

Te Kete o Aoraki Te Taumutu Runanga

E moe te mata hi aua e ara te mata hi tuna
The mullet-fisher sleeps but the eel catcher
is alert.

Those content with mediocre returns need not be attentive to their work but those who try for more desirable goals must ever be alert for possibilities.

Iwi Partnerships

- Partnerships are relationships between the Ministry of Education and either iwi, or other iwi based and formed Maori education organisations. They are established to help improve the education achievement of Maori children and people connected with the particular iwi, hapu or organisations and or located within particular iwi rohe (region). Generally each partnership is governed by a Memorandum of Understanding (MoU) that commits both parties to working together and establishes the roles of each in achieving a set of agreed education objectives.
- There is no fixed way for the development and establishment of these relationships. The key point is that they create an opportunity for two organisations that were formerly acting in isolation to work together to improve Maori education outcomes. They build the capability of both organisations and apply a strategic approach for improving education. There is no one size, and no one particular way.

Iwi partnerships

- The approach to working together brings a greater opportunity for Maori to have increased responsibility for designing and implementing solutions in ways which encourage wider inclusion and a sharper focus on learning and teaching. At the core of this work is the central focus on strengthening the role of parents and whanau to help their children in education, through:
 - face to face support and advice;
 - better information and knowledge about education; and
 - more support for tikanga and te reo Maori.
- Each project is built on a strong understanding of the need to share expertise and skills, the maintenance of positive and open relationships and an understanding of the constraints and risks to be taken into account in implementing these projects.

Current Partnerships

- The partnerships are between iwi and Crown.
- The whole of Ministry therefore has responsibility for contributing to the achievement of the agreed outcomes and goals for each partnership.
- There are currently nine partnerships:
 - Te Reo o te Taitokerau;
 - Tuwharetoa Maori Trust Board;
 - Te Runanga o Ngati Porou;
 - Te Runanga o Turanganui a Kiwa;
 - Te Runanga o Ngai Tahu;
 - Tuhoe Education Authority;
 - Hauraki Maori Trust Board
 - Te Runanga o Te Awa Tupua o Whanganui; and,
 - Te Runanga o Ngati Whatua.

Memorandum of Understanding 2001

- Recognises and gives effect to the Treaty of Waitangi;
and
- Seeks to ensure that the educational aspirations of Ngäi Tahu whänau within the Ngäi Tahu takiwä are realised through partnerships with education advisors.
- **BY**
- Acting towards one another in good faith;
- Participating as partners;
- Engaging in a mutually beneficial working relationship.

Te Kete o Aoraki

- Te Kete o Aoraki is a resource for both schools and papatipu runaka that has been developed to:
- Inform schools within the Ngai Tahu rohe of the expectations of Ngai Tahu in relation to educational achievement.
- Assist and support schools within the Ngai Tahu rohe in meeting their obligations in relation to achievement and retention .
- Suggest ways for schools to develop their relationship with papatipu runaka that will contribute to greater achievement and participation of all Maori students.

Seven expectations

Encompass:

- More involvement by Maori whanau in the education of their children
- Educational achievement is equal to (or better than) the general population. This is to be monitored.
- Participation by Ngai Tahu whanau in educational governance is significantly increased.

Runaka Partnerships

- Each school within the Ngai Tahu takiwa is expected to have a relationship with their local papatipu runaka. There are 18 papatipu runaka with their own rohe.
- Each runaka has their own unique approach to this dependent upon:
 - The number of schools in their rohe
 - The personnel available to implement this
 - The capability and strengths of the personnel
 - The priorities they have chosen to focus upon

Te Timataka

- Identifying and negotiating the schools within each takiwa :conversations.....
- Applying for funding to support the moemoea.
- Employing the “right ” person – Denise!
- Assessing our strengths, and planning the priorities

Te Kakano

- Invite the principals, BOT members, teachers in charge of Maori, and parents to Taumutu.
- Invite also MOE, advisers, resource teachers of Maori, pouwhakataki to show a united face and vision to the manuhiri.
- Korero, korero, korero.....5 W & H. Our and their expectations.
- Kai!

Nga Wene

- Cluster group hui -4 clusters. Ellesmere, Lincoln, Hornby, Darfield (high schools & contributing primary schools).
- Opportunities to strengthen the RELATIONSHIP.
- Focussed discussion on common local issues.
- Individual support and guidance to schools.
- Team approach- Denise and Christine (RTM).

Te Puawai

- Te Taumutu intro pamphlet
- Partnership poster
- Reporting template (needs assessment) which informs our mahi
- Oral history hui
- Nga pakiwaitara
- Kai!

Te Piako

- Nga pakiwaitara published. Funding from elsewhere.
- Te Taumutu specific resource packs on key curriculum areas identified at focus hui. To make chn feel the content is relevant for them.
- Booklet on kawa/tikanga
- RELATIONSHIPS changing personnel, changing focii.....

Generic Reporting Form for Taumutu Rūnanga

- ***School***Principal:What age range and 'Year' range does your school encompass?Number of pupils:Number of pupils who identify as Māori:Number identified as Ngai Tahu:Do you have a bi-lingual class?Do you have students attending your school who have come from Kura Kaupapa or a bi-lingual class?Number of staff:Number of staff who identify as Māori:
- ***Board of Trustees***Have your Board of Trustees undertaken Treaty of Waitangi training?Are members of your Board of Trustees familiar with Te Kete o Aoraki?Are members of your Board of Trustees familiar with the publication 'Better Relationships for Better Learning'?Do you have BoT member with responsibility for representing the Māori Community?Are there budget allocations for staff training and development and programme resourcing eg financial assistance for staff who undertake study directly related to Māori education pedagogy or Te Reo Māori?

- ***School Practices*** Is Te Reo Māori used when welcoming guests? Do you hold a mihi whakatau to welcome new pupils and staff? Do you use Māori salutations in your letters and newsletters? Do you use Te Reo Māori greetings in formal public addresses? Do you publicly recognise achievements in things Māori, in a visible way ie assemblies, newsletters, prize giving? Do you actively organise and encourage participation with a Māori focus in homework programmes, mentoring, computer access etc? Can you see positive outcomes from these kinds of programmes? What support would you like with the above? Do you have a kapahaka group? Does your school programme include marae stays?

- ***Curriculum and Delivery***

- Do the Māori children from your school have the opportunity to learn Te Reo Māori within your school? Are you endeavouring to incorporate Māori content into all curricula? Are you working towards including tuition in Te Reo Māori at every level in the school? Are you using the support services and Rūnanga to recommend resources? How are you supporting the development of literacy and numeracy for Māori students? Are your staff confident in the accurate pronunciation of Māori words and names? Are your staff confident in basic te reo and tikanga? Are your staff confident with Māori history and stories? What support would you like for the above?

- ***Physical Environment***

- What visual evidence is there of Māori around your school eg bi-lingual signage, Māori motif on letterheads, Māori whakatauki (proverbs) displayed? ***Whanau***
- Are whanau given information on when assignments are due and when exams are taking place? Are whanau aware of what outside resources are available ie websites? Is financial assistance clearly explained to individual whanau, eg NCEA fees assistance? What processes are in place to keep Māori students at school ie role model speakers, mentors etc? Do you hold whanau hui? Would you like support from the Rūnanga in running a whanau hui?

- *General*

- What other Rūnanga have you had links with eg Marae stays? What success have you had in relation to Māori student achievement? What concerns do you have with the achievement of Māori students? What initiatives do you have in place to increase Māori achievement? What initiative would you like to have in place but are unable to at present? Are you experiencing attendance (absence/late), behaviour management problems with Māori students? Who do you contact for assistance ie RTLB's, Adelaide Couch Snow (Pouwhakataki, Min of Ed), School Support Services? Are you getting adequate support in dealing with these issues?

