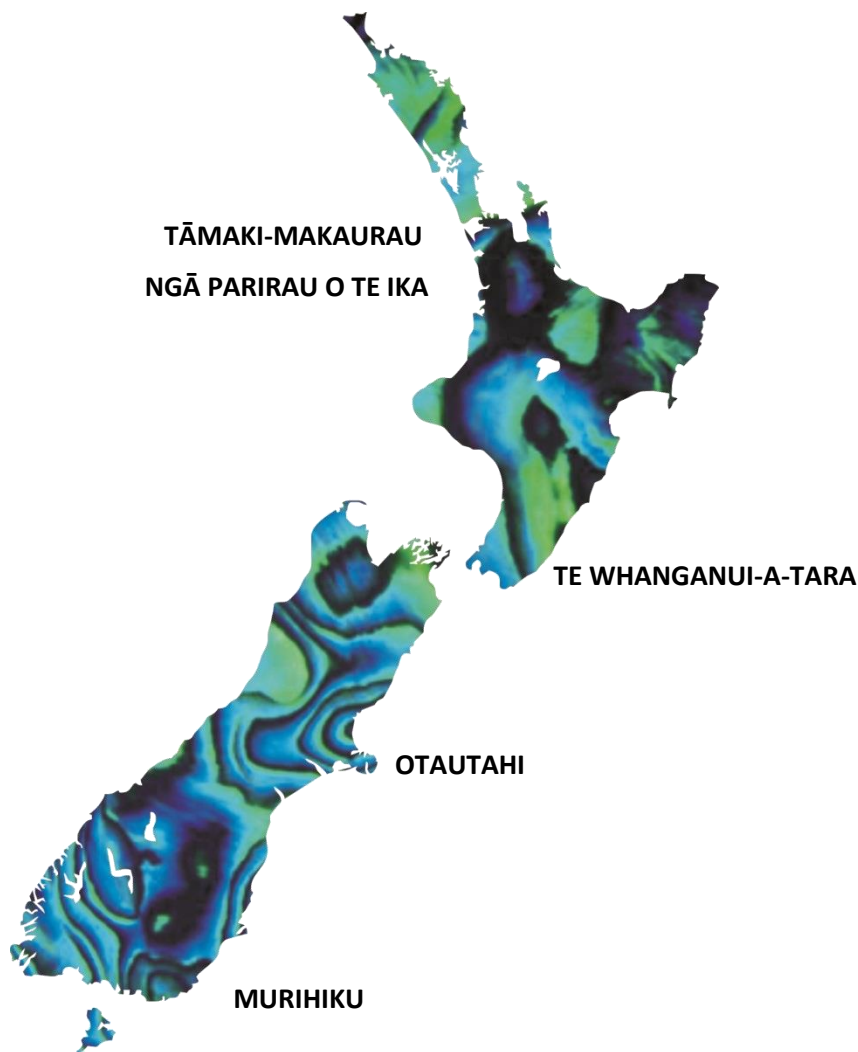
- Ngati Kahungunu Wairoa Taiwhenua;
- Te Taiwhenua o Te Whanganui-a-Orotu;
- Te Taiwhenua o Heretaunga;
- Te Taiwhenua o Tamatea;
- Tamaki Nui A Rua Taiwhenua Trust; and
- Te Taiwhenua o Wairarapa



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Ngāti Kahungunu Iwi Incorporated represents iwi members and whānau who reside outside of the Ngāti Kahungunu tribal boundary but within Aotearoa New Zealand. Taurahere Rūnanga have been established for the purpose of Ngāti Kahungunu representation in the main areas outside of the Ngāti Kahungunu area. A representative from each Taurahere is delegated to represent the Taurahere Rūnanga on the Ngāti Kahungunu Iwi Incorporated Board alongside Taiwhenua representatives. There are five Taurahere:

- Tāmaki-Makaurau;
- Ngā Parirau o Te Ika – Kirikiriroa;
- Ngāti Kahungunu ki Te Whanganui-a-Tara;
- Ōtautahi;
- Murihiku.



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Vision, Mission and Principles

The Constitution of Ngāti Kahungunu Iwi Incorporated (2017) outlines in its objectives - for the benefit of Nga Uri a Kahungunu³², including Tangata Whenua Members - the provision and promotion of any purpose within New Zealand which is charitable and:

- promotes relief for the aged or poor or those suffering from mental or physical sickness or disability or incapacity;
- is for their advancement of the education or learning;
- promotes their mental and physical wellbeing;
- promotes the educational, spiritual, economic, social or cultural advancement; or otherwise is for the benefit Nga Uri a Kahungunu.

In 2002, Ngāti Kahungunu Iwi Incorporated undertook marae consultation within the wider iwi rohe to develop the Ngāti Kahungunu Strategic Vision 2026. This vision, *‘Ki te whai ao, ki te ao mārama’*, reflects this collective desire, as Ngāti Kahungunu, to achieve excellence in the highest order and to be in constant pursuit of excellence in all areas of our lives.

The Ngāti Kahungunu mission is *‘to enhance the mana and wellbeing of Ngāti Kahungunu’*. Empowering people to achieve success at Whānau, Hapū, and Taiwhenua levels will achieve this. People will determine what success is from their own goals and aspirations.

The principles that underpin the Ngāti Kahungunu strategic vision are:

- Te Tūhonohono o Kahungunu: The tapestry of whakapapa that makes us who we are today;
- Te Hononga Mareikura o Takitimu: How we relate to other iwi / waka;
- Te Kotahitanga: League of peoples;
- Te Whakaputanga i te Ao: Declaration of Independence 1835;
- Te Tiriti o Waitangi: Joint venture with the Crown; and
- How we do things: Kanohi ki te kanohi, pokohiwi ki te pokohiwi; face to face, shoulder to shoulder.

Ngāti Kahungunu Statistical Profile

The 2018 Census³³ results for iwi are not due for public release until 2019. Notwithstanding, 2013 statistics show that 61,626 people or 9.2 percent of the current Māori population belong to Ngāti Kahungunu. This is a downward trend in comparison to the two earlier Censuses of 2001 and 2006.

These population statistics for Ngāti Kahungunu are drawn from the Census, Statistics New Zealand Tatauranga Aotearoa. The census provides the most comprehensive source of information on the size and distribution of iwi populations. The data is used to assist with Treaty of Waitangi claims and to allocate funds and resources to iwi. It also assists with economic and social planning by central and local government, and iwi.

The Ngāti Kahungunu iwi grouping population includes all people of Māori descent who gave: Ngāti Kahungunu ki Te Wairoa; Ngāti Kahungunu ki Heretaunga; Ngāti Kahungunu ki Wairarapa; Ngāti Kahungunu (region unspecified); Ngāti Kahungunu ki Te Whananui-a-Orotu; Ngāti Kahungunu ki

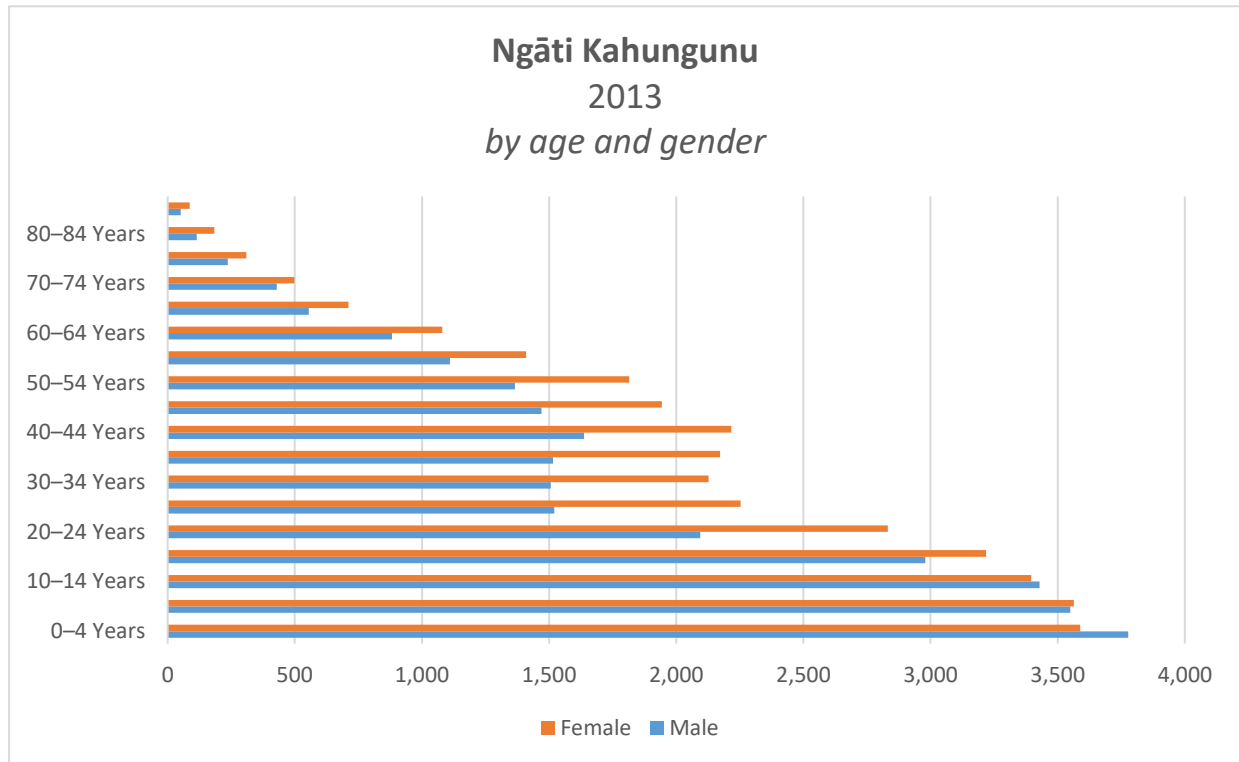
³² Ngā uri o Kahungunu – the many descendants that have blood connection to the tipuna, Kahungunu.

³³ Census is an official count or survey, especially of a population. The data collected in this report is from the 2013 census. The 2018 census data has not yet been released.

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Tamatea; Ngāti Kahungunu ki Tamakinui a Rua; Ngāti Pahauwera; or Ngāti Rākaipaaka, as their iwi or as one of several iwi.

In 2013, the Ngāti Kahungunu population was 61,626 people or 9.2 percent of the total population of Māori descent affiliated with at least one iwi in the Ngāti Kahungunu iwi grouping, an increase from 59,943 people in 2006. In 2001, there were 51,552 people. More than half of the iwi's population (59 percent) is under the age of 30 reflecting the youthful nature of the Māori population in general.



Note:

- Ngāti Kahungunu is the third largest iwi
- 28.4% live in Hawke's Bay; 16.7% Wellington Region; 12.7% Auckland Region.
- 67.8% live in the main urban areas (population over 30,000)
- 46% Male, 54% Female
- 24.8% of the Ngāti Kahungunu population can hold a conversation about everyday things in te reo Māori.
- 23 years is the median age

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Ngāti Kahungunu Iwi Incorporated Registration Statistics 2018³⁴

The following statistics show how many members are registered with Ngāti Kahungunu Iwi Incorporated and which area they reside in.

Ngā Mātāwaka	1,015
Heretaunga	10,741
Ngā Parirau O Te Ika	796
Tāmaki-nui-a-Rua	1,406
Tamatea	1,533
Ngā Taura Here o te Ao	136
Tāmaki-makau-rau	445
Te Upoko O Te Ika	637
Te Waipounamu	336
Wairarapa	3,367
Wairoa	7,848
Te Whanganui-a-Orotū	3,079
Otautahi	102
Grand Totals	31,441

³⁴ NKII registered members as at 13 December 2018

Chapter Four: Ministry of Education 2017 - 2019

In December 2017, with the change of Government – a Labour Party-led coalition agreement – the Minister of Education, Hon Chris Hipkins, submitted a paper to Cabinet: The Education Work Programme (EWP (Appendix 2)). In February 2018, Cabinet agreed to Minister Hipkins Education Portfolio Work Programme, which includes:

- Develop a future-focused Education Workforce Strategy;
- Long term supply solutions for Māori language teachers;
- Integration of the Māori language and culturally responsive teaching and learning practice across the whole education system;
- Establishing the Education Advisory Service & the College for Educational Leadership;
- Establish Joint Taskforce to reduce the amount of compliance-focused paper work.

Education Conversation / Kōrero Mātauranga

In May 2018, around 1,400 people got together in Christchurch and Auckland to lay the foundation for the future of learning in Aotearoa New Zealand. The two events brought together participants from all walks of life: students, parents, teachers, academics and employers, etc. Special emphasis was placed on inviting people and communities whose voices are not always heard – Māori, Pacific people, children and young people, and people with disabilities and learning support needs, and groups like junior teachers in small rural schools, young people on probation and small employers. The end-result was two of the most inclusive and diverse education events ever held in New Zealand.

The conversations focused on the future. Participants spent most of the first day learning from speakers and from each other. This was designed to uncover new insights about what the future might look like and what opportunities it could provide. Participants also identified some of the values they believed should be woven through future learning.

On the second day, participants explored the connection between the possibilities they uncovered on Day 1 and some of the values they related to most. This produced hundreds of principles and ideas that could become the foundation for the future of education and learning in New Zealand.

Participants found looking 30 years ahead a challenging and rewarding experience. The participants were a very diverse group, coming to the conversation from many different places. Yet, together they ensured the dialogue was authentic, inclusive and valuable. Together, they created a place to explore frustrations, as well as hopes and dreams.

Overall, some major themes that emerged across the conversations that were initiated by questions were:

- free education;
- the ability to interpret information, effectively communicate and problem solve;
- equity;
- Te Reo;
- Māori history;
- the qualities of resilience, well-roundness and confidence;
- a connection with community and ability to be a good citizen;
- home environment/poverty;

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- teaching quality, status and workforce issues;
- progress rather than standardisation;
- NCEA / less assessment;
- funding;
- class sizes;
- Learning Support (was known as Special Education); and
- diversity;

Ministry's Education Work Programme

There are numerous projects supporting the Education Work Programme, which includes four reviews, seven key initiatives and eight medium-term strategies. Some key projects currently being designed and consulted on are:

- **Māori Education** - medium-term strategy for Māori education, which includes the Māori Education Strategy and Māori Language in Education Strategy. Māori education wānanga were held across Aotearoa New Zealand. In the rohe of Ngāti Kahungunu, four wānanga were held - Waipawa, Wairoa, Hastings and Masterton;
- **Education Workforce Strategy to 2032**³⁵ – strategy for developing a comprehensive Education Workforce Strategy in partnership with the sector, which will encompass early learning, primary and secondary education and learning support, in both Māori-medium and English-medium settings.
- **Tomorrows Schools review**³⁶ - As part of the national Education Conversation/Kōrero Mātauranga, the Government is reviewing Tomorrow's Schools – the name given to the reforms that dramatically changed the governance, management and administration of our schools nearly 30 years ago. After more than 200 meetings with people interested in education, the Independent Taskforce reported its findings to the Minister of Education in November 2018. Their report: Our Schooling Futures, Stronger Together | Whiria Ngā Kura Tūātitini has now been released for public consultation.
- **Early Learning Strategic Plan** - A Ministerial Advisory Group and a larger Reference Group that includes sector stakeholders and academic experts have been working together to develop the draft plan, supported by the Ministry of Education. This work has also drawn on the Education Summit events and the broader Education Conversation, as well as a short early learning survey

³⁵ Education Workforce Strategy consultation timeline. Retrieved from <https://conversation.education.govt.nz/conversations/education-workforce-strategy/>

³⁶ The Independent Task Force review of Tomorrows Schools. Retrieved from <https://conversation.education.govt.nz/conversations/tomorrows-schools-review/>

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that closed in July. He taonga te tamaiti, the draft strategic plan for early learning, is now open for consultation until 15 March 2019³⁷.

- **Reform of Vocational Education**³⁸ – The Government aims to create strong, unified vocation education systems that is sustainable and fit for the future of work, delivering what learners, employers and communities need to be successful.
- **Fees Free Tertiary Education and Training** - The Fees Free tertiary education and training policy was implemented on 1 January 2018. Students beginning study at a university, wānanga, institute of technology, polytechnic, or private training establishment, can now get their first year of full-time study fees-free, or an equivalent amount of part-time study fees-free. New apprentices and their employers can have their on-job training costs covered for their first two years.

Iwi and Māori Education Relationships (IMER)

The IMER investment framework, used historically for the procurement of iwi services, has moved to a new approach, which devolves funding to MOE regional offices for allocation through a regional process that includes iwi and hapū.

The investment framework has been renamed Toikuranui and reflects the new intent of the fund. The name means ‘Learning excellence: Creating the opportunity and environment for learning to thrive’. The Toikuranui Investment Framework realigns the investment objectives that supports the Ministry’s policy documents; Ka Hikitia, Tau Mai Te Reo and Whakapūmautia, Papakōwhai Tau Ana, by:

- partnering with Iwi, Hapū and Māori organisations in local investment decisions and planning that enable Māori learners to succeed as Māori
- partnering with Iwi, Hapū and Māori organisations to enable Māori learners to excel and successfully realise their identity, language and culture
- Making investments that align with iwi, hapū and Māori organisations’ aspirations to deliver shared education outcomes
- Increasing iwi, hapū and Māori organisations’ participation in education to realise Māori potential
- Providing a pathway forward that will deliver a better future.

The investment framework recognises that Iwi, Hapū and Māori organisations will be at different stages of readiness to deliver educational identity, language and cultural opportunities. Some have fully developed education strategies, implementation plans, reo strategies, work programmes and resources

³⁷ Early Learning Strategic Plan consultation process and dates nationwide. Retrieved from <https://conversation.education.govt.nz/conversations/early-learning-strategic-plan/have-your-say-today/>

³⁸ Updates on the Reform of Vocational Education. Retrieved from <https://conversation.education.govt.nz/conversations/reform-of-vocational-education/updates-on-the-reform-of-vocational-education/>

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(people/financial), while others may need support to develop education strategies, reo strategies and programmes.

Funding objectives sought through investment for Iwi, Hapū and Māori organisations collaborating with the Ministry would support Māori learners to succeed as Māori by:

- making investments that align with Iwi, Hapū or Māori organisations' aspirations to deliver shared education outcomes
- embedding identity, language and culture in local curricula
- working with others to determine successful learning and education pathways
- excelling and successfully realising their cultural distinctiveness and potential
- successfully participating in and contributing to Te Ao Māori
- Gaining the universal skills and knowledge needed to successfully participate and contribute to Aotearoa New Zealand and the world.
- Supporting the ongoing development and advancement of Te Reo Māori in and through education

These funding objectives will provide a reference point when the Ministry and Iwi, Hapū or Māori Organisations work in partnership to co-construct a shared set of regional priorities.

Chapter Five: Data Analysis and Findings

This chapter contains MOE data that has been presented in graphs, tables and narrative. The data analysis and findings that are listed at the end of each data set – for example, Iwi Affiliations data set – have been sourced from the MOE and other education bodies through the Hawke’s Bay Kāhui Ako/Communities of Learning lead and data analyst located in the Ahuriri Napier office.

The ‘data gatherers’ have made every attempt to identify data sets that relate to Māori education and how it impacts on or influences (negatively or positively) Māori learners’ success.

The MOE data sets for iwi and hapū is limited – Ngāti Kahungunu, Ngāti Kahungunu ki Wairarapa, Ngāti Kahungunu ki Tamaki-nui-a-Rua, and Ngāti Pahauwera only - and based primarily on historical and extended contracts and agreements under the auspices of the Sector Enablement and Support Group – Strategy and Implementation (Iwi and Māori Education Relationships). Hence, the need for this report to source data associated with Territorial Local Authority (TLA). The TLAs used to encapsulate the rohe of Ngāti Kahungunu Taiwhenua are:

- Carterton District
- Central Hawke’s Bay (CHB) District
- Hastings District
- Masterton District
- Napier City
- South Wairarapa District
- Tararua District
- Wairoa District

Where Ngāti Kahungunu data is not specifically available, MOE have provided data for Māori students living in the 8 TLAs mentioned above. There are 188 schools and kura within the rohe boundaries.

In 2019, MOE will be working closely with Ngāti Kahungunu, Taiwhenua and Post Settlement Governance Entities to co-design a new interactive web-based product to produce sets of Iwi/Māori education profiles. The MOE will work directly with MOE Strategic Advisors Māori, in regional offices, for this to occur.

Early Learning Education

It is the role of the Ministry to oversee and support early learning services, as they empower young children to become competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society³⁹.

Unlike schooling, it is not compulsory in New Zealand for children to receive early learning education and care. As a result, the Ministry does not administer the sector in the same way it does schools. This means all early learning service providers operate independently of the Ministry, either as commercial businesses or as one of various types of not-for-profit organisations.

There are different types of early learning services operating in New Zealand. Their differences range from the environment in which children learn, to the languages and philosophies that guide that learning.

The Ministry works to make early learning accessible to all New Zealand families and whānau. Its primary mechanism for achieving this is through subsidising the sector, to the point of making 20 hours of early learning a week free for all children aged three and over.

While services operate independently of the Ministry, the Government requires they meet certain standards that ensure the education, care, health, comfort and safety of the children attending. It is the role of the Ministry to regulate the sector and ensure it meets these standards. It does this through licensing all services before they are eligible to receive funding, and monitoring them to ensure those standards are maintained.

There is an overarching national curricular framework prescribed by the Minister of Education that all services are required to implement. However, each service is able to choose how it applies Te Whāriki and in a manner that is consistent with the values, language or approach to early learning particular to that service type.

Research, including studies from New Zealand, shows that children that participate in quality Early Childhood Education (ECE) have better educational outcomes in later years. ECE can positively impact literacy, numeracy, and problem-solving skills well into the teenage years. ECE also encourages the development of cognitive and attitudinal competencies, and leads to higher levels of achievement and better social outcomes⁴⁰. This is especially apparent for our most vulnerable children, and is why the Government resources up to 20 hours of free ECE to every child in New Zealand from the ages of 3-5, regardless of family income, immigration status or any other reason⁴¹.

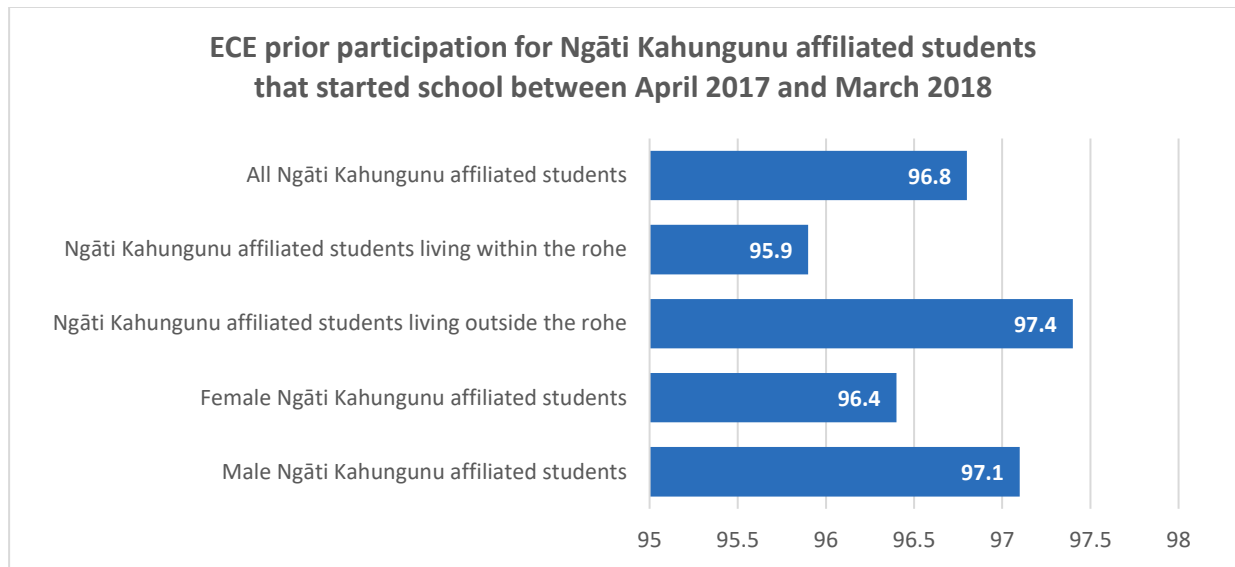
³⁹ Te Whāriki: Early Childhood Curriculum (Ministry of Education, 2017). Retrieved from <http://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/>

⁴⁰ <https://www.educationcounts.govt.nz/know-your-region/region/ece-prior-participation?district=®ion=6>

⁴¹ <https://www.education.govt.nz/early-childhood/funding-and-data/20-hours-ece-for-ece-services/>

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Prior participation in ECE



Analysis / Findings

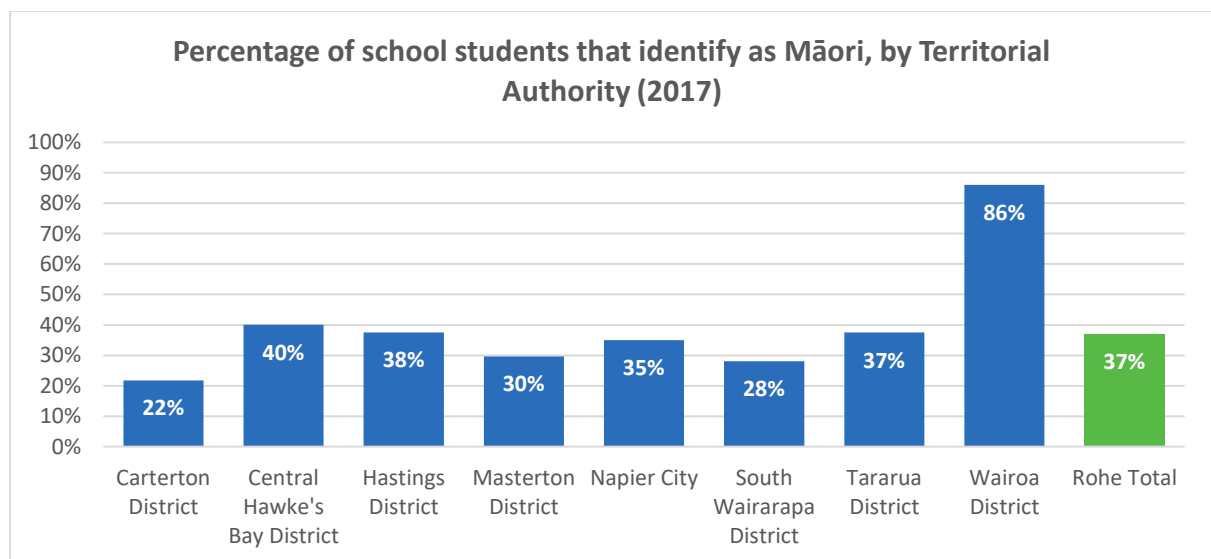
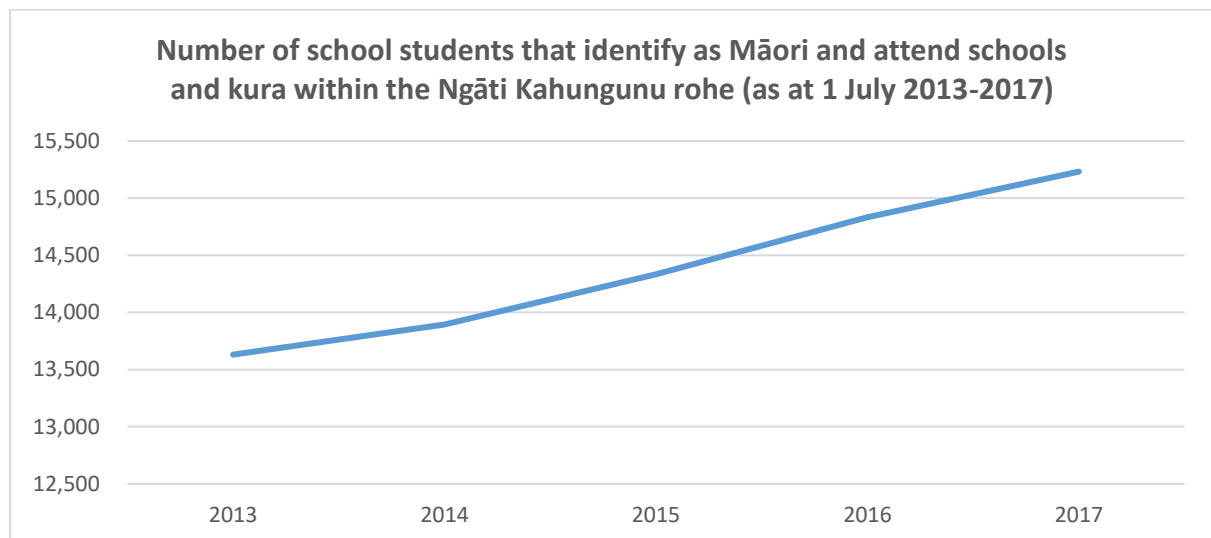
- 1,303 Ngāti Kahungunu affiliated children started school between April 2017 and March 2018.
- 96.8% of Ngāti Kahungunu affiliated children had participated in early learning prior to starting school.
- Ngāti Kahungunu children living outside the rohe were more likely to have participated in early learning than children living within the rohe. Males were slightly more likely to have attended ECE than females.
- There is no information about the quality, frequency or hours of attendance in early childhood education prior to starting school. This is due to the way the information is collected (a small survey completed by all schools and kura when enrolling a child for the first time).

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

School rolls – Numbers of Māori learners

Number of school learners that identify as Māori, by Territorial Authority, as at 1 July 2013-2017.

Territorial Authority	Māori Learners				
	2013	2014	2015	2016	2017
Carterton District	176	164	182	193	185
Central Hawke's Bay District	762	776	833	874	883
Hastings District	5,064	5,170	5,332	5,554	5,728
Masterton District	1,369	1,438	1,505	1,524	1,570
Napier City	3,664	3,745	3,831	3,983	4,079
South Wairarapa District	409	441	400	407	405
Tararua District	970	972	1,048	1,095	1,102
Wairoa District	1,217	1,187	1,202	1,204	1,280
Rohe Total	13,631	13,893	14,333	14,834	15,232



REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Analysis / Findings

- Numbers of Māori learners in rohe are increasing, especially in urban areas.
- Across the rohe of Ngāti Kahungunu, 37% of all learners are Māori. This is an increase from 34% in 2013.
- The Wairoa District has the largest Māori population compared to other TLAs.

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Iwi affiliations

Learners in New Zealand with a Ngāti Kahungunu iwi affiliation (2018)

Ngāti Kahungunu affiliation	Count
Affiliated to Ngāti Kahungunu	22,153
Ngāti Kahungunu affiliate, living within the rohe <ul style="list-style-type: none"> 4,381 (50%) female 4,388 (50%) male 830 (9.5%) attending Māori-medium schools 	8,769
Ngāti Kahungunu affiliate, living outside the rohe <ul style="list-style-type: none"> 6,602 (49%) female 6,782 (51%) male 1,342 (10%) attending Māori-medium schools 	13,384
Māori learners living within the Ngāti Kahungunu rohe, regardless of iwi affiliation <ul style="list-style-type: none"> 1,461 (9.5%) attending Māori-medium schools 	15,396

Note: "Ngāti Kahungunu" in this section relates to the following Stats NZ iwi classifications:

0701 Rongomaiwahine (Te Māhia)
 0702 Ngāti Kahungunu ki Te Wairoa
 0703 Ngāti Kahungunu ki Heretaunga
 0704 Ngāti Kahungunu ki Wairarapa
 0705 Ngāti Kahungunu, region unspecified
 0707 Ngāti Kahungunu ki Te Whanganui-a-Orotu
 0708 Ngāti Kahungunu ki Tamatea
 0709 Ngāti Kahungunu ki Tamakinui a Rua
 0710 Ngāti Pāhauwera
 0711 Ngāti Rākaipaaka
 0712 Ngāti Hineuru
 0713 Maungaharuru Tangitū
 0714 Rangitāne o Tamaki nui ā Rua
 0715 Ngāti Ruapani ki Waikaremoana
 0716 Te Hika o Pāpāuma

Analysis / Findings

- Across the country, approximately 9% of learners that affiliated to an iwi, affiliated to Ngāti Kahungunu.
- Within the Ngāti Kahungunu rohe, 57% of Māori learners are Ngāti Kahungunu affiliated.
- 40% of all Ngāti Kahungunu affiliated learners across the country live within the rohe, and 60% live outside the rohe. This means that Ngāti Kahungunu projects, programmes and initiatives, which are instigated from within the rohe, impact on less than half of the Ngāti Kahungunu learner population.

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Attendance

“Regular attendance” (in educational terms) is defined as attending school or kura for at least 90% of the school year. In practical terms it means that the young person can miss up to 1 week of school per term or 4 weeks per year and still be considered to be attending school regularly. The MOE goal is to have 70% of learners attending regularly (missing less than 4 weeks a year).

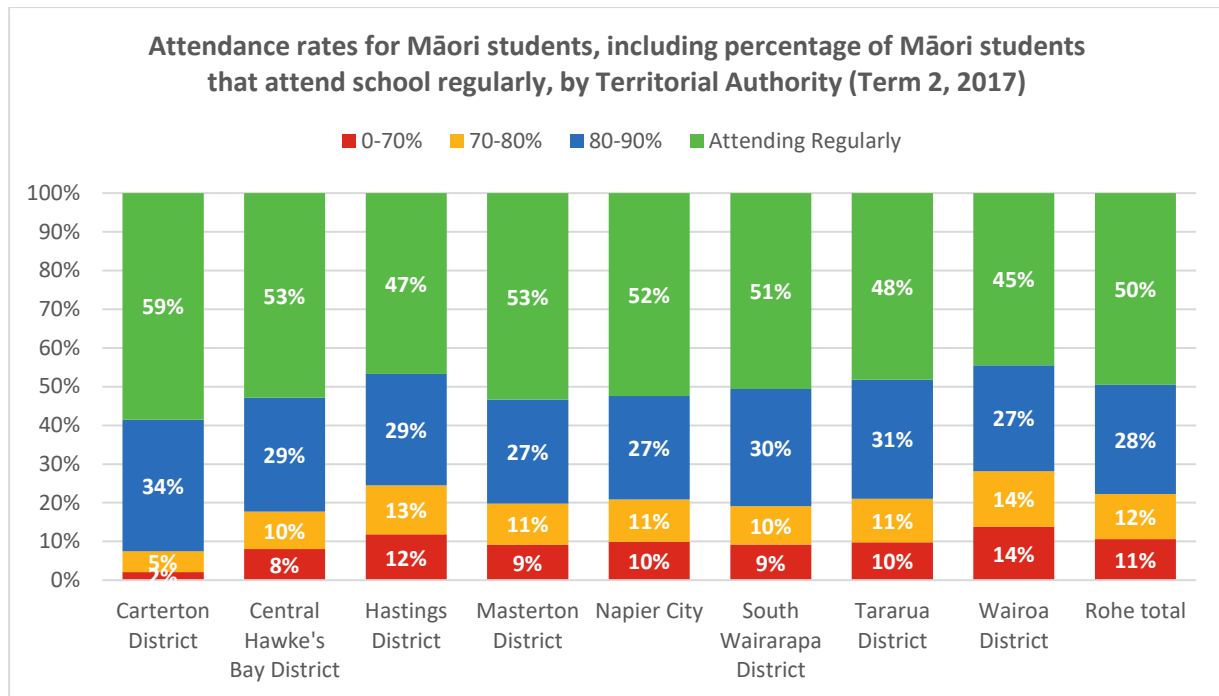
The MOE uses two different key measures of attendance:

- The percentage of half-days attended by a student. A half-day is two hours of class time within a calendar day. A student is considered to be attending regularly if they were present at school for more than 90% of all half-days in Term 2. Note that this 90% measure is heuristic; it does not mean that the Ministry considers 90% attendance to be enough. However, some non-attendance is expected, especially due to illness.
- The percentage of class time missed by a group of students. This is further broken down into justified and unjustified absence, and individual reasons for absence within these categories. This measure better accounts for specific types of absences that may not make up a half-day but still amount to a significant amount of missed class time over the course of the term.

The data in the table below shows attendance rates for Māori learners within the Ngāti Kahungunu rohe, by Territorial Authority (TA), as at Term 2, 2017. This data represents approximately 80% of schools/kura in the rohe.

Territorial Authority	0-70%	70-80%	80-90%	Attending Regularly	Total Māori learners	0-70%	70-80%	80-90%	Attending Regularly
Carterton District	2	5	32	55	94	2%	5%	34%	59%
Central Hawke's Bay District	65	79	239	429	812	8%	10%	29%	53%
Hastings District	611	658	1,487	2,416	5,172	12%	13%	29%	47%
Masterton District	134	158	396	787	1,475	9%	11%	27%	53%
Napier City	342	378	920	1,807	3,447	10%	11%	27%	52%
South Wairarapa District	37	40	122	204	403	9%	10%	30%	51%
Tararua District	69	79	216	339	703	10%	11%	31%	48%
Wairoa District	102	106	202	329	739	14%	14%	27%	45%
Rohe total	1,362	1,503	3,614	6,366	12,845	11%	12%	28%	50%

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU



Note:

- The Attendance table and the graph show the same data – it has just been presented differently.
- The attendance survey that is used to gather attendance rates from schools is not compulsory. So the data represented is for approximately 80% of schools within the Ngāti Kahungunu rohe.
- The MOE do not have real-time attendance data. Real-time data is held by schools.

Analysis / Findings

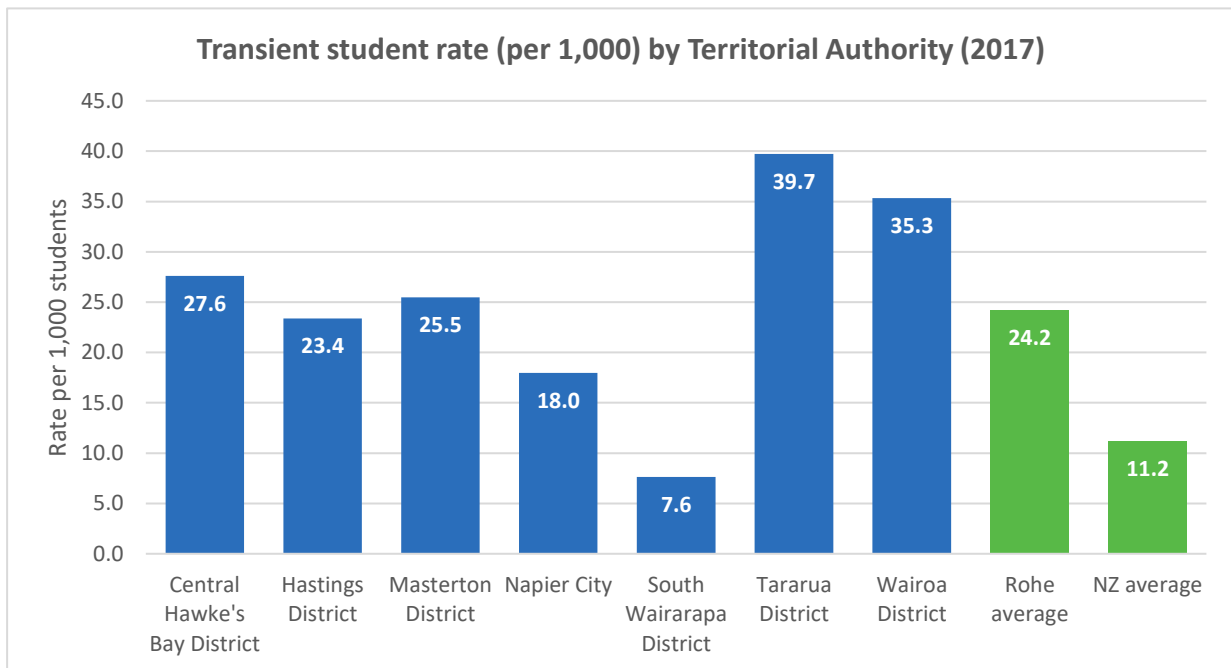
- Only 50% of Māori children attended school regularly in Ngāti Kahungunu. There were 12,845 Māori learners included in the data, and 6,479 Māori learners each missed at least one week of school in term 2. One week missed in a school equates to 30 hours of learning time missed by a learner. When you take into account that over 1,300 Māori learners missed more than 3 weeks of school in the term, it adds up to more than 40,000 weeks of school missed by Māori learners in the Ngāti Kahungunu rohe in 2017.
- Wairoa has the lowest rate of regular attendance out of all the TLAs – only 45% of learners attend school or kura regularly. Carterton had the highest rate of regular attendance, with 59%.
- 1,362 Māori learners attended school or kura less than 70% of the term. Wairoa had the highest proportion of learners missing more than 3 weeks of school, at 14% (102 learners). Hastings had the second highest proportion (12%) of learners with less than 70% attendance.
- When looking at trend data, 2017 had the lowest attendance rate recorded in the previous 5 years. 59% of Māori students attended regularly in 2015, so attendance dropped 9% in 2 years.

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Transience

Transience is defined as the number of students - excluding International Fee paying students and adult students (older than 19) - who changed school twice or more during the period of 1st March to 1st November in any given year.

The graph below shows the rate of transient Māori learners (per 1,000 enrolled students) in the eight TLA that make up Ngāti Kahungunu rohe.



Number of transient Māori learners that attended schools or kura within the Ngāti Kahungunu rohe, by territorial authority (2012 – 2017).

Territorial Authority	2012	2013	2014	2015	2016	2017
Central Hawke's Bay District	24	25	29	27	27	24
Hastings District	128	121	114	119	130	132
Masterton District	19	21	21	23	34	39
Napier City	60	99	76	85	90	73
South Wairarapa District	11	12	14	11	2	3
Tararua District	30	27	30	27	49	43
Wairoa District	37	40	22	27	40	45
Total Ngāti Kahungunu rohe	309	345	306	319	372	359

Why is reducing transience important?

Students need stability in their schooling in order to experience continuity, belonging and support so that they stay interested and engaged in learning. All schools face the constant challenge of ensuring that students feel they belong and are encouraged to participate at school. When students arrive at a school part-way through a term or school year, having been at another school with different routines, this challenge may become greater.

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Students have better outcomes if they do not move school regularly. There is good evidence that student transience has a negative impact on student outcomes, both in New Zealand and overseas. Research suggests that students who move home or school frequently are more likely to underachieve in formal education when compared with students that have a more stable school life. A recent study found that school movement had an even stronger effect on educational success than residential movement.

There is also evidence that transience can have negative effects on student behaviour, and on short term social and health experiences. Students need stability in their schooling in order to experience continuity, belonging and support so that they stay interested and engaged in learning.

Analysis / Findings

- The transience rate for Māori students within the Ngāti Kahungunu rohe is double the NZ average for Māori learners.
- Tararua and Wairoa Districts have the highest proportion of transient learners.
- Hastings District has the highest number of transients but a slightly lower proportion than the rohe average.
- Research shows that Māori students typically have transience rates nearly twice that of other ethnic groups⁴².

⁴² <https://www.educationcounts.govt.nz/statistics/indicators/main/student-engagement-participation/transient-students>

Stand-downs, Suspensions, Exclusions and Expulsions

Schools must effectively involve students in learning to ensure educational success. Stand-downs, suspensions and exclusions help provide indications of where engagement in productive learning may be absent and behavioural issues may be present. Stand-downs, suspensions and exclusions are not measures of student behaviour but measures of a school's reaction to behaviour. What one school may choose to suspend for, another school may not.

Stand-down means the formal removal of a student from school for a specified period. Stand-downs of a particular student can total no more than 5 school days in a term or 10 school days in a year.

Suspension means the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting. The board of trustees of a school is required to hold a meeting of the board, within 7 school days after the suspension, to decide the outcome of a suspension. Following a suspension, the board may decide to:

1. Lift the suspension without conditions;
2. Lift the suspension with reasonable conditions;
3. Extend the suspension with reasonable conditions for a reasonable period;
4. Exclude or expel the student.

Exclusion means the formal removal of a student aged under 16 from the school and the requirement that the student enrol elsewhere.

Expulsion means the formal removal of a student aged 16 or over from the school. If the student wishes to continue schooling, he or she may enrol elsewhere. Exclusions and expulsions are for the most serious cases only.

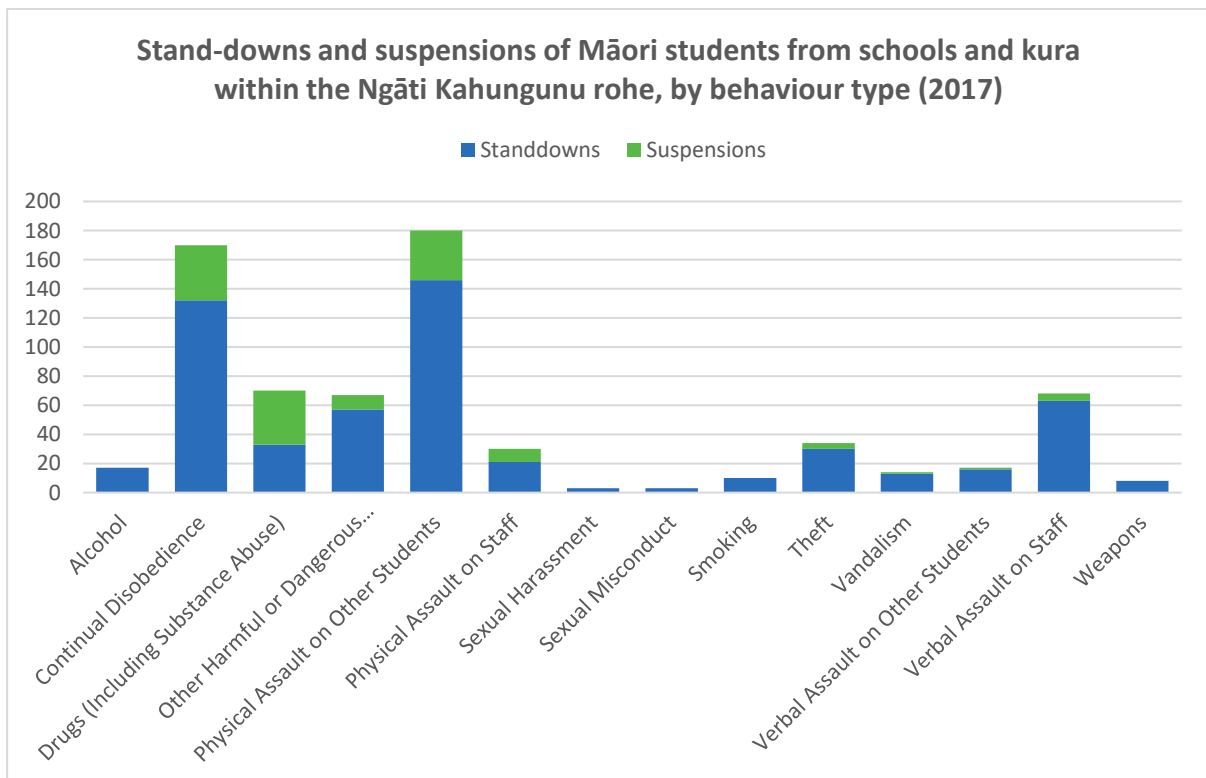
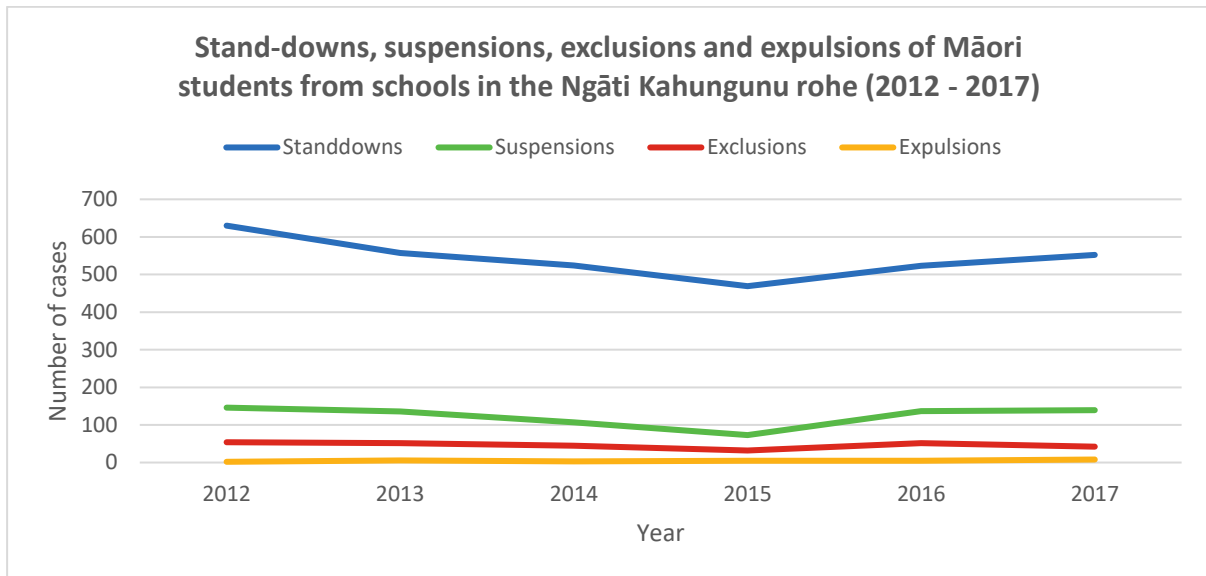
Notes:

- Exclusions and expulsions are subsets of suspensions and should not be added to suspensions.
- International fee paying students, adult students (age 19+), and private students are excluded from the data.
- For Stand-downs and Suspensions, learners are still enrolled in school.
- Suspension is much more serious for a learner as this can lead to a learner being excluded or expelled from school.
- **Exclusion** is extreme and has significant impact on learners. Exclusion means the learner is unable to return to school, and it can be difficult for the learner and the learner's whānau/family to find another school because schools do not have to take excluded learners under current legislation. The excluded learner could be out-of-school for weeks, months, or sometimes years.

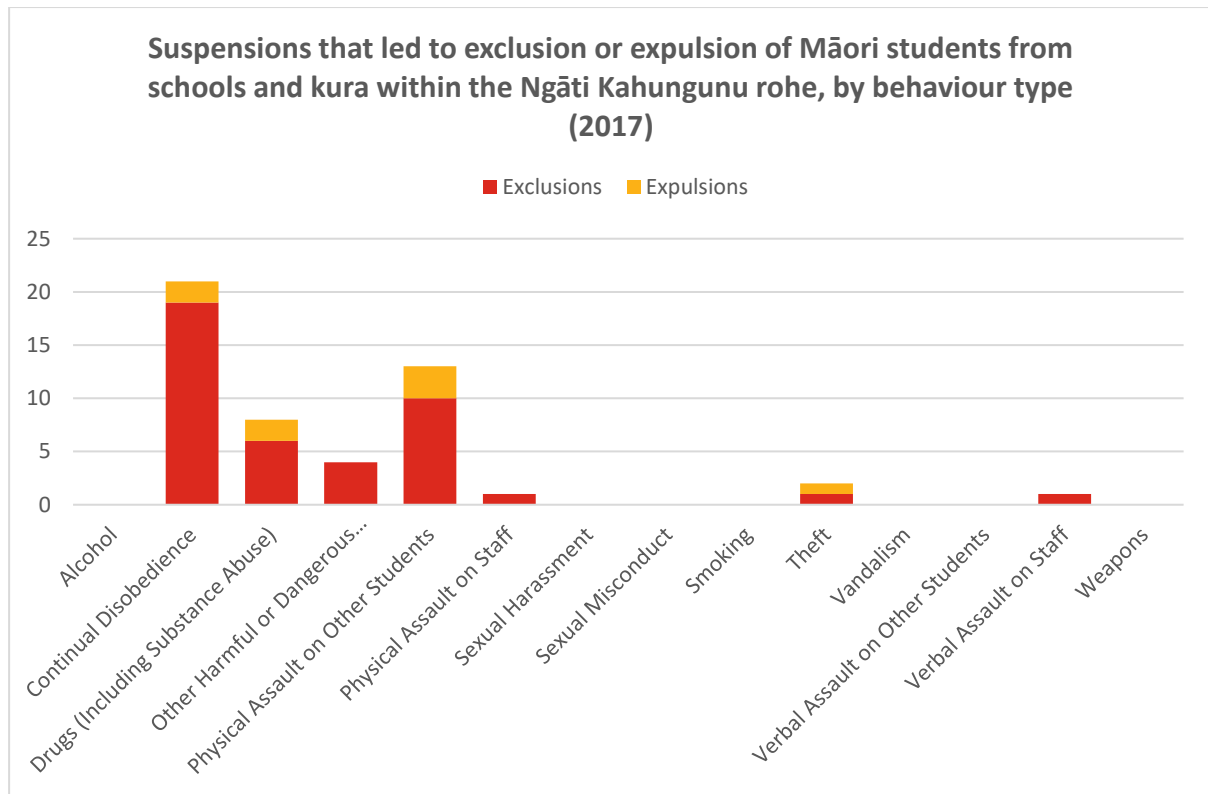
REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Number of stand-downs, suspensions, exclusions and expulsions of Māori learners from schools and kura located within the 8 territorial authorities that make up the Ngāti Kahungunu rohe (2012 – 2017).

SSEE type	2012	2013	2014	2015	2016	2017
Stand-downs	630	557	524	469	523	552
Suspensions	146	136	107	73	137	139
Exclusions	54	52	45	32	52	42
Expulsions	2	6	3	5	5	8



REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU



Analysis / Findings

- Stand-downs were declining until 2015. However, numbers have been increasing since then.
- The most common reasons for Stand-downs and Suspensions were 'Continual disobedience' and 'Physical assault on other students'.
- The most common reasons that led to exclusion or expulsion of Māori learners were 'Continual disobedience' and 'Physical assault on other students'.
- Drugs is also a common reason for being stood-down, suspended or excluded.

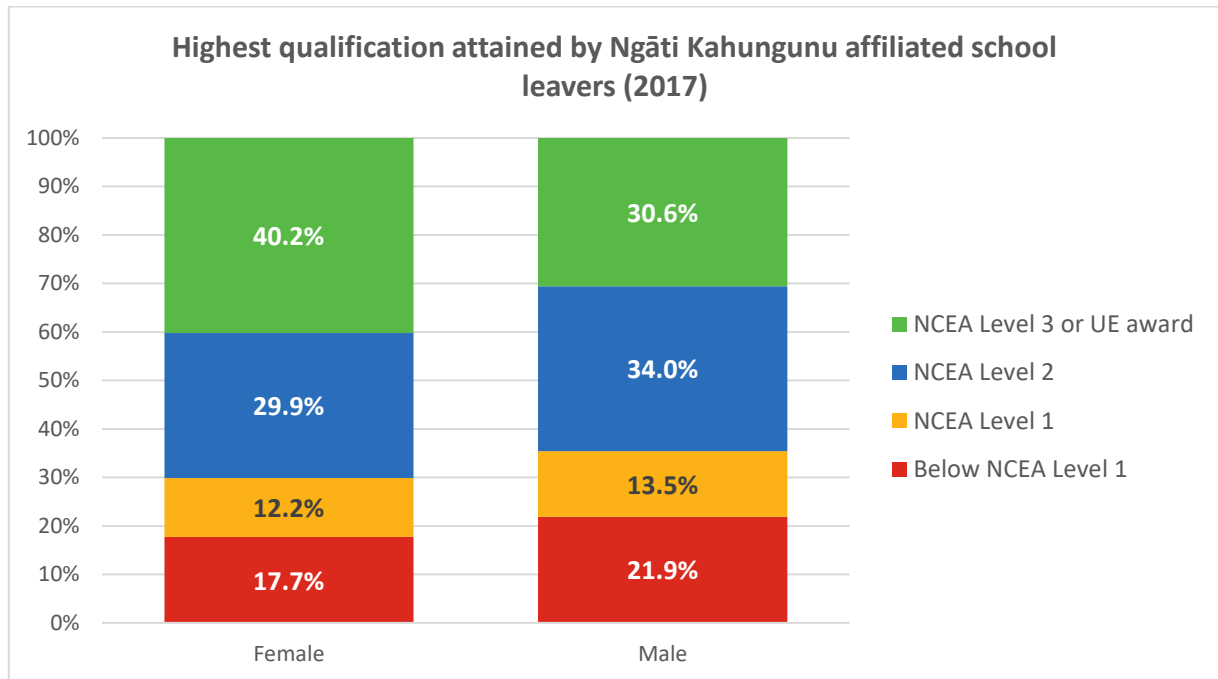
REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

School Leaver Achievement

Number of Māori learners within the Ngāti Kahungunu rohe that finished secondary school or wharekura with below NCEA Level 1 qualifications, by Territorial Authority.

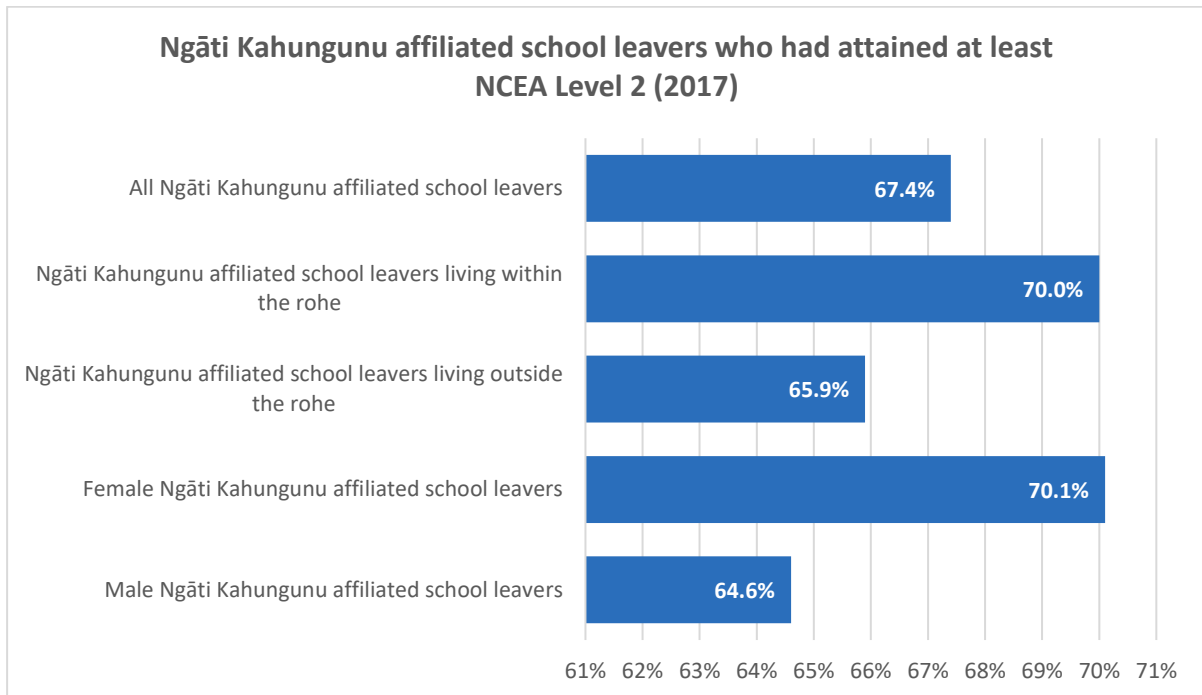
Territorial Authority	2012	2013	2014	2015	2016	2017
Central Hawke's Bay District	6	9	6	5	15	13
Hastings District	86	76	50	51	38	78
Masterton District	22	21	16	15	16	33
Napier City	59	49	44	48	45	43
South Wairarapa District	3	3	2	6	3	1
Tararua District	16	12	15	8	7	15
Wairoa District	28	16	18	18	27	21
TA Total	220	186	151	151	151	204
Percentage of total school leavers	24%	20%	18%	16%	15%	17%

Highest qualification attained by Ngāti Kahungunu affiliated students who finished school during 2017.

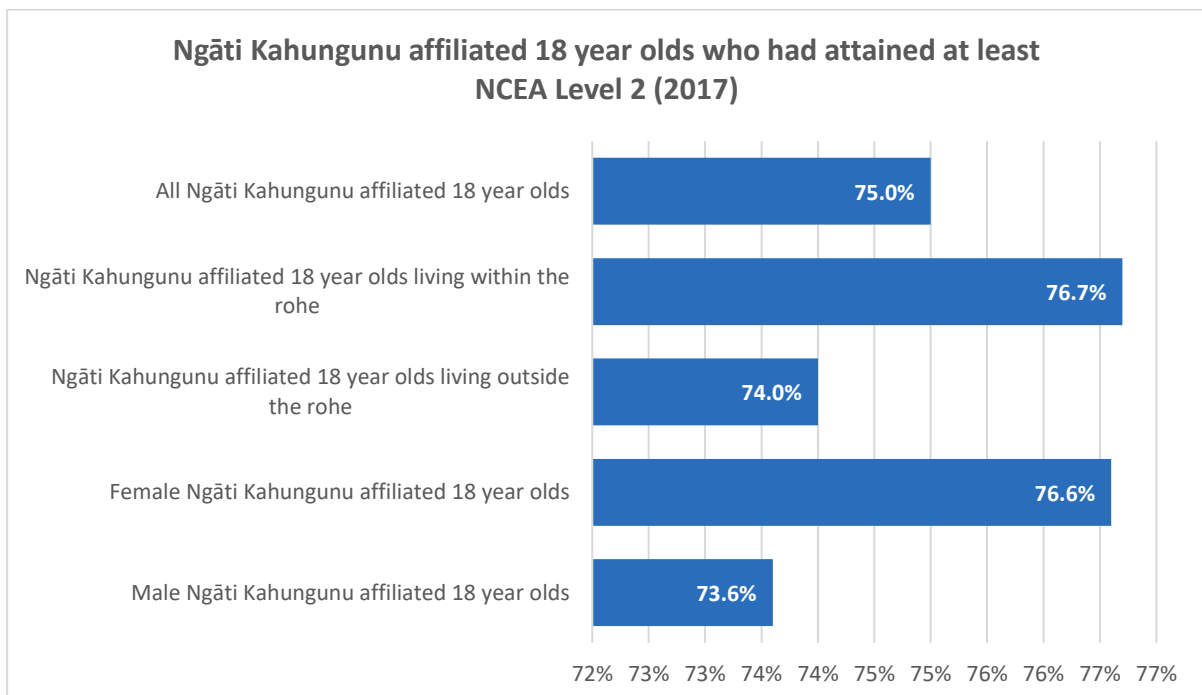


REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Ngāti Kahungunu affiliated school leavers who had attained at least NCEA Level 2 when they finished school during 2017. (Out of 1,373 Ngāti Kahungunu affiliated school leavers).

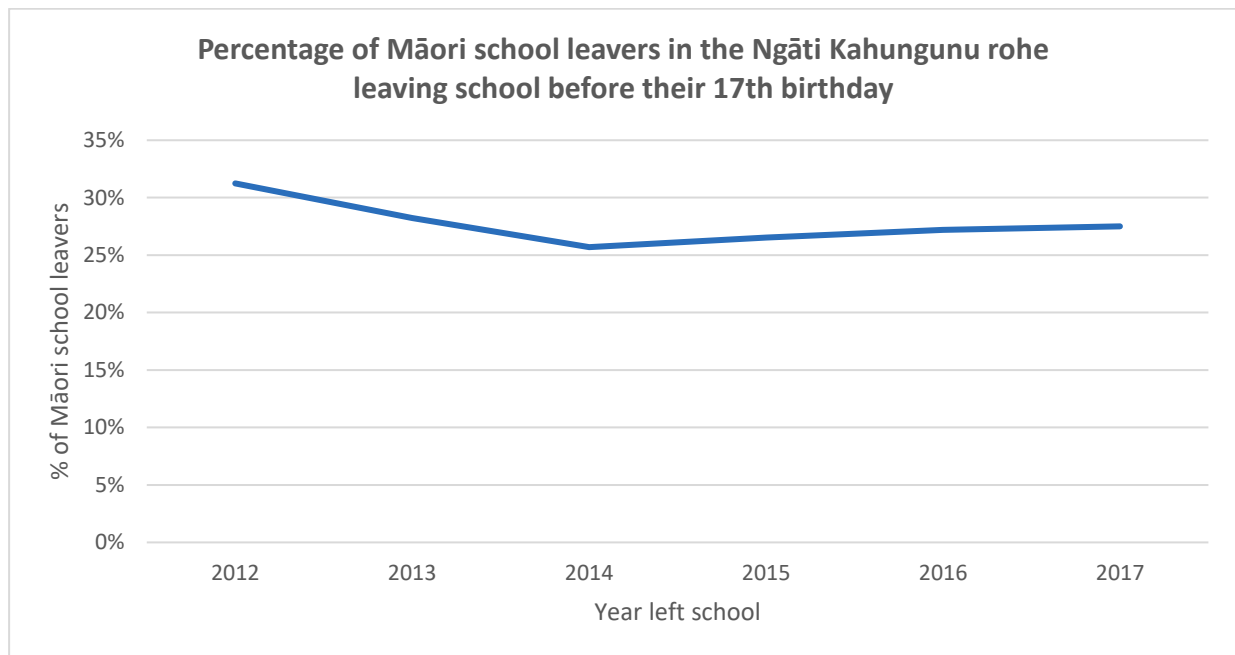


Ngāti Kahungunu affiliated 18 year olds who had attained at least NCEA Level 2 on the day of their 18th birthday during 2017. (Out of 1,418 Ngāti Kahungunu affiliated 18 year olds).



REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Percentage of Māori learners within the Ngāti Kahungunu rohe that finished secondary school or wharekura before their 17th birthday, by Territorial Authority.



Analysis / Findings

- In 2017, in the rohe of Ngāti Kahungunu, 204 Māori learners left school with no qualifications.
- Between 2012 and 2016, the proportion of Māori students leaving school within the rohe with no qualifications decreased, but increased again in 2017.
- The 'school leaver' and '18 year old' data sets seem similar, but there are some differences. The school leaver set looks at the highest qualification attained on the day that a student finishes school (regardless of whether they are aged 15 or 21). The 18 year old set looks at the highest qualification attained on the student's 18th birthday (regardless of whether they are still at school, have left school or are in tertiary study). Given that a higher proportion of 18 year olds have attained NCEA Level 2 than school leavers, it shows that many Ngāti Kahungunu affiliated students are leaving school before the age of 18, and gaining their NCEA qualifications in the tertiary setting, rather than at school.
- The previous Government had set a Better Public Service target of 85% of 18 year olds with NCEA Level 2 by 2017; however the current Government is no longer pursuing these targets. With 75% of Ngāti Kahungunu affiliated 18 year olds achieving NCEA Level 2, we are 10% below the previous target.
- More than a quarter of Māori learners within the Ngāti Kahungunu rohe leave school before their 17th birthday (which is normally the year that students complete their NCEA Level 2 qualifications). One way to increase the number of Māori learners gaining NCEA Level 2 at school would be to increase the number staying at school until at least age 17.

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Māori medium in the rohe of Ngāti Kahungunu

Māori medium education differs from English medium in that it was initiated and driven by communities and whānau. Evidence on high-quality Māori-medium indicates the engagement with whānau, communities and iwi, and the prominence of Māori language and culture, are central to its success.

Māori-medium education contributes to valuable educational outcomes for Māori, including academic attainment, Māori language acquisition and proficiency, identity and culture. Evidence shows that Māori-medium education makes a significant contribution to socio-cultural outcomes. The MOE currently does not have a method for measuring these outcomes or evaluating their impact on the overall achievement of Māori students.

There are five interconnected characteristics⁴³ seen in high-quality Māori-medium settings:

- Visionary leadership
- Strong whānau
- Community and iwi engagement
- Quality and effective teaching, good governance
- High academic standards and expectations.

High quality Māori-medium settings place central value on language (te reo Māori) and cultural knowledge (tikanga Māori). The central value placed on te reo Māori and tikanga Māori distinguishes high-quality Māori-medium from English-medium settings.

It is possible that transitioning out of Māori-medium during secondary school years can have a negative impact on achievement of NCEA Level 2. Māori learners who stay in Māori-medium until year 13 do better than Māori learners in English-medium at year 13.

Learners in Māori-medium settings have the highest rates of participation and attainment in Māori language in NCEA.

In Appendix 3, the roll data (as at 1 July 2017) excludes international learners, learners in Alternative education, and learners involved in the secondary tertiary programme. Schools with at least one learner enrolled in Māori-medium education (Māori Language Immersion Levels 1 & 2) have been included.

There are two levels of funding provided by the MOE to schools. This funding is a component of schools' operational grant - Māori Language Programme Resourcing – and changes slightly every year:

Māori immersion - curriculum taught in Māori (Levels 1-2):

Level 1 – 81-100% of the time: for more than 20 and up to 25 hours of the week.

Level 2 – 51-80% of the time: for more than 12.5 and up to 20 hours per week.

Te Reo Māori - Learning Te Reo Māori (Levels 3-4b):

Level 3 – 31-50% of the total time: for more than 7.5 and up to 12.5 hours per week.

Level 4a – 12-30% of the total time: for more than 3 and up to 7.5 hours per week (more than 70% instruction is in English).

Level 4b – at least 3 hours per week.

⁴³ MOE report prepared for internal Ministry use only: Māori-medium Education. Characteristics of successful provision (2016).

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Analysis / Findings

- 15 schools and kura offer Māori-medium in the rohe of Ngāti Kahungunu.
- Of the total roll (2,503) about 1,293 learners (52%) are enrolled in Māori Language Immersion levels 1-2 as at July 2017.
- 476 learners (19%) enrolled in Māori Language Immersion levels 3-5.
- 29% are doing English medium in these 15 schools that offer Māori-medium education.
- Of the schools that offer Māori-medium and English-medium pathways, at least 50% of learners that attend these schools are recorded as at-least Māori Language Immersion level 5.
- In the schools and kura where there's a choice between English-medium and Māori-medium, 51% of learners are engaged in a Māori-medium pathway.
- Schools choose to access 'Māori Language Programme Resourcing'. This is normally determined by the school community and learners and the capacity and capability of teachers/kaiako to deliver a Māori language programme or te reo Māori.

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Capacity

Capacity in education relates to the number of students a school or kura is able to accommodate. MOE considers that 80% capacity is optimal/ ideal.

Capacity takes into account:

- the school roll
- the age of learners
- the number of teaching spaces available, and
- the Māori-medium education level (there is a higher teacher-student ratio for Māori-medium education compared to English medium education).

The following table shows the 'percentage of utilisation' of schools that offer Māori-medium education within the Ngāti Kahungunu rohe, as at July 2017. Utilisation takes into account the school roll in relation to the maximum capacity of the school or kura.

Note: Data has been masked for privacy reasons.

Schools/Kura	District	Utilisation
School A	Hastings	92%
School B	Napier	103%
School C	Wairoa	60%
School D	Hastings	57%
School E	Wairoa	29%
School F	CHB	84%
School G	Hastings	108%
School H	Wairoa	249%
School I	CHB	62%
School J	Tararua	85%
School K	Napier	76%
School L	Hastings	427%
School M	Wairarapa	57%
School N	Wairoa	71%
School O	Wairoa	104%

Analysis / Findings

- There are 15 schools and kura delivering Māori medium education within the Ngāti Kahungunu rohe.
- Only three schools are at optimal capacity.
- There are six schools and kura that are below optimal capacity.
- There are six schools and kura that are above optimal capacity.
- In Māori medium, most schools and kura are getting full, or are full, and need additional space.
- Rural schools have more capacity to increase rolls than urban schools.
- The education system is reactive to roll growth not proactive i.e. schools have to wait until the roll has reached its full capacity before a school or kura can apply for roll growth classrooms.
- There is no growth strategy or plan for Māori medium education in Hawke's Bay.

School Governance / BOT representation

Schools and kura are governed by the Board of Trustees (BOT), and managed by the principal and staff. Trustees are elected by the parent community, staff members and, in the case of schools with learners above Year 9, the learners. The principal is also a member of the board.

Excerpts from the Education Act 1989:

Cultural diversity, Treaty of Waitangi, tikanga Māori, and te reo Māori⁴⁴

- *A board must take all reasonable steps to ensure that the policies and practices for its school reflect New Zealand's cultural diversity and the unique position of the Māori culture.*
- *In performing its functions and exercising its powers, a board must take all reasonable steps to act in a manner that is consistent with the principles of the Treaty of Waitangi.*
- *Without limiting subclauses (1) and (2) – of the Act, Section 16 - a board must take all reasonable steps to provide instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) for full-time learners whose parents ask for it.*

All of New Zealand's state and state-integrated schools have a board of trustees. The board of trustees is the Crown entity responsible for the governance of a school or kura and employs a principal/headmaster who manages the school and its staff.

The board is the employer of all staff in the school, and is responsible for:

- *setting the school's strategic direction in consultation with parents, staff and learners*
- *ensuring that its school provides a safe environment and quality education for all its learners, and*
- *overseeing the management of personnel, curriculum, property, finance and administration.*

The following table shows the number of Board of Trustee members, by ethnicity, as at 1st December, 2017. This data includes all schools/ kura in the 8 territorial authorities that make up the Ngāti Kahungunu rohe.

⁴⁴ Education Act 1989, Section 16, Cultural diversity, Treaty of Waitangi, tikanga Māori, and te reo Māori. Retrieved from <http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM7270464.html>

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Trustee Position	Trustee Type	Asian	European / Pākehā	Māori	Other / Not Stated	Pasifika
Commissioner	Ministerial Appointed Member		2		2	
Chairperson	Parent Rep.	2	110	41	5	4
	Co-opted Member		5			
	Proprietors Rep.		5	1		
Member	Ministerial Appointed Member			1		
	Principal		124	29	25	
	Staff Rep.		131	22	6	1
	Learner Rep.	3	19	13		
	Parent Rep.	2	487	178	27	11
	Co-opted Member	1	36	26	1	3
	Proprietors Rep.	2	62	6	10	2
	Other/Not Specified			1		
Grand Total		10	981	318	76	21

Analysis / Findings

- As at 1 Dec 2017, there were 318 (23%) BOT members who identified as Māori. There are 29 (16%) Māori principals in the Ngāti Kahungunu rohe.
- 36% of all learners in Ngāti Kahungunu are Māori. So, based on the Māori learner population in the rohe of Ngāti Kahungunu, there is inequitable representation for Māori on BOTs and in principalship positions.
- Numbers from kura kaupapa Māori are likely to bump up the BOT members who identify as Māori. So in white-stream schools, the percentage of BOT members who identify as Māori is likely to be less than the rohe average of 23%.

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Māori school staff

Number of Māori principals and teachers in Hawke's Bay schools and kura (as at 14th February, 2018).

Territorial Authority	Principal (S01)	Principal - Deputy (S03)	Principal - Assistant (S06)	Teacher (S12)	Teacher - RTLB (S23)	Teacher - RT Maori (S19)
Central Hawke's Bay District	4	1		21		2
Hastings District	11	6	2	163	2	2
Napier City	5	5		107	2	
Wairoa District	5	1		55		1
Grand Total	25	13	2	346	4	5

Percentage of all principals and teachers in Hawke's Bay schools and kura that identify as Māori (as at 14th February, 2018).

TLA	Principal (S01)	Principal - Deputy (S03)	Principal - Assistant (S06)	Teacher (S12)	Teacher - RTLB (S23)	Teacher - RT Maori (S19)
Central Hawke's Bay District	22%	25%	0%	13%		100%
Hastings District	21%	19%	11%	14%	8%	100%
Napier City	16%	17%	0%	13%	14%	
Wairoa District	38%	25%		49%		100%
Grand Total	22%	19%	5%	15%	11%	100%

Analysis / Findings

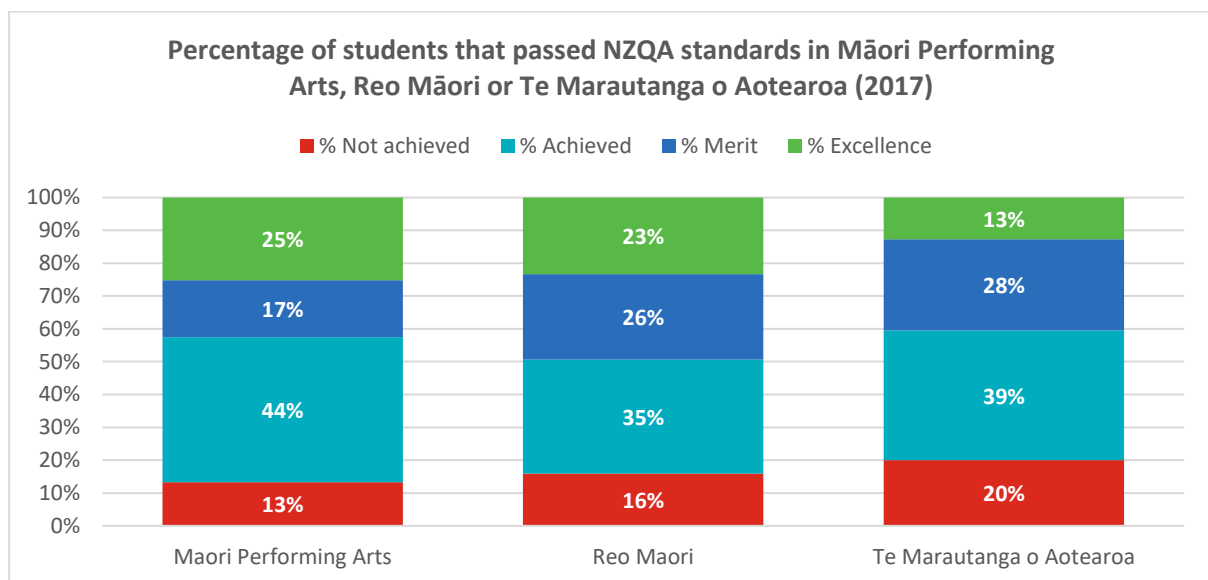
- There are 25 Māori principals in Hawke's Bay. This represents 22% of the principal cohort.
- Only 15% of teachers in Hawke's Bay identify as Māori.
- 36% of all learners in Ngāti Kahungunu are Māori, so the percentage of teachers and principals in the region is much lower than the students they are teaching.

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

NZQA Achievement

NZQA achievement for schools and kura within the 8 territorial authorities that make up the Ngāti Kahungunu rohe, for Māori Performing Arts, Reo Māori and Te Marautanga o Aotearoa subject areas (2017).

NZQA standard: Subject area	Not achieved	Achieved	Merit	Excellence	Total learners that were assessed in the standard
Māori Performing Arts	108	360	141	205	814
Reo Māori	342	744	559	500	2145
Te Marautanga o Aotearoa	77	152	107	49	385
Grand Total	527	1256	807	754	3344



Analysis / Findings

- 3,344 learners completed credits in Māori Performing Arts, Reo Māori or Te Marautanga o Aotearoa.
- 84% of learners passed the standard that they were being assessed for.
- Over 2000 learners completed credits in Reo Maori, 800 in Māori Performing Arts and nearly 400 in Te Marautanga o Aotearoa.
- 60% of the 180 learners that completed credits in Māori Performing Arts were awarded excellence. Also, 41 learners completed Level 4 standards in Māori Performing Arts.
- For Reo Māori, the majority of credits for 1,097 learners were completed in NCEA Level 1.
- 482 learners completed an assessment at NCEA Level 3.
- Approximately three quarters of the learners that were assessed in Reo Māori were female.

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Tertiary qualifications from local providers

Number of Māori learners that gained a qualification at a tertiary provider located in one of the 8 TAs, which make up the Ngāti Kahungunu rohe (2015 – 2017).

Note: Due to masking of values provided by NZQA in the source data, values are approximate only.

TLA	Provider Name	2015	2016	2017
Carterton District	Taratahi Agricultural Training Centre (Wairarapa)	<255	<330	<280
Hastings District	Air Hawkes Bay	<5	<5	<5
	Bay Agricultural Training and Recruitment Limited	12	<5	0
	Future COL	<27	<21	<21
	Lotus Holistic Centre	<14	0	0
	Porse Education and Training (NZ) Limited	<23	23	20
	Success Education and Training	<10	<15	<15
	Taruna College Trust	<5	<5	0
	Te Wānanga Whare Tapere O Takitimu	<27	<23	<54
Napier City	EIT	<1415	<1633	<1513
	G & H Training	<75	<51	<89
	Trade and Commerce Centre	157	182	<146
	Workforce Development Limited	<60	<69	<54
Wairoa District	Te Kura Motuhake o Te Ataarangi Incorporated	0	<31	0
	Whakato te Matauranga	<55	39	55
Grand Total		<2051	<2350	<2153

Analysis / Findings

- Each year, around 2000 Māori of any age graduate with a qualification from a tertiary provider in the rohe of Ngāti Kahungunu.
- Two thirds complete their qualification through EIT.
- The second biggest tertiary provider is Taratahi Agriculture Training Centre, which has approximately 300 Māori graduates each year. It has recently been announced that Taratahi has gone into liquidation.

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Tertiary attainment for Ngāti Kahungunu learners

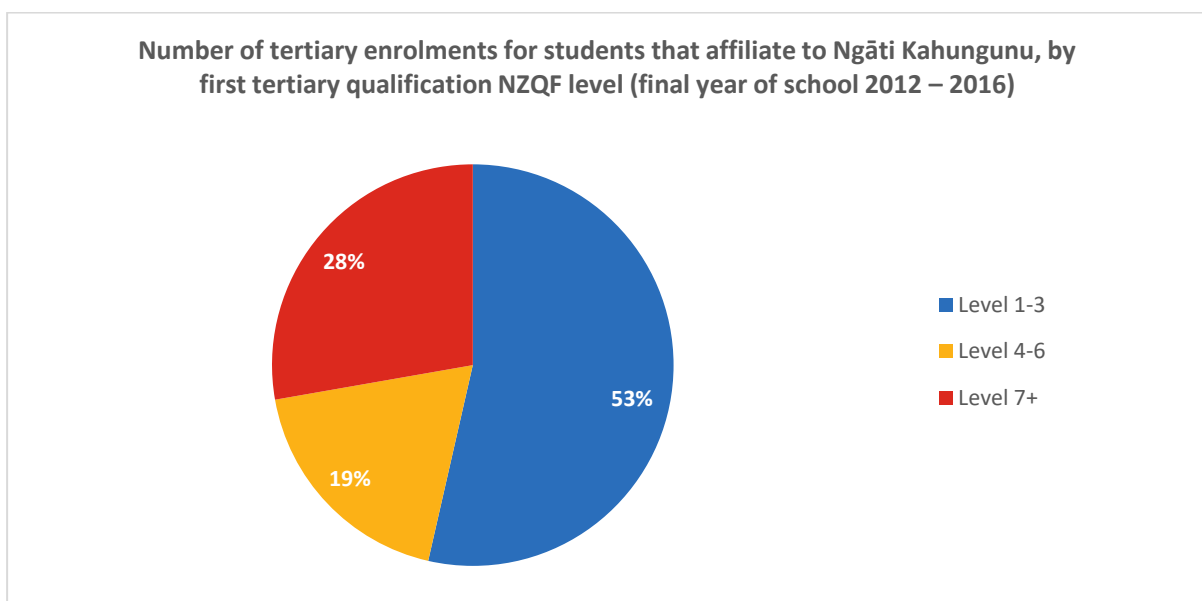
Tertiary attainment for Ngāti Kahungunu learners that finished school between 2012 and 2016.

Note: Values have been rounded to the nearest 5.

Enrolments

Number of enrolments with a tertiary provider for learners that affiliate to Ngāti Kahungunu, by first tertiary qualification NZQF level (final year of school 2012 – 2016).

NZQF Level	Number of enrolments
Level 1-3 (Certificate level)	2065
Level 4-6 (Certificate or Diploma level)	720
Level 7+ (Bachelor's Degree level)	1070



Qualifications attained

Number of qualifications attained with a tertiary provider for learners that affiliate to Ngāti Kahungunu, by qualification level (final year of school 2012 – 2016).

NZQF Level	Number of qualifications attained
Level 1 (Certificate level)	95
Level 2 (Certificate level)	420
Level 3 (Certificate level)	610
Level 4 (Certificate level)	490
Level 5 (Diploma level)	170
Level 6 (Diploma level)	45
Level 7 (Bachelor's Degree level)	260
Level 8 (Bachelor Honours Degree level)	30
Level 9 (Master's Degree level)	5

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Analysis / Findings

Enrolments:

- All 3,870 Ngāti Kahungunu learners that left school between 2012 and 2016 have enrolled in tertiary at some point since they left school.
- 2,065 (53%) of Ngāti Kahungunu school leavers enrolled in a tertiary qualification at NZQA Level 1-3. Although it is promising that these Ngāti Kahungunu learners completed their qualification with a tertiary provider, these Level 1-3 qualifications could have been completed at secondary school.
- 19% enrolled in Level 4-6 - certificates and/or diplomas.
- 28% enrolled in degree level programmes.
- We know that not everyone that enrolls in a course will complete it.

Qualifications achieved.

- 2125 Ngāti Kahungunu learners that left school between 2012-2016 have achieved a New Zealand Qualifications Authority qualification from a tertiary provider. For 53% of these graduates, the highest qualification achieved is Level 1-3.
- 33% of Ngāti Kahungunu learners' highest qualification is Level 4-6 with the majority being Level 4.
- 14% have achieved at least a degree qualification.
- A small number have completed a Master's degree qualification already, which is excellent given that they only left school up to 6 years ago.

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Professional Learning and Development⁴⁵

Schools, kura and Communities of Learning/Kāhui Ako can apply for centrally-funded professional learning and development (PLD) in any school term.

Once PLD hours have been approved and allocated, schools, kura and Communities of Learning/Kāhui Ako work with an MOE accredited PLD provider and facilitator to plan how to tailor the PLD to their particular needs. Tailored PLD could include:

- aligning a PLD proposal to an achievement challenge
- designing PLD around a robust inquiry about what needs to change across your community, to meet your goals and targets, or
- using the expertise within your community (and identifying any external support or expertise needed) to build capability.

When schools and kura apply for PLD, they complete an application form called a 'Journal'. The PLD panel (made up of schools and sector) review all the journals and approve/reject and allocate hours. There is no iwi or hapū input into this process.

Analysis /Findings

Hawke's Bay/Wairoa PLD Allocations: Schools asking for PLD on how to teach Māori students.

- 22 schools and Kāhui Ako/Communities of Learning have been allocated PLD hours in either culturally responsive pedagogy, teacher capability in Te Reo Māori, or Te Reo Matatini between T4 2016 and T2 2018.
- PLD in these subject areas are being delivered by Waikato University, Kia Ata Mai, Auckland University Services and Otago University.
- There are no MOE accredited Ngāti Kahungunu PLD providers delivering training in these areas (pedagogy, Te Reo Māori, or Te Reo Matatini). Notwithstanding, there are Ngāti Kahungunu facilitators that have been accredited to deliver PLD. These facilitators are working for Universities and other PLD providers outside the rohe of Ngāti Kahungunu.

PLD Allocations to Hawke's Bay/ Wairoa Dual-medium and Māori-medium kura and schools: Māori-medium kura and schools have been asking for:

- Leadership and management
- Analysis of data
- Teaching as inquiry
- Pāngarau
- Digital fluency
- Te Reo Matatini
- Assessment practices
- Developing teacher capability

⁴⁵ The Professional Learning and Development data set has not been presented due to privacy of schools and kura. Notwithstanding, the information listed in the Analysis/Findings has been aggregated.

Digital Technology/Hangarau Matihiko (DT/HM)

New digital curriculum content is now available for schools and kura to introduce into their teaching and learning programmes. The new content, (Māori medium) Hangarau Matihiko and (English medium) Digital Technology content, is the first revision to The New Zealand Curriculum and Te Marautanga o Aotearoa since they were published in 2007 and 2008 respectively. The release of this curriculum content comes at the end of an 18-month development process between the Ministry, industry and curriculum experts. A nationwide consultation process enabled teachers, kaiako, schools and kura, and parents and whānau to give their feedback on the draft content.

With digital technologies now accepted as an integral part of our society, our workplaces and our homes, the challenge has been to ensure they also become an integral part of our education system. This new curriculum content is not about teaching learners how to use digital devices, it is about giving them an understanding of the computer science principles and programmes that drive digital technologies.

The aim is to enable learners to learn how to design their own digital solutions and become creators of, not just users of, digital technologies. The new curriculum content is about developing digitally-capable thinkers - learners equipped with the skills they'll need to succeed in a world of unprecedented change, such as: communication, teamwork, and ethical and safety awareness.

The release of this new DT and HM curriculum content will continue to position New Zealand as a global leader in education, meeting the needs of a digital and fast-paced world and making sure our learners will be job-ready when they graduate.

Schools and kura have been able to integrate this new content into their teaching and learning programmes from the beginning of the 2018 school year, and they will need to have integrated it from 2020. From 2018 the Ministry has been rolling out a comprehensive package of resources and supports for teachers and kaiako to build their digital confidence and capability to integrate the new curriculum content into their teaching and learning programmes.

What Does This Mean for Businesses, Employers, Iwi, and Hapū?

The worldwide demand for skilled people in an increasingly digital economy far outstrips the skills supply. New Zealand's technology industry partners tell us there are significant opportunities to compete in a global marketplace. Supporting the workforce of the future a strengthened curriculum provides an opportunity to:

- help every learner develop the skills and capabilities to design and develop new digital technologies;
- inspire students to engage in the multi-faceted world of computer science and become not just users, but designers and creators of digital technologies.

Businesses, employers, iwi and hapū need to think about how they can support the growth of skills and competencies needed by connecting with the young people in the local community. They can support local school, kura or Kāhui Ako/Communities of Learning to understand how organisations uses technology; and work with local schools, kura, and Kāhui Ako to adopt a local curriculum that ensures that students have the digital capabilities that's needed by business, employers, iwi and hapū.

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

What will change in classrooms?

Many teachers, schools, kura and Kāhui Ako are already making digital technologies learning part of their teaching programmes. This change ensures that all learners get these experiences, to prepare them to be work-ready for a world where digital skills are increasingly valuable to the economy and wider society.

This curriculum will be available for all learners from Year 1-13 (roughly 5-18 years). Learners have the opportunity to specialise from Year 11-13. The MOE is starting with NCEA Level 1 achievement standards, which were available for use in 2018. In 2019, NCEA Levels 2 and 3 will be made available to learners. By the end of Year 10, all young people should be digitally capable — able to use and create digital technologies to solve problems and take advantage of whatever pathway they choose to follow.

For learners who study DT/HM through to Year 13, the MOE expect that they will be on the pathway to specialising — meaning they understand:

- the targeted digital skills needed in the digital technologies industry, and
- how they can lead our next generation of innovators and trailblazers in the digital world.

Recommended video

Matakōkiri Kāhui Ako collaborating with iwi and scientists to explore Mātauranga Māori in the digital age: <https://www.youtube.com/watch?v=oul1q0Wdev4>

Analysis / Findings

- A nation-wide consultation process informed the development of the DT/HM content.
- Māori learners in schools and kura are being exposed to and influenced by DT/HM.
- DT/HM is more than just getting Māori learners to use digital technology but getting learners to understand the computer science and programmes that drive digital technologies.
- Nationally and globally, there's opportunities for Māori learners of DT/HM to favourably position themselves alongside other creators and designers of digital technology.
- Schools and kura over the next two years will be increasing their knowledge and developing skillsets in DT/HM to meet the demands of Māori learners who aspire to create a pathway within this industry.

Chapter Six: Potential Areas-of-Focus

This chapter and the potential areas-of-focus are judgements based on the secondee's role in the Ministry of Education and at Ngāti Kahungunu Iwi Incorporated (albeit short), professional experience, critical reflection and reasoning.

Theme 1 – Whakawhanaungatanga

Working collaboratively with whānau, hapu and marae to take a vested interest in Ngāti Kahungunu strategies and work priorities going forward.

- Refresh the Ngāti Kahungunu Education Strategy and Implementation Plan. The brief literature review of the MOE and NKII relationship highlights a significant amount of collective effort, in particular; educational and te reo Māori resources that were developed and piloted within pockets of the Ngāti Kahungunu community.
- Investigate an 'iwi education collective' that is flexible and supportive of the NKII and Ministry of Education relationship, with a 'finger on the pulse' of the Ministry's Education Work Programme.
- Influence organisations, collectives, schools and centres to engage more effectively with Māori learners' and whānau through their marae and hapū, and their connection to kaupapa Māori.
- Socialise the Ngāti Kahungunu Cultural Standards Framework and Indicators, Te Tōpuni Tauwhāinga, with schools and centres.
- Work with the Ministry of Education to co-design a Māori-medium (Māori Language Resourcing) growth strategy for Ngāti Kahungunu and Taiwhenua.
- Develop, revitalise and socialise educational and reo resources using interactive multi-media and other platforms, and improve accessibility to education strategy, plans and resources for learners, whanau, hapū, the education sector and other public members.

Theme 2 – Learner outcomes

Having higher aspirations for Māori learners – keeping them in education, gaining qualifications and being lifelong learners.

- Reduce transience for Māori learners by influencing regional strategies and plans that prepare and provide stability for whānau members wanting to work (e.g. Matariki strategy, Kahutia project).
- Co-design with the Ministry of Education, iwi and hapū profiles that show educational shifts for learners using themes such as wellbeing, culture, language and identity.
- Work with Ngāti Kahungunu Taiwhenua, Ministry of Education, organisations, collectives, schools and whānau to co-design strategies for improving attendance and retention for Māori learners.

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

- Work with the Ministry of Education, organisations, collectives, schools and whānau to co-design strategies that contribute to the reduction of stand-downs and suspensions in the rohe of Ngāti Kahungunu.
- Champion and influence the Ministry of Education, Ngāti Kahungunu Taiwhenua, organisations, collectives, schools, and whānau to co-design strategies that increase the number of Māori gaining qualifications:
 - While still at school (NCEA Level 2 or above, including students gaining Level 7 qualifications at kura kaupapa Māori)
 - While at tertiary, in particular Level 4 (Diploma) qualifications, for working age Māori at all ages.
- Work with the Ministry of Education to co-design a Ngāti Kahungunu Māori education workforce strategy, which includes a stocktake and growth strategy for Ngāti Kahungunu reo Māori experts, graduates and champions, which is inclusive of STEM – science, technology, engineering and mathematics - subjects.
- Work with whānau and Ngāti Kahungunu Taiwhenua to encourage and support career pathways in education and te reo Māori.
- Work with the Ministry of Education, Animated Research Limited, Taiwhenua, marae and education providers to co-design digitised learning resources that encircle Māori culture, identity and language.

Theme 3 – Improving quality of the system

Supporting the education system to improve the quality of Māori language, culture and identity to enable better learner outcomes.

- Access Toikuranui investment funding to support iwi culture, language and identity, which support Ngāti Kahungunu learners enjoying and achieving educational success, as Ngāti Kahungunu.
- Work with the Ministry of Education to enable Ngāti Kahungunu Taiwhenua and hapū collectives to become accredited professional learning and development providers working with local early learning centres, schools and kura to improve capability and capacity in: Māori language, culture and identity; culturally responsive pedagogy for teachers; culturally responsive leadership for educational leaders; and Digital Technology/Hangarau Matihiko.
- Investigate the Ministry of Education Māori Language resourcing funding and the quantity and quality of Māori language programmes being delivered or wanting to be delivered in schools and early learning centres; and the resourcing of Ngāti Kahungunu language auditors.
- Co-design with the Ministry of Education the pathway for learning te reo Māori, and improve the quality of existing programmes to build capability and capacity for te reo Māori for new and existing teachers and kaiako.

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

- Champion and advocate to the Ministry of Education and education bodies to increase equity in Māori Board of Trustee members, Māori teachers and Māori principals in English-medium schools, reflecting student population demographics.

Appendix 1: Ngāti Kahungunu Cultural Standards Framework, Te Tōpuni Tauwhāinga

Te Tōpuni Tauwhāinga

Te Tōpuni Tauwhāinga is the research framework that informs Te Pae Huarewa, the Ngāti Kahungunu Cultural Standards project. The name derives from the oriori (lullaby) of Nohomaiterangi, grandson of Te Whatuiapiti. Nohomaiterangi composed the waiata for his two children Te Hauapu and Pani-taongakore. The tōpuni tauwhāinga was the prized dog skin cloak of the Rangatira (chief). Ngāti Kahungunu first used the tōpuni tauwhāinga concept to provide a framework for the Strategic Plan for the Revitalisation of Te Reo o Ngāti Kahungunu, *He Mahere Rautaki Hai Haumanu i Te Reo o Ngāti Kahungunu (2006)*. Te Tōpuni Tauwhāinga has also been adapted to provide the theoretical and research framework for the Ngāti Kahungunu Cultural Standards and is made up of five key strands that inform the project:

1. **Whakaoho** - Critical awareness of the provision of education in Aotearoa and Māori educational achievement.
2. **Whakamana** - Unique Ngāti Kahungunu knowledge, pedagogy and content that is core to our people and this project.
3. **Whakaako** - New knowledge including the design and development of Ngāti Kahungunu knowledge.
4. **Whakamahi** - The trialling and implementation of tools and training for educators and whānau.
5. **Whakawhanaungatanga** - The relationships that underpin all educational stakeholders in Ngāti Kahungunu and Aotearoa.

A number of potential benefits for centres, schools, teachers, students and the community have been identified in responding to the Te Pae Huarewa Review Form. Here are how the potential benefits align to the Cultural Standards framework Te Tōpuni Tauwhāinga:

Whakaoho

- Share and participate in quality discussions that will help to inform the progress of the development and implementation of the Cultural Standards Project in relation to Māori student achievement in mainstream schools.

Whakamana

- Access to quality resources designed with content from iwi expert knowledge holders and Kahungunu Māori language experts, including our kuia and koroua from around Ngāti Kahungunu.

Whakaako

- Potentially work collaboratively and or individually as schools / centres with Ngāti Kahungunu on action research projects that seek to improve Māori student outcomes.

Whakamahi

- Participation in quality professional development for teachers and school communities supporting culture and language in the curriculum, Ngāti Kahungunu [cultural] responsiveness and culturally appropriate pedagogy.

Whakawhanaungatanga

- Establish relationships with iwi, hapū and whānau.
- Share knowledge and experience on how to establish, nurture and keep relationships and partnerships for learning with your Māori community.

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Performance Indicators	Culture	Relationships	Pedagogy
Whakaoho	<ul style="list-style-type: none"> Teachers celebrating difference. Teachers know their students, whānau and community that they live in. 	<ul style="list-style-type: none"> More parents engaging with teachers and the school. Informed and supportive BOT. 	<ul style="list-style-type: none"> Genuine engagement. Many different voices.
Whakamana	<ul style="list-style-type: none"> Whānau expressing a sense of belonging. Tikanga Māori and NK contexts in curriculum planning and goals. 	<ul style="list-style-type: none"> Whānau expressing a sense of belonging. Whānau working collaboratively with teachers to support tikanga Māori and NK culture in planning and delivery. 	<ul style="list-style-type: none"> Tikanga Māori and NK contexts in curriculum planning and goals. Students expressing themselves in ways that demonstrate feelings of high comfort. Teachers accessing quality relevant PD opportunities.
Whakaako	<ul style="list-style-type: none"> Teachers exploring and learning about NK knowledge and how it can improve Māori student achievement. 	<ul style="list-style-type: none"> Teachers are working collaboratively with whānau to support NK cultural knowledge in planning, resources, and implementation. 	<ul style="list-style-type: none"> Teachers exploring and learning about NK knowledge and how it can improve Māori student achievement. We would see new and existing NK cultural knowledge in planning and supporting resources in the curriculum.
Whakamahi	<ul style="list-style-type: none"> Schools/teachers looking at ways to sustain new learning/teaching and knowledge. The charter school policy and strategic planning documents reflect the integration of NK Cultural Framework. 	<ul style="list-style-type: none"> Whānau contributing to and supporting the integration of NK cultural knowledge to improve Māori student outcomes. The charter, policy, strategic documents reflect the integration of the NK Cultural Framework. 	<ul style="list-style-type: none"> Teachers talking about/ sharing effective strategies and pedagogy. Schools/teachers looking at ways to sustain new learning/teaching and knowledge.
Whakawhanaungatanga	<ul style="list-style-type: none"> Power sharing. School practice reflects the values of whakawhanaungatanga. 	<ul style="list-style-type: none"> Power sharing, opportunities for teachers/whānau to come together. Whānau contributing and supporting curriculum planning and development. Teachers understand the benefits of productive partnerships with whānau. 	<ul style="list-style-type: none"> Power sharing. Students and teachers co constructing curriculum.

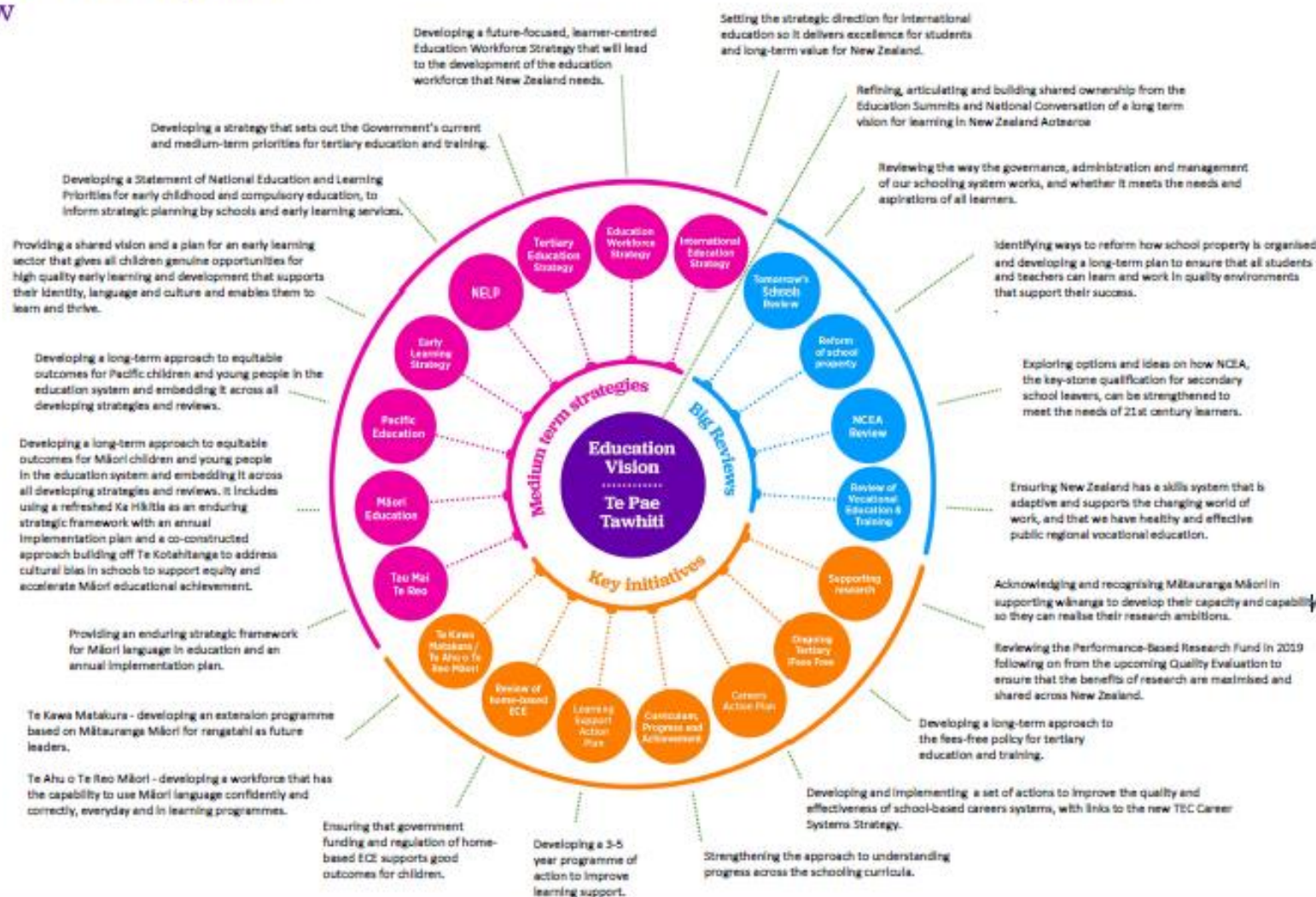
REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

GOAL SUMMARY	SHORT TERM	MEDIUM TERM	LONG TERM
WHAKAOHO	Start to develop a critical Awareness of issues impacting on Māori student achievement in their Centre / School.	Have an awareness and knowledge of, and have started to trial strategies that improve teacher practice, the environment and outcomes for Māori students.	Have an awareness and knowledge of, and are starting to see evidence that indicates improvement in teacher practice, the environment and Māori student academic, social and cultural outcomes.
WHAKAMANA	Centre / School Practice acknowledge Ngāti Kahungunu cultural knowledge, and whānau expectations and aspirations for Māori students in education.	Ngāti Kahungunu Cultural knowledge and whānau expectations and aspirations for Māori students in education are being trialled and practiced by teachers and the Centre / School community.	Ngāti Kahungunu Cultural knowledge and whānau expectations and aspirations for Māori students in education are embedded in the practice of the teachers and the Centre / School.
WHAKAAKO	The Centre / School and the teachers are exploring new or existing Ngāti Kahungunu cultural knowledge and how that may be used to improve Māori student outcomes.	The Centre / School and the teachers are engaging with new or existing Ngāti Kahungunu cultural knowledge by trialling implementation of that knowledge in the classroom and in the Centre / School.	The Centre / School and the teachers are incorporating new or existing cultural knowledge in the curriculum.
WHAKAMAHI	Students are trialling new strategies and initiatives based on Te Tōpuni Tauwhāinga to improve Centre / School and teacher practice that improves Māori student outcomes.	Students implementing new strategies and initiatives based on Te Tōpuni Tauwhāinga to improve Centre / School and teacher practice that improves Māori student outcomes.	Students are integrating new strategies and initiatives based on Te Tōpuni Tauwhāinga to improve Centre / School and teacher practice that improves Māori student outcomes.
WHAKAWHANAUNGATANGA	Establish effective relationships with Māori parents, whānau based on improving Māori student outcomes	Develop a collaborative relationship with Māori parents, whānau based on improving Māori student outcomes	Have strong productive partnerships for learning with Māori parents, whānau based on improving Māori student outcomes based on a clear shared vision and expectations of ways forward.

REPORT ON MĀORI EDUCATION IN NGĀTI KAHUNGUNU

Appendix 2. Ministry of Education: Education Work Programme

Education Work Programme Overview



Appendix 3. Māori-medium in the rohe of Ngāti Kahungunu

School Number	School Name	Māori Medium Level 1	Māori Medium Level 2	Total Māori Medium	Māori Language in English Medium Level 3	Māori Language in English Medium Level 4a	Māori Language in English Medium Level 4b	Māori Language in English Medium Level 5	Total Māori Language in English Medium	Total School Roll
2560	Flaxmere Primary School	49	128	177	0	0	0	0	0	459
2604	Maraenui Bilingual School (Napier)	104	93	197	0	0	0	0	0	197
2624	Nuhaka School	15	0	15	0	0	48	22	70	100
2637	Te Kura o Pakipaki	0	56	56	0	0	0	0	0	56
1678	Te Kura o Waikaremoana	6	0	6	0	0	0	0	0	22
2702	The Terrace School (Waipukurau)	0	55	55	0	0	0	172	172	227
2445	TKKM o Ngati Kahungunu Ki Heretaunga	167	0	167	0	0	0	0	0	167
1616	TKKM o Ngati Kahungunu o Te Wairoa	87	0	87	0	0	0	0	0	87
1142	TKKM o Takapau	37	0	37	0	0	0	0	0	37
4226	TKKM o Tamaki Nui A Rua	78	0	78	0	0	0	0	0	78
3107	TKKM o Te Ara Hou	131	32	163	23	0	0	0	23	186
1674	TKKM o Te Wananga Whare Tapere o Takitimu	111	0	111	0	0	0	0	0	111
1651	TKKM o Wairarapa	75	0	75	0	0	0	0	0	75
214	Wairoa College	0	19	19	16	9	4	1	30	470
1668	Wairoa Primary School	50	0	50	2	179	0	0	181	231