TOWARD A TAPUIKA EDUCATION FRAMEWORK

This report outlines the research approach and findings toward an education framework for Tapuika. It also introduces the draft framework. The projects will be populated post-board approval.

15 June 2023

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5. The Approach

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13. Draft Framework

EXECUTIVE SUMMARY

The key findings summarised

- Tapuika are a strong proud iwi, connected to their environments, their histories and identity.
- The data shows that the closer Tapuika are to their lands, the more connected they are to their identity and the more well they are. It also shows that Tapuika are highly educated and there is a concerted effort by Tapuika parents to ensure their tamariki are being raised in te reo Māori environments.
- The research confirmed:
  - Education and Learning is a high priority for Tapuika whānau
  - Whānau would prefer their learners are competent in key life skills and strong in their Tapuika-tanga over everything else
  - There is still a level of mis-trust and disengagement from whānau in the local compulsory schooling system
  - Tapuika Whakapapa is the highest desired learning area of Tapuika whānau; but that this content must be delivered by the iwi, for the iwi only at this stage
  - There is some comfort in sharing Tapuika Mātauranga with the local schooling system, but with caveats for protection of the Mātauranga.
  - There is a unique need to provide iwi-led interventions to strengthen the local education system
  - The need to inspire Tapuika learners into education pathways that ensure career resilience
  - The need to establish an intense programme of solutions for career planning and support for rangatahi from an earlier age, for a longer period of time ie. 12yrs – 24yrs
  - The need to create a space for Tapuika people to form and design their own solutions in education and learning
  - The need to resource a dedicated Tapuika Mātauranga team
  - The need to establish a way for Tapuika who can contribute in this space to be connected and supported to do so
  - The need to support local Māori teacher cohorts, to equip them to better support Tapuika school learners
  - The need to obtain good quality disaggregated local data
  - The need to support and empower whānau to have the confidence to participate in the education system and engage with their schools
  - The need to consistently celebrate Tapuika-tanga to build confidence, inspire achievement and elevate and cement the authority of Tapuika in their own communities.

CONTEXT

The research and framework have been completed within the context of the other strategic documents and directions established at Tapuika Iwi Authority

STRATEGY

Established strategies with guiding Goals, Values and Priorities that will also guide the education framework

COMMUNICATIONS

On-going and more targetted engagement is critical to the success of the framework. Build off of the communications platforms followed to date within Tapuika

ANNUAL PLANS

Established Plan, Review Cycle and Actions. Connection to the Annual Plan has been analysed inside of the development of this framework.

TARGETTED EDUCATION ACTION

The Framework provides a blueprint for a more detailed plan of action

REVIEW

The Review Cycle will be established in sync with the Tapuika Taiao. Continuous review and evaluation will be considerate to the network of strategies and plans actively in place at Tapuika Iwi Authority

Affirm Rangatiratanga
Preserve Tikanga
Protect Taiao
Promote Wellness
Wāhi Tapu

Whakapapa Wairuatanga
Takapūtanga Kotahitanga
Manaakitanga
Tohungatanga

Tangata
Taiao
Culture
Prosperity

APPROACH

THE PROCESS OF DISCOVERY THROUGH TO DESIGN

REVIEW

Areas to explore:
1. Issues/Challenges
2. Opportunities
3. Priorities
4. Resources
5. Realities
6. Solutions

A. Research & Analysis
- Data
- Strategic documentation
- Other models

B. Interviews
- Community
- Whānau
- Iwi

Method of Triangulation

C. Insights
- Whānau Survey
- Priorities
- Solution storming
- Framework Design

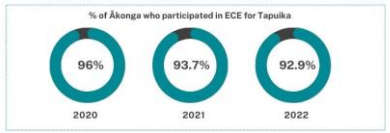
OUTPUTS:
1. Findings Paper
2. Infographic – Educ Data
3. Infographic – Iwi Data
4. Infographic – Community Data
5. Infographic – Survey Insights
6. Tapuika Education Framework

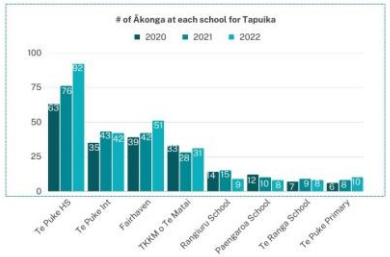
Six areas of relevance were explored. Six outputs were completed. Using a method of triangulation findings and priorities have informed a targetted education framework for the benefit of Tapuika. Targetted plan/s can now be created to implement the priorities of the framework.

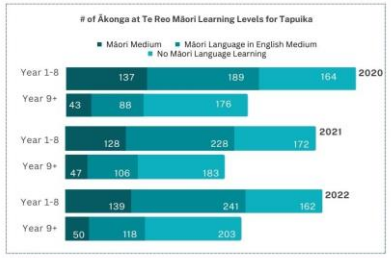
Discover **Do** **Design**

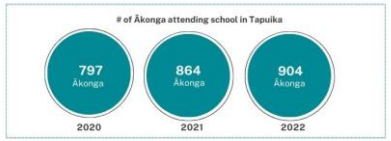
DATA FINDINGS

Education & Community Infographics
Attached as Appendices

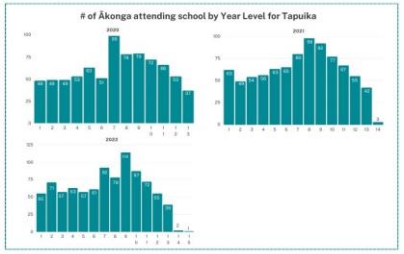


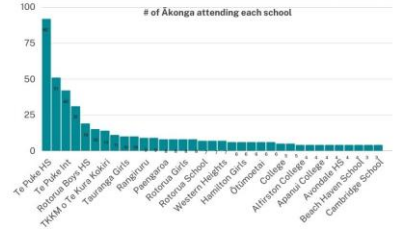


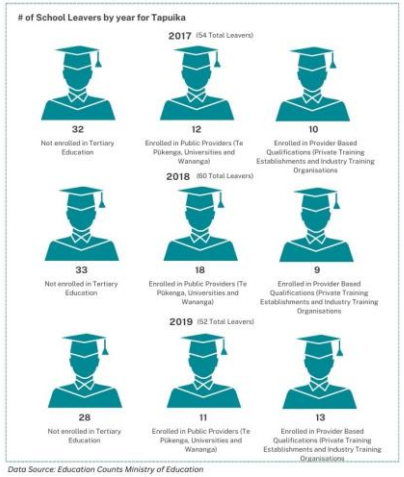




Data Source: Education Counts Ministry of Education







Data Source: Education Counts Ministry of Education

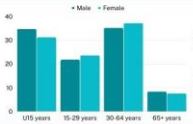
5,202 Total Population (2022 estimate)

2,589 Males

2,616 Females

1,173 Number of Māori

25.8 years Māori Median Age



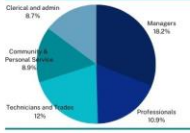
AGE BREAKDOWN
Te Puke East total population age breakdown.

47.4% Employed Full-Time

47.7% Māori Employed Full-Time

2.9% Unemployed

6.3% Māori Unemployed



TOP 5 OCCUPATIONS
Te Puke East breakdown by top occupation.

$26,200 Median Income

$300 Median Weekly Rent

54.6% Homeownership

27.8% No formal qualification

8.9% Bachelors and Level 7 qualification

Source: Statistics NZ

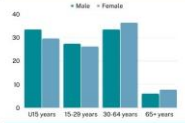
3,486 Total Population (2022 estimate)

1,779 Males

1,710 Females

1,125 Number of Māori

25.6 years Māori Median Age



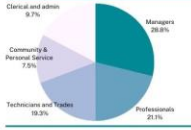
AGE BREAKDOWN
Te Puke West total population age breakdown.

51.3% Employed Full-Time

47.7% Māori Employed Full-Time

5.7% Unemployed

11.3% Māori Unemployed



TOP 5 OCCUPATIONS
Te Puke West breakdown by top occupation.

$27,600 Median Income

$300 Median Weekly Rent

52.1% Homeownership

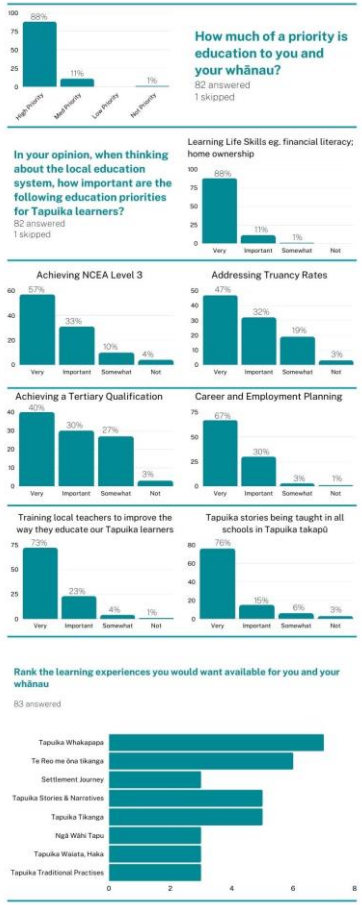
25% No formal qualification

9.7% Bachelors and Level 7 qualification

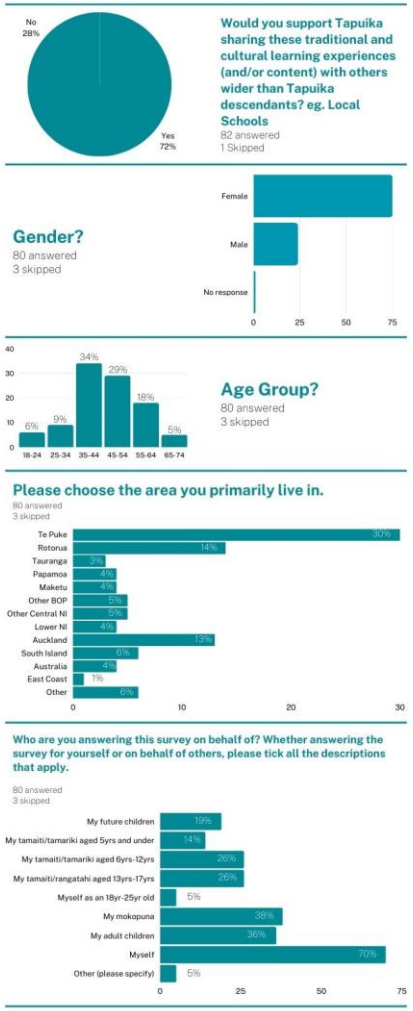
Source: Statistics NZ

DATA FINDINGS

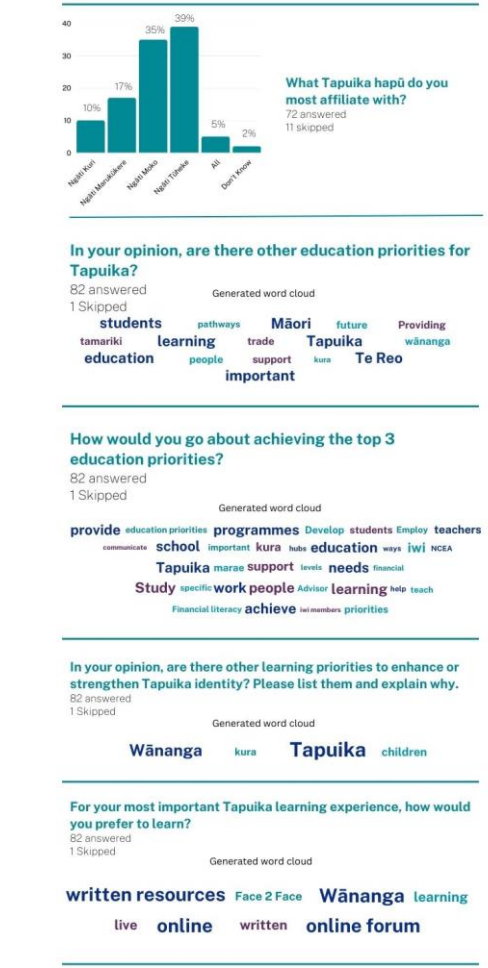
Whānau Survey
Infographics
Attached as Appendices



Source: Tapuika Whānau Survey May 2023



Source: Tapuika Whānau Survey May 2023



Source: Tapuika Whānau Survey May 2023

DATA FINDINGS

Iwi Data Infographics
Attached as Appendices

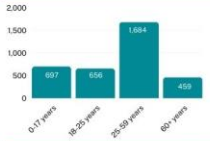
3,830
Registered uri

1,763
Males

2,016
Females

20%
Earn above $50,000

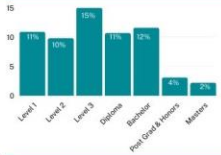
31%
Under 15yrs Speak Te Reo Māori



AGE BREAKDOWN
Tapuika Uri by Age

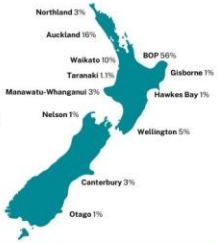
27%
Attained Tertiary Qualification

21%
No Qualification



EDUCATION
Breakdown by Education Attainment

BY LOCATION
Percentage of uri breakdown by Location



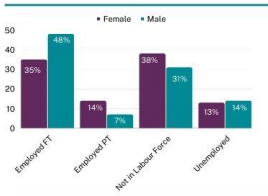
2
Kohanga Reo

8
Early Childhood Learning Centres

1
Secondary School

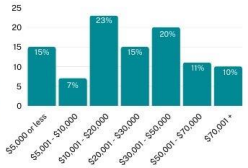
7
Primary / Intermediate Schools

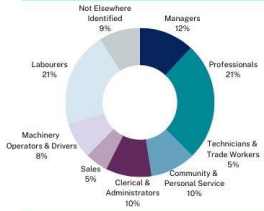
Source: Tapuika Iwi Regsiter & Te Whata.io



LABOUR FORCE
Participation by Gender

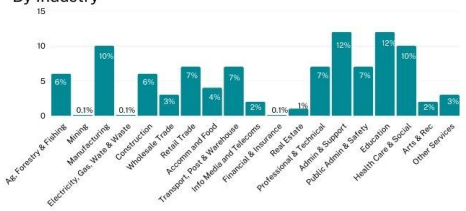
20%
Reported a personal income of more than $50,000 (2018)

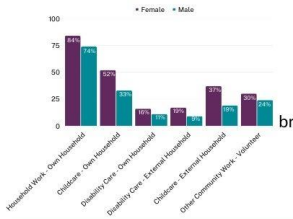




OCCUPATIONS
Occupation breakdown by type.

EMPLOYMENT BREAKDOWN
By Industry





UNPAID WORK
breakdown by Gender

The proportion of Tapuika receiving job seeker support is highest in the Waikato region at

15%

Source: Statistics NZ & Te Whata.io

INTERVIEW FINDINGS

REALITIES

- Social hardships
- Whānau Wellbeing needs
- Capacity of school kaimahi
- Lack of capacity of iwi at the moment
- A need for more safe, warm homes
- Instances of homelessness locally
- A need to address poverty and all of the hardships and realities that come with that
- School v Employment in labouring jobs – a real decision for teenagers,
- Lack of shared understanding amongst school, whānau, iwi, services
- Legacy career pathways – same as parents and grandparents 'just because' – limiting options, awareness and opportunities
- Local meth issue
- Colonisation
- Pedagogy not connecting with learners in mainstream or māori medium within mainstream
- Teachers not preparing learners for the future, or the future of work
- Majority of Tapuika students in mainstream schools
- Lack of whānau motivation to try to succeed
- Youth need inspiration to be inspired into new/diff careers
- Negative or pessimitic attitudes and mindsets hold back success
- Instances of people living in their cars locally

SOLUTIONS

- Tapuika support cultural development of schools and local teachers
- 1-1 Intense Mentoring for 11yrs – 17yrs
- Whānau Wellbeing needs
- Capacity of school kaimahi
- Tapuika Iwi support cultural development of schools and local teachers
- Tapuika curriculum appropriate for schools
- Strengthen whanau voice
- Establish and support an 11yrs – 13yrs counselling programme
- Strengthen whānau relationship with school
- Increase availability of warm, safe homes for local families
- Iwi-led kaupapa
- Iwi-hosted hui at marae for whānau, hapū, iwi to meet teachers/school leaders
- Tapuika educational resources
- Tapuika Education and Learning Team
- Collect and selectively share our stories
- Academic and non-academic scholarships
- Secure pathways and transitions through entire learning journey 0-25yrs
- Access and Digital Devices for all Tapuika whānau is a high need
- Inspire Rangatahi Careers
- Teach for the Future empowered by wisdom of our pasts
- Kāhui Kaiako Māori – Local Māori teacher support group
- Tapuika Celebration Days
- Connect vocational awareness earlier to youth
- Whānau design own plans
- Tapuika wānanga series
- Apprenticeship pathways and Funds

WHĀNAU SURVEY FINDINGS & PRIORITIES

Tapuika IWI AUTHORITY

TAPUIKATANGA

LEARNING PRIORITIES FOR US, BY US

- Whakapapa
- Te Reo me ōna Tikanga
- Tapuika Tikanga
- Settlement Journey
- Waiata, Haka
- Pūrākau
- Taiao
- Education system
- Life Skills
- Future Skills Competencies
- NCEA Level 2-3
- L5+ Qualifications

SYSTEMS CHANGE

PRIORITIES TO CHANGE THE SYSTEM

- Teaching & Learning
- Whānau Relationships with Schools, Kura
- Career Planning
- School Leavers Success
- Normalise success outside of academic pathways
- Whānau Support
- Housing
- Options for Alt Ed grads
- Options for learners aged 16yrs-22yrs NEET, and not employed

ATU I TĒRĀ

TAPUIKA TANGATA
TAPUIKA TAIAO
TAPUIKA KOKOI

- Celebrate our identity
- Aroha ki te tangata, Aroha ki te taiao
- Strengthen our own relationships
- Structured and targeted mentoring prog
- Iwi Advocacy mahi
- Iwi-Led Kaupapa is critical
- Rangatahi design their own solutions
- Tamariki design their own solutions
- Resource a team of 3 to lead Iwi Education and Mātauranga kaupapa

“

EDUCATING OURSELVES TO HELP BUILD THE FUTURE IS IMPORTANT FOR OUR RANGATAHI AND TAIAO.

I WANT MY CHILDREN AND WHĀNAU TO BE THE EMPLOYER AND NOT BECOME THE EMPLOYEE ALL THE TIME

ACHIEVEMENT NEEDS TO BE SEEN IN THE CONTEXT OF POSSIBILITY

EDUCATION CAN HELP OUR WHĀNAU ESCAPE POVERTY AND IMPROVE THEIR QUALITY OF LIFE

SCHOOLS NEED TO BE MORE ACCESSIBLE AND RELEVANT TO WHĀNAU TO ADDRESS ‘TRUANCY’

RELATIONSHIPS WITH PEOPLE AND YOURSELF ARE KEY TO A HAPPIER, HEALTHIER LIFE

EDUCATION IS ABOUT MORE THAN THE CLASSROOM

”

Survey Respondents

TAPUIKA LEADING SYSTEMS-CHANGE WITH VISION AND COURAGE

Moving from the Current State to a more Ideal Future State

CURRENT STATE	FUTURE STATE
Resource allocation at local schools reflects decisions of schools	Resource allocation at local schools reflects decicions of whānau and Iwi
SAY what we think we should	DO what we know we need to
Talk about Kotahitanga	Activate Kotahitanga amongst ourselves and our communities
High density of Labourers amongst uri	Our people are aware of future-state/resilient career and employment choices that both include and do not include traditional University options
Teachers tell us they “understand Te Tiriti and I know who Tapuika is”	Teachers tell us “ they understand how I give affect to Te Tiriti and te mana o Tapuika in my classroom everyday”
Schools consult with us, sometimes	Schools engage with Māori whānau in ways that encourage whānau confidence and on-going authentic engagement
We know we have an issue with rangathi outside of the system	We lead and influence the right level of resource required to support our rangatahi outside of the traditional schooling system
Our Kura Kaupapa needs help, muiltiple tamariki are being sent out of the area for KKM	We fully support our local Kohanga Reo and Kura Kaupapa Māori
SAY we want to connect our people to wellbeing opportunities	SHOW we are connecting and inspiring Tapuika youth to achieve their full potential and participate fully in life
Operate within euro-centric systems	Unravel the euro-centracity of our local schooling systems
Provide adhoc programmes of connection	Provide programmes designed by whānau, for whānau to increase connection to Tapuika-tanga and in turn educational success
See others providing services, and see gaps in those services	Identify and resource gaps in service provision with particular focus on rangatahi
Not enough whānau strongly engaging in school communities or decisions	Whānau confident to engage and participate fully in the education system and Tapuika wānanga

Tapuika Education Framework

Target Groups

0-10yrs	11-17yrs	18-25yrs	26-55yrs	55yrs+

Project Workstreams

- Tapuikatanga Learning Projects
- Compulsory Schooling Intervention Projects
- Whānau Wellbeing and Empowerment Projects
- Celebrate and Inspire Projects
- Career, Mentoring and Pathway Planning Projects

Strategic Alignment

Tapuika Values, Goals & Priority Statements

Indicators

Review Cycle

Resources

Data