

Hauraki Māori Education Strategic Plan

Foreword

Ngā puke ki Hauraki ka tarehu
Mihi ana ki te whenua
Tangi ana ki te tangata

Tihei Mauri Ora.

The hills that cover Hauraki
Acknowledge the land
and weep for its people.

So let there be life!



E ngā mana, e ngā reo, e ngā karangatanga maha o te motu tēnā koutou katoa.

*Tuatahi he inoi ki Te Atua kaha rawa, te tiimatanga o ngā mea katoa.
Tuarua he hōnore ki tō tātou Kuini, Te Ata i rangi kaahu I runga I ngā ahurewa tapu o ōna mātua tiipuna. Paimarire ki a ia, ki tōna hoa tāne ā Whatumoana me ā rāua mokopuna, anā ko Te Kāhui-āriki nui tonu.
Haere e ngā mate ki te wāhi ngaro ki te huihuitanga o te tangata, noo reira e ngā mate, haere, haere, haere.*

Tātou te hunga ora. Tēnā koutou katoa.

The Hauraki Māori Trust Board was established in 1989 to promote and uphold Haurakitanga and create opportunities for Hauraki tamariki to take their place in the community contributing to their whānau, hapū, iwi and to the wellbeing of the nation. The tasks of the Trust Board are broad ranging, and include ensuring our land, fisheries, and other resources are cared for along with, of course, our whānau, hapū and iwi.

While much effort has gone into protecting our natural resources we know that our greatest resources are our mokopuna and rangatahi. Just as we plan how to manage natural resources, it is equally important to plan how we nurture our youth. This document fulfils this task, by setting out our shared vision and goals for education.

This is our first comprehensive education plan. The vision and goals have been determined by the kōrero of our people. The plans aims to provide guidance in how we educate our young people, what skills and knowledge we seek to give them, and what benefits we desire our rangatahi to achieve from education – for themselves, their whānau and Hauraki.

As you read through this document I trust you will see these aspirations clearly reflected within the five core goals - to be Hauraki Māori, to be whānau-centred, to succeed as Māori, to provide for our whānau and to protect our environment. I encourage you to take the time to read and reflect on this document, and find a place where you and your whānau can contribute towards the goals so that together we can equip and strengthen our people through education.

Nō reira, kia mau ki te tino rangatiratanga o Hauraki.
Toko Renata

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We appreciate the support that we are receiving from the principals of our primary and secondary schools particularly those with high Māori enrollments. Because they are at the coal-face, their ideas and suggestions have been invaluable.

I would like to add my thanks to the trustees of the Board and those iwi hapū and whānau in Hauraki who have continued to support and believe in this kaupapa.

Executive Summary

A major concern of Hauraki parents and grandparents is that our tamariki continue to fail in the education system and that alternative educational strategies and opportunities must be provided in order for our tamariki to succeed in education, in the community and in their lives. Education is the key to their future and our collective future as Hauraki.

The Hauraki Māori Trust Board has developed a strategic plan for education to 2021. The Plan builds on a set of core directions arising from hui with iwi, hapū, whānau and education stakeholders in Hauraki. Research on the participation of Hauraki Māori in education also supports the plan.

This document comprises; background information around the need for an education strategy; a strategic framework of vision, goals and values; and a series of strategies and actions to be achieved by 2021, by 2006 and in the next 12 months to achieve our goals and to realize our vision.

Our vision for education is encapsulated in the phrase:

“Kia mau ki te rangatiratanga o Hauraki” that is to *“Hold fast to the uniqueness of Hauraki; Hauraki reo, Hauraki whenua, Hauraki tangata”*.

It acknowledges the importance of drawing on our whakapapa, our tikanga, and our reo to enhance opportunities to participate and achieve in education and life.

The values of whānaungatanga, manaakitanga, kaitiakitanga, tikanga, wairua and recognition of the

Treaty of Waitangi as the founding constitution of Aotearoa underpin our approach.

This document identifies 6 central goals to be pursued in education in order to achieve our vision:

1. To establish a structure that will lead education of Māori in Hauraki into the future.
2. To strengthen and empower whānau to support tamariki in learning.
3. To develop and promote Haurakitanga in schools and in the revitalisation of te reo in Hauraki.
4. Increased quality education opportunities for Hauraki Māori.
5. To nurture and support the vocational talents of tamariki and enhance their ability to provide for whānau, hapū and iwi.
6. The importance of the environment and the need to sustain it for future generations is valued.

The key themes in the document that guide the development and implementation of strategies and actions in the short, medium and long term are summarized as follows:

- An education authority structure comprising the 3 key components of Māori medium education, mainstream education and post secondary school education are to be established according to the aspirations of Hauraki iwi, hapū, whānau and tamariki.
- Whānau is central to learning and central to any change that occurs within the education of our children. Whānau must be encouraged and supported in their participation in education at all levels.

- Hauraki reo and Hauraki tikanga must underpin our educational thinking and as such should be fostered and strengthened.
- Tamariki need to succeed in general education to ensure their future so it is vital that the education system works for Māori. For this to occur more of our tamariki need to be participating in early childhood education and changes need to take place in the schools, in teachers, in the community and in education policy if a culture that is responsive to the needs of our tamariki is to be realized.
- The vocational talents of our tamariki must be nurtured and supported enabling them to work and provide for themselves and for their whānau, hapū and iwi. Tamariki participating in post secondary and ongoing education and to be in meaningful employment is critical if our children and whānau are to become self-sufficient in the future.
- Special emphasis in educating our tamariki must be directed to understanding our natural environment and that the education system has a role to play in ensuring the importance of our environment is passed on to our tamariki.

The tasks and dreams are huge and we need to form alliances with iwi, hapū, whānau, key stakeholders and government agencies to share the load. Our strategies and actions, networking and partnerships are directed towards effecting change. We need to regularly evaluate our strategy and the actions that we take to ensure that the vision and goals continue to be met and that our strategy responds to changes. As we move towards 2021 investing in education is vital if we are to develop and nurture our most treasured gift – our tamariki mokopuna.

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1. INTRODUCTION

The Hauraki Māori Trust Board (the Board) has developed a strategic plan for education to 2021. The strategic direction seeks to capture our collective thoughts and desires for education in the Hauraki rohe.

The Hauraki education strategy is about making a difference so that we can effect change and see our tamariki and mokopuna succeeding in education, in the community and in their lives. Education is the key to their future.

1.1 Reasons for a Strategy

The framework of the strategic plan has arisen from hui with Iwi, hapū, whānau and other education stakeholders in Hauraki. The core statements emerging from that discourse form the foundation for the strategic plan. These core statements are attached as Appendices 1.

The major concern of Māori parents and grandparents is the rate at which our children are failing in the education system. Anecdotal evidence and intergenerational comments by parents acknowledge that the school system failed them and the education system is still failing many of our Māori students. At a recent Education Review Office (ERO) meeting with a Māori community in Hauraki, parents were asked to comment on the school's performance in terms of meeting the needs of Māori parents. Some parents replied that they had seen very little change in the education practices of the school since they were children. They claimed that

their children were failing in the system as they had done when they were students at the same school. The research evidence out-lined in the *Snapshot of Hauraki Māori Education* highlights the disparity of Māori in education reinforcing the statements of failure. It is attached as Appendices 2.

1.2 Focus of the Strategy

Early Childhood

Politicians, educators and parents all recognise the importance of early childhood education (ECE) in preparing children for learning and for school. Pre-school education contributes significantly to the development of literacy, numeracy and social skills all of which prepare the child to enter into formal education. Māori appreciate the importance of ECE and the role it plays in the development of the learning and social interaction. Children who have had early childhood experience enter the system learning ready because they have been prepared to engage in the education process. The involvement in ECE is also important for parents because in many cases it develops confidence in parents allowing them to contribute to their child's development. More parents need to be involved in ECE because of the positive down-stream effects that it has on the child, the parents and whānau.

Centrality of Whānau

The whānau is the toka that is central to any change that occurs within the education of our children. Greater recognition must be given to the role the whānau play in the development of the child. If we are to look at lifting the performance of our tamariki

and mokopuna at school we need to engage our whānau in the process. It is critical that the status of education is lifted in the home and that it becomes a valued commodity. Hauraki needs to do more to provide educational support for whānau and needs to work collaboratively with other providers to create a safety net around the child at home and at school and ensure that the learning environment is conducive to the expectations of parent and child.

Haurakitanga

It is clear from the consultative hui that to be Māori and to live, as Māori is a growing phenomenon. The focus on Haurakitanga, which are those things that make people from Hauraki uniquely Hauraki, is a vital part of the strategic plan. The notion of the importance of 'knowing who you are' is well documented. Hauraki reo and Hauraki tikanga must underpin our educational thinking.

Vocational Education

The importance of tertiary and ongoing education can not be overstated. Preparing our tamariki to be learning ready when they enter the education system, teaching them about who they are, and creating the best opportunities for them learn, but to learn for what?

Vocational training is not just about going to a tertiary institution such as a polytechnic or a university but about post secondary school learning through places like the Industry Training Organization (ITO). We want our children to have jobs. We want them to work and provide for their families. Our tamariki want to be in meaningful

employment. If we do not provide them with the tools to get a job then we have failed them – not they themselves.

Kuia/Koroua Mātauranga

Hauraki has a declining kuia/koroua population and at times there are no kuia to karanga the manuhiri on to the marae or koroua who can whaikōrero to do the mihimihi. There is a critical need to prepare more of our kuia/koroua to fulfill these roles. Wānanga reo are needed to develop the skills of our present and future kuia/koroua so that they can take their place on the marae to meet the tikanga obligations that exist for Māori. The successful establishment of Haurakitanga will see an increase in the number of te reo speakers who will be prepared to take their place on the marae to welcome manuhiri.

1.3 The Challenges

(a). Support of Hauraki Iwi, Hapū, whānau

It is important to:

- Reach mutual agreement on a collective approach to education in Hauraki.
- Gain confidence of iwi through the delivery of results that are making a difference to our tamariki.
- Work with whānau and parents who have tamariki in schools.
- Move away from politics and focus on education outcomes for tamariki.

- Be proactive in promoting the benefits of education.
- Introduce programmes that are responsive to the needs of whānau, parents and tamariki.
- Meet needs in a physical and tangible way.
- Promote and support iwi educational initiatives.

(b). Support from Schools

It is important to:

- Be seen in the schools on a regular basis making a contribution.
- Regularly meet with principals to discuss issues concerning Māori students.
- Gain confidence of principals and Boards of Trustees (BOT's) by contributing to the well being of students, the school and the community.
- Promote and support the schools by being available in periods of crisis and to support school kaupapa.

(c). Support of the Ministry of Education

It is important to:

- Impress upon the Ministry of Education (MoE) their need to support the strategic plan.
- To ensure we meet our contractual obligations on time and maintaining high quality standards of milestone delivery.
- To ensure that we are in the field supporting the education process and achieving results that can be measured against projected goals and milestones.

- To assure the MoE that the resources being invested in Hauraki give added value to Māori education.

(d). Changing Attitudes

For our children to succeed in the education system we recognise that there will need to be attitudinal shifts of:

- parents to value education
- students to recognise the importance of education
- teachers to appreciate that they are an important factor in the success of Māori children

(e). From Competition to Collaboration

Hauraki iwi and hapū priorities include strengthening their tino rangatiratanga and developing programmes and initiatives aimed at the educational well being of whānau and tamariki. The development of iwi education strategies are to be encouraged and supported through the partnership relationship between the Board and MoE.

1.4. Strategy Format

The strategy comprises four main parts:

- Part 1 provides introductory statements and background information around the need for a Hauraki education strategy.

- Part 2 sets out the strategic framework of vision, goals and values that guide the work of the strategy.
- Part 3 expands the goals into strategies to be achieved by 2021; milestones we seek to achieve by 2006 and priority actions we want to complete over the next 12 months.
- Part 4 comprises concluding statements.

2. VISION FRAMEWORK

2.1 Vision for Education

Kia mau ki te rangatiratanga o Hauraki

(Hold fast to the uniqueness of Hauraki; Hauraki reo, Hauraki whenua, Hauraki tangata)

Our vision is that as Hauraki Māori we will know and draw on our whakapapa, our tikanga, and our reo – in essence our Haurakitanga to enhance opportunities to participate and achieve in education. We will seek to build an educated populace, underpinned by tikanga of Hauraki that will allow our tamariki and mokopuna to succeed in their chosen vocations in the local and global market place. In the year 2021 we want to see:

- Strong families with supporting parents that engage in the social, cultural and intellectual development of tamariki and mokopuna.
- Tamariki and mokopuna entering primary school with numeracy and literacy levels equal to their age group.
- Empowered parents who have or are participating in some form of adult education.
- Schools and other agencies providing collective support towards a stable environment in which tamariki and mokopuna are nurtured and raised.
- Our tamariki and mokopuna staying at school longer and reaching Y13 on merit.
- Our tamariki and mokopuna entering careers that our kuia and koroua might only dream of.
- Te reo spoken in the community, on the streets, playing fields in the home and around the marae.
- The vocational talents of our tamariki are nurtured and tamariki are in full employment.
- The paepae full of fluent speakers and our kuia versed in Hauraki karanga and waiata.

2.2 Our Central Goals

The strategy aims to promote six ideas or goals to be pursued for all Hauraki Māori in education. The six goals are:

- To establish a structure that will lead education of Māori in Hauraki into the future.
- To strengthen and empower whānau to support tamariki in learning.
- To develop and promote Haurakitanga in schools and in the revitalisation of te reo in Hauraki.
- Increased quality education opportunities for Hauraki Māori.
- To nurture and support the vocational talents of tamariki and enhance their ability to provide for whānau, hapū and iwi.
- To importance of the environment and the need to sustain it for future generations is valued.

2.3 Our Values

The values of our tupuna must underpin all of our endeavours:

(a). Whakawhānaungatanga-Relationships

The importance of tamariki to learn and value their relationships with each other, their whānau, their community and their environment. The importance of relationships we build by working with each other, our community and education providers particularly the MoE.

(b). Manaakitanga-Caring

The need to care for and to help each other: the importance of caring about people; whānau, peers, kuia/koroua, the community and environment.

(c). Kaitiakitanga-Guardianship

The need to protect and preserve our tāonga, including te taiao. The need to ensure the longevity and health of Te Taiao.

(d). Tikanga-Protocols of Practice

The need to preserve tikanga o Hauraki, which is the essence of who we are. It is our heritage.

(e). Wairua-Spirituality

The need to preserve the wairua within us, within the community and the environment that we live in.

(f). Te Tiriti o Waitangi

Te Tiriti o Waitangi is our founding document and is the basis on which we form partnerships with the government and others in the pursuit of dual goals in education.

3. STRATEGIC DIRECTION

3.1 Structure

Ko te mātauranga Te Poutahuhu o te Wānanga o Hauraki

(Let knowledge be the ridgepole of the Wānanga of Hauraki)

Overview

The vision for education seeks to move to an education authority managed and operated by Hauraki iwi. The authority may have wānanga status or could operate as a research centre. It will comprise the 3 key components of Māori medium education, mainstream education and tertiary education.

Te Puna Reo o Hauraki (TPRoH) will focus on Māori medium education where the focus is on learning using te reo as the language of instruction, the revitalisation of te reo and the setting of protocols for teaching Hauraki reo. It will cover such issues as: curriculum, resources, establishing kura kaupapa and where kura, monitoring te reo being taught in Hauraki by outside providers and stair casing te reo from kohanga to wānanga. Establishing TPRoH demonstrates a commitment to setting a direction for te reo and the establishment of an organization to monitor progress. Change needs to occur if we are to increase the domains in which the language is taught and spoken.

Te Kōawa Matua (TKM) will focus on mainstream education where nearly 90% of our tamariki receive their education. The focus is on issues such as: lifting the performance in literacy and numeracy, professional development for teachers of tamariki, curriculum as they affect Māori, suspensions and absenteeism, and parent participation in schools.

Shared issues such as curriculum, monitoring, evaluation of performance, professional development, resources, discipline and scholarships will be considered jointly by TPRoH and TKM.

The tertiary focus of TWoH is yet to be determined but is likely to comprise adult education, second chance education, preparing students to enter a tertiary institution, language enhancement, tertiary level programmes and industry training towards a vocation. Te reo and tikanga will underpin TWoH.

Goal

To establish a structure that will lead education of Māori in Hauraki into the future.

Strategies

1. Develop and establish an education authority to lead Māori education in Hauraki to 2021 and beyond.
2. Develop and establish Te Puna Reo o Hauraki, Te Kōawa Matua and Te Wānanga O Hauraki to manage the component parts of Māori education in Hauraki.

3. Structures created that meet the aspirations of Hauraki iwi, hapū and whānau for their tamariki.
4. Structures created that are based on tikanga and best business and educational practice.
5. Strengthen and formalize relationships with key stakeholders of Māori education in Hauraki.

Anticipated Outcomes

- A robust framework capable of meeting the management and educational needs of Hauraki Māori.
- Structures responsive to the needs and aspirations of Hauraki iwi.
- Structures underpinned by best practice.
- Protocols with key stakeholders that will lift the educational performance of Māori students.

2006 Milestones

- Operational relationships established between the Board and MoE to maintain and grow educational opportunities for Hauraki Māori.
- Structures of education authority, TPROH, TKM and TWoH are developed.
- Structures are supported by Hauraki iwi, hapū and whānau.
- Effective and long-term relationships with key stakeholders are developed and established.

Priority Actions for 2004/2005

- Negotiate and secure resources to develop and establish structure proposals.
- Establish an operational team made up of the Board and MoE for the purposes of implementing the strategic plan.
- Develop proposals outlining options for future education authority and its component parts.
- Wānanga and hui with Hauraki iwi in the development of future structures.
- Consult with key stakeholders involved in Māori education on the proposed structures.

3.2 Whānau

***Ko te Whānau te toka
Ngā mātua ngā kaitiaki, ngā kaimanaaki,
ngā kairaranga i te whāriki,
Ngā kaitoutou i ngā ahi kā o te hau kāinga
Hei whakamārama i ngā ara o tēnei ao hurihuri.
Ko rātou ngā kaiako, ngā kaitohutohu tuatahi.***

*(The Whānau is the rock.
The parents are the guardians, the nurturers
and weavers of the foundation, the ones who
keep the home fires burning and provide the light to
show the way through the 21st century.
They are the first teachers and instructors)*

Overview

We believe that the whānau is central to learning. Our tamariki learn at home and at school, and it is through a strong home environment and holistic approach to tamariki learning and development that they will be ready to take on the opportunities that come through formal education.

We know parents and whānau want the best for their tamariki and at times will require support. We further acknowledge that opportunities for parents and whānau to pursue higher education should be provided. We will promote the value of early childhood education, and support initiatives for parents, such as Family Start, Strengthening Families, Ngā Puna Köhungahunga, and other such programmes that might be appropriate for Hauraki. We will encourage our people to involve themselves at all levels: in school as parents, classroom students, Parents Teachers Association (PTA) and BOT's.

Goal

To strengthen and empower whānau to support tamariki in learning.

Strategies

1. Promote early childhood education among parents and whānau so that tamariki are learning ready when they start school.
2. Support and encourage parents and whānau to participate in the educational development and learning of their tamariki.

3. Support and encourage parents to pursue second chance or tertiary level education in teaching.
4. Encourage and facilitate providers across the health, social services and education sectors to work collaboratively to empower parents and tamariki in learning.

Anticipated Outcomes

- Increased access to early childhood education opportunities for whānau, parents and tamariki.
- There is an increase of tamariki in early childhood education learning.
- Tamariki are ready for formal learning on entry to primary school.
- There is an increase of parents actively participating in early childhood education and schools.
- Whānau development programmes are appropriate and responsive to the needs of Hauraki Iwi, hapū and whānau.
- The value of education is lifted in the eyes of tamariki, parents and whānau.
- Parents and tamariki are learning together.
- There is an increase in parents pursuing second chance or tertiary education in teaching.

- Special needs of tamariki are met.

2006 Milestones

- Whānau development programmes that encourage Hauraki whānau and parents to participate in the education of their tamariki in early childhood education, home, schools, community are introduced.
- Programmes to support parents participating in early childhood education and schools who seek to pursue second chance or tertiary education introduced.
- An integrated provider approach to educating tamariki and providing for special needs is established and maintained.

Priority Actions for 2004/2005

- Continue promoting early childhood education among whānau and parents.
- Scope and where feasible, introduce whānau development programmes that best match the needs of Hauraki whānau, parents and tamariki. Programmes scoped shall include HIPPY, He Ara Tika, Home School Partnerships, Whānau Maths workshops and the COMET programme or its equivalent in Hauraki.
- Scope and if feasible introduce an educational programme for young mums.

- Support and monitor performance of joint Information Technology programme offered by Te Wānanga o Aotearoa in Hauraki.
- Establish co-joint programmes across health, social services and education providers that remove barriers and increase access to educational opportunities for tamariki.
- Negotiate and secure resources and personnel to facilitate work.

3.3 Haurakitanga

***Mokohia au ki ngā tikanga o Hauraki
Kia toa, kia tū manawa pū, he Māori
tōku reo, tōku ihi, tōku mana***

*(Tattoo me with cultural imprint of Haurakitanga
To enable me to succeed and stand proudly as a
Māori with my language, my essence, my dignity)*

Overview

We believe that it is important to be Māori, to speak Māori and to understand who we are. We will foster the uniqueness of being Hauraki Māori. This includes strengthening, using and knowing our reo, our tikanga, our waiata, our pakiwaitara, our pūrākau and our whakapapa. These are the things that make us Hauraki.

We recognise that Haurakitanga, being uniquely Hauraki needs to be taught to our tamariki. We see a continuum of education providers as necessary to

achieve our goal. This includes kōhanga reo, kura kaupapa, immersion-bilingual schools, whare kura, wānanga and kaumātua teaching as essential contributors.

We also recognise that education providers require our support so they can fulfill their roles. We will be helping to ensure quality Māori-medium teaching occurs, that there are sufficient numbers of teachers, that our reo is used in our schools, and that our history is part of the Hauraki school curriculum. We will undertake these tasks by working in partnership with the MoE, with Iwi, hapū and whānau and with education providers.

Goal

To develop and promote Haurakitanga in schools and in the Revitalisation of Te Reo In Hauraki.

Strategies

1. Develop and implement a unified approach to the delivery of te reo and tikanga in Hauraki.
2. Develop and implement a Hauraki Marautanga (scheme of work for te reo) from Kohanga to tertiary that shows a steady progression from one level to another.
3. Develop and integrate a Hauraki curriculum and resources into Hauraki schools.
4. Promoting and facilitating increased opportunities for the learning and teaching of te reo in schools, home and communities.

5. Increase visual profile and identity of Hauraki reo and Haurakitanga, in schools and in the community.

Anticipated Outcomes

- Consistency and unity in the delivery of te reo in Hauraki.
- A demonstrable progression in the development of te reo against which students can be measured.
- Hauraki curriculum and resources developed and integrated into schools.
- Hauraki stories, tribal histories, anecdotes and programmes of learning are preserved and passed on to future generations.
- The number of Māori students taking Māori in Kohanga, Māori medium kura, immersion, and partial immersion schools is increased by 65%.
- The number of Māori teachers and Māori kaiawhina in schools is increased by 50%.
- Increase spoken (conversational) reo with 'Ono ki te Waru'

- Increased awareness and appreciation of Haurakitanga and te reo in schools and the community.

2006 Milestones

- Develop and implement a Te Reo Strategy in Hauraki.
- Develop a Hauraki Marautanga to staircase te reo from kōhanga to wānanga.
- Establish working partnerships with education providers who deliver te reo and tikanga.
- Develop and establish a Hauraki curriculum and Haurakitanga resources into schools.
- Wānanga reo are held in Hauraki to promote te reo and tikanga of Hauraki.
- Scope and develop proposals to establish Kura Kaupapa and Whare Kura in Hauraki.
- Assist schools to reflect dual cultures of Aotearoa through visual displays and designs in schools, i.e. carvings, artwork and bilingual signage.
- Increase Māori teachers and kaiawhina in schools.

Priority Actions for 2004/2005

- Scope, review and report on services and schemes that deliver te reo and develop strategic options for revitalizing and promoting te reo in Hauraki.

- Wānanga and hui with Hauraki Iwi and key stakeholders on proposed strategic options for the Revitalisation of Te Reo.
- Commence the development of a Hauraki marautanga for Year 1 to Year 13 in consultation with education providers and Iwi.
- Continue to promote te reo in kohanga, primary and secondary schools.
- Complete the development of Hauraki resource materials including producing and publishing Hauraki kupu, kiiwaha whakatauki, pepeha and stories.
- Develop educational resources around conversational reo.
- Weekend wānanga reo and week long wānanga reo.
- Scope the establishment of Kura Kaupapa and Whare Kura in Hauraki.
- Continue to offer practical assistance in the visual promotion of Māori in and around schools in Hauraki.
- Accessing appropriate resources to increase Māori teachers and kaiwhina in schools.
- Negotiate and secure resources and personnel to undertake this work.

3.4 Quality Education

***Tuia, tuia, rarangatia te whāriki o
Te Wharekura o Hauraki***

***Hei weu whiria ngā mātauranga o mua, o muri
nei.***

***Ārahitia aku tapuwae i ngā paeroa,
ngā mahere mātauranga o te ao***

*(Weave the whāriki of Te Mātauranga o Hauraki,
binding the knowledge of the past and present to
direct my journey across the learning matrixes of the
world)*

Overview

We know that Hauraki Māori live in a bicultural Aotearoa. Our tamariki need to succeed not just in Haurakitanga, but also in general education to ensure their future. Our children are not reaching their full potential in school. Part of the solution is having a strong sense of our identity, and ensuring parents are well equipped to support their children. It is equally important to ensure the actual education system works for Māori. Some of the changes we need to ensure for the future of tamariki need to take place in the schools, and in the administration of education by government agencies. We believe education agencies, particularly schools, must develop a culture that is responsive to the needs of our tamariki.

We believe numeracy and literacy in English is important and schools will need to ensure their delivery is of a very high quality to meet our expectations. We believe individual teachers have a strong impact on students; they are able to influence

how well our tamariki perform in schooling. We require teachers that believe this, and those who are supportive and caring to our tamariki.

Goal

Increased quality education opportunities for Hauraki Māori.

Strategies

1. Introduce mentoring programmes appropriate to Hauraki into schools to support the educational development of tamariki.
2. Raise parents awareness of how tamariki learn and how they are assessed in schools.
3. Raise teacher awareness of the unique needs of tamariki through professional development, access to appropriate resources and collegial support.
4. Support and promote programmes to improve numeracy and literacy of tamariki and parents in Hauraki.
5. Support Iwi and community initiatives that contribute to the lifting of educational performance of tamariki.
6. Promote and encourage school based programmes that allow parents and tamariki to learn together.

Anticipated Outcomes

- Increases in performance levels of Hauraki Māori on all indicators of school achievement.
- The disparity between Hauraki Māori and other learners narrowed.
- Teachers demonstrate full commitment to promoting education to Māori students through manaakitanga, student motivation and emphasis on achievement.
- A sufficient focus on numeracy and literacy in schools.
- Increased access to professional development opportunities for all teachers of Māori students.
- Teachers, the community, whānau, hapū, iwi are working together to support their schools.

2006 Milestones

- Scope and develop programmes to improve the educational performance, including numeracy and literacy of Māori students in Hauraki.
- Scope and if feasible integrate the Russell Bishop model into schools to assist Māori students to lift their educational performance by lifting the expectations of teachers and tamariki together.
- Assist in the development and adoption of school monitoring and evaluation practices that

identify how tamariki are performing and what help is required to advance their performance.

- Increased awareness among parents to question teachers about their children's learning and next learning steps.
- Increase access to professional development for all teachers of Māori students in Hauraki.
- Promote iwi participation in schools.

Priority Actions for 2004/2005

- See Whānau development programme priority at section 3.2.
- Scope and monitor the implementation of the Russell Bishop model into schools.
- Increase awareness among parents about PAT and STAR tests.
- Hold wānanga for parents and teachers to show the Te Mana video and discuss implications.
- Scope and review teacher development courses taught in Hauraki.
- Negotiate ongoing professional development opportunities for Māori teachers in Hauraki with the MoE, National Kohanga Trust and other key stakeholders.

- Scope the establishment of professional development seminars by native speakers for Hauraki teachers of Māori.
- Support iwi and community initiatives such as SOAR, Pumau and the Thames High School programme.
- Negotiate and secure resources and personnel to undertake this work.

3.5 Vocational Education

***Mahia ngā tāpapa me ō koutou māra,
ki ō koutou ringaringa ka puta mai ai
ko ngā hua hei whāngai atu ki tō whānau
raumati noa, hotoke noa***

*Nurture your kumara beds and your gardens with
your hands that the fruits of your industry will
emerge to enable you to feed your families
through the summer and winter seasons*

Overview

In the past our kaumātua taught us the value and methods of providing for our whānau, from the resources of Tangaroa and Tānemahuta. We still need these skills. And we also need broader skills so that we can participate in the domestic and global market place. We believe our tamariki need to learn skills to provide for their whānau, hapū and iwi. We believe it is important that through education we do not just build up capable individuals but also to continually build up whānau, hapū and iwi. We think

each kaumātua in the iwi needs to apply their particular talent to the mutual benefit of iwi. Through our education strategy we will seek to promote research and planning to ensure we have the greatest skill range available to us. We need people to seek opportunities in a variety of areas for this to occur.

Goal

To nurture and support the vocational talents of tamariki and enhance their ability to provide for whānau, hapū and iwi.

Strategies

1. To promote through schools, tertiary and ITO education for employment and career opportunities for Māori students.
2. Identify the vocational needs of Hauraki iwi, hapū and whānau to ensure a range of people acquire necessary knowledge in focus areas.
3. To promote second chance learning and tertiary education among adult Māori.
4. Joint ventures entered into with wānanga, tertiary institutions and ITO's to implement training programmes in Hauraki.
5. Provide scholarships for skilled, semi-skilled and professional training.

Anticipated Outcomes

- Increase of Māori students completing secondary school with a qualification.
- The number of Māori students remaining to Year 13 is comparable to non- Māori students.
- The number of Māori into tertiary and other training increased.
- Increase of Māori students pursuing a tertiary qualification.
- Increase the number of Māori students entering into industry training and work skill education.
- Increased opportunities for training in Hauraki.
- Whānau and tamariki have an expectation of preparing for working life beyond school.

2006 Milestones

- Pouwhakataki to promote career options in schools, the importance of education and the value of staying to Year 13.
- Research, report and regularly review the current and future vocational needs of Hauraki iwi, hapū and whānau.
- Encourage parents to pursue teaching as a career undertaking bridging courses into tertiary education as required.
- Establish links with Tertiary Education Commission (TEC) and ITO's to implement

trade training programmes in the Hauraki region.

- Negotiate with training and tertiary institutions to have Māori delivery focus programmes run out of Hauraki.
- Established scholarships for skilled and semi-skilled and professional training for Hauraki Māori students.

Priority Actions for 2004/2005

- Develop and publish career information for Māori students.
- Ongoing liaison and promotion with key stakeholders to promote career options for Māori students.
- Hold career evenings, seminars and workshops for Māori students.
- Introduce programme to provide role models and mentors to support and nurture the vocational choices of Māori students.
- Research and report on current and future vocational needs of Hauraki iwi, hapū and whānau.
- Identify and establish programmes to staircase Māori students to tertiary education.
- Initiate and progress discussions with ITO's, wānanga and tertiary institutions for joint ventures and the delivery of courses in Hauraki.

- Negotiate and secure resources and personnel to undertake this work.

3.6 The Environment

Me mōhio tatou me pēwhea te āwhina i ngā taonga o Rangī raua ko Papatūānuku me ā rāua tamariki – ngā mātauranga, ngā taputapu i tukua iho hei orangā mo tatou, mo te ao. Ki te kore, ko Ngāi Tāua te utu mō Ngāi Tātou

(We must learn to nurture the taonga of Rangī, Papatūānuku and their children and the knowledge and gifts handed down to sustain and benefit the world and ourselves. If we do not we shall destroy ourselves)

Overview

We believe our environment is central to our identity. We believe special emphasis in education must be directed to understanding our natural environment. Children must be given opportunities to learn outside, and to learn how to care for our resources. Our belief is that the education system has a role to play in ensuring the knowledge and importance of our environment is passed on to our tamariki. It is also important that vocational talents in natural resource management are encouraged and nurtured.

Goal

The importance of the environment and the need to sustain it for future generations is valued.

Strategies

1. Hauraki environmental education programmes and resources are developed and implemented.
2. A Hauraki Māori world-view of the environment is incorporated into the curriculum of all schools in Hauraki.
3. Tamariki learning about the environment is linked to real life issues and initiatives of Hauraki iwi, hapū and whānau.
4. Environmental management is encouraged and promoted as a career option for Māori students.

Anticipated Outcomes

- Hauraki environmental education resources are developed and introduced into schools.
- The Hauraki Māori perspective on the environment is an integral part of the school curriculum.
- The role of tamariki as kaitiaki is recognised, supported and built into their schooling and the school environment.
- Tamariki are aware of their role as kaitiaki and the importance of wisely managing natural and cultural resources for future generations.
- Hauraki iwi, hapū and whānau responsibilities to pass on their knowledge and skills as kaitiaki of the environment to the next generation are supported.

- Tamariki are directly involved in and are contributing to the environmental goals of Hauraki whānau, hapū and iwi.
- Increase in Hauraki Māori pursuing professional careers in environmental management.

2006 Milestones

- A Hauraki environmental education programme and resources are developed and delivered as part of the environmental curriculum of schools.
- Wānanga for our tamariki to learn about the Hauraki environment and kaitiaki practice are established.
- Career options in environmental management are promoted.

Priority Actions for 2004/2005

- Complete the kaitiaki educational resource kit developed in partnership with Auckland Regional Council.
- Scope and develop a Hauraki environmental education programme and resources for schools.
- Support and encourage environmental partnerships between iwi and schools.

- Promoting career options in environmental management (Cross reference to Vocational Education priority actions)
- Negotiate and secure resources to undertake this work.

3.7 Implementation Plan

An Implementation plan setting out activities, time frames to achieve priority actions in sections 3.1 to 3.6 is attached as Appendices 3.

4. CONCLUSION

The tasks and dreams are huge and we need to form alliances with iwi, hapū, whānau, key stakeholders and agencies to share the load. Networking and partnerships need to continue to effect change where shared goals are present. Ultimately for the strategy to be realized it must comprise the following elements:

- Education is valued by tamariki, parents, whānau, hapū and iwi.
- Based on strong, open and positive relationships with Hauraki iwi, hapū, whānau, key stakeholders and other agencies.
- Keeps everyone informed about what is happening and provides opportunities for ongoing participation in the monitoring and implementation of the strategy.
- Builds up our internal and organizational capacity to deliver quality outcomes to tamariki, whānau, hapū and iwi.

We need to regularly evaluate our strategy and the actions that we take to ensure that the vision and goals continue to be met and that our strategy responds to changes.

As we move towards 2021 investing in education is vital if we are to develop and nurture our most treasured resource – our tamariki mokopuna.

Glossary of Maori Terms

Āotearoa	New Zealand		
hapū	Collection of families		
	To be pregnant		
haurakitanga	Language and tikanaga that are uniquely Hauraki		
iwi.	Literal meaning 'bones'. A collective word for a group of people. A collection of people from the same eponymous ancestor.		
kaiawhina.	One who provides help or assistance		
	karanga. To call. A ceremonious call to visitors who enter the marae atea (the area in front of a meeting house)		
kaumatua.	Usually applied to an elderly male person but can include females.		
kaupapa.	The context of a discussion.		
kiiwaha.	Words that have specific meaning to a particular iwi group.		
kohanga reo.	A language nest in which children are taught te reo.		
koroua	Synonymous with kaumatua but sometimes associated with a grandfather or a male linked to a person's upbringing.		
kuia.	An older female person but sometimes associated with a grandmother or a female linked to the person's upbringing.		
kupu	Words		
kura Kaupapa.	Schools where the medium of learning is in te reo and the teachings are based on Maori kaupapa content, subject of discussion		
Manuhiri.	Visitors		
karae.	The area in front of a meeting house. Now synonymous with the 'pa', that area that is contained		
		within the fence-	line of the 'marae' including all of the buildings in within the fence-line.
marautanga.			Curriculum document.
mihimihi.			Greetings usually of a formal nature.
mokopuna.			Grandchild
paepae.			The area that the kaumatua sit to formally welcome visitors.
		pakeke.	People who are older but not yet kaumatua
		pakiwaitara.	Short story
		pepeha.	A pithy saying. A quote that is pregnant with meaning.
			Short story
		pūrākau.	A district or territory.
		rohe.	The God of the Sea.
		Tangaroa.	God of the Forest
		Tane Mahuta	The Environment
		te taiao .	Children
		tamariki	Maori language
		te reo	Customs and traditions.
		tikanga.	Self determination.
		tino rangatiratanga.	Rock
		toka.	An elder who is deceased
		tupuna/Tipuna	Song, but usually linked to a song the tells a story like a ballad about a particular event or person/s
		waiata.	A discussion group, but now commonly linked to a whare wānanga, a university or a place of higher learning.
		wānanga.	
			A formal ceremonial speech of welcome.
		whaikōrero .	A person's lineage from past generations.
		whakapapa.	Similar to pepeha: a quote or proverb of deep meaning.
		whakatauki.	Family
		Whānau	

Appendices 1:

Core Statements

Structure

- That an education authority, Te Wānanga Ō Hauraki be established to be a driving force to direct Māori education by formulating an education strategy that is based on Māori philosophy and practice.
- That there are two needs: Māori Medium education (Te Puna Reo O Hauraki) and Te Kōawa Matua.
- That Te Puna Reo drive the revitalisation of Te Reo and that it set the protocols in terms of Hauraki reo, the quality of te reo being taught.
- That Kōawa Matua will focus on issues like literacy, numeracy, professional development for teachers of Māori students, suspensions, achievement of students etc.
- That a structure driven by whānau, hapū and iwi educators whose passion is to see our children succeed.
- That whānau, teachers and iwi see Te Puna Reo O Hauraki as a positive resource to initiate, guide and support initiatives for Māori tamariki.
- That Te Puna Reo o Hauraki will negotiate service programmes with MoE to lift educational performance.
- That Te Puna Reo o Hauraki will negotiate a Trust fund from the Fisheries settlements for education.
- That Hauraki will strongly support the iwi partners.
- That an MOU be entered into with ERO.

- That the whānau are the cornerstone of learning.
- That whānau need support in the development and education of their children.
- That development programmes for parents need to be introduced in Hauraki from the following: HIPPY, PAFT, Family Start, Strengthening Families, Āwhina Matua, ngā Puna Kohungahunga Parent Mentoring pilot, Whānau Toko I te Ora, Early Childhood Development.
- That different agencies can contribute to the development of the child (Hauora).
- That there should be an appointment to manage this development programme for whānau.
- That there be whānau development hui that will assist in lifting the status of education in the eyes of parents.
- That Māori are appointed to BOT's in Hauraki.
- That Māori parents are visible around the school.

Haurakitanga

- That it is important to be Māori, to speak Māori and to understand who you are.
- That it is important that the uniqueness of being Hauraki be fostered.
- That whakapapa, te reo, tikanga, waiata, pakiwaitara and pūrākau, those things that are specifically Hauraki, are a critical part of Haurakitanga.

- That there needs to be a structure to set the protocols for the development of Haurakitanga.
- That there is a continuum of education from kohanga reo, kura kaupapa, immersion-bilingual, whare kura and wānanga. Only then will we strengthen our Haurakitanga.
- That there should be more Māori medium teachers in our schools.
- That standard of excellence be adopted for te reo and that expectations are set and achieved.
- That there is recognition of the needs of Māori medium teachers and teachers of Te Reo in mainstream.
- That the teaching of Hauraki Māori history is part of the Hauraki school curriculum.
- That Hauraki Māori is responsible for developing the resources required to meet the school curriculum.
- That a kura kaupapa be established in Paeroa.
- That there is a need for a whare kura.

Quality Education

- That their children are in a system that has continued to fail them.
- That all Māori children should go to Māori medium kura because they achieve at a higher level than in mainstream.
- That they want their children to succeed at school.
- That they do not want their tamariki getting into trouble.
- That they want to help their tamariki but are unsure how they can make a difference.
- That they want their tamariki to speak Māori.
- That their children should stay at school and enjoy success while they are there.

- That their children develop a sense of pride in who they are and in what they can achieve.
- That literacy and numeracy in English is important.
- That students succeed when teachers are supportive and caring.
- That the culture within the school will impact on the performance of Māori students.
- That schools have no visible evidence of anything Māori in their schools which illustrates to the tamariki that their culture has no value in that school.
- That to see signs written in Te Reo, 'whare' carvings, Māori words or pictures of Māori that contribute to culture that reflects things Māori.
- Having a kapa haka group helps.

Vocational Education

- That Hauraki parents, Kaumātua/Kuia in the past taught their tamariki how to fish, to hunt, to prepare tāpapa and gardens to provide food for their families.
- That the preparation for education today is the way to provide and sustain the whānau.
- That education is very important to the choices that people can make to getting a good job.
- That they need to get a job and that learning for a vocation is necessary.
- That parents are proud of their children who "do well".
- That not enough of our tamariki go to tertiary institutes.
- That the trade training programmes be re-introduced.

- Up-skilling for further education or professional development.
- That access to higher education should be made easier by doing away with student loans.
- That Māori can and should plan to participate in the global market place.

Environment

- That all learning must be based on the environment.
- That the environment is the classroom and children's learning should take place outside in the environment not the classroom.
- That Hauraki Māori should develop a resource kit that allows schools to understand the Māori perspective to the environment.
- That the environment should be an important part of the curriculum.
- That Hauraki with the MoE Division of the Environment incorporate Hauraki views into the Hauraki social studies curriculum.
- That we must protect the environment or it will die.
- That we should plan to return the environment to its natural state by 2050.
- There are some that feel the environment can be the basis on which all learning can take place.
- There are others that recognise its importance but believe that it ranks with other aspects of learning equally.
- All agree that the environment must not be forgotten or marginalised.

Appendices 2:

A Snapshot of Māori Education in Hauraki

1.0. An overview of the Hauraki School Population

The ethnic distribution of students in Hauraki schools is made up as follows. European (74%) Māori (25%) and Pacific Island (01%). There are 51 schools in the hau-kainga of Hauraki rohe made up of 5 secondary schools, 2 area schools and 44 primary schools of which there is 1 formed bilingual, 1 formed immersion class and 8 schools that have a partial immersion unit. There are 11 kohanga reo.

16 schools (31.37%) have a Māori population of more than 25% Māori, while 14 schools (27.45%) have between 24 and 17% Māori. When viewed as school clusters around the area and secondary schools the concentrations are highest in Thames-Coromandel and Paeroa-Hauraki Plains.

The Clustering of Primary and Secondary Māori Students within

Secondary and Area School catchments

Table 1

NAME	July 2002 Roll Total	Raw score July 2002	% Māori July 2002
Coromandel Area school	464	237	51.12
Paeroa College	1043	467	44.77
Whangamata Area School	650	166	25.53
Thames High School	1987	501	25.21
Hauraki Plains College	1490	333	22.34
Waihi College	840	173	20.5
Te Aroha College	1042	150	14.39
Mercury Bay Area	847	82	9.62
Totals	8363	2109	25.21

2.0 Trends in the School Population.

Research on future trends were undertaken to help identify future education needs of Hauraki. The tables are indicative only and reflect the present conditions. If the present

circumstances change i.e. population shift, war or calamity these conditions will be reflected in the populations charts. The data is based on high, medium and low probability and show population trends as they are likely to increase or decrease annually.

0-4 Years

Projected Cumulative Growth 0 to 4

Table 2

	2003	2005	2010	2015	2020	2021
High	40	40	40	60	140	140
Med	0	0	10	60	100	100
Low	0	0	0	0	0	0

Whilst there will be growth by 2021 this will not begin to happen until 2010. Indicators suggest numbers will remain constant until 2010 but there will be growth from that point on to 2021 Intervention programmes can be initiated now to be firmly entrenched when the influx occurs.

5-12 Years

Projected Cumulative Growth 5 to 12

Table 3

	2003	2005	2010	2015	2020	2021
High	-10	0	0	0	30	60
Med	-30	-60	-110	-110	-40	-20
Low	-200	-50	-70	-70	-70	-70

The primary school rolls over the next 10 years will fall and growth is not anticipated until 2019.

13-17 Years

Projected Cumulative Growth 13-17

Table 5

	2003	2005	2010	2015	2020	2021
High	30	50	50	50	60	60
Med	0	50	10	-20	-20	20
Low	20	50	10	-10	-30	30

There will be a steady growth until 2010 and then a trough will occur as the decline of years 5-11 reaches secondary school.

18-24 Years.

Projected Cumulative Growth 13-17
Table 6

	2003	2005	2010	2015	2020	2021
High	30	50	130	150	130	150
Med	30	40	9060	80	40	40
Low	20	20		50	-10	-20

The trend is more to a bell curve. There will be more students who are eligible to enter some form of trade training or tertiary education. There will be a need to get Māori students into some form of employment, second chance education or vocational training.

25 to 35 Years
Projected Cumulative Growth 25-35
Table 7

	2003	2005	2010	2015	2020	2021
High	-10	30	150	260	360	
Med	-10	30	110	200	360	
Low	-20	20	80	150	170	

This is a growth area with opportunities to engage our people into tertiary education and on-going training.

The age group 0-4 will show little growth to 2010 after which time there will be steady. Age groups 5-12 will show a steady decrease until 2013. Growth in this area will not be expected until 2019. Age groups 13-17 will follow a normal bell curve until 2011 then the decline will set in for the next 10 years as the current 5-11 olds enter this age group. Age groups 18-24 show the bell curve throughout this period as numbers increase to 2012 declining to 2021. The age group 25-35 will grow steadily over the next 20 years.

3.0. Indicators of Disparity.

The national indicators of achievement and participation disparity shown below have strong similarities with Hauraki.

.1. Māori learners are less likely to participate in early childhood education than non-Māori;

Early Childhood Education Statistics
Participation of Hauraki Māori in ECE
Table 8

Category	No	%
Total of all Under age 4 years in ECE in Hauraki	882*	100
Total Māori under 4 years in ECE in Hauraki	323**	36%
Total Māori in Kohanga	74**	8%
Total Māori under 4 years in other ECE services	249	28%
Increase in participation as a consequence of ECE participation contract	51***	16 %
Māori not attending any ECE	559	64%

*Information from Statistics New Zealand on Children Under age 4 in Hauraki

**Statistics MoE on ECE Numbers in Hauraki

***In house research on ECE Participation

3.2. Māori Learners are more likely to have lower level literacy skills than their Pakeha counterparts when they enter primary school.

For far too many this picture does not change when they reach secondary school as the test results examples of a secondary and a primary school below illustrate.

Primary School A
Class Percentile of all Students
PAT Listening Comprehension Current Attainment
Table 9¹

	Lower Quartile	Below Medium	Above Medium	Top Quartile
Y3				
Y4	50.	37.5	12.5	
Y5	45.	30.	15.	10.
Y6	42.86	35.71	14.29	7.14
Y7	62.5	8.33	8.33	20.83
Y8	33.33	28.57	23.81	14.29
Total	47.13	25.29	14.94	12.64

80% of all Māori children are performing below the medium and 65.71% are in the lower quartile.

¹ Internal assessment from Primary School A.

Class Percentiles Māori Students only
PAT Listening Comprehension Current Attainment
Table 10²

	Lower Quartile	Below Medium	Above Medium	Top Quartile
Y3				
Y4	66.67		33.33	
Y5	70.	10.	10.	10.
Y6	42.86	42.86	14.29	
Y7	100			
Y8	33.33	16.67	33.33	16.67
Total	65.71	14.29	14.29	5.71

Secondary School A
PAT Results Year 9 for 1999 and 2000
% Scoring below 50th percentile

Table 11

Test	All Pupils	Non Māori	Māori
Maths 1999-2000	66.7%	60.5%	80.0%
	70.6%	56.4	89.7
Listening 1990-2000	47.5%	36.6%	70.0%
	64.6%	37.8%	92.9%

PAT Results Year 9 for 1999 and 2000
Scoring below 20th percentile

Table 12

Test	All Students	Non Māori	Māori
Maths 1999-2000	25.4%	23.2%	30.0%
	35.3%	23.1%	51.7%
Listening 1999-2000	27.9%	17.1%	50.0%
	32.3%	10.8%	60.7%
Comprehension 1999-2000	25.4%	16.3%	45.0%
	33.3%	17.1%	54.8%
Vocabulary 1999- 2000	22.2%	18.6%	30.0%
	34.3%	25.0%	76.7%

² Ibid above

3.4. Fewer Māori learners will stay to Y13 or leave with 7th form qualification. Around 40% of Māori learners will receive a sixth or seventh form certificate compared with approximately 70% of non-Māori. Māori learners who undertake formal school assessments do not, on average perform as well as non- Māori;

Hauraki Senior School Results for all school leavers 2002

Table 14

School	Leave with 7 th form quals		Leave with no quals <12 credits L1.	
	This School	Area Average	This School	Area average
A	18.4	27.8	20.6	19.5
B	20.6	27.8	20.6	19.5
C	24.3	27.8	11.1	19.5
D	29.4	27.8	29.4	19.5
E	20.3	27.8	30.5	19.5
F	21.9	27.8	24.5	19.5
G	11.4	27.8	36.4	19.5

Hauraki Senior School Results Māori School Leavers 2002

Table 15

School	Leave with 7 th form quals		Leave with no quals <12 credits L1.	
	This School	Area Average	This School	Area average
A	2.4	11.6	31.7	35.4
B	16.7	11.6	26.7	35.4
C	18.2	11.6	18.2	35.4
D	14.3	11.6	42.9	35.4
E	0	11.6	100	35.4
F	3.7	11.6	48.1	35.4
G	0	11.6	60	35.4

Hauraki Māori need to be concerned about the large number of students who leave school without formal qualifications and equally concerned that there are so few students who do.

Retention Rates from 1997 -2000

Table 16

Ethnicity & gender	Av no students age 13	Av no students age 17	No of 17 plus as a % of students age 13 years
NZ European	45.4	29.6	65.2%
NZ Māori	18.4	9.2	50.0%
European Male	22.6	16.6	73.5
European Female	22.8	13.0	57.0
Māori Male	11.6	3.6	31.0
Māori Female	10.8	5.6	51.9

3.5 There are some difficulties in identifying retention rates of Māori in high schools and colleges because there are so many variables such as: transition students, students who leave school to go to another school, students who leave school to go to tertiary education and students who 'fall out' of the system. The methodology adopted below takes the averages over a five year period of students aged 13 years and 17 years respectively. The totals of those aged 13 are compared with those aged 17 years to identify who have continued on to Y13.

Māori are more likely to be suspended than non-Māori:

3.6 The suspension figures of tamariki in Hauraki schools are within acceptable limits and are below that national norm³. In the Waikato region in 2000, 818 or 9.7% of all students were stood down. Nearly 50% of those stood down were Māori and 74% were male. Williams comments, 'That if you are male, Māori and between age 13yrs to 15 years you are four times as likely to be suspended than if you are pakeha'⁴.

³ Personal discussions with Murray Williams. MoE Hamilton. 28th November 2002.

⁴Williams, M. 'How to Keep Kids at School', Paper to Mid North Island Principals Conference 15/08/01.

Suspensions from Secondary School

Table 17⁵

Suspensions	97	98	99	00	01	Av
Total	35	52	18	67	47	43.8
Male	28	38	15	43	35	32
Female	7	14	3	24	12	12
Māori	16	29	9	24	16	18.8
% of Māori	46%	56%	50%	36%	34%	43%

The 4 key causes for suspensions are: continuous disobedience (53.2%) physical assault, verbal assault on staff and drugs (14% each).

⁵ Case study on Suspensions, 20 Oct 02.

The Hauraki Implementation Plan

An Implementation plan setting out activities, time frames to achieve priority actions in sections 3.1 to 3.6.

Goal	Objective	2004	2005	2006
1. Strategy implementation	a. Complete implementation plan, work plan and budget.	Implementation plan 2004-2006 produced. Work Plan & budget for 2004-2005 produced.	Work Plan and budget for 2005-2006.	Work Plan and budget for 2006-2007.
	b. Management/advisory team is established and serviced.	Terms of Reference developed and approved. Team members comprising HMTB and MoE representatives appointed. Maximum of 8 meetings held by 30 June 2005.	Review the role of the team against new education authority structure and systems.	Implement and monitor review recommendations that establish operational relationships new authority structure and MoE to continue to grow educational opportunities for Hauraki Māori.
2. Establishing education authority structure	a. Establishment and implementation of new education authority structure.	Report that scopes identifies and assesses options for structure and makes recommendation on preferred option. Options shall include research centre or where wānanga. Consultation with Hauraki Iwi, hapū, whānau and key stakeholders in the formulation of the options.	Commence establishment of new education authority structure and systems.	Continue the establishment and implement new education authority structure and systems.
3. Increase whānau participation	a. Early Childhood Education At least 65% of tamariki participating in appropriate early childhood education learning that is quality driven.	Report on early childhood education in our rohe that identifies barriers and options for whānau participation and is developed in consultation with whānau. Report on Te Kohanga Reo in the Hauraki rohe that identifies barriers and options for whānau participation and is developed in consultation with whānau.	Work with early childhood education providers to implement options to attract and support whānau, for example, A programme for young mums at Thames High School. Work with Kohanga Reo towards a shared vision and plan to increase participation. Work with Te Kohanga Reo to implement options to attract and support whānau.	Work with whānau with extreme barriers to ensure early childhood education can be facilitated (for example, transient population) Work with Kohanga Reo to develop a consistent programme and curriculum for the Hauraki rohe.

Goal	Objective	2004	2005	2006
	<p>b. Kohanga Reo Double the number of tamariki in kohanga reo.</p> <p>c. Primary and Secondary Schools Increase Māori parent participation in the learning process of their children and increase the number of parents involved in the school.</p> <p>d. Whānau Development Programmes Whānau development programmes responsive to the needs of Hauraki whānau and tamariki.</p> <p>e. Inter-agency co-operation Effective working relationships across health, social and education sectors focused on tamariki learning needs.</p>	<p>Identify programmes that will help parents to understand the learning process so they can help their child to learn.</p> <p>Encourage parents to be actively involved in school activities.</p> <p>Scoping exercise to identify and where feasible introduce whānau development programmes, e.g. second chance education and recommend options for implementation in Hauraki.</p> <p>Develop and establish inter-agency protocols. Explore opportunities for joint projects and initiatives to support whānau participation and increase access to educational opportunities for tamariki.</p> <p>Support Iwi and community initiatives such as SOAR, and the Thames High School programme.</p>	<p>Work with primary schools to explore options to attract whānau support. i.e. the HIPPY programme for literacy in primary schools and the He Ara Tika for mentoring in secondary schools.</p> <p>Implement whānau development programmes and monitor their progress.</p> <p>Implement and monitor inter-agency protocols.</p> <p>Enter into joint ventures with health, social and education sectors.</p> <p>Encourage and promote community initiatives that are positive for tamariki learning.</p>	<p>Work with whānau with extreme barriers to ensure learning support can be accessed.</p> <p>Introduced whānau development programmes that encourage Hauraki whānau and parents to participation in the education of their tamariki in early childhood, home, schools and community.</p> <p>An integrated provider approach to educating tamariki and providing for their needs is established and maintained.</p>

Goal	Objective	2004	2005	2006
4. Haurakitanga	Promote Haurakitanga in schools and in the revitalization of te reo in Hauraki.	Review, scope and report on services and schemes that deliver te reo and develop options for revitalizing te reo in Hauraki in consultation with Hauraki Iwi and key stakeholders.	Complete Te Reo Strategy in Hauraki and framework for Hauraki curriculum.	Implement and monitor Te Reo Strategy and Hauraki curriculum.
		Develop Hauraki marautanga for Year 1 to Year 13 in consultation with Hauraki Iwi and education providers.	Continue to develop Hauraki marautanga for integration into schools.	Implement and monitor the integration and implementation of Hauraki marautanga into schools.
		Developing Hauraki kupu, kiiwaha whakatauki, pepeha and stories for use in tamariki learning.	Produce and publish Hauraki kupu, kiiwaha whakatauki, pepeha and stories for use in tamariki learning.	Implement and monitor the development and deliver of this resource.
		Produce resources for <i>Ono ki te waru</i> (conversational reo) educational resources for use in language revitalization.	Implement the Ono ki te Waru throughout Hauraki.	Implement, monitor and review implementation of Hauraki this resource.
		Hold language wānanga to encourage conversational reo.	Implement weekend, and week wānanga for all levels of Hauraki learners.	Monitor, review and evaluate the success of the wānanga.
		Establishing Kura Kaupapa and Whare Kura.	Scoping report with recommendations on the feasibility of establishing kura kaupapa and whare kura in Hauraki.	Implement report recommendations.
	Increasing the cultural awareness of Haurakitanga in our schools	Provide practical assistance in the visual promotion of Māori in Hauraki schools, i.e. carvings, artwork and bilingual signage.	Continue to provide practical assistance to schools to visually promote Māori, i.e. carvings, artwork and bilingual signage.	All Hauraki schools reflect dual cultures of Aotearoa through visual displays and designs, i.e. carvings, artwork and bilingual signage

Goal	Objective	2004	2005	2006
5. Quality Education	Increase awareness among parents about school testing systems.	Increase awareness among parents about numeracy and literacy tests.	Evaluate outcomes of wānanga with parents in terms of increased awareness of tamariki achievement levels and if required, improve programme delivery to parents.	Implement and monitor parent awareness programme.
	Scope and review teacher the delivery of PD for teachers in Hauraki.	Scoping exercise that identifies current professional development opportunities for Māori teachers in Hauraki. Identify ways in which increased access to professional development for Māori teachers can be provided. Support the PD programmes such as SOAR and the Russell Bishop initiative that improves the delivery of teaching to Māori.	Promote ongoing professional development opportunities for Māori teachers in Hauraki with the MoE, National Kohanga Trust and other key stakeholders.	Develop and establish professional development seminars by native speakers for Hauraki teachers of Māori.
6. Vocational Opportunities	Increase access to services to meet the vocational needs of tamariki	Research and report on current and future vocational needs and opportunities for tamariki in Hauraki. Scope and if feasible introduce mentoring to support the vocational choices of Māori students.	Identify and establish programmes to staircase Māori students to tertiary education including industry training organizations and wānanga i.e. the Mana programme. Develop and publish career information for Māori students. Hold career evenings, seminars and workshops for Māori students, mentoring programmes.	Finalize discussions with ITO's, wānanga and tertiary institutions for joint ventures and the delivery of courses in Hauraki.
7. Environment	Develop Hauraki environmental education resources for tamariki learning.	Complete the kaitiaki educational resource kit developed in partnership with Auckland Regional Council and release.	Develop, in consultation with schools, a Hauraki environmental education curriculum for implementation in schools.	Implement, monitor and review Hauraki environmental curriculum. Encourage environmental partnerships between Iwi and schools.