

# Ngāti Pāhauwera

*Te Oranganui*

NGĀTI PĀHAUWERA MĀTAURANGA  
COMMUNITY EDUCATION ACTION PLAN  
*& Links to Schools*

ACTION PLAN: Part One



“ Mōhaka Tōmairangi, Mōhaka Waiora ”  
Mōhaka the unifier, Mōhaka the life-giver

# WHAKAMĀRAMA STRATEGIC DESCRIPTION

The strategic framework is a construction of five key goals that are generated out of a range of strategic issues that impact on Ngāti Pāhauwera as a nation of people focussed on raising the prosperity of their whānau, hapū and surrounding communities. The goals are then developed into objectives to be actioned through a series of implementation steps to be reviewed for successful outcome completion.



- 1) Goal statements define the vision for the future.
- 2) Objectives in action capture the necessary steps toward attaining the goals.
- 3) Implementation and resourcing perspectives record the translation of targets and outputs onto timeline tables, taking into account development, monitoring and review processes.
- 4) Reviewing and measuring the success of completing the target outcomes represents the tangible outputs that are derived from implementing the plan.

These targets and outputs form the basis upon which the implementation and resource tables are developed.

## **GOAL 1: NGĀTI PĀHAUWERATANGA** (Culture, Language and Identity)

This plan has one broad goal, to provide the effective opportunities for Pāhauwera schools to learn, share, celebrate, participate and represent their Pāhauweratanga. Pāhauweratanga acknowledges the tribal boundaries that the member schools are located in and around, the cultural identity and origins of the majority of its children and communities. This is the cement that binds all schools providing a set of values and principles (eg whānaungatanga, manaakitanga) that schools can share and draw upon.

In order to achieve the goal, the plan identifies three key objectives that need to be explored,

- ◆ Promoting whānau and hapū strengths
- ◆ Building and recognising Pāhauwera models of success
- ◆ Strengthening whanaungatanga, meaningful whānau and hapū engagements

Within these objectives the plan presents strategies and processes that will need full stakeholder participation and agreement on. The critical component of this plan is implementing Pāhauwera whānau and hapū educational goals in partnership with its schools and wider community.

A calendar of cultural events will look at identifying significant historical and current events that can be celebrated in conjunction with a curricular or cultural activity and bring whānau together in a common space to progress collective projects. These events will provide the vehicle for Pāhauwera schools to celebrate Pāhauweratanga and practice whānaungatanga. The cornerstone of this project is the acceptance that all whānau and hapū are part of a collective community with common needs, aims and ambitions, that they are not in competition with each other, that working together rather than in isolation is a more effective strategy to seek improvement. Pāhauweratanga provides the framework for this to occur.

## **GOAL 2: COMMUNITY ENGAGEMENT**

Four key objectives are identified in this plan:

- ◆ Information Access and Exchange
- ◆ Resource Exchange
- ◆ Social Networks.
- ◆ Community links and collaborative implementation with their schools

This plan looks at information access, effective information exchange, effective resource exchange, methods of promoting community to school partnerships. The innovative strategy of forming alliances between community, whānau, schools and teaching practitioners helps to drive toward local communities finding or developing local solutions for local problems and issues. It also fosters meaningful bonds between members of a common community to draw strength from each other's shared skills and knowledge base.

To investigate establishing a “grow your own” self-help model of community-based solutions for Pāhauwera whānau and hapū is the primary focus of this plan. The fourth goal accounts for community leadership and looks to address this issue through community member development programmes, mentorship, effective advocacy and networking processes.

### **GOAL 3: WHĀNAU EMPOWERMENT**

The resourcing plan identifies three key objectives:

- ◆ Identify and establish groups of active whānau and hapū education mentors.
- ◆ Pro-active whānau, parents, caregiver engagement with schools
- ◆ Pāhauwera schools and their links and collaborative actions with community

This plan identifies the need to ensure access and active training and nurture of whānau and hapū education mentors. Establish collective support groups and mentoring teams to “buddy” with parents and whānau in advocating for their child’s quality education and right to such quality. Create programmes and adequate resources that produce safe learning environments for students and whānau as well as integrate Pāhauweratanga values and principles to provide a culturally safe learning environment. Whānau can practice exercising their right to access meaningful educational opportunities from real life experiences and be well supported to do that.

### **GOALS 4: VOCATIONAL ALIGNMENT**

This plan is developed around a single goal, to establish visionary governance and effective leadership of Pāhauwera schools. In order to achieve this goal, four key objectives have been identified:

- ◆ Achieve vocational pathway awards to NCEA Level 2.
- ◆ Assist students and adult learners to access vocational tools to help them build their profile career map.
- ◆ Identify the various industry standards recommended for the six industry sectors.
- ◆ Pāhauwera Trust to create or facilitate employment and career opportunities for its people.
- ◆ Pāhauwera schools, their links and collaborations with community

This plan focuses on developing and guiding Pāhauwera whānau and community to actively participate and support in the building of vocational pathways for Pāhauwera learners. This is achieved by encouraging schools to open their curriculum to be more inclusive of ‘real-life’ community experiences capable of NCEA unit standard awards.

Whānau and wider community will work in collaborative ways to achieve mutually beneficial advantage in gaining access employment opportunities or working to achieve NCEA levels toward a career path that leads to employment areas where industry needs are high and may have direct benefit to Pāhauwera people and their future economic development as an Iwi.

## **GOAL 5: RELATIONSHIPS: PRODUCTIVE PARTNERSHIPS**

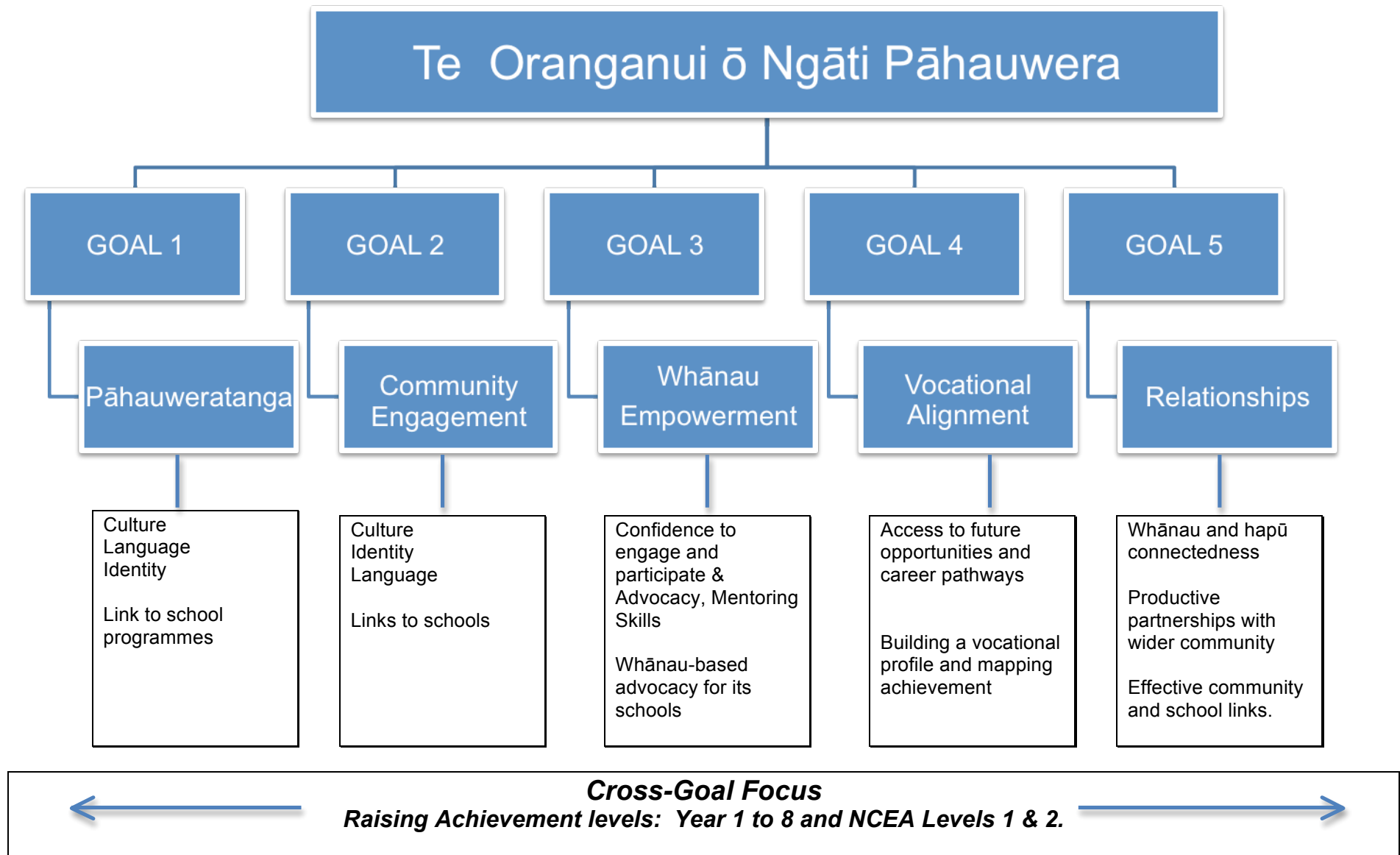
This plan is developed around four key objectives:

- ◆ To have a positive impact on primary social responsibility of Ngāti Pāhauwera peoples welfare and that of their whānau.
- ◆ Effective, accurate and meaningful communications out to Pāhauwera people.
- ◆ Encourage involvement in education programmes in the Ngāti Pāhauwera core area and Te Wairoa district programmes in schools.
- ◆ Pāhauwera schools and their collaborative links to community.

The key focus of this plan addresses the need for quality relationships amongst whānau, hapū and the wider community. Meaningful and closely bonded communities are strong communities. People are best served by their leaders when their capacity to help themselves is acknowledged and developed. When people assume responsibility for their own well-being, they achieve some degree of independence. Training local leaders in problem solving, decision-making, and group-process skills is essential to community improvement efforts. Community programs, activities, and services should involve the broadest possible cross-section of community residents without segregation by age, income, sex, race, ethnicity, religion, or other characteristics. To achieve this across whānau, hapū and wider community groups and agencies will support strong and enduring connections for stronger leverage to achieve common projects and goals together.

# ACTION PLAN

*Goals and Issues linked to key objectives*



# STRATEGIC GOAL 1

## NGĀTI PĀHAUWERATANGA

### FOSTER AND STRENGTHEN WHĀNAU CONFIDENCE AND IDENTITY AS NGĀTI PĀHAUWERA

Promoting whānau  
and hapū strengths.

1.

Building and  
recognising  
Pāhauwera models  
of success.

2.

Strengthening  
whanaungatanga,  
meaningful whānau  
and hapū  
engagements.

3.

## Goal 1: NGĀTI PĀHAUWERATANGA (a)

**Key Focus:** Foster and strengthen whānau confidence and identity as Ngāti Pāhauwera

KEY OBJECTIVES	RATIONALE	KEY INITIATIVES	TARGET OUTCOMES
1. Promoting whānau and hapū strengths and skills to build on their existing abilities and assets.	1.1 Raise awareness of whānau connectedness and its strengths 1.2 Encourage collaboration and knowledge and skill-sharing	Meaningful and sustainable ways of fostering whānau and hapū based education initiatives through: <ul style="list-style-type: none"> <li>◆ Quarterly wānanga series focussed on Pāhauwera reo, tikanga and kawa.</li> </ul>	1.1.1. Increased community-based education programmes for Pāhauwera people and their communities.
2. To build on existing Pāhauwera models of community-based education. To recognise and value models of success.	2.1 Foster and encourage shared learning of valued Pāhauwera knowledge as well as wider learning opportunities in the community.	<ul style="list-style-type: none"> <li>◆ Revitalising and invigorating Pāhauwera knowledge and Skill sets</li> <li>◆ Fostering the leadership of such knowledge in Pāhauwera communities.</li> </ul>	2.1.1 Completed Pāhauwera education programmes that enhance whānau connectedness, tikanga, reo and kawa.
3. Strengthening whanaungatanga. Whānau and hapū engagement with relevant and meaningful learning opportunities and appropriate learning stimulus.	3.1 Foster and encourage whanaungatanga as the crucial platform for launching success projects toward unity. 3.2 Successful relationship connections to raise critical awareness of Pāhauwera re, tikanga, and kawa for personal and professional success.	<ul style="list-style-type: none"> <li>◆ Revitalising and invigorating Pāhauwera Whanaungatanga.</li> <li>◆ Establish small active whānau action groups of rangatahi, pakeke, kaumātua and other leaders in Te Reo me Ona Tikanga.</li> <li>◆ Compile a list of community expertise. Support the co-facilitation of whānau-based wānanga.</li> </ul>	3.1.1 Completed Pāhauwera education programmes that enhance whānau connectedness, tikanga, reo and kawa.

### IMPLEMENTATION PROCESS:

- ◆ Engage in meaningful ways with Pāhauwera whānau, hapū and Iwi
- ◆ Support and build Pāhauwera social networks and strong whānau leadership models
- ◆ Convene and coordinate Pāhauwera education programmes






**OUTCOMES:** A Pāhauwera whānau-based programme that advocates, supports, validates and identifies whānau, hapū strengths and assets



## KEY OBJECTIVES IN ACTION – GOAL 1(a)

Objectives 1 to 3

Foster and strengthen whānau confidence and identity as Ngāti Pāhauwera

Priority (L/M/H) How will we achieve this outcome? (Steps)		2015	2016	2017	2018-2020	Actions / Activities	Measures and Evidence
1.1	Raise awareness of whānau connectedness and their strengths. Meaningful engagement.					<ul style="list-style-type: none"><li>◆ Convene small whānau support groups to develop common projects eg: re-designing school gardens, marae working bees, kaumātua visits to strengthen authentic bonds between whānau.</li><li>◆ Produce short video bites of whānau members showcasing their whānau interests and achievements.</li><li>◆ Identify Pāhauwera achievers and hold whānau achiever nights where special Pāhauwera guests meet whānau.</li><li>◆ Develop a whānau map of interests and key projects being carried out in the rohe. Map the hobbies of members of Ngāti Pāhauwera.</li><li>◆ Covene whānau visits to Māori Land Court to research whakapapa, place names, hapū names and tīpuna histories.</li></ul>	<ul style="list-style-type: none"><li>◆ Convene small whānau</li><li>◆ Whānau members' increased participation in whānau initiatives.</li><li>◆ Whānau Development plan targets are met. Whānau satisfaction and expectation outcomes are met.</li></ul>
1.2	Encourage collaboration and knowledge and skill sharing.						
2.1	Foster and encourage shared learning of valued Pāhauwera knowledge as well as wider learning opportunities in the community.						
3.1	Foster and encourage whanaungatanga as the crucial platform for launching success projects towards unity.						
3.2	Successful relationship connections to raise critical awareness of Pāhauwera re, tikanga, and kawa for personal and professional success.						

## Goal 1: NGĀTI PĀHAUWERATANGA (b)

**Key Focus:** Foster and strengthen whānau confidence and identity as Ngāti Pāhauwera

KEY OBJECTIVES	RATIONALE	KEY INITIATIVES	TARGET OUTCOMES
4. Lead out exemplars of excellence in Te Reo ō Ngāti Pāhauwera.	4.1 Present models and high quality examples of Te Reo ō Ngāti Pāhauwera that engenders pride in a single identity based on common language nuances and unique dialect.	<ul style="list-style-type: none"> <li>◆ Establish and access experts and specialist programmes such as, Te Panekiretanga o Te Reo as potential markers of excellence and high quality utilisation for Pāhauwera learners to strive toward.</li> <li>◆ Access a variety of Reo learning experiences and make them available to learners.</li> <li>◆ Quarterly wānanga series focussed on Pāhauwera reo, tikanga and kawa.</li> </ul>	4.1.1. Expert an specialist programmes identified and accessed.
5. Increase face-to-face community-based learning opportunities in whakapapa and tribal histories education.	5.1 Present models and examples of Ngāti Pāhauwera culture, tribal and whakapapa education that engenders pride and raising self-esteem as whānau and individuals.	<ul style="list-style-type: none"> <li>◆ Establish and access experts and specialist programmes such as, Te Panekiretanga o Te Reo as potential markers of excellence and high quality utilisation for Pāhauwera learners to strive toward.</li> <li>◆ Access a variety of Reo learning experiences and make them available to learners.</li> <li>◆ Quarterly wānanga series focussed on Pāhauwera reo, tikanga and kawa.</li> </ul>	5.1.1 Convene specialist wānanga and field trip work for whakapapa and cultural histories education.
6. Action Te Reo in workforce and employment environments where Ngāti Pāhauwera has strong influence.	6.1 For the retention of local histories and stories meaningful to Pāhauwera identity and pivotal in raising pride in Ngāti Pāhauweratanga.	<ul style="list-style-type: none"> <li>◆ Develop repositories of tribal stories, biographies, photographic images and tāonga relevant to Ngāti Pāhauwera history and current life.</li> </ul>	<p>6.1.1 Workplaces where Te Reo has increased utilisation.</p> <p>A comprehensive repository of tribal histories, libraries of Pāhauwera information.</p>

### IMPLEMENTATION PROCESS:

- ◆ Engage in meaningful ways with Pāhauwera whānau, hapū and Iwi
- ◆ Support and build Pāhauwera social networks and strong whānau leadership models
- ◆ Convene and coordinate Pāhauwera education programmes

**OUTCOMES:** A Pāhauwera whānau-based programme that advocates, supports, validates and identifies whānau, hapū strengths and assets

## KEY OBJECTIVES IN ACTION – GOAL 1(b)

Objectives 4 to 6

Foster and strengthen whānau confidence and identity as Ngāti Pāhauwera

Priority (L/M/H) How will we achieve this outcome? (Steps)		2015	2016	2017	2018-2020	Actions / Activities	Measures and Evidence
4.1	Present models and examples of Ngāti Pāhauwera culture, tribal and whakapapa education that engenders pride and raising self- esteem as whānau and individuals.					<ul style="list-style-type: none"><li>◆ Convene small whānau support groups to develop common projects eg: re-designing school gardens, marae working bees, kaumātua visits to strengthen authentic bonds between whānau.</li><li>◆ Produce short video bites of whānau members showcasing their whānau interests and achievements.</li><li>◆ Identify Pāhauwera achievers and hold whānau achiever nights where special Pāhauwera guests meet whānau.</li><li>◆ Develop a whānau map of interests and key projects being carried out in the rohe. Map the hobbies of members of Ngāti Pāhauwera.</li><li>◆ Convene whānau visits to Māori Land Court to research whakapapa, place names, hapū names and tīpuna histories.</li></ul>	◆ Ngāti Pāhauwera Whānau Development Plans are put in place and monitored.
5.1	Present models and examples of Ngāti Pāhauwera culture, tribal and whakapapa education that engenders pride and raising self- esteem as whānau and individuals.						◆ Whānau members' increased participation in whānau initiatives.  ◆ Whānau Development plan targets are met. Whānau satisfaction and expectation outcomes are met.
6.1	For the retention of local histories and stories meaningful to Pāhauwera identity is pivotal in raising pride in Ngāti Pāhauweratanga.						

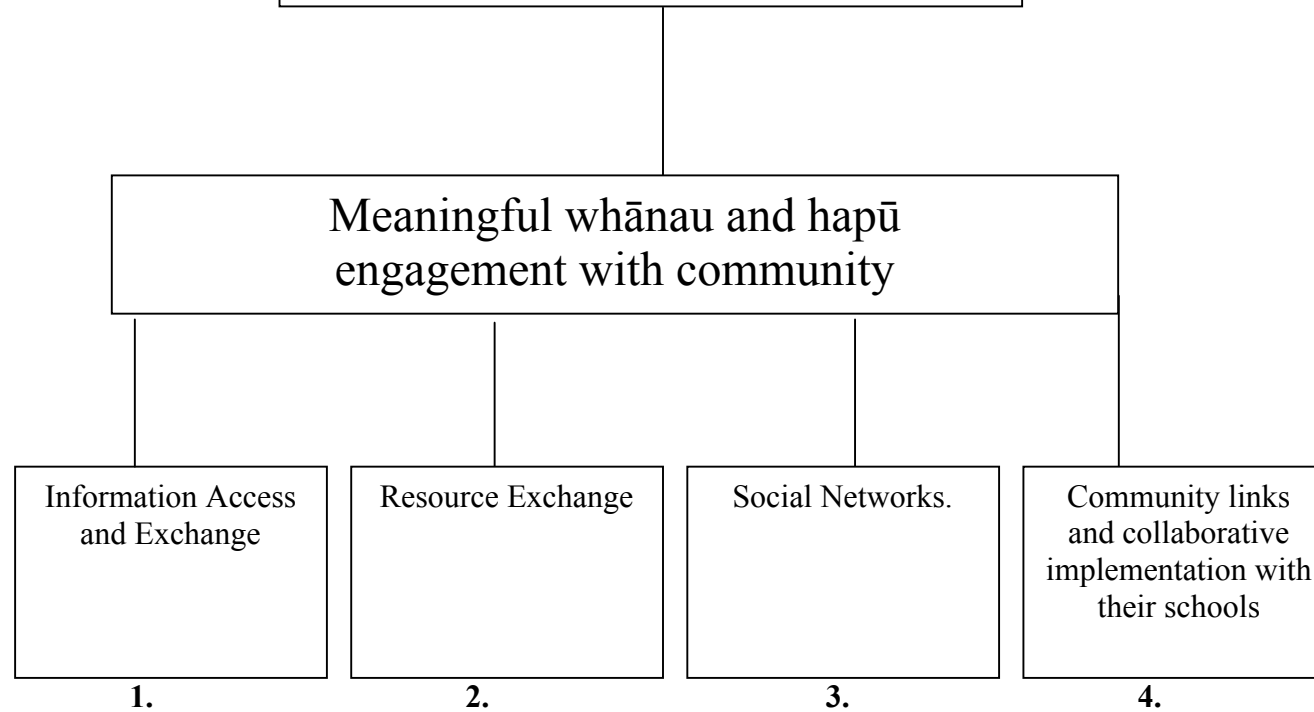
## GOAL 1a-1b: FOSTER AND STRENGTHEN WHĀNAU CONFIDENCE AND IDENTITY AS NGĀTI PĀHAUWERA

### IMPLEMENTATION STEPS (For Objectives 1 to 6)

TARGETED STEPS	INITIATIVES				
	Resourcing	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018-2020
<b>Phase 1:</b> Create and foster the Oranganui vision amongst whānau.	Implementation Team NPDT Trustee team Whānau planning templates				<b>Review and Evaluate</b>
<b>Phase 2:</b> Identify and build on existing whānaungatanga work amongst Pāhauwera whānau.	Implementation Team NPDT Trustee team Joint MoE and Pāhauwera education support team Whānau interest maps				<b>Review and Evaluate</b>
<b>Phase 3:</b> Establish joint whānau project teams to carry out community-whānau activities.	Implementation Team Joint Community and Pāhauwera education support team Whānau activities calendar				<b>Review and Evaluate</b>
<b>Phase 4:</b> Active collaborative partnerships between community & Pāhauwera whānau	Implementation Team NPDT Trustee team Joint MoE and Pāhauwera education support team				<b>Review and Evaluate</b>

# STRATEGIC GOAL 2

## COMMUNITY ENGAGEMENT



## Goal 2: COMMUNITY ENGAGEMENT






### Key Focus: Meaningful Whānau and hapū engagement with community

KEY OBJECTIVES	RATIONALE	KEY INITIATIVES	TARGET OUTCOMES
1. Information Exchange	<p>1.1 Encourage effective community support networks and increased participation in information-sharing for the benefit of whānau.</p> <p>1.2 Actively facilitate community platforms that encourage self-help and solution-focused approaches to community-driven projects.</p>	<p>◆ Assist whānau and hapo to set up administrative services and infrastructure to support the community engagement mission.</p> <p>◆ Whānau and hapo programmes that recognise and honour the contributions of community partners and express pride in our individual and collective accomplishments.</p>	<p>1.1.1 Rich and ongoing information forums initiated by parents and whānau.</p> <p>1.1.2 Effective and long term community enhancement programmes.</p> <p>1.1.3 A community that is solution-focused and self-supporting.</p>
2. Resource Exchange	2.1 Encourages the deliberate modelling of whānau and community goodwill, self-reliance and self-sufficiency.	◆ Establish a locus or hub for community engagement projects and the active exchange of resources that engender regular and meaningful engagement of people to benefit	2.1.1 A central community hub for resource exchange.
3. Social Networks	<p>3.1 Partnering with community to improve the standard of living and quality of life through solutions that address social, cultural and educational goals.</p> <p>3.2 Create an innovative network of community-based contributors.</p>	<p>◆ Assist whānau and hapo to build capacity to ensure best practices in community engagement initiatives.</p> <p>◆ Assist whānau and hapo to build a diverse community workforce who is socially conscious in raising and maintaining social cohesion and unity.</p>	<p>3.1.1 An effective and comprehensive network of community contributors, groups both voluntary and non-voluntary.</p> <p>3.1.2 Improving standard of living and quality of life.</p>
4. Community links and collaborative implementation with their schools.	4.1 That Year 1 to 8 students in every Pāhauwera school is mastering early literacy and numeracy skills as a pre-requisite for secondary school NCEA level 1 and 2 success.	Community collaborative programmes with schools: support pro-action learning centres: after-school, in-school designed to support student and whānau understanding of how to support learners Year 1 to 8.	4.1.1 All achievement rates for Year 1 to 8 students in Pāhauwera schools increase in reading, writing, speaking and mathematics to meet the overall target of 85% at every level from 2015-2018.
<b>IMPLEMENTATION PROCESS:</b> <ul style="list-style-type: none"> <li>◆ Engage in meaningful ways with Pāhauwera whānau, hapo and Iwi</li> <li>◆ Support and build Pāhauwera social networks and strong whānau networks</li> <li>◆ Convene and coordinate Pāhauwera-led education programmes as well as community volunteer programmes</li> </ul>			
<b>OUTCOMES:</b> A Pāhauwera community-based initiative that advocates, supports, validates and identifies whānau, hapo strengths and assets			

## KEY OBJECTIVES IN ACTION – GOAL 2





Objectives 1 to 4

Meaningful Whānau and hapo engagement with community

Priority (L/M/H) How will we achieve this outcome? (Steps)		2015	2016	2017	2018-2020	Actions / Activities?	Measures and Evidence
1.1	Encourage effective community support networks and increased participation in information-sharing for the benefit of whānau.					◆ Convene small whānau support groups to develop common projects eg: re-designing school gardens, marae working bees, kaumātua visits to strengthen authentic bonds between whānau.	7. Ngāti Pāhauwera Whānau and community Development Plans are put in place and monitored.
1.2	Actively facilitate community platforms that encourage self-help and solution-focused approaches to community-driven projects.						
2.1	Encourages the deliberate modelling of whānau and community goodwill, self-reliance and self-sufficiency.					◆ Develop a whānau map of interests and key projects being carried out in the rohe. Map the hobbies of members of Ngāti Pāhauwera.	8. Whānau members' increased participation in whānau initiatives.
3.1	Partnering with community to improve the standard of living and quality of life through solutions that address social, cultural and educational goals.						9. Whānau Development plan targets are met. Whānau satisfaction and expectation outcomes are met.
3.2	Create an innovative network of community-based contributors.						
4.1	That Year 1 to 8 students in every Pāhauwera school is mastering early literacy and numeracy skills as a pre-requisite for secondary school NCEA level 1 and 2 success.						

## GOAL 2: MEANINGFUL WHĀNAU AND HAPŪ ENGAGEMENT WITH COMMUNITY

### IMPLEMENTATION STEPS (For Objectives 1 to 4)

TARGETED STEPS	INITIATIVES				
	Resourcing	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018-2020
<b>Phase 1:</b> Utilise community & whānau project teams to build dynamic whānau bonds.	<ul style="list-style-type: none"> <li>◆ Active Implementation Team</li> <li>◆ List of community support services (Refer Appendix 1)</li> <li>◆ Self-help / solution focussed projects and plans</li> </ul>				<b>Review and Evaluate</b> 
<b>Phase 2:</b> Identify and build on existing whānaungatanga work amongst Pāhauwera whānau.	<ul style="list-style-type: none"> <li>◆ Implementation Team</li> <li>◆ NPDT Trustee team</li> <li>◆ Joint MoE and Pāhauwera education support team</li> <li>◆ Whānau interest maps</li> </ul>				<b>Review and Evaluate</b> 
<b>Phase 3:</b> Establish joint whānau project teams to carry out community-whānau activities.	<ul style="list-style-type: none"> <li>◆ Implementation Team</li> <li>◆ Build an innovative network of community and whānau contributors.</li> </ul>				<b>Review and Evaluate</b> 
<b>Phase 4:</b> Activate collaborative joint whānau interface with their schools.	<ul style="list-style-type: none"> <li>◆ Implementation Team</li> <li>◆ Joint Pāhauwera and community education support team.</li> <li>◆ Whānau and community support teams actively inside the school curriculum.</li> </ul>				<b>Review and Evaluate</b> 



# STRATEGIC GOAL 3

## WHĀNAU EMPOWERMENT

WHĀNAU AS INTER-GENERATIONAL CARRIERS OF  
CULTURE, OF GOOD LIFESTYLES, PORTALS TO  
COMMUNITIES AND GUARDIANS OF FUTURE  
WEALTH AND WELLBEING

Identify and  
establish groups of  
active whānau and  
hapū education  
mentors.

1.

Pro-active whānau /  
parent / caregiver  
engagement with  
schools.  
Strengthened school  
and community

2.

Pāhauwera schools  
and their links and  
collaborations with  
community.

3.

## Goal 3: WHĀNAU EMPOWERMENT

**Key Focus:** Whānau as inter-generational carriers of culture, as models of good lifestyles, portals to communities and guardians of future wealth and wellbeing.

KEY OBJECTIVES	RATIONALE	KEY INITIATIVES	TARGET OUTCOMES
1. Identify and establish groups of active whānau and hapū education mentors.	1.1 Community-based parents and caregiver education action groups for parents and whānau who are not confident to support their children's learning or whānau aspirations because they do not understand the school system.	♦ Establishing small active CLI whānau action groups by identifying community-based Pāhauwera parent mentors who are action-driven to facilitate parent and whānau learning centres or learning hubs.	1.1.1 Quarterly wānanga with independent facilitation by parents and whānau.
2. Pro-active whānau / parent / caregiver engagement with schools.  3. Strengthened school and community relationships.	2.1 To grow parent and caregiver confidence in approaching and advocating their children's right to high quality education.  2.2 Fostering a culture amongst parents and whānau of high expectations who come to understand the success elements and outcomes for their children.  3.1 Belong to empowered whānau and enjoy balanced lifestyles.	♦ Establishing small whānau action groups to be strong advocates of their children's learning with the schools and Ministry of Education.	2.1.1 Parent and whānau learning hubs for supporting and understanding whānau and children's educational needs:  ♦ Afterschool literacy, numeracy and NCEA levels 1 and 2 focus groups. ♦ Benefit from quality education and wise use of technology and expert opinions.
4. Pāhauwera schools and their links and collaborations with community.	4.1 That Year 1 to 8 students in every Pāhauwera school is mastering early literacy and numeracy skills as a pre-requisite for secondary school NCEA level1 and 2 success.	♦ Community collaborative programmes with schools: support pro-action learning centres: after-school, in-school designed to support student and whānau understanding of how to support learners Year 1 to 8.	3.1.1 All achievement rates for Year 1 to 8 students in Pāhauwera schools increase in reading, writing, speaking and mathematics to meet the overall target of 85% at every level from 2015-2018.

### IMPLEMENTATION PROCESS:






- ♦ Engage in meaningful ways with Pāhauwera whānau, hapū and Iwi
- ♦ Support and build strong Pāhauwera social networks amongst parents and whānau
- ♦ Convene and coordinate Pāhauwera whānau empowerment education programmes

**OUTCOMES:** A Pāhauwera whānau-based initiative that advocates, supports, validates and identifies whānau, hapū strengths and assets

## KEY OBJECTIVES IN ACTION – GOAL 3


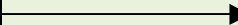
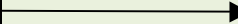
### Objectives 1 to 3

Whānau as intergenerational carriers of culture, as models of good lifestyles, portals to communities and guardians of future wealth and wellbeing.

Priority (L/M/H) How will we achieve this outcome? (Steps)		2015	2016	2017	2018-2020	Actions / Activities?	Measures and Evidence
1.1	Community-based parents and caregiver education action groups for parents and whānau who are not confident to support their children's learning or whānau aspirations because they do not understand the school system.					♦ Convene small whānau support groups to develop common projects eg: re-designing school gardens, marae working bees, kaumātua visits to strengthen authentic bonds between whānau.	Ngāti Pāhauwera Whānau and community Development Plans are put in place and monitored.
2.1	To grow parent and caregiver confidence in approaching and advocating their children's right to high quality education.					♦ Develop a whānau map of interests and key projects being carried out in the rohe. Map the hobbies of members of Ngāti Pāhauwera.	Whānau members' increased participation in whānau initiatives.  Whānau Development plan targets are met. Whānau satisfaction and expectation outcomes are met.
2.2	Fostering a culture amongst parents and whānau of high expectations who come to understand the success elements and outcomes for their children.					♦ Convene whānau visits to Māori Land Court to research whakapapa, place names, hapū names and tīpuna histories.	
3.1	Belong to empowered whānau and enjoy balanced lifestyles.					♦ Convene whānau and community days where whānau and community at large are engaged in an events day or activity leisure day at local community venues.	
4.1	That Year 1 to 8 students in every Pāhauwera school is mastering early literacy and numeracy skills as a pre-requisite for secondary school NCEA level 1 and 2 success.						

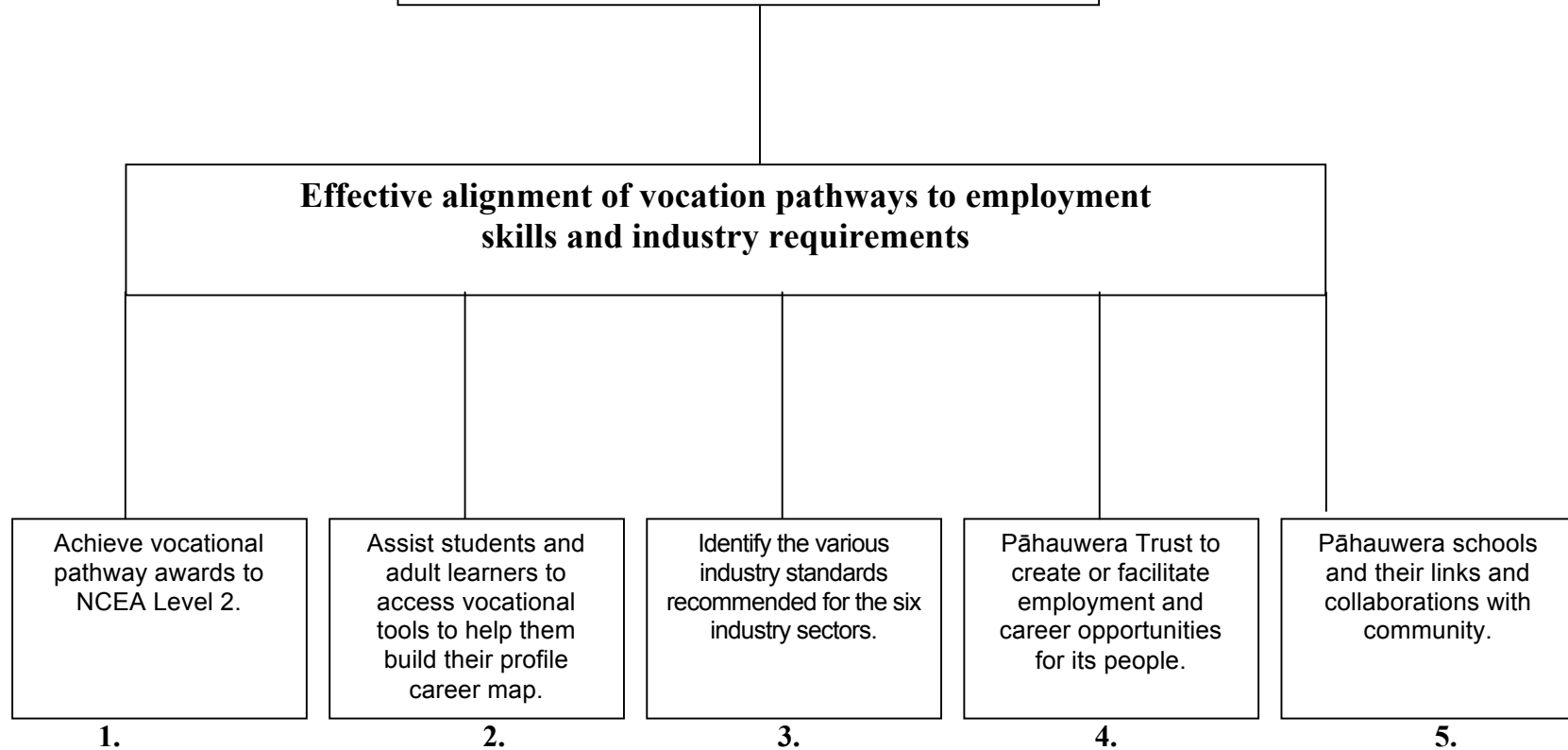
**GOAL 3: WHĀNAU AS INTERGENERATIONAL CARRIERS OF CULTURE, AS MODELS OF GOOD LIFESTYLES, PORTALS TO COMMUNITIES AND GUARDIANS OF FUTURE WEALTH AND WELLBEING.**

**IMPLEMENTATION STEPS (For Objectives 1 to 3)**

TARGETED STEPS	INITIATIVES				
	Resourcing	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018-2020
<b>Phase 1:</b> Utilise community & whānau project teams to build dynamic whānau bonds and collaborative commitment.	<ul style="list-style-type: none"> <li>◆ Active Implementation Team</li> <li>◆ Identified whānau and community education mentors</li> <li>◆ Wānanga or workshop engagements with these mentors and whānau.</li> </ul>				<b>Review and Evaluate</b> 
<b>Phase 2:</b> Parent and caregiver workshop series on how your school works – partnering with your school.	<ul style="list-style-type: none"> <li>◆ Implementation Team</li> <li>◆ Joint MoE and Pāhauwera education support team</li> <li>◆ Whānau and community support teams actively inside the school curriculum.</li> </ul>				<b>Review and Evaluate</b> 
<b>Phase 3:</b> Establish joint whānau project teams to carry out community-whānau activities.	<ul style="list-style-type: none"> <li>◆ Implementation Team</li> <li>◆ Build an innovative network of community and whānau contributors to school inclusion of meaningful community curriculum.</li> </ul>				<b>Review and Evaluate</b> 

# STRATEGIC GOAL 4

## VOCATIONAL ALIGNMENT



## Goal 4: VOCATIONAL ALIGNMENT

**Key Focus:** Effective alignment of vocation pathways to employer skills and industry requirements

KEY OBJECTIVES	RATIONALE	KEY INITIATIVES	TARGET OUTCOMES
1. Achieve vocational pathway awards to NCEA Level 2.	1.1 Find out your job or career options 1.2 Identify what standards are valued by employers 1.3 Build a vocational profile and map your achievement	◆ Identify pathways learners can take to achieve the skills and competencies valued by employers and in particular, Ngāti Pāhauwera Trust for the	1.1.1 NCEA Level 2 awards: 60 / 80 credits are Level 2. 1.1.2 85% of all P5hauwera students in Pāhauwera core area and district areas achieve this overall target pass rate in 2015 to 2018.
2. Assist students and adult learners to access vocational tools to help them build their profile career map.	2.1 Build Vocational pathways – Youth Guarantee Booklet, Industry Training Federation (ITF).	◆ Learn to use effectively vocational tools such as: Profile builder, vocational profile, occupation outlook, career quest, skill-matcher.	2.1.1 Pāhauwera learners are competent and effective users of vocational pathway tools to map career options.
3. Identify the various industry standards recommended for the six industry sectors.	3.1 To guide and link Pāhauwera children, parents and whānau to chosen career opportunities.	◆ Assist in the facilitation of vocation pathway building to demonstrate to parents and whānau how these systems work.	3.1.1 Parents and whānau have demonstrated experience with pathway builders enabling them to
4. Pāhauwera Trust to create or facilitate employment and career opportunities for its people.	4.1 Pāhauwera people gain employment and income streams for their whānau.	◆ Pāhauwera Trust to negotiate and / or create employment opportunities that assist their people to gain sustainable career options.	4.1.1 Employment options become available for Pāhauwera people on their homelands or in other locations opened up by the Trust or its networks.
5. Pāhauwera schools and their links and collaborations with community.	5.1 That Year 1 to 8 students in every Pāhauwera school is mastering early literacy and numeracy skills as a pre- requisite for secondary school NCEA level1 and 2 success.	◆ Community collaborative programmes with schools: support pro-action learning centres: after-school, in- school designed to support student and wh5nau understanding of how to support learners Year 1 to 8.	5.1.1 All achievement rates for Year 1 to 8 students in P5hauwera schools increase in reading, writing, speaking and mathematics to meet the overall target of 85% at every level in each year 2015-2018.

### IMPLEMENTATION PROCESS:




- ◆ Establish and support vocational pathways for potential Pāhauwera graduates heading toward employment and career options
- ◆ Support and build Pāhauwera vocations and career options in the Pāhauwera rohe
- ◆ Convene and coordinate Pāhauwera vocational awareness programmes with parents and whānau

**OUTCOMES:** A Pāhauwera wh5nau-based programme that advocates, vocational support, validates and identifies whānau, hapū strengths and assets

## KEY OBJECTIVES IN ACTION – GOAL 4




Objectives 1 to 5

Effective alignment of vocation pathways to employer skills and industry requirements

Priority (L/M/H) How will we achieve this outcome? (Steps)		2015	2016	2017	2018 - 2020	Actions / Activities?	Measures and Evidence	
1.1	Find out your job or career options					<ul style="list-style-type: none"><li>◆ Convene small whānau support groups for interface and engagements with school careers officers.</li><li>◆ Develop a whānau collaborative support programme to develop vocational profiles for their children.</li></ul>	Ngāti Pāhauwera Whānau and community Development Plans are put in place and monitored.	
1.2	Identify what standards are valued by employers							
1.3	Build a vocational profile and map your achievement							
2.1	Build Vocational pathways – Youth Guarantee Booklet, Industry Training Federation (ITF).					<ul style="list-style-type: none"><li>◆ Convene whānau career forums to help access and understand where employment opportunities reside in the community or beyond the local area.</li><li>◆ Convene whānau visits to Pāhauwera Trust assets, farms to display potential prosperity opportunities.</li></ul>	Whānau members' increased participation in whānau initiatives.  Whānau Development plan targets are met. Whānau satisfaction and expectation outcomes are met.	
3.1	To guide and link Pāhauwera children, parents and whānau to chosen career opportunities.							
4.1	Pāhauwera people gain employment and income streams for their whānau.							<ul style="list-style-type: none"><li>◆ Map whānau action plans stepping out personal whānau milestone targets for improved lifestyles, incomes and employment opportunities.</li><li>◆ Taking parent action groups into schools to be included in literacy and numeracy</li></ul>
5.1	That Year 1 to 8 students in every Pāhauwera school is mastering early literacy and numeracy skills as a pre-requisite for secondary school NCEA level 1 and 2 success.							

**GOAL 4: EFFECTIVE ALIGNMENT OF VOCATION PATHWAYS TO EMPLOYER  
SKILLS AND INDUSTRY REQUIREMENTS**

**IMPLEMENTATION STEPS (For Objectives 1 to 5)**

TARGETED STEPS	INITIATIVES				
	Resourcing	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018 - 2020
<b>Phase 1:</b> Whānau and tamariki build vocational profiles and pathways together.	<ul style="list-style-type: none"> <li>◆ Active Implementation Team</li> <li>◆ NCEA framework and pathways.</li> </ul>				<b>Review and Evaluate</b> 
<b>Phase 2:</b> To link Pāhauwera children, parents and whānau to chosen career opportunities.	<ul style="list-style-type: none"> <li>◆ Implementation Team</li> <li>◆ Youth Guarantee Booklets</li> <li>◆ Career option lists from employers / industry</li> <li>◆ Direct access to alternative learning centres: eg: Te Kura                             <ul style="list-style-type: none"> <li>○ (Refer Appendix 2)</li> </ul> </li> </ul>				<b>Review and Evaluate</b> 
<b>Phase 3:</b> Establish joint whānau project teams to carry out community-whānau activities and projects that support vocation pathways.	<ul style="list-style-type: none"> <li>◆ Implementation Team</li> <li>◆ Project maps</li> <li>◆ Alternative schooling maps</li> <li>◆ Employer and Industry Training facilities</li> </ul>				<b>Review and Evaluate</b> 



# STRATEGIC GOAL 5

## PRODUCTIVE RELATIONSHIPS

### Relationships: Productive Partnerships

To have a positive impact on primary social responsibility of Ngāti Pāhauwera peoples' welfare and that of their communities.

1.

Effective, accurate and meaningful communications out to Pāhauwera people.

2.

Encourage involvement in Core Area and Te Wairoa district programmes including schools.

3.

Pāhauwera schools expanding their curriculum to actively include community

4.

## Goal 5: RELATIONSHIPS – PRODUCTIVE PARTNERSHIPS

**Key Focus:** To keep Ngāti Pāhauwera people regularly informed on whānau, hapū and community-wide programmes.

KEY OBJECTIVES	RATIONALE	KEY INITIATIVES	TARGET OUTCOMES
1. To have a positive impact on primary social responsibility of Ngāti Pāhauwera peoples' welfare and that of their communities.	1.1 Socially cohesive and healthy Ngāti Pāhauwera communities.	◆ Notice board and multi-media communication channels for Pāhauwera people of community programmes and initiatives.	1.1.1 Socially well connected and cohesive Pāhauwera communities. Well informed Pāhauwera whānau and hapo.
2. Effective, accurate and meaningful communications out to Pāhauwera people.	2.1 To maintain productive and sustained relationships in the community.	◆ Volunteer programmes that provide mutually enriching experiences for parents, whānau, children, kaumātua.	2.1.1 Well informed Pāhauwera whānau and hapo.
3. Encourage involvement in Core Area and Te Wairoa district programmes including schools.	3.1 Create community advocacy for Pāhauwera schools and learning facilities where Pāhauwera learners are located.	◆ Establish community-based advocacy groups for parents and whānau as an interface to schools and community projects.	3.1.1 Parent and hapo advocacy groups
4. Pāhauwera schools expanding their curriculum to actively include community.	4.1 That Year 1 to 8 students in every Pāhauwera school is mastering early literacy and numeracy skills as a pre-requisite for secondary school NCEA level 1 and 2 success.	◆ Community collaborative programmes with schools support pro-action learning centres: after-school, in-school designed to support student and whānau understanding of how to support learners.	4.1.1 All achievement rates for Year 1 to 8 students in Pāhauwera schools increase in reading, writing, speaking and mathematics to meet the overall target of 85% at every level in each year 2015-2018.

### IMPLEMENTATION PROCESS:



6. Engage in meaningful ways with Pāhauwera whānau, hapo and Iwi
7. Support and build Pāhauwera social networks and productive partnerships that are beneficial both individually and collectively
8. Convene and coordinate community-driven Pāhauwera programmes that enhance the social, educational and economic prosperity of its people.

**OUTCOMES:** A Pāhauwera whānau-based programme that advocates, supports, validates and identifies whānau, hapū strengths and assets

## KEY OBJECTIVES IN ACTION – GOAL 5

Objectives 1 to 4

Relationships: Productive Partnerships

Priority (L/M/H) How will we achieve this outcome? (Steps)		2015	2016	2017	2018	Actions / Activities	Measures and Evidence
1.1	Socially cohesive, thriving, prosperous and healthy Ngāti Pāhauwera communities.					<ul style="list-style-type: none"> <li>◆ Convene small whānau support groups to develop common projects eg: re-designing school gardens, marae working bees, kaumātua visits to strengthen authentic bonds between whānau.</li> </ul>	Ngāti Pāhauwera Whānau and community Development Plans are put in place and monitored.
2.1	To maintain productive and sustained relationships in the community.					<ul style="list-style-type: none"> <li>◆ Develop a whānau map of interests and key projects being carried out in the rohe. Map the hobbies of members of Ngāti Pāhauwera.</li> </ul>	Whānau members' increased participation in whānau initiatives.
3.1	Create community advocacy for Pāhauwera schools and learning facilities where Pāhauwera learners are located.					<ul style="list-style-type: none"> <li>◆ Covene whānau visits to Māori Land Court to research whakapapa, place names, hapū names and tīpuna histories.</li> </ul>	Whānau Development plan targets are met. Whānau satisfaction and expectation outcomes are met.
4.1	That Year 1 to 8 students in every Pāhauwera school is mastering early literacy and numeracy skills as a pre-requisite for secondary school NCEA level1 and 2 success.					<ul style="list-style-type: none"> <li>◆ Convene whānau and community days where whānau and community at large are engaged in an events day or activity leisure day at local community venues.</li> <li>◆ Establish and activate advocates and mentors to join and collaborate in support services to Pāhauwera whānau.</li> <li>◆ Guiding parent action groups into schools to be included in literacy and numeracy remedial support programmes.</li> </ul>	

**GOAL 5: RELATIONSHIPS: PRODUCTIVE PARTNERSHIPS**  
**IMPLEMENTATION STEPS (For Objectives 1 to 4)**

TARGETED STEPS	INITIATIVES				
	Resourcing	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018
<b>Phase 1:</b> Utilise community & whānau project teams to build dynamic whānau bonds and collaborative commitment.	<ul style="list-style-type: none"> <li>Active Implementation Team</li> <li>Joint Community and Pāhauwera education support team</li> <li>Whānau activities and projects calendar.</li> </ul>				<b>Review and Evaluate</b>
<b>Phase 2:</b> Activate effective communications out to Pāhauwera people.	<ul style="list-style-type: none"> <li>Implementation Team</li> <li>Community advocacy and mentor programme.</li> <li>List of community support services (Refer Appendix 1)</li> <li>Self-help / solution focussed projects and plans.</li> </ul>				<b>Review and Evaluate</b>
<b>Phase 3:</b> Pāhauwera schools and their links and collaborative initiations with community.	<ul style="list-style-type: none"> <li>Implementation Team</li> <li>Build an innovative network of community and whānau contributors to school inclusion of meaningful community curriculum.</li> <li>List of Pāhauwera schools (Refer Appendix 2)</li> </ul>				<b>Review and Evaluate</b>

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### PROFILE OF NGĀTI PĀHAUWERA SCHOOLS

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#### MOHAKA SCHOOL

**Education Institution no:** 1677  
**Principal:** Dianne Barrett  
**School type:** Full primary School (year 1 – 8)  
**Authority:** State  
**School gender:** Co-Educational  
**Funding decile:** 1  
**Boarding facilities:** No  
**Education medium:** All students in English Medium  
**Location:** Mohaka Coast Road RD 4, Mohaka  
**Postal Details:** Mohaka Coast Road RD 4,  
**School telephone:** 06 – 8376747  
**Fax number:** 06 – 8376704  
**Email:** [mohaka@xtra.co.nz](mailto:mohaka@xtra.co.nz)

#### PUTORINO

**Education Institution no:** 2658  
**Principal:** Vivienne Wallace  
**School type:** Full primary School (year 1 – 8)  
**Authority:** State  
**School gender:** Co-Educational  
**Funding decile:** 4  
**Boarding facilities:** No  
**Education medium:** All students in English Medium  
**Location:** 27 Waikare Road, Putorino  
**Postal Details:** 27 Waikare Road RD 1, Kotemaori, 4188  
**School telephone:** 06 – 8397336  
**Fax number:** 06 – 8376880  
**Email:** [kotemoari@xtra.co.nz](mailto:kotemoari@xtra.co.nz)

### **PUTERE SCHOOL**

**Education Institution no:** 2657  
**Principal:** Simon Greening  
**School type:** Full primary School (year 1 – 8)  
**Authority:** State  
**School gender:** Co-Educational  
**Funding decile:** 2  
**Boarding facilities:** No  
**Education medium:** All students in English Medium  
**Location:** Putere Road, Wairoa  
**Postal Details:** 2254 Putere Road RD 4, Raupunga, 4189  
**School telephone:** 06 – 8397336  
**Fax number:** 06 – 8376762  
**Email:** [putere.school@xtra.co.nz](mailto:putere.school@xtra.co.nz)

### **WAIROA COLLEGE SCHOOL**

**Education Institution no:** 214  
**Principal:** Brian Simpson  
**School type:** Secondary School (Year 7 – 15)  
**Authority:** State  
**School gender:** Co-Educational  
**Funding decile:** 1  
**Boarding facilities:** No  
**Education medium:** Some students in Māori Medium  
**Location:** Lucknow Street, Wairoa  
**Postal Details:** 16 Lucknow Street, Wairoa, 4108  
**School telephone:** 06 – 8388303  
**Fax number:** 06 – 8388689  
**Email:** [info@wairoacollege.school.nz](mailto:info@wairoacollege.school.nz)  
**Website:** <http://www.wairoacollege.school.nz>

### **KOTEMAORI SCHOOL**

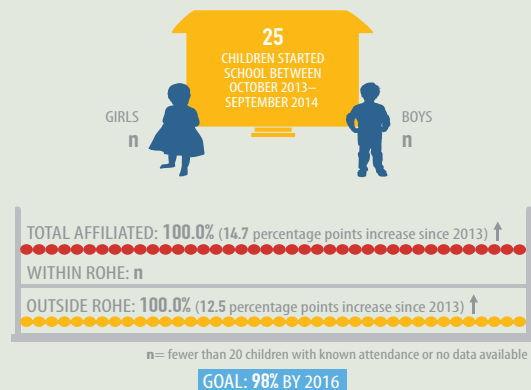
**Education Institution no:** 2587  
**Principal:** Simon Couling  
**School type:** Full primary School (year 1 – 8)  
**Authority:** State  
**School gender:** Co-Educational  
**Funding decile:** 8  
**Boarding facilities:** No  
**Education medium:** All students in English Medium  
**Location:** State Highway 2, Kotemaori  
**Postal Details:** State Highway 2 RD 1, Kotemaori, 4188  
**School telephone:** 06 – 8376880  
**Fax number:** 06 – 8376880  
**Email:** [kotemoari@xtra.co.nz](mailto:kotemoari@xtra.co.nz)



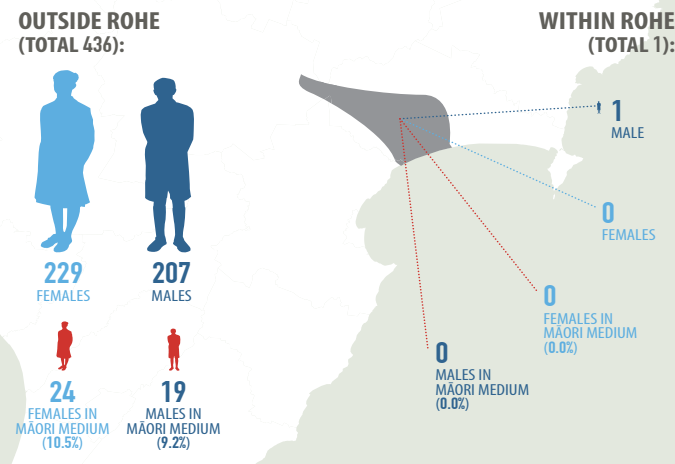
# NGĀTI PĀHAUWERA

## EDUCATION PROFILE: STUDENT AFFILIATION

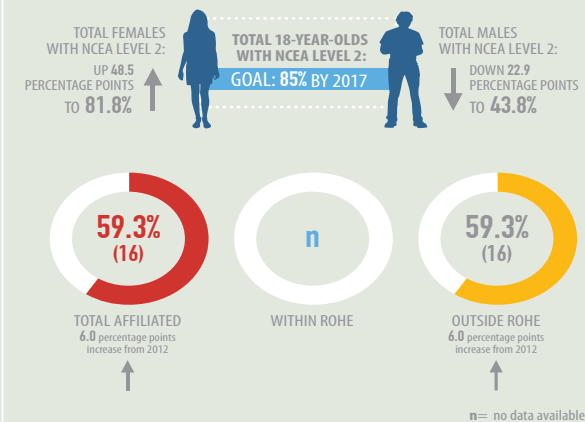
### EARLY CHILDHOOD EDUCATION (AGES 0–6) PRIOR PARTICIPATION, SEPTEMBER 2014



### OF THE STUDENTS AFFILIATED WITH NGĀTI PĀHAUWERA IN 2014, THERE ARE...



### SECONDARY/TERTIARY (AGES 16–18) QUALIFICATIONS, 2013 18-YEAR-OLDS WITH NCEA LEVEL 2 OR EQUIVALENT

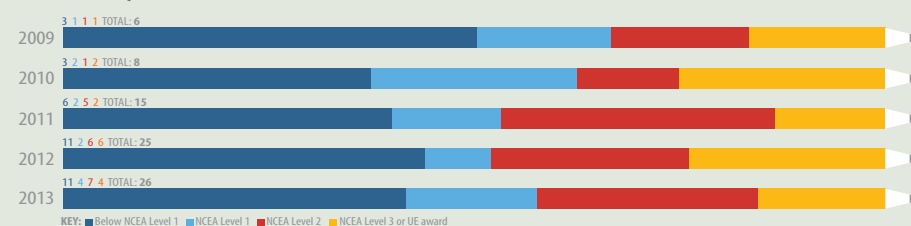


This education profile presents the participation and attainment information for students identified as affiliating with Ngāti Pāhauwera. Students who affiliate with more than one iwi are only counted once in this profile. Please note that there are a small number of students for whom iwi affiliation information is not available.

Ngāti Pāhauwera rohe (boundaries) encompass the shaded area shown in the map above. Students who identify as affiliating with Ngāti Pāhauwera may attend one of the four schools that fall within the rohe, or another school in New Zealand outside the rohe.



### SECONDARY (AGES 13–18) SCHOOL LEAVERS, 2013 BY HIGHEST QUALIFICATION



**PROPORTION OF LEAVERS WITH A MINIMUM OF NCEA LEVEL 2:**

↑ FEMALES: 53.8% IN 2013 (8.3 percentage points increase from 2012)

↓ MALES: 30.8% IN 2013 (19.2 percentage points decrease from 2012)

**PROPORTION OF LEAVERS WITH A MINIMUM OF NCEA LEVEL 3 OR UNIVERSITY ENTRANCE AWARD:**

↑ FEMALES: 30.8% IN 2013 (12.6 percentage points increase from 2012)

↓ MALES: 0.0% IN 2013 (28.6 percentage points decrease from 2012)



For more information visit [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)



Tau Mai Te Reo  
The Māori Language  
in Education Strategy



Whakapūmāhū  
Papakōwhiri, Tau Ara  
Grasp, Embrace and Realise



Ka Hikitia  
Accelerating  
Success  
The Māori Education Strategy

New Zealand Government