NGĀTI PĀHAUWERA

EDUCATION STRATEGY

TE ORANGANUI

ACHIEVING EDUCATION SUCCESS

2015 - 2020

Content

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BACKGROUND

Tangitū ki te moana

Maungaharuru ki uta

Mōhaka te awa

Ko Ngāti Pāhauwera te Iwi

The above tauparapara describes the essence of Ngāti Pāhauwera from the mountains to the sea and from the river to the iwi. Maungaharuru are the inland ranges, the source of our forest foods and resources. Tangitū refers to our coastal territory and fisheries resources. Kaumātua and kuia in the Waitangi Tribunal Mōhaka river claim hearing described the Mōhaka River as a tāonga of inestimable cultural and spiritual value to Ngāti Pāhauwera. The value Ngāti Pāhauwera place on the river is expressed on marae in waiata, haka, tauparapara and in the pepehā. Such expressions include: Ko au te awa, Ko te awa ko au. I am the river and the river is me. Te tapu o Irakewa. (Made sacred by Irakewa) Mōhaka Tōmairangi, (Mōhaka the unifier). Mōhaka te Waiora. (Mōhaka the life giver).

Pākato i te ata, pākato i te ahiahi, maure mahi, maure ora.

Industrious people shall prosper.

This whakataukī speaks of achieving excellence in all that Ngāti Pāhauwera people venture to explore in life, including the pursuit of education excellence by Ngāti Pāhauwera for Ngāti Pāhauwera.

HE MIHI - GREETING

Whakapupuke nui tonu nei ngā roimata, whakatoka rahi tonu e te hinengaro, mō koutou ka pae nei ki pae o mahara, ki pae o aroha. Nā koutou te karanga, te oha ki a Ngāti Pāhauwera ki uta, Ngāti Pāhauwera ki tai, Pāhauwera whenua, Pāhauwera tangata rau, Pāhauwera whakawairua e. Koutou, hoki ngā huruhuru o te kaupapa, koutou i taki ake i te kaupapa, wā koutou mahi, ō koutou reo, ō koutou kanohi ka mau tonu, ka mau tonu, ka mau tonu.

Kua tae koutou ki te okiokingā i whakatauhia mō tātau te tangata. Ka maumahara tonu ki ngā tāonga whakahirahira i tukuna mai hai āwhina i ngā tamariki, mokopuna i roto i ngā kura me ngā wānanga o Ngāti Pāhauwera whānui.

Kei ngā whānau, kei te hunga tautoko i te kaupapa, ki te kore koutou, papahoro ana, ka mihi, ka mihi, ka mihi. Ko te mihi nui, mihi whānui hoki ki a koutou ngā kura o Ngāti Pāhauwera, ngā mātua, ngā kaiako, ngā tauira, ngā tamariki, ngā taiohi, ngā mātātahi, ngā pākeke, ngā kaumātua. Koutou kei tawhiti, koutou kātata mai, tēnā koutou.

Ko te mihi whakamutunga ki te Tāhūhū o te Mātauranga i ngākaunui, i tautoko anō hoki i te kaupapa. Koia nei te mihi ki ngā rōpū nā rātau tēneki kaupapa i arataki, i āta rangahau, i āta tātari. Ngā ringaringa, ngā waewae, ngā huruhuru haramai kia pai ai te rere o te manu. Kua eke te kupu taurangi a ō tātau mātua tīpuna, " mahia ngā mahi a Kahukura kia tūtuki ".

FOREWORD

In the year 2014, a Ngāti Pāhauwera Education Reference Group began meeting to advise Ngāti Pāhauwera on education issues, Mātauranga Pāhauwera. Their advice proved to be extremely valuable in the preparation of Ngāti Pāhauwera's Education Strategy and Action Plan as well as the key actions being designed for the successful implementation of this strategy.

Ngāti Pāhauwera Development Trust provides valuable perspectives of the education priorities from a group of very experienced people who have worked in the both compulsory and non-compulsory education sectors over a number of years. This strategy reflects Ngāti Pāhauwera educational aspirations, outcomes and actions toward achieving these goals.

We acknowledge that the strategy is just the beginning and that there will be other views, just as important, from Ngāti Pāhauwera around the country and from within different Pāhauwera community contexts. It is the hope, therefore, that the strategy is seen not as an end point but as an opportunity from which other ideas and perspectives can springboard.

It is important that the strategic framework be used as one tool that will help Pāhauwera and other stakeholders who have interest in Te Oranganui o Ngāti Pāhauwera build a system where Pāhauwera learners are encouraged and supported to succeed. Where we have a system that values and builds Pāhauweratanga, its leadership systems, Pāhauwera prosperity and healthy identities, community cohesion, kotahitanga and most importantly, where we have whānau and hapū who are connected to the needs and solutions of the communities within which they live and serve.

Finally, we wish to extend our gratitude to our Education Reference Group and all the Ngāti Pāhauwera communities who have contributed to this work. Their collective expertise has resulted in a comprehensive document that offers an informed position for future work with Ngāti Pāhuwera whānau, hapū and community stakeholders.

ROLE OF THE NGĀTI PĀHAUWERA EDUCATION REFERENCE GROUP

In 2013, the NPERG was convened as a sector-based group equipped to inform Ngāti Pāhauwerra about Mātauranga Pāhauwera issues. It helped shape the direction of the Strategic Report and Action Plan for Ngāti Pāhauwera Development Trust on behalf of its whānau and hapū. The Ngāti Pāhauwera Education Reference Team was established in 2014 to provide advice on the strategic direction for Pāhauwera education. NPERG members represented a range of Pāhauwera stakeholder groups in the compulsory and non-compulsory sector. They included representatives of Ngāti Pāhauwera kaumātua and youth, Kohanga Reo, kura, wānanga, Pāhauwera schools and early childhood centres, primary school teachers, secondary school teachers, principals and community educators. The Ministry of Education was also represented.

The Ngāti Pāhauwera Education Team then asked the Group to assist with the consultation and drawing together of the views of Pāhauwera communities for the development of the Ngāti Pāhauwera Education Strategy 2015/2020. This work included the facilitation of 9 consultation hui (meetings) throughout Ngāti Pāhauwera, as well as the collation of written submissions and anecdotal feedback.

Following these hui and augmenting this feedback with information from the Ngāti Pāhauwera Development Trust and its iwi education partnership with the Ministry, the NPERG outlined the key themes shared by their communities in an Education Strategy and Action Plan.

EXECUTIVE SUMMARY

The NgātI Pāhauwera strategic report and action plan represents a decisive step towards collective agreement on a strategic direction for Ngāti Pāhauwea education. It is also a starting point for future discussions on this important topic, among Pāhauwera, its communities and other key stakeholders including the government. The document will be a resource for Ngāti Pāhauwera whānau and hapū, early childhood facilities, schools, tertiary institutions and service providers in and around the NgātI Pāhauwera core area of interest and the surrounding districts of Te Wairoa.

The strategy weaves together Ngāti Pāhauwera aspirations and priorities for education. It builds on the Environmental Scan carried out by the Tiaki and Manaaki Trusts – Contributes to the Achievement of Ngāti Pāhauwera aspirations. It serves to guide Pāhauwera whānau, hapū, urī and government agencies with a Ngāti Pāhauwera perspective on how best to meet all objectives under a Ngāti Pāhauwera strategy. It seeks to identify synergies between Ngāti Pāhauwera expectations of the early childhood, primary and secondary school systems, community-based or non-compulsory sector directions and its interface with government priorities.

In developing this strategy, the Education Reference Group (ERG) drew on Ngāti Pāhauwera Development Trust's landmark work and re-states the following from its Environmental Scan;

> *The Ngāti Pāhauwera Deed of Settlement straddles the tribal past and present in its historical account. It tells with pride of who we were and it speaks of the day to day hardships and realities of the ahi kā. This scan seeks to contribute to a development programme that focuses not only on the early childhood and compulsory education sector, but for greater education and development opportunities for all of those living in the rohe of Ngāti Pāhauwera. (Tiaki-Manaaki Trust, 2013, page 9)*

Moreover, reference group advisors on Thursday 24th August, 2014 identified the following themes and issues as imperative to any Ngāti Pāhuwera strategy moving forward;

> *Language, Culture & Identity, Education Research & Development, Governance & leadership in schools, Community/Parent & School collabration, Curriculum & Assessment Development, Iwi Educational Research and Development, Raising student achievement, Education linked to econmic development of Ngāti Pāhauwera.*

Then on the 11th of September, 2014 further advisor and education specialist input specific to Pāhauwera schools and learning facilities was submitted. They emphasized the following:

- *Access for Māori Immersion children to Gateway programmes at Wairoa College*
- *The education strategy should act as an Iwi template which learning facilities can use as a guideline*
- *Schools and compulsory education sector is a key part of our lives that this plan can support*

- *The strategy should reflect Ngāti Pāhauwera wairua, cultural standards & values*
- *Promotes credibility & quality of schools and learning facilities*
- *Reflects the importance of assessing and monitoring quality of kura/school*
- *Links economic goals and educational outcomes to each other*
- *Reflects Te Oranganui o Pāhauwera*
- *Emphasis on Tikanga, kawa and Reo o Pāhauwera*
- *Futuristic vision*
- *Signals more and wider opportunities for our children*
- *Emphatic stress on Pāhauwera histories, knowledge of Pāhauweratanga*
- *Shows an external and internal vision for Pāhauwera learners*
- *Pre-birth to Post-death learning continuum*
- *Goals are realistic*
- *Strategy addresses the mono-culturalism of our reality and makes it Pāhauwera-centred*

Overall, what has become transparent throughout the data gathering, research, consultations and advisory engagements, is how crucial it is for a Ngāti Pāhauwera education strategy and action plan to be driven from an 'organic' and grounded place of knowing its people well enough to understand its current and local needs for this time. To understand its local needs is to come to an understanding of what may be effective in helping to facilitate local solutions. Those solutions must be implemented in conjunction with its whānau and wider community to gain full effect and robust results. Ngāti Pāhauwera people become solution-drivers, wealth and wellbeing generators – they determine their own destiny and take charge of their own lives and succeed.

Key Visions

Overall, these valued contributions were encapsulated in three **key visions**:

- To live as Ngāti Pāhauwera; strong, vibrant, prosperous and vital
- To actively participate as citizens of the world
- To enjoy an honourable standard of living and good health and wellbeing.

Six Guiding Principles

Following on from the three visions, the framework breaks down into **six guiding principles** and eleven priority areas. For the purposes of this strategy the principles being applied are:

- Education 'to be' Ngāti Pāhauwera, vibrant, prosperous and vital
- Includes the diverse views of Ngāti Pāhauwera people to help inform future strategies
- Provides active opportunities, rights and responsibilities for greater prosperity in education for Ngāti Pāhauwera people and their institutions
- Improved and accessible Ngāti Pāhauwera curriculum for whānau and institutions
- Increased language, culture and identity within whānau and institutions in the rohe
- Ngāti Pāhauwera tauira and whānau strengths, moemoeā, will lead and inform future strategies

Eleven Priority Areas

These eleven priority areas have been extrapolated from the Ngāti Pāhauwera Environmental Scan (2013, pages 9-26) as well as the advisory meeting feedback and further built on to reflect the ensuing priorites:

1. Ako Mutungakore (Lifelong pathways)
2. Mana Mātauranga o Pāhauwera
   (Self-determination and control of Educational Destiny)
3. Āwhina (Self-help)
4. Paetata (Localization)
5. Hunga Whai Rawa (Pāhauwera as sustainable wealth generators)
6. Whakakotahi (Inclusiveness)
7. Ngāti Pāhauwera Arahitanga (Leadership development)
8. Ngā Ratonga Hāpori (Institutional responsiveness)
9. Ratonga Whakakao (Integrated delivery of services)
10. Whakamahi Rawa (Maximum use of resources)
11. Pū kōrero Matatini (Access to public information)

The holistic nature of the visions reflects a NgātI Pāhauwera reality. It also implies an understanding that the education system affects and is affected by many stakeholders, government agencies, especially those in the social and justice sectors. The eleven priority areas are represented inside five main strategic goals:

Five Strategic Goals (Integrating Priority Areas)

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

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

GOAL 2: COMMUNITY ENGAGEMENT

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

GOAL 3: WHĀNAU EMPOWERMENT

- 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

GOALS 4: VOCATIONAL ALIGNMENT

- 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

GOAL 5: RELATIONSHIPS: PRODUCTIVE PARTNERSHIPS

- 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.

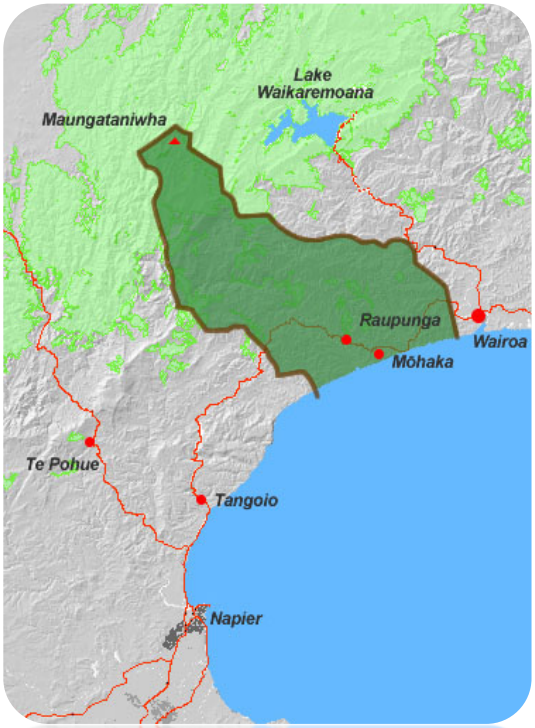
The non-education specific nature of the visions and the guiding principles highlights the potential for this strategy to be used in other parts of Ngāti Pāhuawera life, such as justice, health, local economies to name a few. The strategy could be used for policy development or developed further to create an assessment and evaluation tool for Ngāti Pāhauwera development initiatives and the extent by which the development goals are being met.

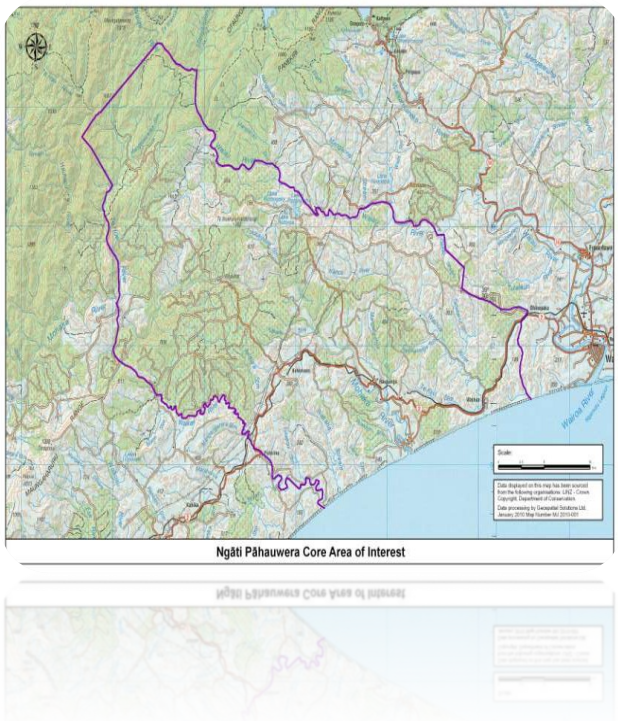
The action plan itself spells out a range of paths and processes as examples of the way forward. It provides a checklist for Ngāti Pāhauwera to improve responsiveness to and interaction with Ngāti Pāhauwera hapū and whānau, their wider communities and vice versa.

It offers a way for Pāhauwera to strengthen and augment relationships amongst themselves and that a Pāhauwera perspective has been recorded to help shape future development.

Ngāti Pāhauwera Core Area of Interest

These rohe maps are based on the Core Area of Interest agreed between Ngāti Pāhauwera and the Crown in the Deed of Settlement signed on 17 December 2010.





INTRODUCTION

Ngāti Pāhauwera Mātauranga: A Community-Focused Education Model

The key communities and schools within Ngāti Pāhauwera's core area of interest upon whom this strategic report and action plan has primary focus are; Mōhaka School, Kotemāori School, Te Kura Kaupapa ō Kahungunu ki Heretaunga, Wairoa College, the two Raupunga-based Kōhanga Reo; Ngāi Tāne Kōhanga Reo me Te Rau O te Oriwa Kōhanga Reo.

It is essential that these community and education based facilities are fully engaged and supported by Ngāti Pāhauwera Trust and the proposed implementation steps represented in this strategy. These collaborative partnerships need to be jointly negotiated engagements led by those facilities and mutually supported to meet Ngāti Pāhauwera Iwi life long, sustainable outcomes. This means, positively influencing pro-active change or strengthening the maintenance of high quality teaching and learning practices in schools whilst driving concerted energy into activating practical interventions to meet Iwi-specific goals that create economic, commercial and social prosperity for Te Hau Kāinga me Ngāti Pāhauwera whānui.

Areas of Influence in both schools and community

There will be focus on raising the achievement of Pāhauwera students in schools by working on the demand-side of education with community, whānau, hapū and Iwi whānui. This will be achieved by breaking-down the action plan objectives appended to this report into easily understood and active work plans.

Ngāti Pāhauwera Whānau and Hapū Education

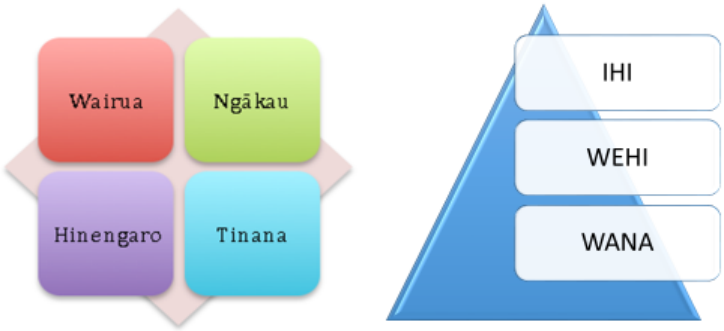
This strategy highlights the opportunities for individuals, whānau, hapū and iwi success through collective effort and support. It aligns with the current Ngāti Pāhauwera strategic, business and annual plans and is evidence of the increased commitment of Ngāti Pāhauwera to deliver on the annual and strategic plans documented for the period 2012 to 2014 and presented at the 2012 AGM. This is also evidence of the commitment of Ngāti Pāhauwera to the social and cultural development of the whānau, hapū and iwi.

These Pāhauwera principles are applied in the following ways:

- This is about education 'to be' Ngāti Pāhauwera
- The diverse views of our people will be included
- This project will examine opportunities, rights and responsibilities for greater prosperity in education for our people and our institutions
- Improved and accessible Ngāti Pāhauwera curriculum for whānau and institutions are key goals
- Increased language, culture and identity within whānau and institutions in the rohe is a key theme
- Ngāti Pāhauwera tauira and whānau strengths, moemoeā, and development will lead and inform the strategies that are a result of this project

TE ORANGANUI O NGĀTI PĀHAUWERA

Ngāti Pāhauwera's general vision is referred to here as Te Oranganui (wellbeing) o Ngāti Pāhauwera this embraces Whānau, hapū and iwi and within that, individuals. Disturbance to the critical balance of an individual's oranganui is damaging.



This model of overall wellbeing for Māori is often viewed as generic and is concerned with the four key facets of human welfare. Despite what particular area of our lives we might focus on, a major emphasis should always be to strive to maintain this critical balance. Therefore a focus on education in the Ngāti Pāhauwera context must be a focus accompanied by the concern for the overall wellbeing of the student, their whānau and community.

STRATEGIC OVERVIEW

A fully resourced learning and teaching environment both school and non-school education, is conducive to positive student outcomes. Effective implementation of any curriculum is linked to and partly reliant on the availability and effective use of appropriate learning resources and materials, such as books, calculators, blocks, games, art and craft supplies, science equipment, workshop machinery, and computers.

Where in-school education is concerned, Boards place priority on providing these appropriate and essential materials in order to meet their students needs, and do so through school-wide coordination (Good New Zealand Schools, ERO, 1994).

Boards of trustees have responsibility for the management and organisation of all school resources that contribute to student learning. This encompasses the physical resources, financial resources, and the requirement to provide a safe physical and emotional environment for students. The boards need to be able to make informed decisions on the allocation of resources being mindful that learning is the fundamental focus of a school. Learning is indeed one of the greatest gifts that we can give to our children. It is one of the greatest responsibilities that we have (Property Management Guidelines for State Schools, MOE, 1999).

A Comprehensive Plan for Mātauranga Pāhauwera

Mātauranga Pāhauwera is community–driven education of whānau, hapū and urī that can be facilitated by whānau, hapū and urī. It uplifts and positions Pāhauweratanga as central to key educational goals and success outcomes. This form of education has become the approach of choice of many whānau and hapū-based educators who are determined to improve the public confidence in schools and to build partnerships in support of community education. Ngāti Pāhauwera Trust and the communities it serves are in a powerful position to influence positive change in this way for their people. Worldwide many identify education as one of the leading domestic challenges of the twenty-first century. Specifically, the challenge is not just to motivate public schools to widen their curriculum scope but also to achieve the goal of learning success for all students.

Educational experts across the globe agree that reaching that goal will require increased cooperation among the schools themselves and a new and pro-active type of collaborative interface with the families and communities served by those schools. Community education in the current form offers a semi-structured, effective way to respond to the challenge to improve public education because it expands the school's traditional role and creates a mutually interdependent relationship among home, school, and community. Community education has three basic components–(1) lifelong learning opportunities, (2) community involvement in schools, and (3) efficient use of resources–and is based on a set of eleven broad principles in accordance with Pāhauwera Mātauranga:

Ako Mutungkore *(Lifelong learning pathways).* Education is a birth-to-death process, and everyone in the community shares in the responsibility of educating all members of the community. Formal and informal learning opportunities should be available to residents; whānau, hapū and Iwi of all ages in a wide variety of community settings where Ngāti Pāhauwera is also enabled to create learning pathways for themselves.

Mana Mātauaranga o Pāhauwera *(Self-determination).* Ngāti Pāhauwera descendants have a right and a responsibility to be involved in assessing community needs and identifying community resources that can be used to address those needs within themselves first and then in amongst the wider community. This priority area also highlights the necessary learning environments in which Pāhauwera learners are likely to excel and optimize their learning experiences and opportunities.

Āwhina (*Self-help)****.*** 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.

Paetata *(Localization).* Ngāti Pāhauwera as a whānau, hapū and marae, community service programmes and volunteer opportunities close to people's homes have the greatest potential for high levels of local issues being solved at a local level. Greater public participation is often one of the primary features of localising.

Hunga Whai Rawa *(Pāhauwera as sustainable wealth generators).* The advancement of whānau and hapū as sustainable wealth generators is a powerful priority and measure of the self-help process in action.

Whakakotahi *(Inclusiveness).* Community programmes, 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.

Ngāti Pāhauwera Arahitanga *(Leadership development).* Training local leaders in problem solving, decision-making, and group-process skills is essential to Ngāti Pāhauwera community improvements.

Ngā Ratonga Hāpori *(Institutional responsiveness).* Because public institutions exist to serve the public, they are obligated to develop programmes and services that address constantly changing public needs and interests.

Ratonga Whakakao *(Integrated delivery of services).* Organizations and agencies that operate for the public good can best use their limited resources, meet their own goals, and serve the public by collaborating with organizations and agencies with similar goals and purposes.

Whakamahi Rawa *(Maximum use of resources).* The physical, financial, and human resources of every community should be fully available and rationally interconnected if the diverse needs and interests of the community are to be met.
Pū kōrero Matatini *(Access to public information)***.** Public information should be shared across agency and organization lines because an effective community not only has "the facts," but it also knows what those facts mean in the lives of the diverse people who make up the community.

Community education is a way of looking at public education as a total community enterprise – Ngāti Pāhauwera whānau and hapū being a critical part of this cog. A community education programme is a comprehensive and coordinated plan for providing educational, recreational, social, and cultural services for all people in the community. The following focus areas provide a framework for developing such a programme. These areas have overlapping characteristics and functions, but carried out together, they are the key to a comprehensive action plan. They are captured in the five main strategic goals set out in the Ngāti Pāhauwera Action Plan appended to this report.

Focus Area 1. Encourage increased use of community resources and volunteers to augment the basic educational programmes. Every community has human, physical, and financial resources that can be used to enrich and expand traditional education programmes. Community resources and volunteers have been used to expand curricular options, conduct field and study trips, offer various kinds of tutoring, sponsor student-based enterprises, and support experiential learning in wānanga and whānau learning environments.

Focus Area 2. Develop educational partnerships between schools and public and private service providers, business and industry, and civic and social service organizations. Complex, often interrelated, social and economic problems create a broad array of service needs in many communities, and meeting them effectively is likely to require more resources than any single agency or organization can provide. The development of partnerships for cooperative use of available resources will help prevent unnecessary duplication in the delivery of such services as child care, after-school programmes, drug education and treatment, literacy and remedial programmes, internships and work-study programs, and career awareness activities.

Focus Area 3. Use public education facilities as community service centers for meeting the educational, social, health, cultural, and recreational needs of all ages and sectors of the community. Since community attitudes and support affect the schools' ability to carry out their mission to educate all children, educators must consider the needs and concerns of non-parents in the community. This strategy encourages keeping school buildings open on a planned, organized basis at hours beyond the regular school day. It takes advantage of the strong support community centres generally receive, as well as the economic benefits to the community of more efficient use of public facilities.

Focus Area 4. Develop an environment that fosters lifelong learning. This strategy acknowledges learning as a lifelong process. It recognizes that learning takes place, both inside and outside the school setting, without formal instruction. It encourages the development of education programs to meet learning needs that change over a lifetime, including the need for new skills and knowledge. Lifelong learning programmes and activities may include early childhood education, extended-day and enrichment programmes for school-age children, adult education, vocational training and retraining programmes, leisure activities, and intergenerational programs.

Focus Area 5. Establish a process for involving the community in educational planning and decision-making. The total community has a stake in the mission of educating community members. Individual community members, therefore, have a right and a responsibility to participate in determining community needs, setting priorities, and allocating resources. The cyclical process of planning, evaluating, and changing takes advantage of a basic fact of human behavior: Those who participate in planning and decision-making develop feelings of ownership. Encouraging the broadest possible involvement capitalizes on another fact: The greater the number and diversity of people involved, the greater the likelihood that diverse needs will be met. Involvement opportunities should range from participation in marae hui, whānau days, ongoing advisory councils to membership on ad hoc task forces and committees.

Focus Area 6. Provide a responsive, community based system for collective action by all educational and community agencies to address community issues. Many community problems are so complex that resolving them requires cooperative use of a broad range of resources. Seeking the involvement of non-school agencies can help schools address such social, health, and economic issues as substance abuse, housing, child abuse, mental illness, violence, crime, vandalism, teen pregnancy, and various kinds of discrimination.

Focus Area 7. Develop a system that facilitates home-school-community communication. Research shows that schools that involve all their publics and keep them well informed have community support, and that those that fail to reach beyond the parents of current students do not. Effective home-school-community communication goes beyond news releases, speeches, newsletters, and open houses; it includes use of whānau and hapū networks, the media, home visitations by teachers and administrators, school displays throughout the community, and special community outreach programmes conducted both in the schools and at other sites in the community.

Population and statistical information

The need for reliable statistical information for Ngāti Pāhauwera communities has been identified through both the Cultural Revitalisation project and the Education project. Good, reliable and up to date data for Ngāti Pāhauwera is essential for well-forecast future plans. This is of particular importance in the Pāhauwera core area of interest extending out across Te Matau-ā-Māui (Hawkes Bay) where demographic information is scarce. The education database project will prove a critical tool in achieving 'on-the-pulse' insights into the social, economic and educational status of Ngāti Pāhauwera at any given time and over any demographic cross-section of its communities. The database is currently in its early construction phase. The completion of field identification and the migration of existing data from a range of Pāhauwera datasets are underway. This will be used to populate the database so a variety of information can be analysed and understood for future planning purposes, such as, where Pāhauwera people currently work. How many male and female own their own homes? What employment aspirations do Pāhauwera people have for the next five years and do these align with the future development needs of Ngāti Pāhauwera?

Ngāti Pāhauwera Census Demographics:

- The last Iwi census was carried out in 2013 recording 2,328 as the overall population of Ngāti Pāhauwera nationally a significant increase of over 600 affiliate members since 2006.
- The six areas in Aotearoa where Pāhauwera people predominately reside are Hawkes Bay (1,038), Wellington (248), Waikato(195), Auckland(189), Manawatū (174) and The Bay of Plenty (132).
- According to the 2013 census, Ngāti Pāhauwera makes up less than 1% of the Māori population overall. It is anticipated that this affiliate membership is likely to increase significantly over the next 5 to 10 years as Pāhauwera moves into an intensive post-settlement development phase and economic growth.
- 30.3% of Ngāti Pāhauwera people overall, know how to speak Te Reo Māori.
- Overall, Ngāti Pāhauwera is a young population, an average age of 28.4 years compared with the national Māori average of 24.4 years of age.
- Most Pāhauwera people affiliate to the Anglican and Ratana faith
- 70% of the Pāhauwera population has formal qualifications compared with 68.7% of all Māori.
- 70.3% of the Pāhauwera population are employed compared to 68.4% of all Māori nationally.
- The average household income per year was $23, 400 compared with $23,700 of all Māori nationally.

- 32.9% of Pāhauwera people own their own homes compared with 31.2% of all Māori nationally.
- Between 70 to 80% of Ngāti Pāhauwera people use cellphone, landline and have internet connection.

Ngāti Pāhauwera (Local Demographics)

Referenced as a disclaimer in the Ngāti Pāhauwera environmental scan 2013, more than 1700 members under the age of 18 years are registered on the iwi database. In 2013 Ngati Pāhauwera's population is recorded as 2,328 as opposed to 1,761 in 2006. Therefore those under the age of 18 years make up 73% of Ngāti Pāhauwera's total population. This means Ngāti Pāhauwera is a very young population that almost doubled in size from 2006 to 2013. There is a total of 68 students attending schools in Ngāti Pāhauwera, of these 44 are Māori. Nationally, in 2014, only 242 primary and secondary students are identified as being Ngāti Pāhauwera, a slight drop from 254 in 2013. The Wairoa township schools have a combined role of 1,108 of these 966 (or 88%) students are Māori. Overall, the population demographics show Māori at 60.7% of the town.

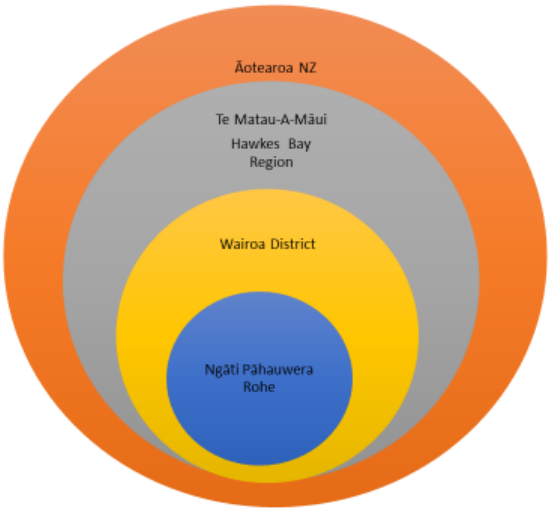
Wairoa District Population

The Wairoa district population data is important for showing demographic context in terms of where Pāhauwera people are predominately located. In 2006, the total population of Wairoa was 8,481. Māori made up 4,797, approximately, 57% of the total population. Further to this, according to iwi affiliation data from the Ministry of Education (2013), the largest numbers of Pāhauwera affiliate students were recorded as being in Wairoa schools and the Maraenui Bilingual School in Napier.

Table 1 – Wairoa District Population

Population of Wairoa District and New Zealand, 2006 Census		
	Region/City/District	New Zealand
Male	4,221	1,965,621
Female	4,260	2,062,326
Total	8,481	4,027,947

Figure 1 – Boundary Variations (Ahikāroa and Ahitere support)



One demographic challenge confronting many iwi who have entered a post-settlement phase, is the process toward collecting reliable and valid demographic data.

Demographic data is central to identifying and quantifying the level of need and opportunity of any community. So too is this the case for for Ngāti Pāhauwera people, socially, culturally and economically, irrespective of where they live. Characteristic at the early post-settlement phase of an iwi is the tendency to design development and prosperity frameworks that are predominantly population based with the inevitable result of directing iwi asset and resource outside of the rohe. Often these decisions are commercially driven without being anchored to language, culture and identity priorities to ensure the haukāinga (homeland) is strengthened and resourced as one of the important cornerstones of Ngāti Pāhauwera oranganui (prosperity).

Ngāti Pāhauwera education at a haukāinga level including its immediate townships are given particular attention in this strategy on the principle that raising the prosperity of ahikāroa or haukāinga people and their capital asset base will contribute to raising the prosperity of Ngāti Pāhauwera whānui. Thus, population in this instance is not the only variable taken into account in order to establish sound rationale for supporting haukāinga development.

Additionally, this strategy focuses on Ngāti Pāhauwera rohe, namely its social, economic and educational priorities.

Therefore it involves and is for those outlined in figure 2 below.

Figure 2 – Ngāti Pāhauwera

Ngāti Pāhauwera Whānau Whānui		
Te Ahi Kā - Haukāinga		Ahi Tere: Taura Here
Whānau	Providers	Agencies

Input has been drawn from kaumātua, whānau, hapū, marae, kura, kōhanga reo and other education providers, iwi experts in language, arts, education, staff from the Ministry of Education in both national and regional offices.

Geographic Location

The over-arching vision of Te Oranganui ō Ngāti Pāhauwera means supportive, healthy, vibrant, prosperous and united Ngāti Pāhauwera communities. To protect and enhance the resources of Ngāti Pāhauwera for the welfare of the people and to maintain the Treaty claim settlement in a sustainable manner for future generations. The rohe of Ngāti Pāhauwera extends into the regions or districts of the following local authorities:

- **Regional Council:** Hawke's Bay Regional Council.
- **Territorial Authority:** Wairoa District Council and Hastings District Council**.**

Pāhauwera marae comprise those recorded in Table 1.

Table 1: MARAE

Marae	Wharenui	Location
Kahungunu	Te Maara A Ngata	Putere Road, Raupunga
Kurahikakawa	No wharenui	SH 2, Waihua
Putere	Pareroa	2084 Putere Road, Raupunga
Raupunga	Te Huki (being rebuilt)	649 Putere Road, Raupunga
Waiapapa-a-Iwi Mohaka	Te Kahu O Te Rangi	582 Mohaka Township Road, Mōhaka

Ngāti Pāhauwera Development Trust is committed to working collaboratively on areas of shared interest to support Ngāti Pāhauwera learners to achieve educational success as Ngāti Pāhauwera.

This work will support the Trust to increase our influence, authority and autonomy in education within our tribal boundary, that is, Ngāti Pāhauwera's core area of interest.

STRATEGIC GOALS

Overall Goal 1: Pāhauweratanga

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

Immediate objectives

a) Promoting whānau and hapū strengths
b) Building and recognizing – Pāhauwera models of success
c) Strengthening whanaungatanga meaningful whānau and hapū engagements
d) Lead out exemplars of excellence in Te Reo ō Ngāti Pāhauwera
e) Increase face-to-face community-based learning.opportunities in whakapapa and tribal histories education.
f) Action Te Reo in workforce and employment environments where Ngāti Pāhauwera has strong influence.

Action Points

- 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.
- Produce short video bites of whānau members showcasing their whānau interests and achievements.
- Identify Pāhauwera achievers and hold whānau achiever nights where special Pāhauwera guests meet whānau.
- Develop a whānau map of interests and key projects being carried out in the rohe. Map the hobbies of members of Ngāti Pāhauwera.
- Convene whānau visits to Māori Land Court to research whakapapa, place names, hapū names and tīpuna histories.

Overall Goal 2: Community Engagement

Key Focus: Meaningful Whānau and hapū engagement with community

Immediate objectives

g) Information Exchange
h) Resource Exchange
i) Social Networks
j) Community links and collaborative implementation with their schools.

Action Points

- 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.
- Produce short video bites of whānau members showcasing their whānau interests and achievements.

- Identify Pāhauwera achievers and hold whānau achiever nights where special Pāhauwera guests meet whānau.
- Develop a whānau map of interests and key projects being carried out in the rohe. Map the hobbies of members of Ngāti Pāhauwera.
- Convene whānau visits to Māori Land Court to research whakapapa, place names, hapū names and tīpuna histories.

Overall Goal 3: Whānau Empowerment

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

Immediate objectives

k) Identify and establish groups of active whānau and hapū education mentors
l) Pro-active whānau / parent / caregiver engagement with schools
m) Strengthened school and community relationships
n) Pāhauwera schools and their links and collaborations with community

Action Points

- 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.
- Produce short video bites of whānau members showcasing their whānau interests and achievements.
- Identify Pāhauwera achievers and hold whānau achiever nights where special Pāhauwera guests meet whānau.
- Develop a whānau map of interests and key projects being carried out in the rohe. Map the hobbies of members of Ngāti Pāhauwera.
- Convene whānau visits to Māori Land Court to research whakapapa, place names, hapū names and tīpuna histories.

Overall Goal 4: Vocational Alignment

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

Immediate objectives

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

Action Points

- Convene small whānau support groups for interface and engagements with school careers officers.
- Develop a whānau collaborative support programme to develop vocational profiles for their children.

- Convene whānau career forums to help access and understand where employment opportunities reside in the community or beyond the local area.
- Convene whānau visits to Pāhauwera Trust assets, farms to display potential prosperity opportunities.
- Map whānau action plans stepping out personal whānau milestone targets for improved lifestyles, incomes and employment opportunities.
- Taking parent action groups into schools to be included in literacy and numeracy

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Overall Goal 5: Relationships

Key Focus: Relationships – Productive Partnerships

Immediate objectives

t) To have a positive impact on primary social responsibility of Ngāti Pāhauwera peoples' welfare and that of their communities.
u) Effective, accurate and meaningful communications out to Pāhauwera people.
v) Encourage involvement in Core Area and Te Wairoa district programmes including schools
w) Pāhauwera schools expanding their curriculum to actively include community

Action Points

- 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.
- Develop a whānau map of interests and key projects being carried out in the rohe. Map the hobbies of members of Ngāti Pāhauwera.
- Covene whānau visits to Māori Land Court to research whakapapa, place names, hapū names and tīpuna histories.
- 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.
- Establish and activate advocates and men tors to join and collaborate in support services to Pāhauwera whānau.
- Guiding parent action groups into schools to be included in literacy and numeracy remedial support programmes.

COMMUNITY OR CHARTERED SCHOOLS

The term *community school* or a *chartered school* designates a school site where the concept of community education is put into practice. Community education may also be implemented in community agencies and organizations, but the most common site is a public school. A community or chartered school departs from a traditional public school's schedule and curriculum. This type of school is open year-round, eighteen hours or more a day, often seven days a week. The school thus becomes not just a place to teach children but a community learning centre with multiple uses.

In a community school, the concept of community education is extended beyond the traditional classroom programme to include the provision of learning opportunities for the entire community.

The traditional schedule is expanded through extended day programmes (including before- and after-school activities and care), and recreational, social, and educational programmes for community residents of all ages. Activities and programmes may not be limited to the school building, itself, as the school extends itself into the community, turning agencies, factories, businesses, and the surrounding environment into learning laboratories.By organizing programmes and activities that serve all ages and populations, a community school encourages disparate elements of the community to come together to work toward common goals. It provides a physical setting as well as an organizational structure for school-community collaboration.

Impact on Education and Communities

Because many community problems ultimately affect a community's ability to educate all children, educators in some communities are taking a leadership role in the search for solutions to community problems. From a problem-solving point of view, a community school can be a support center for a network of agencies and institutions committed to addressing broad community needs. Using schools as community centres is a cost-effective, practical way to use one of the community's largest investments–its school buildings. The community school reaches out to the community and works as a cooperative partner to address community needs, including educational needs.

The possible benefits to schools and communities from a well-designed and carefully implemented community education programme have been described in a variety of ways. Documented improvements include:

- a better school learning climate,
- reduced violence and vandalism,
- more efficient energy use,
- increased whānau, hapū and maarae involvement,
- and broadened community-wide educational opportunities.

Other benefits show improved institutional responsiveness to the needs of whānau, hapū, parents and community members and increased public support for schools and other public agencies.

Community Education in Action

Community education takes advantage of local resources and capabilities and responds to an individual community's particular needs and wishes. Just as no two communities have exactly the same programme, no community retains exactly the same programme over time. As a community matures, its institutions, population, assets, and problems change, and its community education programme must be modified to reflect those changes if it is to remain successful. Because every community education programme is designed to reflect the current needs of a specific community and the resources available to meet those needs, there are literally numerous models of programmes. Ngāti Pāhauwera's asset base following the return of settlement assets into its ownership and management is considerable. Redress assets returned to the hapū confederation of Ngāti Pāhauwera are made up of several major land block interests such as Te Heru ō Tūreia, an historic reserve gifted back to the New Zealand public, quantum compensation (cash), various physical properties, forest, sea and farmland interests.

STRATEGIC ISSUES IN COMPULSORY SECTOR EDUCATION

Taken from excerpts and research findings in the Ngāti Pāhauwera environmental scan and iwi profile (2013), these documents highlight several key issues. For example, there is limited data regarding the iwi affiliations of tamariki and whānau in the Ngāti Pāhauwera rohe and the Wairoa township schools.

Developing a long term plan to support our school leavers and potential tertiary students with access to education requires greater engagement with whānau and with potential institutional partners. The data in this report highlights the disparate education opportunities and outcomes of our students. Current Māori student education achievement theory shows that to address the disparate issues in education iwi, institutions, agencies, students and whānau need to make a concerted and committed effort to address:

> *School leadership, self examination and decision-making, Teacher quality, practice and professional development, strong school community (whānau and learner) engagement that is not just determined by the school, better curriculum access and opportunities for students, greater support for Māori medium education, iwi authority and influence in education, better performance data and information for students, teachers and schools.*

Ngāti Pāhauwera Kohanga Reo

There are approximately 23 tamariki enrolled in the two kohanga reo. Issues highlighted in the Education Review Office reports for our Kohanga reo were: programme evaluation, (peer to peer, review, outcomes) assessment practice for babies, observation focus, policy to practice, whanau understanding of policies and how practice needs to change, te reo Māori strategy - whānau and tamariki support to grow the children's reo, whānau wānanga for charter, policy, procedure, guideline work. Also a need for more focus on effectiveness of kaupapa, resource development in the physical environment and learning centres, whānau review of kohanga operations, te reo Māori interactions, reo skills of kaiāwhina, children's resources, appropriate for gender and age and learning needs, personnel practices (recruitment attesting, vetting, appraisal), children's interests and strengths and programme evaluation. We are also unsure of how transport arrangements and the lack of this service is impacting on the network of education choices and options for whānau – e.g. how this might impact on their early childhood education choices (kohanga, playgroup etc). What we do know is that the early childhood participation rate for whānau in and around Wairoa has gone from one of the highest to one of the lowest in the country (60%).

Primary Education

There are 66 tamariki across the four schools in the Ngāti Pāhauwera core area. The largest school is Mohaka School with approximately half of these children. All of the schools within the Ngati Pahauwera rohe show that there are some issues with educational achievement of our students with some achieving below or well below educational standards for maths, reading and writing. These schools are in turn reporting that our children are not achieving well in secondary schooling in town.

Secondary and Tertiary Education

Educational achievement at the high school has been improving with the exception of the year 2010. However, the level of achievement is still well below what we would want for our tamariki/rangatahi and has some way to go in order to provide opportunities for these students to realise their full potential. Commentary from the College has indicated that some tamariki are progressing from primary school with insufficient literacy and numeracy skills. It would be useful to develop an evidence base across the education institutions to address this issue. Educational achievement at the whare kura (Kura kaupapa Māori) is difficult to generalize due to very small numbers.

ERO reports do show that both the kura and the college have implemented significant programmes to address and support student achievement. In consultation with the stakeholders of Pāhauwera schools (Board of trustees, principals, staff and Whānau) six key areas were identified for the improvement of their schools:

Pāhauweratanga, Kaiako (Staffing), Rauemi (Resourcing), Marautanga/Aromatawai (Curriculum and Assessment) / Rangahau (Education Research and Development).

Through investigation and consultation, these areas are identified to establish the goals, objectives, outputs and implementation processes in order to achieve targeted outcomes in educational delivery and achievement. Each of these priorities is identified in all five strategic goals of the action plan for attention.

Physical Resources

The state of a school's physical environment does impact on the outcomes achieved by students. Boards of trustees have a responsibility to provide students and their teachers with the best possible physical, mental and emotional environment that will help them develop to their full potential. Ensuring that the physical environment, the buildings and the grounds, are the best that is possible, is the focus of property management. There is not an unlimited supply of money for this, so the challenge is to use the limited money in the best way possible to get the best possible physical environment that will result in the best learning environment. (Property Management Guidelines for State Schools, MOE, 1999).

Well-planned and organised property management contributes to a successful school. There is a raft of safety legislation which guides schools in their everyday activities, much of which is designed to ensure student safety. Those Boards who plan well and have regular and organised procedures to look after school property can be assured they are taking all reasonable steps to ensure student safety.

Such Boards:

- meet minimum safety standards set out in legislation;
- conducts regular safety checks to identify and eliminate physical hazards;
- implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students; and
- develop and implement comprehensive health and safety policies.

(Evaluation Criteria, ERO, 2000)

There are particular property needs associated with the Pāhauwera schools. Generally, the schools are older than most with main classroom blocks that are a far cry from those being designed for today's children. The rural nature of these schools, combined with fluctuating rolls has, in some cases, seen little change to physical property over many years. This brings particular challenges for Boards of trustees in the management of school property, including upgrading of old buildings to improve lighting, sound-proofing and insulation, and often involves costly plumbing and drainage work.

It is difficult for students to learn when they are unable to concentrate or to engage in classroom activities because the school has not satisfactorily provided a safe environment.
The safety, attractiveness and comfort of the physical environment contributes to the provision of an emotional environment that is conducive to learning (Students at Risk: Barriers to Learning, ERO, 1997). There is much for Boards of trustees to learn in providing a safe physical environment. As well as a long list of legislative requirements, local regulations also need to be complied with.

Understanding how to plan property developments, incorporate preventative maintenance programmes, and when to make use of qualified consultants are part of the obligations. One of the most vexing issues facing the rural Pāhauwera schools is access to good quality tradespersons at affordable prices.

Learning Resources

The socio-economic status of families impacts on the educational success of their children. It has been ascertained that on average, students whose families and communities have higher levels of money and other resources stay longer in education and achieve to a higher level than students whose families and communities have low incomes and few resources. Generally, Māori families have lower incomes than non-Māori families, so redressing the resource disadvantage is critical to reducing the education gap between Māori and non-Māori (MOE, 1998/99). This resource disadvantage is also prevalent between schools. Kura Kaupapa Māori are under-resourced when compared to their mainstream counterparts.

The 1999 report of the Literacy Experts Group (MOE, 1999) noted:

> Concern has been expressed about the minimal resources available to teachers working in Māori language schooling contexts and to children's whānau by local and overseas experts in bilingual and language revitalisation education.

In the absence of adequate resources, much time is spent by both teachers and whānau preparing the necessary teaching and learning resources (Kura Kaupapa Māori, ERO, 1995). An example of a particular curriculum area is the situation of mathematics.

"To date, the Ministry of Education has considered the teaching of mathematics in Māori to be a low priority. Consequently, much of the resource development for Māori mathematics has been localised. That is, schools have developed their own resources and have also developed their own Māori mathematics vocabulary. While the resource material is being trialed in schools, the vocabulary and resources are being continually updated, expanded and refined" (Te Puni Kōkiri, 1993).

In spite of this, most New Zealand schools seem to be well equipped with ICT hardware. This has led to small schools being acclaimed for their pioneering of new and innovative teaching and learning developments like the 'virtual classroom' (Stevens, 1995). A study drawn from ERO reviews of 285 schools showed that almost all of these schools had an ICT plan that met Ministry of Education criteria. In terms of resourcing, 79% of schools had one or more computers in each classroom for student use, and this showed no significant difference between schools of different socio-economic deciles.

Again, there is a resource disadvantage between schools. Kura kaupapa Māori schools are faced with some ICT implementation challenges. Lack of leadership and difficulty in incorporating ICT into the curriculum are common, and result predominantly from not being able to access appropriate training and development. There are limited ICT resources in te reo Māori available to support teachers in their work (In Time for the Future, ERO, 2000). There are still some remote Pāhauwera schools that have difficulty in maintaining effective computer links for regular classroom use.

A growing body of research supports the view that emerging information technologies can facilitate learning, particularly for those students at risk of under achievement. Information technology assists students to find, organise and integrate information. Information technology allows students to perform operations they could not achieve on their own.

Information technology can successfully:

- bridge the gap between in-school and out-of-school learning;
- encourage the development of higher-order skills and knowledge;
- increase student engagement and motivation (by being more demanding and by requiring considerable student involvement and decision making).

Information technology challenges the capabilities of students and shifts the emphasis from information giving and receiving to finding relevant information and learning how to solve problems, ask questions, think critically and communicate ideas. (Schooling for the Future, MOE, 1996). There is enormous potential for ICT-based solutions to enhance the schooling of Pāhauwera students in small remote locations. Initiatives being investigated now must continue to fruition, along with new initiatives to break the boundaries of the 'traditional' classroom experience.

Pāhauwera schools need to investigate the potential of a collective approach to resource purchasing and management. It is likely that gains could be made from the economies of scale possible by bulk purchasing of core essential school items. Clusters of schools may be able to work together to share larger, more expensive equipment resources as a way to provide the range and quality of equipment necessary to support high quality teaching and learning. It may also be possible for a central purchasing policy to be agreed and organised on behalf of all Pāhauwera schools if the financial gains prove worthy. These are areas not yet discussed to date.

Safe Physical and Emotional Environment

Providing a safe and healthy learning environment is one of the basic responsibilities of the Board of Trustees. Schools have the care and control of students during the school day and are responsible for providing a safe environment for them.

The issue of student safety is particularly important in the light of students' youth and vulnerability and because compulsory attendance at school is mandated by the State.
A safe and healthy environment promotes positive and effective learning for students, as well as aids in their social development.

The educational and social development of students at school is closely linked to their physical and emotional safety. Students cannot learn if they are physically or verbally abused, victims of violence or bullying, or if their school surroundings are unsafe. It has been noted that approximately 20% of students can be considered at-risk (Baragwanath, 1998).

These at-risk students host a number of problems which impinge not only on their ability to learn and the teacher's ability to teach them, but also interfere with the learning opportunities of the students around them. In many instances, these problems are encountered within the classroom, and cannot be ignored by staff. Nevertheless, many staff are not trained to deal with the specific issues and pressures in dealing with the problems at hand.

> "Whilst most schools receive some extra funding for the special needs of students with reading difficulties and physical disabilities, schools are not however resourced to deal with a wide variety of other student problems such as neglect, drug dependency, pregnancies, or abuse" (Addressing Barriers to Learning, ERO, 1996).

Providing an environment that meets the needs of at-risk students is vital for the educational success of all students. The quality of education of all students is likely to be reduced when teacher time and resources are focused on addressing the problems of an individual student. Baragwanath (1998) sums the situation well when she discusses the serious repercussions if we do not consider the needs of at-risk students. "The long-term financial cost of failing to be flexible and adaptive in meeting the needs of the 20% can be measured in the hundreds of millions of dollars they will cost the Crown in welfare benefits, income support, social disharmony affecting others and maintaining them inside and out of prison. The social cost of the at-risk 20% of young people coming to working age unskilled and educated is of great concern as the cycle will continue onto their own children". Establishing a safe emotional environment is arguably the most important aspect of the creation of good conditions for learning.

Schools have a responsibility to take steps to overcome risks to student achievement, which include:

- high levels of absenteeism - these students are unlikely to obtain a balanced education or acquire the skills necessary to function effectively in society and the workplace;
- truancy – schools need to try to determine why students refuse to attend school and try to meet their needs;
- frequent changes of school – transient students experience dislocation and disrupted learning which often results in learning difficulties;
- disturbed, disruptive, violent and anti-social behaviour; and
- poor mental and physical health.

In some schools a relevant and comprehensive health education programme run in combination with an effective guidance network and clinical health services has gone some way to overcome these barriers to learning (Students at Risk: Barriers to Learning, ERO, 1997). High rates of suspension and stand-down continue to cause concern. Males and Māori feature amongst some of the highest statistics in the country.

Boards of trustees need to develop a comprehensive range of policies and procedures to underpin the provision of a safe physical and emotional environment.

These include comprehensive policies and practices to address:

- student welfare and behaviour;
- possession of alcohol and drugs and the impact of their use;
- prevention of all forms of discrimination against students, staff and community members;
- providing students with the skills to make wise personal decisions, accept responsibility for themselves, keep themselves safe, and deal with their own emotions. (Evaluation Criteria, ERO, 2000) (Students at Risk: Barriers to Learning, 1997)

In addition, it is important for Boards of trustees and staff in schools to model the commonly held values of individual and collective responsibility underpinning New Zealand society. These include honesty, reliability, respect for others, respect for the law, tolerance, fairness, caring and compassion, non-sexism, and non-racism.

A significant dimension in this area is the concept of Pāhauweratanga and an inter-weaving of the values and attitudes implicit in Pāhauwera society. There is an important discussion to be had is to determine how schools can base their student management practices on the values of Pāhauweratanga.

Strategic Plan Development

A 'flax roots' approach has been used to address the educational issues Pāhauweratanga in our schools. A collective or collaborative strategy by the schools is perceived as being a long term plan for success. This approach has empowered our schools, their communities, whānau and hapū to make a commitment and to be more proactive in their children's learning. Programmes like Kotahitanga and Ka Hikitia, MOE initiative's is where parents are able to learn with and alongside their children in their Pāhauwertanga.

More importantly different views were sought from the schools, their communities whānau and hapū on what the strategic plans should look like for them and the benefits to the children. Our Pāhauwera schools found the collaborative approach, though familiar in a marae context, challenging. Schools, communities, iwi experts and advisors including children and rangatahi actively participated.

The strategic plan is therefore the end result of those discussions at many wānanga. With the implementation and monitoring of the plans there will be a strong emphasis on strengthening the role that schools, whānau and hapū can play in the education of our children. Ngāti Pāhauwera Trust will play a major part in working alongside schools and whānau to manage change and to build up their knowledge, relationships and expertise in producing successful outcomes for our children. The challenges ahead for us will focus on managing the vision, maintaining quality relationships and ensuring that there is cooperation between all the key stakeholders.

Tōku Pāhauwertanga is the essential element (mauri) of the project that provides guiding principles upon which planning, strategising, implementation, monitoring and review policies will be constructed. The creation of Pāhauwera educational focus areas will impact and permeate all strategic areas, challenging the current practices in the direction and delivery of education in order to meet Pāhauwera expectations.

The database and research across all strategic issues ensures the project is supported with accurate and current information. Establishing a research unit is critical for the development and functioning of the project in setting direction, decision-making, planning, monitoring and evaluations of its progress.

Information, Computer Technology development is critical to all plans as learning tools, communication and networking equipment, data base and researching. Computers offer the advantage to Pāhauwera children knowledge of cyber world, internet, email, the potential for distant learning and an important teaching/learning tool.

Educational Leadership is an issue that is raised in across all strategic goals in the action plan. Educational leadership must be nurtured and strongly developed within whānau and hapū. Each area identifies the need to establish processes of identification, mentoring, networking and professional development in raising the leadership capacity of Pāhauwera schools, whānau, hapū and individuals.

These areas cannot be implemented independently and must be seen as whole, it is the challenge and responsibility of all stakeholders to recognise their linkages and resist the temptation to be selective in implementation. To commit to a plan is to buy into all strategic goals, their objectives and action points.

NEXT STEPS

In particular the areas of responsibility and influence for Ngāti Pāhauwera are:

- Te reo me ōna tikanga o Ngāti Pāhauwera to support cultural goals
- Whānau development to support education quality and outcomes
- Ngāti Pāhauwera leadership and development to support education and employment outcomes
- Influence of agencies, services and programmes that address issues and support educational outcomes
- Institutional accountability for student, teacher and institutional performance and outcomes
- Collaboration with other iwi and agencies to support the educational development of our rangatahi, tamariki, whānau, hapū and iwi.

RECOMMENDATIONS

The Education Reference Group recommends:

Recommendation 1: The Ngāti Pāhauwera education strategy promotes life long learning and development for Ngāti Pāhauwera whanau and the community. Areas of influence for the Ministry of Education and Ngāti Pāhauwera.

Recommendation 2: The Ngāti Pāhauwera Mātauranga Strategy looks at intergenerational and futures planning. Ensure that cultural development of whānau, hapū and iwi is a core part of our Mātauranga and project planning and implementation.

Recommendation 3: Improved cultural literacy is a priority: That Ngāti Pāhauwera tikanga and reo development/cultural strategies are a core part of Mātauranga planning. That projects/resources provide appropriate and adaptable access to tikanga and reo for our whānau, hapū, iwi and community.

Recommendation 4: That the Ministry of Education and Ngāti Pāhauwera work together to develop a medium term multiyear work programme that addresses the issues of quality education and student achievement in Ngāti Pāhauwera and Wairoa schools.
The Ministry of Education has responsibility for the supply of education and Ngāti Pāhauwera is well placed to influence the demand-side of education through supporting whānau, hapū and iwi development.

Recommendation 5: That Ngāti Pāhauwera develop a relationship with the Education Review Office to support improved whānau review and monitoring of education. That Ngāti Pāhauwera in conjunction with partner schools and kohanga, develop a work plan to identify resources that will address shared or common issues and opportunties from the ERO reports.

Recommendation 6: That Ngāti Pāhauwera develop a post-secondary skills and education plan. That this plans focus on institutional partnerships, regional pastoral and financial support to address barriers to tertiary education. This strategy will link with the Ngāti Pāhauwera economic development and workforce development plans and could include a range of internship/research opportunities for students that will also benefit the Trust.

Recommendation 7: Ngāti Pāhauwera to develop a multiyear shared outcomes agreement with the Ministry of Education and other relevant education agencies, to focus our unique roles toward improving Māori/Ngāti Pāhauwera student achievement.

Recommendation 8: That Ngāti Pāhauwera utilise a rights based framework for communicating with and empowering whanau and institutions to effectively engage and provide for Ngāti Pāhauwera achieving success as Ngāti Pāhauwera.

PŪRONGO

STATUS REPORT – In-School Education

- Small schools have a range of challenges. Those challenges faced by BOT's are:
- Difficulty achieving and maintaining full membership
- Experiencing high turnover
- Deflection from their priorities by other difficulties
- Challenges through significant changes in the school roll
- Reliance on the principal to carry out governance responsibilities
- Receive inadequate professional support or advice
- Difficulty achieving and maintaining full BOT membership impacts negatively on the ability of the Board to provide effective governance. (Eg, some schools have insufficient representation- where the treasurer is also a teacher's aide)
- Experiencing high turnover is inevitable where there is a small pool of candidates, or because of transience in the school community, thus compromising governance effectiveness through lack of knowledge and inability to ensure continuity of oversight of school effectiveness.
- Boards experiencing multiple problems such as declining rolls and difficulty recruiting staff may find their energies absorbed by responding to these. Consequently they may neglect other responsibilities.
- In other instances, the difficulty a school experiences in maintaining stable, effective governance may set off a spiral of decline in other areas. Eg, Board instability may compromise provision of high quality education, causing enrolments to drop as parents opt for other schools.
- The smaller the school, the more vulnerable it is to roll changes. These may arise from changing demographic patterns in a geographical area, or be caused by shifts in community perceptions of the school's effectiveness. Roll growth may put pressure on school facilities, and responding to these changes can absorb the time of the Board.

- When small school BOT's fail to carry out their governance responsibilities effectively, these may devolve to the Principal. In the absence of a senior management team, it is not uncommon for small school principals to feel overloaded and struggle to carry out the multiplicity of tasks expected. Consequently, this compromises the principal's ability to carry out key management responsibilities such as curriculum planning and implementation.

***Small Primary Schools,* <u>ERO, No.1</u>, (Winter 1999)**

- Maori rolls are considerably higher in decile 1 schools than decile 10 schools. Almost half of all decile 1 schools have a Maori roll of over 50%. In contrast, all decile 10 schools have a Maori roll of under 20%.

- The communities behind low SES schools generally have lower levels of educational qualifications and management experience than those behind high SES schools and, as a result, board members may lack the knowledge and skills necessary for effective governance.

- Trustees with limited expertise are less likely to understand the nature of their governance role and to appreciate the need for management systems as a prerequisite for informed decision-making. They may fail to put in place appropriate systems for monitoring the performance of the principal and managing the delivery of the curriculum, which are critical factors in determining the quality of education system received by students.
- Some low SES schools have difficulty in attracting teachers because they are in isolated parts of the country. Teaching positions in isolated areas pose increased personal and financial costs for applicants. Thus with a smaller pool of applicants form which to draw, it is less likely that BOT's are able to appoint and retain high quality teachers.
- Characteristics of effective decile 1 schools in regard to governance are:
- BOT's who understand the nature of their role and achieve a high level of compliance with legal requirements.
- Comprehensive forward planning.
- Recognition of the importance of self review as a basis for informed decision making.
- Address any lack of expertise on their boards through well targeted training.

***Good Schools - Poor Schools,* ERO, NO.4, (Autumn 1998)**

- Some principals see their power eroded by the BOT and are threatened by its existence. Some BOT's see their governance role eroded by principals. In few schools, Board and staff conflict has reached crisis point.

***Effective Governance,* ERO, No.7, (Winter 1994)**

- In some schools boards and principals have found it difficult to sort out the extent of their respective authority in making decisions. Board members have felt loathe to challenge their principal and principals have considered that professional expertise should take precedence over the preferences of parents. Equally there have been cases of overzealous control by trustees.

- Professional leaders are responsible for ensuring the good reputation of the profession is protected and for maintaining standards of service and conduct. Primary school principals are both the professional leaders and managers of primary schools.
- In 1994, 2253 principals were employed to manage and lead New Zealand's state funded primary schools.

In 1991:

- 75% of the primary teaching staff were women; and
- 27% of primary school principals were women.
- The disproportionate number of New Zealand's primary principals who are men is likely to have ramifications for the ongoing recruitment of primary school principals.
- In 1991, 8% of primary principals were Māori; and 92% were European/Pākehā.
- In small schools where the focus of the principal's task is mainly on teaching, principals do not necessarily develop the professional leadership skills needed for the role. As small schools are either sole charge or have very few staff there is limited opportunity to gain experience in personnel management. Small schools also tend to have fewer resources to invest in specific training for the principal's leadership role.
- Principals manage teachers. Staff management is central to the principal's effective management of the school and particularly important in the provision of high quality learning opportunities for students.

- Office (ERO) identification of the poor classroom teaching performance of some teaching principals suggest that the management and leadership role can affect the teaching role to the detriment of the students.
- The high rate of poor performance of schools with teaching principals is a concern for rural and isolated communities. Families in these communities have little choice of school.

Professional Leadership in Primary Schools, **ERO,No.7, (Winter 1996)**

- Education Review Office findings indicate that a number of factors within schools influence student achievement. Probably the most important is the quality of the teaching services. This in turn is influenced by factors such as the nature of educational leadership and curriculum management. The principal has day-to-day responsibility for these issues. The performance of the principal is therefore likely to be one of the most critical contributory factors to the overall performance of the school.

- Whether or not school trustees make a difference to student achievement depends partly on their own energies and skills and partly on the attitude of the principal. In order to be influential, boards are dependent on information from the principal. If the principal is resistant to trustee governance, and does not provide the board with the information it needs to make effective decisions, the task of the school board in influencing student achievement is much more difficult.

- Trustees in disadvantaged areas usually have lower educational qualifications and management experience than schools in wealthier areas. This may be a significant contributory factor to weak governance. As a result, students in these schools face barriers to learning not only because of the negative impact of social and family factors but also because the schools they attend do not have the same level of skills and expertise on their governing bodies as schools in wealthier areas.

- The task of governance may also be more difficult in schools with low student achievement. These schools often experience falling rolls which in turn creates a complex set of management challenges- including poor staff and student morale, reduced per capita funding (despite the fact that many operational costs are fixed),

forced redundancy of teachers and the ongoing need to overcome a poor image. Addressing this spiral of decline may be beyond the capabilities of board members who do not have a high level of education and skills.

- ERO considers schools that have been subject to at least one follow up (discretionary) ERO review to be performing poorly. ERO also considers that the educational opportunities of students attending these schools are likely to be adversely affected by their school's performance.

- An examination of ERO follow-up review reports indicates that the four factors determining the quality of governance in effective schools- vision, planning and implementation, relationships and communication, and accountability- are also areas where a significant proportion of boards are failing to operate effectively.

- A significant point is that, despite the fact that it is now some 20 years since the introduction of the current governance model, there are still schools in which trustees have a limited understanding of their governance role and allow the principal a level of discretion which exceeds the principal's statutory role.

- Another point to emerge is that schools with ineffective governance tend to be over-represented in lower income areas.

School Governance & Student Achievement, ERO, (June 1999)

- A key to overcoming barriers to effective home – school relationships is the sharing of knowledge and information.

- As well as the importance of strong school – whanau links, it is increasingly apparent that communities need to be involved to some extent in the everyday activities of schools and that the composition of a board of trustees needs to reflect the ethnic diversity of the school community.

Māori Education: Some Suggestions from the Research Literature, *A Discussion Paper, MOE, (Sept 2000).*

Discussion in regard to the development of guidelines to help boards of trustees and schools work with Maori parents and the Maori community to improve Maori educational outcomes:

- The make-up of boards of trustees was also an important issue. “What was really clear was that schools need to give the Māori community more say in appointing board of trustee members. The board is critical and if there is no Māori representation, it makes it that much harder for a school to meet its responsibilities under the National Guidelines and Treaty of Waitangi”.

***NZ Education Gazette,* Vol 78, No.15 (30 Aug 1999)**

- Small schools face particular difficulties, such as:
- attracting and retaining a good principal
- maintaining a broad range of curriculum opportunities for students
- high workloads for the principal and board members
- Boards of some small schools want to combine their resources to address such issues. Schools say they find it difficult to make things happen as the legislation does not encourage schools to work together. Instead it tends to assume schools will operate individually, each with its own principal, board and administrative arrangements.
- Many things in the rules and regulations are unclear. For example, schools are concerned about:
- what exactly they are responsible and accountable for (their frustration at not knowing this is usually sparked by an ERO review)
- the different roles of the principal and the board
- School boards have to comply with the requirements of many different agencies (the Ministry, education agencies, other government departments and local bodies). These requirements are often uncoordinated, many overlap, and the system is excessively bureaucratic. On top of this they tell us that:
- accountability requirements are not consistent, for example, boards must account in detail for some types of expenditure but not others; they must consult about aspects of the health and physical education curriculum, but not other curriculum areas; they must report on equal employment opportunities separately from other human resource activities.

- boards must report on compliance with obscure regulations while they should be focusing on important educational issues
- reporting requirements for small schools should not be the same as for large schools
- A number of issues were raised by Maori during consultation about the Maori Education Strategy, including:
- Māori want support to take charge of dealing with many issues themselves, in partnership with government and schools
- Maori want more authority in schools, particularly in immersion education. They want changes to the way governance bodies are defined, to increase Maori parents' involvement in their children's education; they might prefer Maori education groups to be funded differently
- The environment in which schools operate must be flexible enough to enable different schools to do things differently, within reasonable costs, to meet their particular challenges.
- The rules of governance are not flexible enough. The Education Act assumes that state school governance is also a case of 'one size fits all'. The legislation disregards the fact that not all schools can call on the same expertise and not all people want to take on extra responsibilities. This can cause problems for schools in communities that are struggling to cope and do not have high levels of governance, management, or other relevant skills.
- Accountability requirements are not clear enough. School boards and principals become frustrated as they try to second-guess what should be reported.
- Teachers feel they're having to spend valuable teaching time on gathering worthless information. We need to ask whether all schools should be required to report, and be monitored, in the same way. We need to clarify to whom school boards should report, and what they should report on. Any reporting system needs to take account of principal, teacher and board members' workloads.

Legislation Learning: **A Discussion Paper on Making the Education Act Work Better for Students, MOE, (1999)**

- When it comes to participation in schools' governance and management, Maori are also under-represented. Up to December 1999, 13.4% of BOT members in state schools were Māori. They made up 13.7% of elected or appointed members, and 25% of co-opted members.

Nga Haeata Matauranga: **Annual Report on Maori Education 1999/2000, MOE, (2001)**

- There is a growing movement, internationally, which is challenging traditional education philosophies. Known as the "NO EXCUSES" philosophy, it is based on placing high expectations in front of students and then relentlessly pursuing excellence in each classroom or learning environment setting.

- The movement started in low performing schools in America's Black community, and is now led by dynamic Black and Hispanic educators.

- Whether young people like it, or not, success at school is based on hard work. Great principals and great teachers inspire and succeed in making their students work, with time wasting kept to a minimum.

- Features of such schools are: extended days; enrichment programmes; extended years; catch-up programmes; weekend programmes; after school home work programmes.

- Strong emphasis is placed on principal leadership since someone has to be accountable, even though team approaches are the vehicle for delivering successful student outcomes. The leadership of such principals is viewed as vocational, even priestly, and is about doing what is right, not what is popular.

Hapū

A sub-tribal group, each hapū identifies as belonging to a larger tribe. Hapū are also kinship groups determined by shared descent from a common ancestor. A hapū will belong to a specific geographical location within the greater tribal area, most hapū will also have their own marae. Hapū is also the Māori word for pregnancy.

Industry Training Organisation (ITO)

An industry-specific body recognised under section 5 or 8(1) of the Industry Training Act 1992 which sets skill standards for its industry and manages arrangements for industry training that will enable trainees to attain those standards, including monitoring the training and assessing the trainees.

Iwi

A nation or tribe, and in the context of this paper it refers to a tribal grouping. Tribal groupings are based on kinship ties, genealogy and shared histories back to a single ancestor from whom all people in a particular tribe descend. Each iwi has ties to specific geographical locations, each iwi also has its own customs, practices and dialectal differences which distinguish it from other iwi. Each iwi will also have a number of hapū or sub-tribes which affiliate to the larger group. Iwi is also the Māori word for bone.

Iwi Partnerships

Iwi Partnerships are formalised relationships between the Ministry of Education and iwi-based organisations. They are established to improve educational outcomes through shared understandings and working together.

Kohanga Reo

A Māori early childcare philosophy established to encourage and teach Māori language and customs to young children and their families. It is a movement which seeks to enrichen, upskill and provide support for Māori families through their pre-school children especially within urban settings and traditional Māori homelands.

Kura Kaupapa Māori

A total immersion state-funded Māori language schooling initiative that adheres to Te Aho Matua, a teaching and learning philosophy recognised under section 155 of the Education Act 1989. As of 1999 all Kura Kaupapa Māori embrace Te Aho Matua. Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa is the recognised kaitiaki of Te Aho Matua.

The Ministry of Education (Ministry)

The Ministry of Education is the government department responsible for the development and support of education policy, practices and service provision from early childhood through to the compulsory and tertiary sectors.

The New Zealand Qualifications Authority (NZQA)

The New Zealand Qualifications Authority is established under s 248 of the Education Act 1989 to ensure a consistent approach to the recognition of qualifications in academic and vocational areas.

Te Ao Māori - The Māori world.

Te Reo Māori - The Māori language

Tertiary Education System
The collective term for providers of education and training, industry training organisations, learners and other key stakeholders, associated government agencies, and the regulatory and funding framework.

Tertiary Education
Tertiary education comprises all involvement in post-school learning activities and includes industry training and adult and community education.

Tikanga - Māori customs and protocols.

Tikanga-a-iwi - The customs and protocols of an iwi.

Wānanga

Wānanga are teaching and learning forums which maintain, advances, disseminates and assists the application of knowledge regarding āhua Māori according to tikanga Māori.

Whānau

Is the Māori word for family and birth. In the context of this paper it refers to family. To Māori the word family refers to the extended family including cousins and aunts and uncles. Membership of the whānau is determined predominantly through kinship ties although whānagai (adopted) children are also members of the whānau and then in turn the larger social groups of hapū and iwi. The kinship ties are determined by descent through a close common ancestor such as a grandparent or great-grandparent. A number of whānau belong to a hapū. Through inter-marriage most Māori today are able to identify as belonging to a number of hapū and iwi.

APPENDIX 2 – Ngāti Pāhauwera Education Reference Group Members

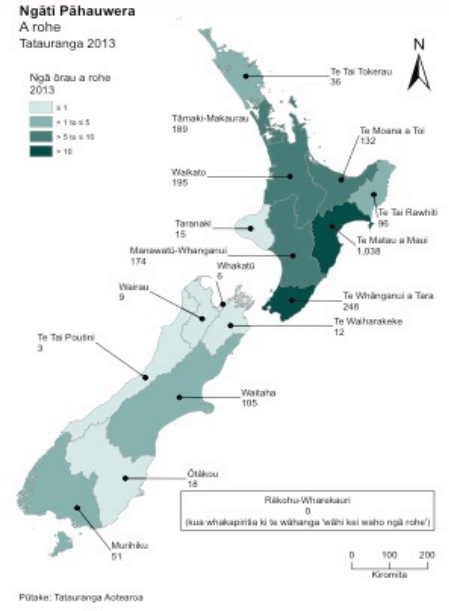
Name	Association
Arthur Gemmell	Teacher, historian, kaumātua.
Hiro Hamilton	Former teacher and Ngāti Pāhauwera kaumātua
Jerry Hāpuku	Pāhauwera Historian, Te Reo advisor, Ngāti Pāhauwera kaumātua
Anaru Rātapu	Tūmuaki o Te Kura Kaupapa Māori o Kahungunu ki Te Wairoa
Ngātai Huata	Teacher, musician, cultural and Te Reo Māori advisor, Iwi advisor and health mentor.
Rose Lambert	Ngāti Pāhauwera kuia
Cheyanne Huata	Early Childhood – Kohanga Reo
Paula Savage-Te Iwimate	Early Childhood – Kohanga Reo
Lillian Aranui	Ngāti Pāhauwera kuia, tikanga and reo o Ngāti Pāhauwera
Āwhina Waaka	Former teacher and ERO Officer, Ngāti Pāhauwera kuia, tikanga and reo o Ngāti Pāhauwera
Enoka Munro	Linguist, language teacher, kaumātua, Te Reo me Ōna Tikanga
Te Rina (Lena) Joe	Former teacher, Ngāti Pāhauwera kuia, tikanga and reo o Ngāti Pāhauwera
Whiri Huata	Student and youth at tertiary studies, EIT – Te Reo, Education
Pam Spooner	Teacher, artist, Te Kura o Ngāti Kahungunu ki Heretaunga
Te Maari Joe	Former teacher, Ngāti Pāhauwera kuia, tikanga and reo o Ngāti Pāhauwera, Health specialist.
Tiwana Aranui	Kohanga Reo Purapura Representative, Reo me Onā Tikanga Expert, educationalist.
Cordry Huata	Principal, Te Kura o Ngāti Kahungunu ki Heretaunga
Focus Group Advisors	
Dianne Barrett	Principal, Mōhaka School
Angela Culshaw	Teacher, Mōhaka School
Andrew Greening	Principal, Te Pūtere School
El Maadi Te Aho	Chairwoman, Mōhaka School
Duane Culshaw	Pāhauwera language and cultural revitalization Manager, NPDT Te Wairoa Office,

APPENDIX 3 – Ngāti Pāhauwera Census 2013

Ngāti Pāhauwera

Whakaaturanga ā iwi

2013 CENSUS



Pūtake: Tatauranga Aotearoa

Taupori tapeke Ngāti Pāhauwera

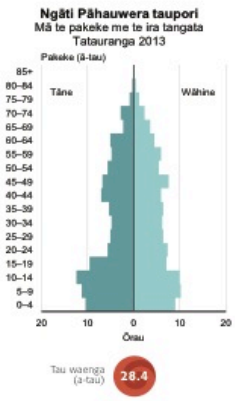
2001	2006	2013
Kāore e hāngai	1,761	2,328

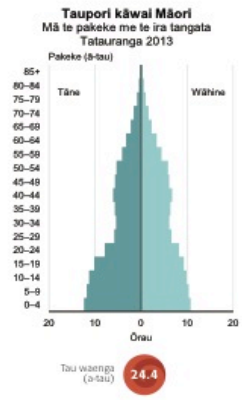
<1% o ngā Māori i whai pānga ki Ngāti Pāhauwera

30.3% o Ngāti Pāhauwera ka taea ki te kōrero i roto i te reo Māori

Ngā hāhi rahi rawa toru mo Ngāti Pāhauwera

23.8%	Mihingare
13.4%	Rātana
12.1%	Katorika





Te whakatauritengā a Ngāti Pāhauwera ki te katoa o te taupori kāwai Māori*

	Ngāti Pāhauwera	vs	Te katoa o te taupori kāwai Māori
Ngā tāngata whiwhinga tohu ōkawa	70.0%	vs	68.7%
Ngā tāngata tūnga hunga mahi	70.3%	vs	68.4%
Te tau waenga o te moni whiwhi	$23,400	vs	$23,700
Ngā tāngata nō rātou ake te whare e noho ana rātou	32.9%	vs	31.2%

*Ngā tāngata 15 neke atu rānei ngā tau.

1. Tāngata ki rō whare.

He whakaritenga tēnei pānui whakaahua mō ngā hua i puta mai i te whakaaturanga ā iwi mō te Tatauranga 2013. I mākerekere aua whakautu e kore i whakaritea, ara, (hei taura, 'kaore he whakautu', 'he whakautu kaurukī', 'he whakautu rāhaki'). Kua whakaawhiwhitia noa ngā rarauna kia huna ngā tāngata. Nā te whakaawhiwhinga nei he rerekē te ahua o ēnei rarauna i roto i etahi atu kōrero, tuhinga, tēpu, kauwhata rānei.

Pūtake: Tatauranga Aotearoa

Me haere ki ta mātou ipurangi mō ētahi atu kōrero
www.stats.govt.nz/2013Census

Statistics New Zealand

RĀRANGI PUKAPUKA

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