

KIA TŪ RANGATIRA: NGĀTI TOA EDUCATION STRATEGY 2012-2017

Ahakoā iti te whetu ki te rangi, nui pokekeāo uhiā kia ngaro e kore e ngaro

Though the stars maybe few in the heavens, and a cloud ever so great the stars can never be obliterated¹

1 INTRODUCTION

The *Ngāti Toa Education Strategy* is a two-phase project with a focus on groundwork and relationships in the first three years. It involves initiatives to enhance reciprocal relationships amongst Ngāti Toa whānau; relationships with other iwi, with particular regard to achievement and success; and formalised relationships with education providers and support groups, the Ministry of Education, Careers NZ, and the Tertiary Education Commission. The focus in the subsequent years will be to consolidate the initiatives (and pilots) of the first three years.

In 2011, Te Puni Kōkiri advanced funding to **Te Rūnanga o Toarangatira (TROTR)** for the development of an Iwi Education Strategy. A project team was convened and guided by the Education Oversight Committee, which is comprised of TROTR trustees and staff. Aspirations, experience and educational data gathered through the project are presented in the *Tū Rangatira Education Report 2011* which should be read in association with this strategy.

2 CONTEXT OF THE STRATEGY

Toarangatiratanga, its inherent values and priorities underpin the *Ngāti Toa Education Strategy*, and every member has the **responsibility** to locate him or herself in the circles within circles that constitute whānau, marae and iwi, as well as the other groups with which the individual associates. The strategy stands or falls on this fundamental aspect. Reaching down from a tribal authority level to the individual has not been broadly successful in other contexts. It is our view, that, as members awaken to their critical role in giving seed to tribal visions and aspirations, the strategy will bloom.

...”Kia tupu ake ai a Ngāti Toa Rangatira, hei iwi toa, hei iwi rangatira ki tenei ao...”²

The *Toa Rangatira Education Achievement Team (TREAT)* will introduce the strategy process by coordinating pathways for whānau to give form to the tribal strategy.

3 PURPOSE OF THE STRATEGY

The *Ngāti Toa Education Strategy* outlines strategic tasks to be coordinated by *TREAT* under the umbrella of *TROTR* to enable successful educative pursuits that range from womb-to-tomb, formal and informal, face-to-face, and e-learning contexts for the advancement of Ngāti Toa people. The initial focus of the strategy is forming and nurturing strategic relationships and activities that will inform the consolidation phase. The plan is focused on three thematic areas:

¹ Quotation attributed to Marangaiparaoa in Sir Maui Pomare ‘Legends of the Maori’ Vol 2, pg 67

² He Mea Tuhituhi a Atanatiu Te Kairangi

- He kura te tangata (every member a taonga, every member a contributor),
- Toarangatiranga (the language and traditions of Toarangatira), and
- He māramatanga, he oranga (the pursuit of knowledge and wellbeing).

The following considerations help address the thematic areas:

- What Ngāti Toa can do for itself (pertaining to the iwi as a whole, to whānau units, and to individuals,
- What Ngāti Toa can do in collaboration with others, and
- What others can (and should) do for Ngāti Toa.

4 Thematic Areas

4.1 He Kura te Tangata (every member a taonga, every member a contributor)

This plan goes beyond 'Whānau Ora' elements of 'self-managing whānau with healthy lifestyles who participate confidently in te ao Māori and broader society, are economically secure and successfully involved in wealth creation, are cohesive, resilient and nurturing.'³ Even as whānau is the primary societal unit, this strategy is concerned with maximizing the potential for all members to participate, contribute and realise success as an individual and component of a 'whānau ora.' To this end, *TREAT* will explore interventions that encourage the establishment of Individual Education Plans (IEPs) and Whānau Education Plans (WEPs) as the foundation of the broader *Ngāti Toa Education Strategy*.

Individual Education Plans and Whānau Education Plans

In Aotearoa and across the world, special attention is given to children who are identified as having special needs. They are placed in a special programme and an Individual Education Plan (IEP) is designed by a team that includes teachers, parents and specialists associated with the identified need. Their goal is to confirm a plan that identifies strategies to help the child reach his or her full potential. Such attention is rarely attached to students who do not have learning or behavioural needs.

The *Ngāti Toa Education Strategy* advocates an IEP for every whānau member. This is a customised plan that reflects the individual's strengths and interests, and enables decisions about the best approaches to ensure that school and extra-curricular activities contribute to their goals. The IEP is **not** confined to formal schooling contexts, and parents of young children should drive the child's education plan and discuss with teachers and schools how their organisations can contribute while the student is in their domain. As children come of age, their increasing familiarity with customised learning will serve to help them take responsibility for their IEPs. By the time the individual graduates from secondary school, he or she will be armed with experience, support and foresight to make decisions on post-compulsory learning, whether it is further study or employment. All members will understand the why and when and how of ongoing study to enhance their life chances. Moreover, there are signposts on the educational horizon that indicate that formal study will not be confined to a single institution per qualification, and the Ngāti Toa learner will be able to design a qualification comprised of courses from multiple providers and multiple modes of delivery.

Whānau Education Plans (WEPs) provide a context for its members IEPs as individual goals and aspirations are linked to those that are common across the family unit. Members will become aware of how they can contribute to each other's pathways and goals. Guided by the WEP, the whānau unit will at times be a cheer squad, a reference group, a testing station or a critical circle. In fact, IEPs highlight whānau expertise that naturally stand as the primary context for members' initial learning. For example, a whānau skilled in fishing will raise its young

³ Whānau Ora Fact Sheet, Te Puni Kōkiri available at <http://www.tpk.govt.nz/documents/tpk-whanauorafactsheetsept-2011.pdf> (accessed September 28, 2011).

in the knowledge of which it is most familiar. The young learn to use their knowledge in real situations and as they develop, become confident to apply those acquisition skills to other contexts and knowledge. Also within this whānau learning circle, every member will experience being a learner, and a mentor or teacher.

IEPs also reveal whānau weakness, which is at the same time, an opportunity to draw from the pool of expertise within Ngāti Toa. As the whānau connect constructively with whānau or individuals with the requisite expertise, they too become aware of ways in which they can assist others'. A skilled, contributing whānau unit will accrue mana, and by so doing add to the mana base of the larger collective. Buy-in to the iwi strategy is more likely when the individual and the whānau recognise the value of contribution such as theirs to Ngāti Toa and beyond the tribe to the ever-increasing circles of the broader NZ nation.

Inasmuch as success breeds success, achievement across-the-board will be recognised at tribal events including the annual Education Week. Accumulated moments of celebration such as these, will serve to build up bodies of knowledge within whānau and the iwi, that success is within reach of them all.

4.2 Toarangatiranga (the language and traditions of Toarangatira)

Ngāti Toa abhors the all-too-familiar educational profile that is not indicative of success. Sir Mason Durie⁴ foresees a better scenario, albeit laced with challenge. He predicted a valuable Māori economy with diverse products, better resource management, and commitment to sustainable economies for future generations. It would be reasonable to expect that whānau would manage this economy and create new wealth by being increasingly self-managing, well educated. Herein is the basis for Durie's caution, that 'we ignore the failings of the secondary sector at our peril.' Effecting change in the public education system however, is a slow process, but whānau and iwi can and must take charge of how they engage with education, and articulate their expectations of providers, if they hope to shape positive futures. It requires immediate action. The current 'Māori succeeding *as* Māori' policy should be taken seriously. The Māori economy is the country's growth economy and demands management by economically secure carriers of culture and carriers of language.

Durie's future forward vision of marae-based learning centres capable of e-learning opportunities that include the best courses, from the best places in the world, is almost a reality. The *Ngāti Toa Education Strategy* advocates the move toward contracts with tertiary providers who have proven they can produce successful outcomes, in key and relevant subject areas, without diminishing students' identities. While the strategy will be capable of influencing existing provision within its tribal reach, building up the internal capacity to shape systems that better serve its people's aspirations and the vision of a strong iwi will distinguish this strategy. The work therefore is two-fold, capacity building from the inside, and productive external relationships to change the systems into which Ngāti Toa tread.

Nurturing the TOA in TOARANGATIRATANGA

The health of te reo Māori and tikanga are indicators of the state of the iwi. Confidence in te reo and tikanga will be developed through a variety of initiatives based in tribal contexts as requested by the mainly under 30 year-old members who participated in the survey, *Profiling Achievement Amongst Ngāti Toa Rangatira*. These members called for ongoing opportunities to develop confidence in the aspects of their heritage such as te reo, whakapapa and tikanga that presently elude them. They expect marae-centred, iwi-specific interaction that will enable closer relationships with each other, their elders, and thereby establish contexts for their children to acquire this expertise naturally.

⁴ These remarks were made during the Keynote Presentations by Sir Mason Durie to the Tuia te Ako Conference, August 12 & 13, 2010, Pipitea Marae, Wellington.

Census 2006 showed that 20 percent of the total Māori population could converse about everyday things in Māori, compared to 25 percent of Ngāti Toa.⁵ 28 percent of Ngāti Toa speakers were aged under 15 years, and 4 percent were 65 years or older. Data from the Ngāti Toa survey (2010) revealed that while only 17 percent of the participants expressed confidence in their ability with te reo Māori, 67 percent are eager to learn. Survey participants also indicated areas of iwi development to which they could contribute, among them, te reo Māori. Those members who have expertise in te reo Māori are willing to contribute to a strategy to raise the tribes capacity by assisting those who have indicated their desire to learn.

Strong exponents of te reo Māori concluded that a separate reo strategy is needed, rather than te reo being only part of a broader education strategy. One idea is to provide support for students who attend Te Kura Māori o Porirua and their whānau. Other initiatives include a venue for reading groups - such as a resource room or library for people to gather to read (together) Māori texts. In this way, it could be possible that kura students would find place as models of te reo Māori for their cousins who attend school elsewhere, or even to aunts, uncles, kaumātua and kuia.

TREAT and the group focused on te reo Māori might collaboratively explore interventions for the following –

- support for whānau and students who want to access kaupapa Māori schooling;
- a data-base/compendium of Ngāti Toa kupu, proverbs, waiata etc as a ready reference source for the paepae etc, and for dissemination to Ngāti Toa in general and possibly future publication;
- house Ngāti Toa manuscripts, waiata, etc (in both languages) accessible to Ngāti Toa members in a resource room or a secure venue established in collaboration with the local library, museum, historic societies, genealogists, educational institutions etc;
- a reading room and informal reading group/s for Ngāti Toa members to come together to read Māori books and by so doing build up their capacity in te reo Māori. (Explore the potential for assistance from Learning Media and other publishers (especially for free copies of publications in Māori about Ngāti Toa), donations of out of date books and other items from schools & libraries. Children's books are especially helpful to beginning readers and second-language learners for their structure, content and new vocabulary. Mentors and models of te reo Māori can include children and rangatahi o ngā Wharekura, and tertiary te reo Māori students);
- regular mōteatea and kapa haka practices as well as overnight wānanga through the year. While the capacity to fill the paepae is the underpinning objective, these sessions should also be aimed at ngahau events such as participation in community events, school performances, regional and national kapa haka competitions and annual celebrations such as Waitangi Day, Matariki, Te Wiki o te reo Māori and especially Ngāti Toa commemorations;
- wānanga/kura Reo (2-5 days at least twice a year) with funding support from Te Taura Whiri i te reo Māori, Te Puni Kōkiri and others. Enlist support from other iwi, education providers – for Ngāti Toa benefit as much as for theirs. It might be good to discuss the possibility of a project with Te Wānanga o Aotearoa focussed on an iwi reo strategy using their free programmes (i.e. Te Ara Reo Māori) and piloted in the first instance amongst Ngāti Toa in the Porirua-Te Whanganui-a-Tara region;
- a sustainable reo strategy to be conducted in every home, utilising Ngāti Toa-specific resources and the increasingly available freebies from other sources (i.e. Mā te reo);
- special focus projects (for example, Ngāti Toa ākonga (students) and whānau of Te Kura Māori o Porirua as a future repository of language excellence. This could be a pilot to be implemented later across other focus groups and the general membership of Ngāti Toa.

- Weekly or monthly karakia service at the Marae - in te reo Māori as occurs in some marae through the country.

4.3 He māramatanga, he oranga (the pursuit of knowledge and well being)

While knowledge and experience is linked, not all knowledge contributes to wellbeing. Bodies of knowledge about bad schooling experience can grow with each generation, and as such, discourage individuals and even entire whānau from accessing the very learning that might otherwise enhance their wellbeing.

Successful educational experience for Ngāti Toa learners begins with clear vision and right choices, as wrong choices are costly, in time, money and morale. Statistics⁶ show that across all levels of study, Ngāti Toa tertiary students are mainly enrolled in courses or programmes pertaining to society and culture. At the higher levels (levels 4-7), they do not register in the natural and physical sciences, and are only marginally represented in other programmes such as engineering. National statistics also reflect the general Māori trend of considerably higher numbers of mature-age students over school leavers, and the majority of enrolments in sub-degree (levels 1-4) programmes. If the same patterns continue, the focus to increase the number of Māori accessing tertiary study will help to get more Māori doing the same programmes and at the same levels. Durie proposed considerable effort to ensure equitable access across the full range of disciplines, across all levels, and all age groups.

Access concerns however, are dwarfed by the poor completion rates reported annually, a national pattern that is also evident in Ngāti Toa statistics, where, in 2008, only 27% of students completed their Level 4 studies and 18.5% in Level 5-7 diplomas. Completion rates at degree and post-graduate levels are only marginally better. Ngāti Toa survey data revealed 'lack of money' as the most common barrier to tertiary study, reported by more than 40 percent of the participants. Other significant barriers include the clash with work, lack of resources, transport and family. 18 percent referred to 'other priorities' that include, age, "institutional racism" and "hegemonic government processes," "culturally insensitive environments, teachers, subjects and methods," and the lack of role models, mentors, and examples of what will result in good grades. One participant described self-doubt and feelings of inadequacy to be a barrier to study, and another claimed that there were no barriers in her case, just laziness.

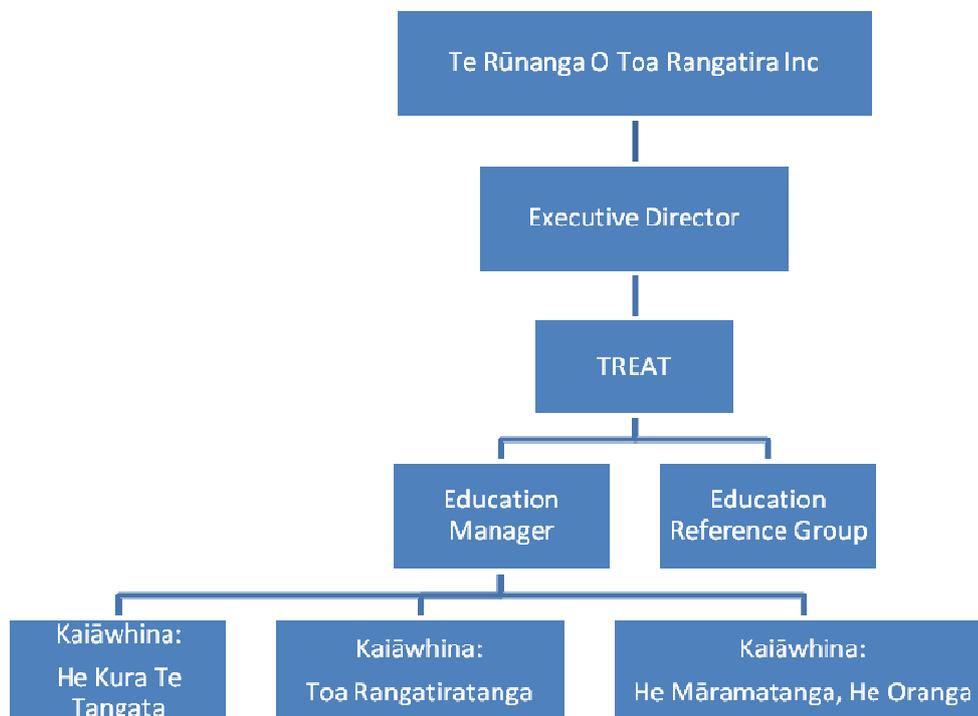
⁶ MOE statistics 2010 and responses to the survey *Profiling Achievement amongst Ngāti Toa Rangatira*

5 TOA RANGATIRA EDUCATION ACHIEVEMENT TEAM (T.R.E.A.T)

TREAT members will be selected according to the priorities identified by TROTR. Members' expertise will be diverse to attend to the broad ranging tasks, but as a whole, the team should possess the following –

- Te Reo Māori
- Tikanga o Ngāti Toarangatira
- Sound communication, relationship-building experience
- Marketing skill
- Broad educational experience
- Creative, innovative
- Governance, management and administrative experience
- Information management and technology
- Data-base experience
- E-learning, blended learning experience
- Programme design and evaluation
- Professional development experience (with educators)
- Research and analysis experience
- Career and personal development experience

Strategic Infrastructural diagram T.R.E.A.T



6: STRATEGIC TASKS: NURTURING THE TOA IN TOARANGATIRATANGA

The tasks listed below are specific to enhancing capacity within Ngāti Toa. Goals and key tasks regarding formal education are listed in the following section, Strategic Tasks: Education.

TREAT to convene three or four wānanga whānau in 2012, to identify strengths, expertise, contribution, and role models that will give rise to whānau and individual education plans, to devise strategies to advocate across the education sectors.

TREAT to convene Toarangatiratanga camps/wānanga for children and rangatahi during school breaks.

TREAT to establish schedule of events and courses etc. aimed at sustainability of iwi knowledge and skill, and provide support to members and groups who conduct them and thereby ensure availability throughout each year.

TROTR to establish a resource room/library (to be opened during Matariki 2012 or other date important to iwi) for whānau access, to become familiar and to be inspired by Toarangatira role models and heroes. At least one contribution per whānau to Resource Room by Dec 2012. Resource Room to also serve as Reading Room for building up te reo Māori, te reo me ngā tikanga o Toarangatira amongst iwi members.

TROTR to secure sponsorship for annual Ngāti Toa Awards to acknowledge achievement across-the-board.

TREAT to coordinate annual Education Week (or 3-day expo)

Establish and coordinate annual event at which providers from all the education sectors will vie for the opportunity and willingly pay to have a stall and or present themselves. Even so, this week should not just be about recruitment and enrolment information, but also about Ngāti Toa connecting with providers and support groups to establish mutually beneficial relationships.

Organisations will run 'taster' workshops that will guide Ngāti Toa members into their subjects of interest, and with sufficient information that they KNOW the commitment required, resources and support available to them. Toarangatiratanga would feature throughout this expo of activity by way of performances, workshops, debates etc. This could be an opportunity to demonstrate Ngāti Toa skills or unique methods of doing things, such as food preservation, environmental initiatives or concerns, health and economic developments – any such things that advance and enhance the mana of Toarangatira.

During this annual event, Ngāti Toa achievement can be acknowledged, including, but not confined to educational achievement. This would also be an ideal forum for the Education Committee to report back to the people on activities etc.

TREAT to establish graduate mentor group where graduates give back to the institutions, to the current Māori student cohorts, and provide constructive support of whānau trying to navigate the system.

The tables on the subsequent pages are formatted as follows –

The three thematic areas – He Kura te Tangata; TOARANGATIRATANGA; and He Māramatanga, he Oranga, are addressed under the three guiding questions, What can Ngāti Toa do for itself; What can Ngāti Toa do in collaboration with Others, and What can Others do for Ngāti Toa? Tasks are either undertaken by the Kaiāwhina (Coordinator) of the thematic area, or the whānau or individual member within the iwi, or alternatively by external people or entities who assist the iwi, or are responsible or bound by legislation to deliver.

He Kura te Tangata leads tasks pertaining to personal and whānau development, and engaging with education. Toarangatiratanga leads tasks and initiatives pertaining to responsiveness to tikanga and te reo of Ngāti Toa. He Māramatanga, he Oranga leads tasks pertaining to the capacity of providers and others to meet the aspirations and expectations of Ngāti Toa.

TABLE 1: STRATEGIC TASKS – NURTURING THE TOA IN TOARANGATIRATANGA

<i>Nurturing the TOA in TOARANGATIRATANGA</i>	WHAT TREAT DO	What WHĀNAU Do	What INDIVIDUALS Do
<p>WHAT NGĀTI TOA CAN DO FOR ITSELF</p> <p>HE KURA TE TANGATA</p> <p><i>Whānau & Individual Education Plans</i></p>	<p>1. Organise wānanga whānau (weekend OR a couple of hours over 5 or 6 weeks) where members identify strengths, expertise, contributions, role models etc., within their whānau unit; identify their individual strengths and interests. (Establish support system)</p> <p>2. Present case to TROTR to set aside a venue as a Resource Room/Library (Whānau histories etc. can be placed here for access by the iwi. Multiple levels of reo Māori resources for language development /shared reading).</p> <p>3. Mentor/support system to aid ongoing personal and whānau development</p>	<p>1. Wānanga outputs <i>Whānau shall identify:</i></p> <p>i) ancestral hero(es) (role model) stories, songs etc. ii) whānau expertise etc. and produce age-appropriate booklets or other media for whānau & Ngāti Toa whānui to be placed also in Resource Room; iii) ID whānau goals and goals for individuals, ID strengths & weaknesses regarding educational pursuits; iv) Design WEP, and develop IEPs with each member.</p> <p>2. Place copies of whānau stories etc. in Resource Room (i.e. tūpuna, mahi-ā-ringa (i.e. customary fishing...))</p> <p>3. Identify participation & contribution to Iwi & community</p>	<p>1. Wānanga outputs <i>Each member shall:</i></p> <p>(i) demonstrate familiarity with heritage, hero(es) etc., whānau expertise, WEP & whānau goals; (ii) identify personal interests, skills, weaknesses & strengths, preferences, set goals etc.; (iii) develop/contribute to IEP; (iv) build confidence to self-advocate (⁷across the education sectors, employment/self-employment)</p> <p>2. Assist with whānau contribution to Resource Room</p> <p>3. Identify participation & contribution to whānau goals, iwi & community</p>
<p>WHAT NGĀTI TOA CAN DO FOR ITSELF</p> <p>TOARANGATAIRATANGA</p>	<p>Ngāti Toa camps/wānanga in school breaks. Utilise iwi resource people; Coordinate reo, kapa haka, mōteatea etc. to ensure regular access through each year; Establish annual festival of achievement and Education Week. Local business/Ngāti Toa Business Partner support for iwi initiatives</p>	<p>Support camps/wānanga – whānau participation, content/presentation, ringawera, transport etc.</p>	<p>Participate, contribute to, organise wānanga, seminars etc.</p>
<p>WHAT NGĀTI TOA CAN DO FOR ITSELF</p> <p>HE MĀRAMATANGA, HE ORANGA</p>	<p>Assist with design, delivery and evaluation of wānanga; WEPs & IEPs. Organise whānau clusters according to knowledge/expertise and capacity of whānau to support each other in ongoing learning and development. Annual Education Week to bring opportunities and achievement into view.</p>	<p>Contribute to whānau whānui cluster - support each other in ongoing learning and development and evolution of cluster and its expertise</p>	<p>Contribute to whānau and its cluster without losing sight of personal development</p>
TIMELINE	3 or 4 wānanga intakes Jan/Feb; June, Sept, Dec 2012	(IEP and WEP) Plans completed by Dec 2012	

⁷ As whānau and individuals grow in whānau pride and service to whānau, whanaunga and iwi, they will assume the responsibility to stand up for themselves (including the right to be guided by, review, reshape their IEP) and by so doing sustain whānau, whanaunga and iwi. The school will be only one site where they will assert rangatiratanga.

<p>WHAT NGĀTI TOA CAN DO IN COLLABORATION WITH OTHERS</p> <p>HE KURA TE TANGATA</p>	<p>Secure funding & support - (1) Whānau development (i.e. 2012 Wānanga Whānau & facilitators); (2) Resource development (i.e. Ngāti Toa heroes, whānau role models etc. for distribution across whānau & iwi and placement in Ngāti Toa Resource Room/Library. Secure funding for expert advice for Ngāti Toa writers, filmmakers, actors etc. to bring to life whānau & iwi stories to inspire the iwi through the generations.</p>	<p>1) Engage with facilitators/consultants/mentors who respond to the call to assist whānau & individuals to develop plans, and develop confidence to advocate IEPs etc., and to identify their contribution to collectives. 2) Be responsive to networks and opportunities to enhance competence and capacity to contribute across whānau whānui, Ngāti Toa and other iwi and groups in time. Presentation of whānau stories etc. for publication and placement in Resource Room, and presentation through song, dance & drama etc.</p>	
<p>WHAT NGĀTI TOA CAN DO IN COLLABORATION WITH OTHERS</p> <p>TOARANGATIRATANGA</p>	<p>Draw support from Iwi Partners, City/District/Regional Councils, Kapa Haka & Reo exponents, Educational providers etc. Educational providers' engage with TREAT to integrate Māori aspects through its processes and programmes, with Ngāti Toa case studies where appropriate.</p>		
<p>WHAT NGĀTI TOA CAN DO IN COLLABORATION WITH OTHERS</p> <p>HE MĀRAMATANGA, HE ORANGA</p>	<p>Endorsement of Education Week proposal and sponsorship. Sponsorship and support for Resource Room/Library equipment and programmes. Negotiate return/copies of Ngāti Toa resources, including digital formats.</p>		
<p>TIMELINE</p>	<p>Initial Wānanga completed by Dec 2012. Resource Room opened during Matariki season 2012.</p>		<p>Ongoing, but by end of 2013, every whānau have contributed at least one item</p>
<p>WHAT OTHERS CAN DO FOR NGĀTI TOA</p> <p>HE KURA TE TANGATA</p>	<p>Education providers responsive to Iwi strategy & goals. Resource Room support from appropriate sources, i.e., Porirua Library/Museum, Education providers etc.</p>		<p>Education providers across the sectors responsive to whānau driven IEPs.</p>
<p>WHAT OTHERS CAN DO FOR NGĀTI TOA</p> <p>TOARANGATIRATANGA</p>	<p>Advise on retrieval and care systems for maintaining original items; Intellectual Property; fashioning information/resources into learning bytes.</p>	<p>Access Ngāti Toa material, attend wānanga and classes to increase knowledge of Ngāti Toa.</p>	
<p>WHAT OTHERS CAN DO FOR NGĀTI TOA</p> <p>HE MĀRAMATANGA, HE ORANGA</p>	<p>For Ngāti Toa students, 'Māori succeeding <i>as</i> Māori' equates to Ngāti Toa succeeding as Ngāti Toa.</p>		
<p>TIMELINE</p>			

7: STRATEGIC TASKS: EDUCATION

In 2012, TROTR will host Educational leaders (i.e Principals, Managers, Chief Executives, Vice-Chancellors, Council Chairs, Board of Trustee Chairs, NZ School Trustee Association, National TKR Trust, Careers NZ, MOE, NZQA & TEC, ITOs, Regional Sports & Arts Leaders) to discuss key aspects of the Ngāti Toa Vision and Education Strategy.

TREAT will approach all education providers in the tribal region to ascertain what they are doing for Ngāti Toa students.

TREAT will facilitate the development of Ngāti Toa resource packs for inclusion in the local curriculum of providers from ECE to Tertiary within the tribal region. The resource packs will be trialed in each of the sectors, by providers with high Ngāti Toa participation. A training package/programme will also be developed to help providers integrate this into their curriculum, on their own or with assistance from Ngāti Toa.

TREAT to convene annual EDUCATION WEEK from 2013 and secure sponsorship for first two years. (Education Week format will be trialed in 2012 via a one-day version).

No invisible Ngāti Toa. Statistical reports on Ngāti Toa will consider the whole learner, not just EFTS (or other). Semester reports will be received from providers and agencies.

7.1: EARLY CHILDHOOD EDUCATION

Strategic Tasks

- i) Integration of Ngāti Toa Resource Pack into ALL Early Childhood Centres & Kōhanga Reo by 2015 (Develop Resource & Staff Training packages)
- ii) Open Puna Reo/ECE by 2014
- iii) At least ONE Ngāti Toa ECE graduate per year from 2015
- iv) By 2015, ALL Ngāti Toa under 5 years of age will participate fully in early childhood education
- v) Ngāti Toa participation, including Te Kōhanga Reo, will be reported to TREAT annually.

TABLE 2: STRATEGIC TASKS - EARLY CHILDHOOD EDUCATION

EARLY CHILDHOOD EDUCATION	2012	2013	2014	2015
WHAT NGĀTI TOA CAN DO FOR ITSELF <i>TROTR vision ECE (2015) on website by Feb 2012</i>	By end of 2012, Ngāti Toa children already in ECE will have Individual Education Plans.	1) ECE drive amongst all Ngāti Toa not participating in ECE 2) 50% iwi in the region participate in Education Week		ALL Ngāti Toa children under 5 years will fully participate in early childhood education
<i>Pānui (Dec 2011)</i> a) Registrations of Interest for Puna Reo - ECE working party; b) Ngāti Toa ECE curriculum & staff training working party	a) Convene Puna Reo/ECE Working Party by March b) Ngāti Toa ECE Curriculum & staff training package in-development.	a) Puna Reo design continues .. b) Pilot curriculum & training in (1-2) identified providers Evaluate Dec 2013	a) Puna Reo/ECE commences January 2014 b) Roll out Ngāti Toa ECE curriculum across all ECE with high Ngāti Toa	Ngāti Toa reo and tikanga underpin PUNA REO. Staff include Ngāti Toa graduates and kaumātua. Ngāti Toa ECE

	Confirm pilot ECE (1-2) training schedule for 2013.		enrolment	curriculum in ALL ECE & TKR within Ngāti Toa region
	1) Sector (ECE) support for Puna Reo 2) MORE Ngāti Toa teachers	1) Puna Reo design continues 2) Education Week theme - More Ngāti Toa Teachers		
WHAT NGĀTI TOA CAN DO IN COLLABORATION WITH OTHERS He Kura te Tangata	External Relationships		Puna Reo well patronised by Ngāti Toa and others	At least one Ngāti Toa per year will graduate with Early Childhood qualifications.
TOARANGATIRATANGA	External Relationships	Responsive programmes		
HE MĀRAMATANGA...	External Relationships	Integrating Ngāti Toa into processes & programmes		
WHAT OTHERS CAN DO FOR NGĀTI TOA He Kura te Tangata	EDUCATION WEEK sponsorship (2-3 years) confirmed			
WHAT OTHERS CAN DO FOR NGĀTI TOA TOARANGATIRATANGA		CONTRACT with MoE/Learning Media to develop Ngāti Toa ECE resource pack.	MoE prepare ECE for roll-out of Ngāti Toa Curriculum in ALL ECE & TKR through Ngāti Toa region	Ngāti Toa ECE curriculum in all ECE & TKR within Ngāti Toa rohe
WHAT OTHERS CAN DO FOR NGĀTI TOA HE MĀRAMATANGA...	Sponsorship and programme for Inaugural Education Week 2013 finalised	Timely and full reporting of Ngāti Toa participation		

7.2: PRIMARY AND SECONDARY SCHOOL

Strategic Tasks

- i) Integration of Ngāti Toa Resource Pack into ALL Primary and Secondary Schools in Ngāti Toa region by 2015 (Develop Resource & Staff Training packages)
- ii) Board of Trustee training (re: Ngāti Toa) for schools with high Ngāti Toa enrolment
- iii) On-going campaign for Ngāti Toa representation on BOTs (next election 2013)
- iv) Ngāti Toa Charter School by 2015
- v) Self-sustaining Ngāti Toa Mentor programme by 2016
- vi) At least TWO Ngāti Toa teacher trainees graduate per year from 2015
- vii) MOU/MOA with every school with high Ngāti Toa enrolment by Dec 2013
- viii) Preferred/proven providers strategy (with regards to pathways into careers etc). Explore 'Tertiary High School' Models.
- ix) Timely and full reporting of Ngāti Toa participation.

TABLE 3: STRATEGIC TASKS – PRIMARY & SECONDARY EDUCATION

PRIMARY & SECONDARY	2012	2013	2014	2015
<p>WHAT NGĀTI TOA CAN DO FOR ITSELF</p> <p><i>He Kura te Tangata</i></p> <p><u>Registrations of Interest</u> (Dec 2011)</p> <p>1) Mentors 2) Education Week Working Party 3) Ngāti Toa Charter School Working Party</p>	<p>1) Compile pool of mentors for senior High School students, design programme and explore sponsorship opportunities. 2) Support IEP & WEP design, ongoing review & implementation. 3) Annual Education Week (TREAT to confirm THEMES for 2012 pilot and 2013 inaugural). Confirm Ngāti Toa presenters for 2012 pilot, and 2013) 4) Contribute to Charter School 5) Compile Ngāti Toa educator database, including indications of educators open to teaching within the tribal region, AND note indications of study in Teaching/ED. <u>6) TREAT & TOA School Trustees</u> *Toa aspirations & support for Trustees *TOA BOT Trustees to report annually *On-going campaign for more Trustees & more voting (ELECTIONS 2013)</p>			
<p>WHAT NGĀTI TOA CAN DO FOR ITSELF</p> <p><i>TOARANGATIRATANGA</i></p> <p><u>Registrations of Interest</u> Working Party for Ngāti Toa School (Special Character School)</p>	<p>2012 – confirm Special Character, e.g. Māori medium; ECE to High School to address the unique aspirations of Ngāti Toa, (i.e. customised learning through IEPs) and the potential to cherry-pick [custom-design] tertiary qualifications. Toarangatiratanga integration into BOT processes, training for trustees with high Ngāti Toa enrolment. Ngāti Toa support for annual Rangatahi reo & tikanga wānanga/camps Indication of Māori Medium Teacher capacity and interest within Ngāti Toa</p>			
<p>WHAT NGĀTI TOA CAN DO FOR ITSELF</p> <p>HE MĀRAMATANGA...</p>	<p>IEP; WEPs; Mentoring team, student support liaison, Ngāti Toa curriculum development & integration (advice, training, evaluation), Ngāti Toa resource development & research (statistics etc); Charter School profile etc ... Education opportunities & TROTR Vision</p>			
<p>WHAT NGĀTI TOA DO IN COLLABORATION WITH OTHERS</p> <p><i>He Kura te Tangata</i></p>	<p>2012 – *IEP & WEP wānanga, clusters, career and other support; *Ngāti Toa Skills Database matching, pathways etc *NZSTA – More Ngāti Toa School Trustees campaign – candidates & voters 2013- *Multiple Homework & Holiday programmes, themes and whānau support *Enrolments into Teaching degrees</p>			<p>From 2015, at least 2 Ngāti Toa graduate each year with a Teaching Degree that will enable them to work in the compulsory school sectors.</p>
<p>WHAT NGĀTI TOA DO IN COLLABORATION WITH OTHERS</p>	<p>2012 – First Rangatahi camp & support from other IWI & Māori groups, sport, art, education groups & facilitators. 2013 – Broad support for Charter School</p>		<p>BY 2014 Ngāti Toa curriculum trials in Kura Māori & at least one primary & one high school. Initial staff training completed in 2013, with ongoing</p>	

TOARANGATIRATANGA	- including international. Terms of Reference established and under consideration by MOE.		support. BY 2015 – in ALL schools in Ngāti Toa region	
WHAT NGĀTI TOA DO IN COLLABORATION WITH OTHERS He Māramatanga ...	<p>2012 *Staff training - IEPs, WEPs, TROTR Vision etc; prepare providers for integration of Ngāti Toa elements into local curriculum; *Obtain active support from professional development groups including Te Kotahitanga into the TROTR Vision; *Establish strategy (with responsive schools & tertiary providers, MOE etc) for pathways into Teacher Training and other careers (i.e Tertiary High School); *Ngāti Toa preferred providers (i.e. best trades pathways, best careers advice etc.) AND customised (multi-provider)⁸ support at Ngāti Toa sites if necessary. *Terms of Ref. for MOU/MOA's include dedicated positions for Ngāti Toa educators</p> <p>2013 Advance the above ... AND contribute research etc to Charter School development.</p>			
WHAT OTHERS CAN DO FOR NGĀTI TOA He Kura te Tangata	Career camps and other initiatives open to Ngāti Toa		At least one Māori teacher per school in Ngāti Toa region	Ngāti Toa educators in front of Ngāti Toa learners
WHAT OTHERS CAN DO FOR NGĀTI TOA TOARANGATIRATANGA	Consider <i>Dedicated</i> Ngāti Toa teaching positions in schools with high Ngāti Toa participation			
WHAT OTHERS CAN DO FOR NGĀTI TOA He Māramatanga ...	Consider <i>Dedicated</i> Ngāti Toa teaching positions in schools with high Ngāti Toa participation			

7.3: TERTIARY EDUCATION

Key Tasks

- i) Integration of Ngāti Toa curriculum into ALL qualifications delivered within the Ngāti Toa region by 2016 (Develop Resource & Staff Training packages)
- ii) MOU/MOA with all tertiary providers with high Ngāti Toa enrolment, within the Ngāti Toa region by 2013
- iii) Self-sustaining Graduate-Business Mentor programme by 2016
- iv) Preferred provider strategy (best providers and innovative [real-life] delivery methods)
- v) Integrated student support system (collaboration between providers with high Ngāti Toa enrolments, and potential for some delivery from Ngāti Toa facilities)

⁸ For example – who is best to focus on literacy & numeracy. Who can do focus on other generic aspects.

- vi) MOE and providers forward timely and full reporting on Ngāti Toa participation to TREAT.

TABLE 4: STRATEGIC TASKS – TERTIARY EDUCATION

TERTIARY EDUCATION	2012	2013	2014	2015
WHAT NGĀTI TOA CAN DO FOR ITSELF Dec 2011-Website Registration of Interest from [Ngāti Toa] graduates and business partners to mentor Ngāti Toa tertiary students TROTR Vision for Tertiary Education	Website maintained & updated regularly. TROTR presentation regarding directions and priority skills areas for (a) the tribe and (b) the region	Inaugural Ngāti Toa Education Week (Expo) Support initiatives (i.e. funding, internships with business partners)		
Toarangatiranga	Identify aspects for integration into tertiary programmes			
He Māramatanga, He Oranga	Proposal - integration of Ngāti Toa elements in every programme.			
WHAT NGĀTI TOA CAN DO IN COLLABORATION WITH OTHERS He Kura te Tangata	Dec 2011-Dec 2012 Negotiate terms of reference for MOUs & MOAs with providers where Ngāti Toa enrol in high numbers. *Customised student support (perhaps @ shared facilities). *PD for staff to engage with Māori & Ngāti Toa learners, their IEPs, the place of Toarangatiranga in their lives.	MOA's/MOU's active Presentation (&training) of Ngāti Toa resource pack for inclusion into qualifications (ie. contextualise 'Māori succeeding as Māori') in tertiary providers with high Ngāti Toa enrolment in Ngāti Toa region.	Pilot Ngāti Toa resource (i.e. Whitiireia, TWA PTE) Evaluate & roll out to all providers in the region by 2016 ⁹	
Toarangatiranga				
He Māramatanga, He Oranga				
WHAT OTHERS CAN DO FOR NGĀTI TOA		Each semester, tertiary providers shall submit statistics on enrolment numbers, areas of study and completion		
Toarangatiranga				

⁹ Pilot for the following;

- resource pack – appropriateness, Ngāti-Toa specific and Māori generic
- relevance – for Ngāti Toa students, for Māori, for all students (i.e. how does this intervention assist students relate to the target skill or knowledge base, to Māori/Ngāti Toa examples, and to them personally);
- delivery – how can this be enhanced, what support is required and what role does Ngāti Toa play?
- improvements (resource, collaboration/relationship)

He Māramatanga, He Oranga		rates. MoE and TEC shall provide annual reports		
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8: CONCLUSION

The *Ngāti Toa Education Strategy 2012-2017* is founded upon Toarangatiratanga, and as such, embraces the potential and breadth of achievement that arises from the heart of the tribe, from each and every individual, through their whānau and to the iwi.

This strategy promotes a series of tasks around three themes; **he kura te tangata**, in acknowledgement of personal and whānau development, where every member is regarded as a taonga or treasure, but is also a contributor. The second theme of **Toarangatiranga** reminds members of their inalienable place within the tribe while also encouraging commitment to sustain the elements that distinguish Ngāti Toa through the generations. The third theme, **he māramatanga, he oranga**, pertains to the pursuit of knowledge and its impact on the well being of the learner, the whānau, and the iwi. The thematic areas are addressed through considering what Ngāti Toa can do for itself, what Ngāti Toa can do in collaboration with others, and what others can (and should) do for Ngāti Toa.

Strategic tasks have been presented in tables to suggest how they could be undertaken. There is natural overlap across the thematic areas and some tasks such as the development of a puna reo and special character school will indeed require this type of concerted effort by the TREAT team and supporters.

The purpose of education has not been widely discussed in this strategy, suffice to say, an employment outcome is only one desired outcome. This strategy strives to engender within each and every member the intrinsic motivation for personal advancement that leads to fulfilling vocations and careers and so much more that advances at the same time the collective aspirations of the iwi.

Finally, the active participation and the views and concerns of the youthful parents left a lasting impression on the team. It is in the able hands of this age group, who bridge the ever-changing world that the future of Ngāti Toa lies as they impart knowledge, or seek ways by which their children can learn the things that they have missed, or have had to buy from various tertiary providers. These members are ready and willing to contribute. They are motivated and ready now, and if there is any recommendation to be made, it is to implement this strategy while they are ready to enlist.