

A photograph of a family walking on a beach at sunset. The sun is low on the horizon, casting a warm glow over the scene. The sky is filled with soft, orange and yellow clouds. The ocean waves are gentle, and the sand is wet, reflecting the light. In the foreground, a family of three is walking away from the camera. The father is on the left, the mother is on the right, and a small child is in the middle, holding hands with both parents. They are all wearing dark clothing, and their reflections are visible in the wet sand.

KO TE
MANA
Ko te whaanau te puu o te maatauranga! Family is at the heart of life-long learning!
MAATAURANGA

W A I K A T O
TAINUI

Education Plan 2015 - 2020





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Foreword *Waahinga koorero*

WE ENVISAGE THAT WAIKATO-TAINUI WILL DETERMINE THE BENCHMARKS OF SUCCESS BASED ON THE OUTCOMES OF ENGAGEMENT WITH OUR PEOPLE. WE ARE GUIDED BY THE ASPIRATIONS OF WHAKATUPURANGA 2050 TO BE OUR MEASURE OF SUCCESS, OUR YARD-STICK.



Piki ake Taawhaki i te taahuuhuu matapu!

According to the Tainui tradition, Taawhaki scaled the heavens to reach a higher understanding of all aspects within the world, an understanding that he would bring home as a platform of knowledge for his people.

From Taawhaki to Hoturoa and down through the generations, this search for knowledge and the advancement of understanding has been a passion for Waikato-Tainui. Each successive generation has sought to entrench the maatauranga of the past and advance the understanding of the present as a pathway of promise for a brighter future.

This education plan gathers together the dreams and aspirations, ngaa tuumanako me ngaa moemoeaa, of today, it is a plan that creates opportunities for our young ones to

stand strong with a sense of pride in their unique heritage, to fully appreciate the gift of their reo and tikanga, and to embrace learning as a foundation to fulfil their personal aims and objectives.

Purutia te toi i ahu mai i Hawaiki raa anoo.

Reo and tikanga are keys to unlocking the treasures of the past. They act as windows, through which we catch a glimpse of a proud history. To foster our reo and to uphold our tikanga is to secure the very essence that makes us Waikato-Tainui!

Tukua ngo maatauranga kia pupuu ake i roto i a koe.

For one to succeed in education, one must follow meaningful pathways of learning to achieve personal

goals. This could lead to any number of pathways throughout a tribal member's life. What is critical is that each tribal member is free to determine their own destiny, empowered to reach their goals and all the while, strong in their tikanga and secure in their reo.

Tangata tuu ki te Marae, tau ana!

Future generations will be open to a world of endless opportunity and prosperity. They will lead from the paepae to the boardrooms; they will make the haangi, the policy and the strategic visions. In all areas, reconnection to their Marae, to their heritage, will set them in good stead for all the challenges they will face.

**Ko te Whaanau te puu o
te maatauranga! Family
is at the heart of life-long
learning!**

In the end, maatauranga will enable the enduring security for whaanau and the iwi, likewise strong support from the whaanau and iwi will be an investment into the future prosperity of Waikato-Tainui.



Rahui Papa

*Chairman
Te Arataura o Waikato-Tainui*

**Ko te hunga ako o teenei raa ngaa
pou ako o haere ake nei.
For the learners of today will be the
teachers of tomorrow.**



Introduction **Kupu whakataki**



Parekawhia Mclean

Waikato-Tainui Te Kauhanganui Inc
Chief Executive Officer

Whaiaa ko te mana motuhake

This tongikura by Kiingi Taawhiao has inspired and guided our actions as a tribe from the time of raupatu. Today, the essence of these words is embodied in the tribe's strategic blueprint, Whakatupuranga 2050. Through education, Waikato-Tainui seeks to define what destiny and success is to us, and in doing so, maintaining our mana motuhake.

It is with great pleasure that Waikato-Tainui presents our education plan "Ko te Mana Maatauranga". During consultation, tribal members were able to articulate in their own words what educational aspirations and success was for them. This plan of action is a result of this engagement process and embodies the hopes, dreams and aspirations of the tribe. It is a plan that seeks to uplift our people and empower them to pursue meaningful pathways, be committed to kiingitanga, grounded in our tikanga, fluent in our reo and connected to our marae and whakapapa.



GUIDED BY OUR TONGIKURA – PAST – PRESENT – INTO THE FUTURE

Our organisational mantra of **'One team, One direction'** expresses a commitment for us to work together to realise the aspirations of Whakatupuranga 2050. This plan will serve to strengthen the education focus across the organisation and acknowledges the many diverse programmes and initiatives being implemented successfully across all our entities: Waikato Raupatu Lands Trust, Waikato Raupatu River Trust, Tainui Group Holdings and the Waikato-Tainui College for Research and Development.

Finally, for Waikato-Tainui, whaanau is at the heart of lifelong learning. We will commit to supporting all whaanau to become lifelong learners and leaders that determine their futures. This sentiment is echoed in the words of Te Paea Herangi and our mission statement, **"kia tupu, kia hua, kia puawai"** – **to grow, to prosper, to sustain.**



Whakatupuranga 2050

WHAKATUPURANGA 2050 IS THE TRIBAL BLUEPRINT FOR WAIKATO-TAINUI THAT ARTICULATES THE ASPIRATIONS OF CULTURAL, SOCIAL AND ECONOMIC ADVANCEMENT FOR OUR PEOPLE.

It is a fifty-year long development approach towards building capacity within our marae, haapu and iwi. Whakatupuranga 2050 is a legacy for the next generations. The Waikato-Tainui Education Plan is directly informed by and aligned to Whakatupuranga 2050, which provides the benchmarks for measuring success. The Education Plan supports the realisation of Whakatupuranga 2050 through the empowerment of whaanau to determine destiny and success, as Waikato-Tainui.



Te Whakakitenga (Vision)

**Our vision is inspired by
Kiingi Taawhiao:**

Maaku anoo e hanga tooku nei whare

*Ko ngaa pou oo roto he maahoe, he
patatee*

Ko te taahuuhuu he hiinau

Me whakatupu ki te hua o te rengarenga

Me whakapakari ki te hua o te kawariki.

*I shall build my house from the lesser
known trees of the forest.*

*The support posts shall be maahoe and
patatee, and the ridge pole of hiinau.*

*My people will be nourished by the
rengarenga and strengthened by
the kawariki.*

Te Ahunga (Mission)

**Our purpose is captured in the
words of Princess Te Puea:**

Kia tupu, kia hua, kia puawai

To grow, to prosper, to sustain.

Ngaa Tikanga

(Values)

All that we do is underpinned by the unifying principles of Kiingitanga:

WHAKAITI - Humility

WHAKAPONO - Trust and Faith

AROHA - Love and Respect

RANGIMAARIE - Peace and Calm

MANAAKITANGA - Caring

KOTAHITANGA - Unity

MAHITAHĪ - Collaboration

Strategic Objectives

KIINGITANGA

“Whaiaa ko te mana motuhake”

TRIBAL IDENTITY & INTEGRITY

“Ko Tainui te waka, ko Taupiri te maunga, ko Waikato te awa, ko Pootatau te tangata

Waikato taniwharau, he piko he taniwha, he piko he tanwiwha”

TRIBAL SUCCESS

“Ki te moemoeaa ahau ko ahau anake; ki te moemoeaa taatou ka taea e taatou”

TRIBAL SOCIAL AND ECONOMIC WELLBEING

“Kia niwha te ngaakau ki te whakauu, ki te atawhai i te iwi”

“I am committed to
Kiingitanga, fluent in
te reo *Maaori*,
strong in my *tikanga*, healthy,
well educated and
financially secure”



Our people's *voices*

THE WAIKATO-TAINUI EDUCATION PLAN
DRAWS ON PREVIOUS STRATEGIES
AND RESEARCH, DATING BACK TO THE
TAINUI REPORT IN 1983 AND IS BASED ON
FEEDBACK GATHERED AT HUI HELD AT
MANY MARAE.

Since this time, Waikato-Tainui has developed three education strategies. The first two strategies (1987-1997) focussed on initiatives around the formal education sector, including the development of bilingual primary schools, training scholarships for Waikato-Tainui teachers and the establishment of an endowed college through Sir Robert Mahuta. The more recent education strategy (2009-2012) focussed on strengthening tribal identity and integrity through three key focus areas: developing tribal members

as repositories of tribal knowledge; skilled and knowledgeable tribal capacity and enhanced relationships and partnerships that support the education vision of the tribe.

*“Great
mentors
for whaanau”*

In 2007, Waikato-Tainui continued to endorse traditional knowledge, cultural identity and integrity through the launch of its tribal blueprint, Whakatupuranga 2050. From this document, Te Arataura developed strategic priorities (2013-2016) that would enable these aspirations to be realised: “Tribal members are well-educated, qualified and prepared to engage at all levels of society”.

The past Waikato-Tainui education strategies sought to recapture the essence of whare waananga and leadership development, combined with strengthening tribal member capacity to be successful in current social and economic contexts: locally, nationally and globally.

As well as background research of previous tribal strategies and studies, development work for Ko Te Mana Maatauranga has included consultation hui and presentations to the education sector, an environmental scan, research on 21st century education and Waikato-Tainui and most importantly, a process to engage with our people and capture their education aspirations. The new education plan seeks to build on directives that have emerged from consultation, as well as align to the current environment and potential challenges of the future.



It was intended that Waikato-Tainui aspirations would be at the heart of the new education plan. In early 2014, tribal members were asked about their values, practices, aspirations and ideas to support educational success for all Waikato-Tainui. Five marae waananga were run across the rohe, as well as an online survey. Across the board, all age groups were well represented and a diverse spread of perspectives were gathered.

Waananga were facilitated at:

- Poihaakena Marae
- Waahi Paa
- Raungaiti Marae
- Makaurau Marae
- Te Awamaarahi Marae

*“Self sustainable,
self governing,
self economic,
self saucing
pudding!”*

The format for each utilised key personnel such as Te Ahurei Rangatahi and key facilitators. The group facilitation process planned to ensure that all tribal members who attended were able to contribute their ideas in a safe environment. All ideas were gathered and represented.

*“Tamariki
thinking
positive”*

To guide the facilitation and thinking, four questions were developed alongside practitioners in the education space (see beside). The questions sought to provide enough scope for tribal members and Waikato-Tainui to develop an understanding of what education and learning is to our tribal members; and what education success looks like as Waikato-Tainui.

- 1 What values are important for our whaanau to practice and role model to be successful?
- 2 What is currently practiced in our homes, whaanau, marae and communities that supports our education success?
- 3 What initiatives would support households, whaanau and marae to achieve success in learning for life?
- 4 What would we see happening in Waikato-Tainui if our whaanau achieved this?

Throughout this document, there are tongikura from past Waikato-Tainui leaders and quotes from tribal members during the recent consultation process. In this way, our people’s voices have helped to inform and shape this plan every step of the way. What becomes clear is that in order to realise the aspirations of Whakatupuranga 2050, the new education plan will need to support tribal members across all age groups.



Aspirations

AT THE HEART OF THE WAIKATO-TAINUI
EDUCATION PLAN IS THE WHAANAU, AS
LIFE-LONG LEARNERS.

All Waikato-Tainui tribal members are life-long learners and leaders who determine their futures

The engagement process clearly placed whaanau and whanaungatanga at the centre of where learning is nurtured, and confidence and growth is experienced.

This education plan will serve 68,000 tribal members, 68 marae and 33 haapu.

“Financial well-being”

Whaanau are at the heart of learning in Waikato-Tainui

- Tribal members are confident and proud to be Waikato-Tainui. Learning opportunities and benefits are enjoyed intergenerationally;
- Tribal members think and lead change; are connected globally and locally in indigenous development and have the skills, resources and support they need to determine their own pathways;
- Tribal members are innovative and future-focused; they role model leadership and entrepreneurial

skills; they prioritise intergenerational leadership opportunities and development whenever possible;

“Self-empowerment”

- Tribal members are trend-setters; they set and seek new ideas, new directions and lead dynamic new ways to improve tribal wellbeing;
- Tribal members succeed in all aspects of educational and matauranga Maaori learning.





Ko te Mana Maatauranga

The aspirations of our people are represented by the takarangi pattern. This design has been specifically commissioned to reflect the key concepts of “Ko Te Mana Maatauranga” and Kiingitanga.

The design positions whaanau and their aspirations at the centre. The pattern also symbolises the constant endeavour to achieve the overarching objectives of Whakatupuranga 2050.

The colours align to the key priorities of the education plan.



Priorities

PRIORITY ONE

All Waikato-Tainui tribal members are fluent in Waikato reo me oona tikanga.

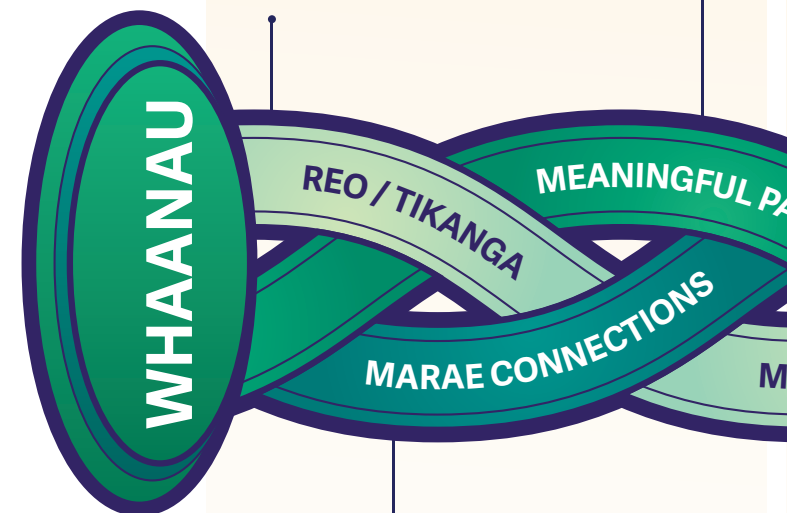
PRIORITY TWO

All Waikato-Tainui tribal members transition into meaningful pathways.

PRIORITY THREE

All Waikato-Tainui tribal members know their whakapapa and are connected to their marae.

The key priorities are fluid and may change over time, according to the needs of the tribe.



30%
of Waikato-Tainui
fluent in te reo

33%
of tribal members
with no qualifications
(15+ years)

70%
of tribal members connected
with their marae

2025

2035

2045

2050 & beyond

GOAL 80%

of tribal members connected with their marae

GOAL 60%

of Waikato-Tainui fluent in te reo

GOAL 13%

of tribal members with no qualifications (15+ years)

GOAL 100%

of tribal members connected with their marae

GOAL 0%

of tribal members with no qualifications (15+ years)

PATHWAYS

WHAANAU MARAE

REO / TIKANGA

WIDER EDUCATION SECTOR

WHAANAU MARAE

MARAE WHAANAU

MAAORI MEDIUM

MARAE CONNECTIONS

MARAE WHAANAU

2050

GOAL 23%

of tribal members with no qualifications (15+ years)

GOAL 90%

of tribal members connected with their marae

GOAL 5%

of tribal members with no qualifications (15+ years)

GOAL 80%

of Waikato-Tainui fluent in te reo

GOAL 45%

of Waikato-Tainui fluent in te reo

GOAL 75%

of Waikato-Tainui fluent in te reo

GOAL 100%

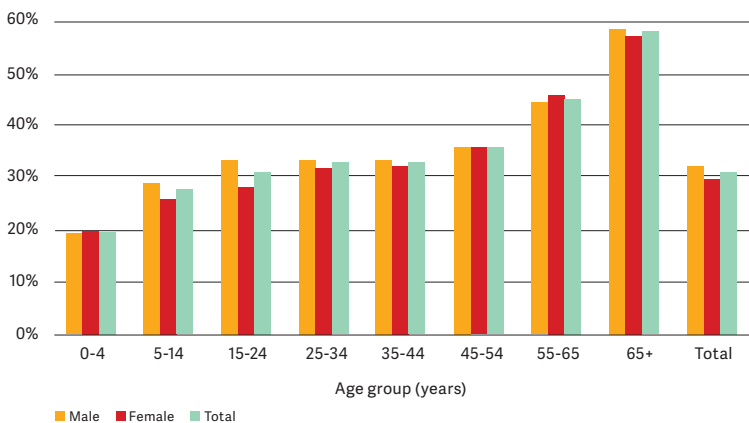
of tribal members connected with their marae

Priority one

FLUENCY OF WAIKATO REO ME OONA TIKANGA

OUR IDENTITY, HISTORY AND CONTINUITY AS A TRIBE ARE CAPTURED WITHIN OUR REO, TIKANGA AND PLACES OF SPECIAL SIGNIFICANCE TO WAIKATO-TAINUI. THIS PRIORITY IS FOCUSED ON LIFTING FLUENCY IN TE REO O WAIKATO FOR TRIBAL MEMBERS, FROM 31% IN 2015 TO OVER 80% BY 2050.

Waikato-Tainui speakers of te reo Maaori by age group and sex.



(Source: Statistics New Zealand, 2008:2)

According to Statistics New Zealand (2008), 31% of the total Waikato-Tainui population can speak te reo Maaori. Our biggest group of speakers of te reo Maaori are in the 45+ age group. It has also been reported that 31% of children or dependants live in a household with at least one adult speaker, which points to the potential of intergenerational transmission of te reo within these homes. Current data shows that 20% of pre-school children attend kohanga reo and 22% of school-aged children are in Maaori medium primary and secondary education settings. A rise in these enrolments and retention may also signal an increased commitment by whaanau to the revitalisation and continuation of Waikato reo as a living language.

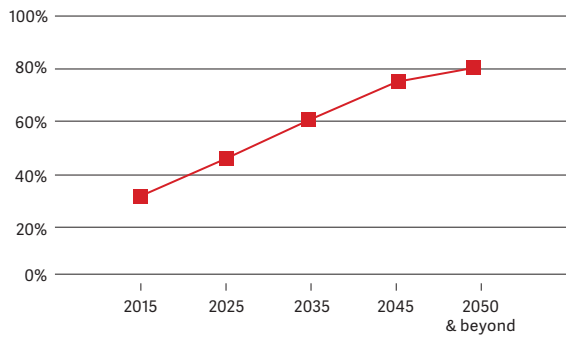
In order to achieve a goal of over 80% of our tribal members fluent in te reo o Waikato, this goal has been mapped out to 2050 with specific targets set at 10 year intervals. Across all our tribal entities, programmes of work will continue to be developed and implemented in order to meet the specific milestones for this priority. These programmes will take place on the marae, in our homes and formal education settings and at places of special significance to Waikato-Tainui across the rohe.

50,000 fluent reo Maaori speakers by 2050

Waahi Pa, May 2014

Reo/Tikanga

Waikato-Tainui speakers of te reo Maaori



Priority two

MEANINGFUL PATHWAYS

THIS PRIORITY IS ABOUT SUPPORTING TRIBAL MEMBERS TO DEVELOP THEIR INTERESTS AND PASSIONS INTO PURPOSEFUL AND MEANINGFUL PATHWAYS. THE FOCUS OF THIS PRIORITY IS TO DECREASE THE NUMBER OF TRIBAL MEMBERS AGED 15 YEARS AND OLDER, WITHOUT A QUALIFICATION, FROM 33% IN 2013 TO 0% BY 2050.

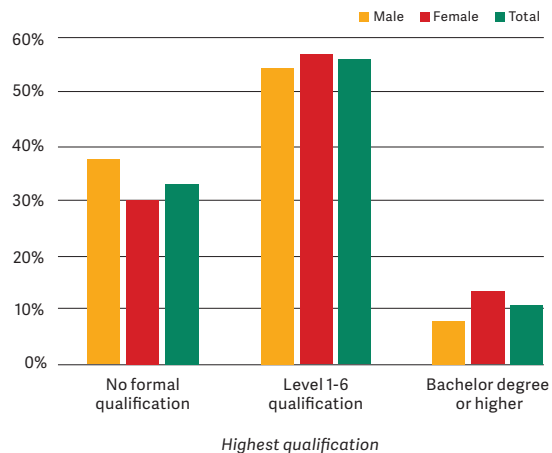
The school leaver data gives a comprehensive picture of the NCEA qualifications that rangatahi have attained at the point they leave the compulsory schooling system. This is one indication of how well the compulsory schooling sector

is delivering outcomes to our tribal members, by offering qualifications, key competencies and skills that rangatahi need for further education or work opportunities. This data also provides a gauge of the number of tribal members who are transitioning further into meaningful pathways, which will ultimately enable them to lead financially-secure lives.

To achieve the goal of decreasing the percentage of tribal members 15 years and older without a formal qualification, this priority has also been mapped out to 2050. Programmes will focus on supporting whaanau and marae directly, as well as working alongside our kura, schools and other providers in the formal education sector. There will be an emphasis on developing contexts for learning around a diverse range of pathways, which are grounded in reo, tikanga and Kiingitanga principles.

purpose > interest > passion > passion > purpose

Highest qualification for Waikato aged 15 years and over by sex – 2013 Census



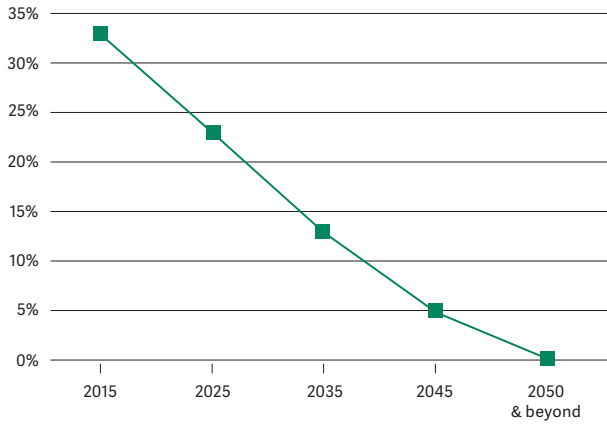
Source: Statistics New Zealand, 2013

Whaanau working in their own business or where they want to work

(Te Awamaarahi Marae, May 2014)

Meaningful Pathways

Tribal members (15+ years) with no qualifications



This is a priority for tribal members of all age groups, as they transition successfully from the home to the formal education system, into the work force and through to retirement.

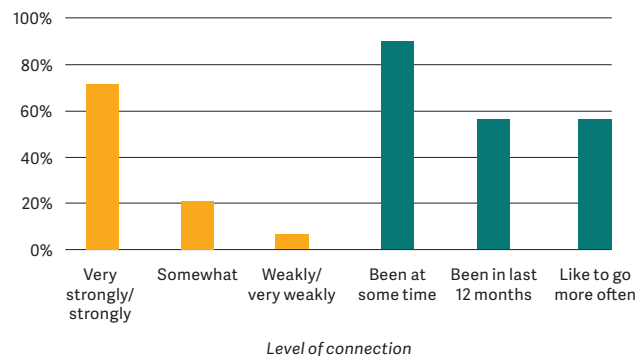


Priority three

MARAE CONNECTEDNESS

THIS INDICATOR WILL FOCUS ON BUILDING OUR MARAE AS CENTRES OF LEARNING AROUND IDENTITY AND BELONGING. THE AIM IS TO INCREASE THE NUMBER OF TRIBAL MEMBERS WHO CONNECT AND ENGAGE WITH THEIR MARAE FROM 70% IN 2015 TO 100% BY 2050.

Connection to Marae (Waikato)



Source: Statistics NZ, 2013 Te Kupenga

Waikato-Tainui have 68 raupatu marae – and 67,000 tribal members. According to the Waikato Tainui Marae survey (2006-2007), on average there are eight Kaumaatua per marae. These kaumatua fulfil a number of roles from hui participants to ringawera to the paepae. Many of our kaumatua are affiliated to more than one marae and are relied upon to carry out the duties of kawa and tikanga, whaikoorero and karanga. The spread of these kaumaatua across the marae is thin and therefore indicates a need for development of our 'cultural capacity'.

2% of marae reported an average of more than 80 participants at marae events, and 43% of marae reported an average of less than 40 attendants, indicating that typical attendance across marae can vary considerably. In a 2009 report entitled "The status

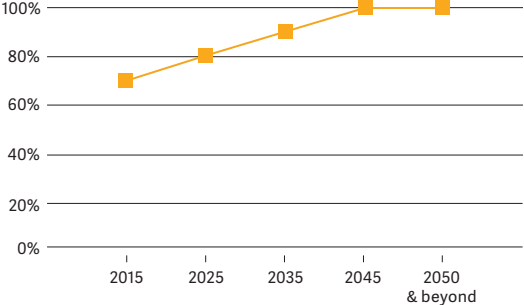
of the marae" the top 4 training needs for marae were identified as tikanga, karanga, reo and whaikorero.

In order to meet the specific milestones for this priority which are mapped to 2050, programmes will focus on connecting all tribal members to their marae in meaningful and sustainable ways. We will build on the vibrant network of marae throughout Waikato-Tainui, of which many are already connected through Poukai, by providing a range of marae-based initiatives that are driven by the needs of each marae and the wider aspirations of the Waikato Tainui Education Plan, Ko te Mana Maatauranga.

*“Keep the
Rewana bug
alive!”*

Connection to Marae

Waikato-Tainui Tribal Members



Key education settings

FOR WAIKATO-TAINUI TO ACHIEVE OUR ASPIRATIONS AND REALISE SUCCESS, WE HAVE IDENTIFIED KEY EDUCATION SETTINGS THAT WILL SUPPORT THIS. RELATIONSHIPS ARE KEY TO SUCCESS BECOMING A REALITY. THE THREE KEY EDUCATION SETTINGS IDENTIFIED FOR WAIKATO-TAINUI ARE:

WHAANAU AND MARAE
MAAORI-MEDIUM
WIDER EDUCATION SECTOR

WHAANAU AND MARAE

Waikato-Tainui is committed to creating experiences and opportunities for learning with whaanau at the heart. We acknowledge that our marae are our key connectors. We also acknowledge that we have many successful examples of learning currently occurring in both of these contexts. We acknowledge that we need to celebrate what is currently successful in these contexts while providing more opportunities for all whaanau to be life-long learners. Waikato-Tainui will support tribal members to understand their interests, to develop these into passions and a sense of purpose that is meaningful to them. We will support whaanau through developing whaanau based initiatives that embrace self-determination and prepares our next and current generations to be leaders of themselves, whaanau, hapuu and iwi.

Relationships

Our marae are our connectors to the Kiingitanga and to each other. They are places of learning, transition and growth for whaanau and tribal members. We see our marae as key places of life-long learning that extends throughout the rohe. We seek to develop the capacity of our tribal members to be proactive and effective in creating education opportunities. This includes building relationships with key partners in the areas of leadership, formal education and career pathways.





MAAORI-MEDIUM

Waikato-Tainui acknowledges the commitment that our Maaori-medium providers have towards the revitalisation of our reo and tikanga. We also acknowledge the innovation, leadership and determination of Tumuaki, Boards of Trustees, senior management and the wider whaanau of our kura to provide quality education through the medium of te reo. We will look to support our Kohanga Reo, Kura Kaupapa Maaori and Waananga to continue to provide a quality education that embraces self-determination and prepares our next generation to be leaders of themselves, whaanau, hapuu and iwi.

Relationships

Waikato-Tainui will endeavour to support our kohanga reo, kura-kaupapa Maaori, wharekura and waananga to continue to deliver quality learning opportunities for our tribal members. We will support Maaori medium providers to connect to each other, building excellent communities of learning through quality support for management, staff and whaanau. We will ensure strategic alliances with other iwi and practitioners in the Maaori-medium space and organisations are aligned with iwi aspirations. We look also to work with key 21st century education practitioners and leaders at the cutting edge of innovation to take Maaori medium education into the future, while building on the success of the past.

WIDER EDUCATION SECTOR

Waikato-Tainui recognises that the majority of our tribal members participate in mainstream education settings such as early childhood centres, primary and secondary schools through to tertiary institutions and industry training programmes. We are committed to ensuring that the number of tribal members, aged 15 years and older, who hold no formal qualification decreases significantly. We will be supporting tribal members to be effective governors on boards of trustees. We will also be working closely with education providers to share data to help determine what the needs of our tribal members are. This will enable us to anticipate areas of need within each of the education sectors.

Relationships

Waikato-Tainui is committed to supporting our tribal members through developing quality relationships with mainstream education providers at the various levels including governance, executive, advisory and boards of trustees. Waikato-Tainui will be seeking to gather and collate information from providers about tribal members to ascertain the achievement levels and qualifications held collectively across the tribe. We look to establish a Waikato-Tainui life-long learner profile and support our providers to fully understand the legacy of Waikato-Tainui in order for them to better serve our tribal members.



Our roles

WAIKATO-TAINUI HAS THREE DISTINCT ROLES TO PLAY IN THE CURRENT EDUCATION CONTEXT: AS A PROVIDER, CONNECTOR AND INFLUENCER.

PROVIDER

To deliver programmes primarily to whaanau and marae that provide opportunities for all tribal members to become life-long learners and leaders.

CONNECTOR

To connect tribal members to providers and services that will support them as a life-long learner, particularly in the Maaori-medium and mainstream education settings.

INFLUENCER

To develop and maintain quality relationships with the Crown, government agencies, regional authorities and other iwi to support the realisation of our Education Plan.

Accountability

WAIKATO-TAINUI WILL REPORT ACCOUNTABILITY FOR EACH OF OUR PRIORITIES.
WE WILL MEASURE THE OUTCOME OF EACH PROGRAMME OF WORK AGAINST:

HOW MUCH DID WE DO?

HOW WELL DID WE DO IT?

IS ANYONE BETTER OFF?

The priorities have been mapped until 2050 with milestones to be achieved every 10 years.
This will guide planning and also provide a measurement of accountability.

Research informing practice

We acknowledge that empowering our tribal members to best meet the needs of a 21st century environment will require us to be future focussed and innovative. Waikato-Tainui will scope the local, national and international landscapes regularly in order to remain relevant and understand the rapidly changing nature of the political, economic, social, technological, global and mega-trend settings. This will ensure that our programmes of work and initiatives best meet the needs of our tribal members, presently and in the future.

Innovation

Waikato-Tainui will explore and develop innovative ideas that support increased connectivity and improved learning opportunities for all tribal members, across the span of their life. The use of digital technologies and applications will allow every tribal member to access e-resources to support them at any stage of their journey as a life-long learner, whether they are a primary student moving onto secondary education or a grandparent ready for a change in career pathway. In essence, our programmes, initiatives and technologies will be designed to support our tribal members as they transition from peepi to pakeke to kaumaatua.



Acknowledgements

**Nгаа mihi maioha ki
ngaa kaitautoko katoa:**

Poihaakena Marae

Raungaiti Marae

Makaurau Marae

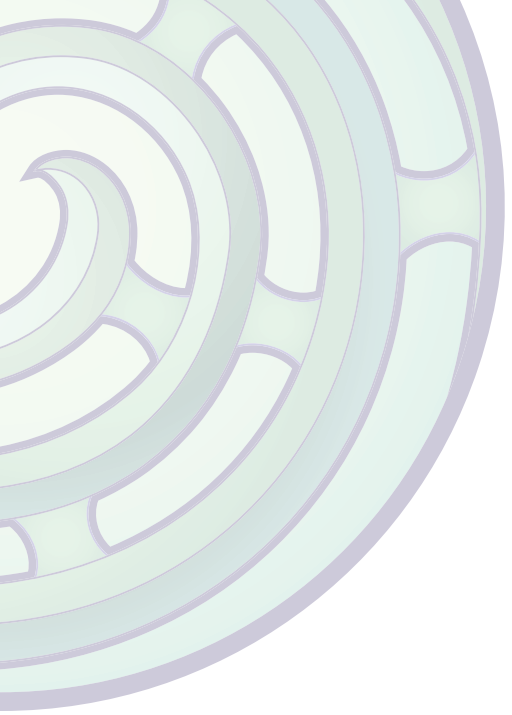
Te Awamarahi Marae

Waahi Paa

Hika Taewa

Ministry of Education

Te Ahurei Rangatahi





WAIKATO
TAINUI

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