

# Rangitāne Education Strategy

2023 to 2050

DRAFT for Consultation

## Table of Contents

<b>Moemoeā   Vision</b>	3
<b>Whanonga Pono   Principles</b>	4
<b>Ngā Hoaketanga Whakaruruhau   Overarching Objectives</b>	5
<b>Ngā Kaupapa Arotahi   Focus Areas</b>	7
<b>Strategic Priorities by Area</b>	8
1. Whanaungatanga	10
Mahi Tātai   Action Plan	12
2. Rangitānetanga	18
Mahi Tātai   Action Plan	19
3. <i>Mātauranga</i>	24
Mahi Tātai   Action Plan	24
<b>Kaupapa Whakmōrea   Key Risks:</b>	28

## Moemoeā | Vision

### Unleashing our potential.

*By Rangitāne, for Rangitāne, as Rangitāne*

<b>Whanaungatanga - Strengthening Connections and Relationships</b>	<b>Rangitānetanga- Enhancing Our Worldview and Identity</b>	<b>Mātauranga - Knowledge, Skills, Innovation</b>
<p><b>Aspirational Outcome:</b> An interconnected Rangitāne o Wairau whānau actively engaged in lifelong learning pathways, created by our people, for our people</p>	<p><b>Aspirational Outcome:</b> Rangitānetanga is the pulse of Rangitāne o Wairau. We navigate and create success because of - and through - our Rangitāne worldview.</p>	<p><b>Aspirational Outcome:</b> A highly skilled, culturally grounded, and innovative Rangitāne o Wairau whānau lays claim to - and experiences - success as we define it.</p>

## Whanonga Pono | Principles

<b>Tino Rangatiratanga</b>	<b>Mana Taurite</b>	<b>Kia Poipoi te Pitomata o Rangitāne</b>	<b>Kia Eke ki te Taumata, Kia Rere</b>
<p>A self-determining strategy by Rangitāne, for Rangitāne. We assert our mana as Rangitāne as we shape unique educational pathways by Rangitāne, for Rangitāne. The strategy enables Rangitāne to make decisions that reflect our values, aspirations, and who we are as descendants of Tānenuiārangi. This strategy ensures our whānau are empowered to define and drive their educational pathways.</p>	<p>This strategy is inclusive and accessible to all Rangitāne whānau; considering and addressing the unique needs and circumstances of Ahi Kā, Ahi Teretere and Ahi Mātao, with no whānau left behind. This strategy prioritises equity raising educational opportunities, resources, and support within education settings, within homes and within our people. Rangitāne will prioritise resources that remove barriers to lifelong learning for our whānau. We challenge systemic inequities and discriminatory practices.</p>	<p>Defined by our people, through our people, drawing upon generations of leadership and mātauranga and manifesting success for today and beyond, we define success as Rangitāne, for Rangitāne. Our definition of success speaks to the totality of our people and encompasses, recognises, and embraces our cultural, social, emotional, and spiritual essence. We honour the unique strengths and talents of each whānau member and celebrate our collective strength.</p>	<p>This strategy aligns educational pathways with aspirations of our iwi. Ensuring culturally grounded, safe, and equitable pathways that respond to the needs of Rangitāne through access to, and creation of, opportunities to meet the needs and the dreams of our whānau. These pathways provide for a strong, thriving Rangitāne, now and into the future.</p>

## Ngā Hoaketanga Whakaruruhau | Overarching Objectives

The following overarching objectives are carried across every aspect and each layer of our strategy and are expressed through the strategic priorities and focus areas outlined within this document. These overarching objectives connect to the strategic objectives and values of Tangata Rau Reo Kotahi 2018-2050. Through this strategy, Te Rūnanga a Rangitāne o Wairau is committed to:

### **Rangitānetanga - Cultural Identity and Mātauranga**

The identity of Rangitāne is strengthened and promoted through prominence to Mātauranga Māori, Mātauranga Rangitāne, Te Reo Māori; the stories and histories of Rangitāne within our people. Rangitānetanga is expressed and enhanced through unique pathways developed of Rangitāne, by Rangitāne and for Rangitāne. This includes within the educational settings that hold our people. This strategy enables the creation of learning opportunities, experiences, and resources that will promote, instil, embed, and celebrate Rangitānetanga across a range of contexts, for all of our iwi.

### **Mana Taurite - Equity and Inclusivity**

An unrelenting focus on both equitable access to and equitable outcomes for our Rangitāne o Wairau whānau within the colonial education system. We use metrics to understand disparities - and the impacts of these - and promote culturally safe, evidence-based practices within educational settings. We clearly outline, establish and embed aspirations and expectations for culturally responsive learning environments.

### **Mahi Ngātahi - Collaborative Partnerships**

We forge strong partnerships and collaboration with mainstream and Māori medium education providers, institutions, and community organisations to integrate Rangitāne o Wairau history, culture, and knowledge into the curriculum. We work together to create safe, culturally affirming learning environments.

## **Mauri Ora Kātoa - Whole Person Approach**

This strategy promotes the wholeness approach to education and learning, the intellectual, emotional, physical, and spiritual vitality of Rangitāne o Wairau which is interconnected and interdependent. This strategy recognises the value of practical skills, mātauranga, tikanga, and cultural connectedness as central to influencing positive academic outcomes.

## **Whakamana ngā Rauemi me ngā Whangaungatanga - Strengthening Resources and Relationships**

Ensure the availability of sufficient resources, both financial and human, to support the implementation of the education strategy. Foster partnerships with relevant organisations, government agencies, and educational institutions to attract additional resources, expertise, and opportunities for Rangitāne o Wairau whānau. Seek funding opportunities to enhance the provision of educational programs and initiatives.

### **This strategy addresses the unique needs and circumstances of all Rangitāne o Wairau whānau:**

**Ahi Kā:** Strategies for ahi kā, those living within the tribal rohe, would focus on strengthening the connection to ancestral whenua and culture, providing local resources and support, and encouraging active participation in iwi initiatives. This could involve connecting with local educational institutions, promoting te reo Māori and tikanga within schools, and providing programmes and resources for lifelong learning and skill development.

**Ahi Teretere:** For ahi teretere, those living outside the tribal rohe with limited contact, the strategy aims to maintain and strengthen connections to home. This will involve providing resources and support to learn te reo Māori and tikanga, creating opportunities to participate in iwi initiatives remotely, opportunities to come home and maintaining communication and engagement through digital platforms.

**Ahi Mātao:** Strategies for ahi mātao, those living outside the tribal rohe with limited contact, would focus on rekindling their connection to Rangitāne o Wairau. This will involve outreach initiatives to identify and connect with these individuals, providing resources to learn about their iwi and whakapapa, and creating opportunities for them to engage with the iwi and participate in events and initiatives.

## Ngā Kaupapa Arotahi | Focus Areas

### 1. **Whanaungatanga – Connections**, relationships and pathways define us

**Aspirational Outcome:** An interconnected Rangitāne o Wairau whānau actively engaged in lifelong learning pathways of our people, by our people, for our people.

### 2. **Rangitānetanga** – Our worldview is central to our identity and, therefore, our success

**Aspirational Outcome:** Rangitānetanga is the pulse Rangitāne o Wairau. We navigate and create success in the world because of - and through - our Rangitāne worldview.

### 3. **Mātauranga** – The development and expression of our knowledge and skills is the future of Rangitāne

**Te Pae Tawhiti - Aspirational Outcome:** A highly skilled, culturally grounded, and knowledgeable Rangitāne o Wairau whānau claims and experiences success as we define it.

Underpinning focus areas and enablers, as described by whānau during the engagement:

1. **Resourcing:** Adequate resourcing is fundamental to the success of educational initiatives. This includes accessing and enabling funding and support for scholarships, cultural education, and initiatives that strengthen the connection between schools and whānau. Whānau highlighted the importance of a dedicated Education Navigator to actively engage with schools, facilitate collaboration, and provide support and guidance to whānau. Ensuring sustainable and sufficient resources is crucial to create an enabling environment for educational success and the realisation of the strategy's goals.
2. **Roles and Responsibilities:** The Rūnanga plays an important role in providing strategic direction, guidance, and oversight for the education strategy. Maintaining the big picture view of resourcing and improved outcomes clears the path for hapū and whānau to collectivise now and in the future, so that the next generation can step up and take on leadership roles within the iwi.

## Strategic Priorities by Area

1. <b>Whanaungatanga</b> – Connections, Relationships, and Pathways	2. <b>Rangitānetanga</b> – Our Worldview is central to our identity and, therefore, our success	3. <b>Mātauranga</b> – The development and expression of our knowledge and skills is the future of Rangitāne
<p><b>Te Pae Tawhiti - Aspirational Outcome:</b></p> <p>An interconnected Rangitāne o Wairau whānau actively engaged in lifelong learning pathways of our people, by our people, for our people.</p>	<p><b>Te Pae Tawhiti - Aspirational Outcome:</b></p> <p>Rangitānetanga is the pulse of Rangitāne o Wairau. We navigate and create success in the world because of - and through - our Rangitāne worldview.</p>	<p><b>Te Pae Tawhiti - Aspirational Outcome:</b></p> <p>A highly skilled, culturally grounded, and innovative Rangitāne o Wairau whānau lays claim to - and experiences - success as we define it.</p>
<p><b>Arotahi Mātua - Priorities:</b></p> <p><b>1.1 Establish engagement opportunities to empower, educate, and connect Rangitāne o Wairau whānau.</b></p> <p>1.1.1 Development and launch of Digital Resource and Engagement Hub 1.1.2 Wānanga/Kura Rangitānetanga for indigenisation (decolonisation)</p> <p><b>1.2 Collaborate for equitable and culturally responsive practices with schools and educational institutions.</b></p>	<p><b>Arotahi Mātua - Priorities:</b></p> <p><b>2.1 Develop and deliver Te Marautanga a Rangitāne o Wairau for Rangitāne, incorporating cultural identity, mātauranga Māori, Te Reo me ngā Tikanga Māori and Hauora.</b></p> <p>2.1.1 Development of Te Marautanga a Rangitāne 2.1.2 Agile implementation of Te Marautanga a Rangitāne 2.1.3: “Rangitānetanga” by Rangitāne, for Rangitāne: Adaptive, agile cultural education opportunities</p>	<p><b>Arotahi Mātua - Priorities:</b></p> <p><b>3.1 Develop iwi-led education tailored to the needs of Rangitāne o Wairau whānau.</b></p> <p>3.1.1 Data, voice, and experience-driven decisions 3.1.2 Mentoring for development 3.1.3 Funding, resourcing, and investment opportunities grow our capacity to lead</p> <p><b>3.2 Establish a process for collecting and analysing data to inform educational initiatives and investments.</b></p>



<p>1.2.1 Embedding the cultural narratives of Rangitāne as a touchstone for education providers</p> <p>1.2.2 Promotion and prominence of Rangitānetanga within kura</p> <p>1.2.3 Prominence of Rangitānetanga within ECE, and Tertiary education</p> <p>1.2.4 Prominence of Rangitānetanga through technologies</p> <p>1.2.5 Evidence synthesis to promote culturally responsive pedagogies for Rangitāne, by Rangitāne</p> <p>1.2.6 Culturally responsive, equity raising practices</p> <p>1.2.6 Influencing policies and practices</p> <p><b>1.3 Provide agile, adaptive, and ongoing support and opportunities for Rangitāne whānau within their unique education pathway</b></p> <p>1.3.1 Establishment of an Education working group (Mātauranga Rūnanga)</p> <p>1.3.2 Establishment of Navigator roles for the Rūnanga (whānau-focused)</p> <p>1.3.3 Implementation and workstreams for Navigation roles</p>	<p>2.1.4 Expression of, prominence to, and celebration of Rangitāne in community spaces</p> <p><b>2.2 Draw upon data, draft, and deliver a definition of success for Rangitāne tamariki rangatahi, by Rangitāne, for Rangitāne</b></p> <p>2.2.1 Co-construction of an aspirational profile “Rangitāne succeeding as Rangitāne”</p> <p>2.2.2 Responsive pathways for all tamariki rangatahi</p> <p><b>2.3 Delivery of agile cultural education opportunities “Rangitānetanga” by Rangitāne, for Rangitāne.</b></p> <p>2.3.1 Exploration of existing and future opportunities for cultural education that align with whānau aspirations</p> <p>2.3.2 Implementation of further opportunities for cultural education that align with whānau aspirations</p> <p>2.3.3 External and collaborative opportunities to support cultural education for Rangitāne</p>	<p>3.2.1 Understand ākonga experience through systematic data collection</p> <p>3.2.2 Understand Rangitāne experience through systematic data collection</p> <p><b>3.3 Pathways for innovation, creativity, and adaptive skills</b></p> <p>3.3.1 Engage whānau to identify future focus skills for funding alignment</p> <p>3.3.2 Foster collaboration and facilitate access to funding and scholarships</p> <p>3.3.3 Establish a system for identifying and updating funding opportunities for Kaupapa Māori</p> <p>3.3.4 Connect and support Rangitāne whānau to access funding opportunities</p>
--	--	---

## 1. Whanaungatanga

*Connections, Relationships, and Pathways*

<b>Te Pae Tawhiti Aspirational Outcome</b>	<b>Ngā Wawata o te Whānau Whānau voice</b>	<b>Panoni Whakahau Drivers and Levers</b>	<b>Arotahi Rautaki Strategic Priorities</b>
<p>An interconnected Rangitāne o Wairau whānau actively engaged in lifelong learning pathways of our people, by our people, for our people.</p>	<p><b>Access and Connection:</b> <i>Enhancing accessibility to cultural education and resources is crucial, particularly for those living away from Te Taihū. Digital tools and platforms, such as webinars, podcasts, and a dedicated Rangitāne app, can improve access. Physical gatherings and wānanga in various locations should be organised to foster connection and shared learning.</i></p> <p><b>Decolonisation and Empowerment:</b> <i>Whānau strongly advocate for decolonisation training and wānanga to empower individuals and the wider community to challenge colonial systems, norms, and narratives. This includes understanding the historical context of colonisation, the impact it has had on Māori education, and actively working towards reclaiming cultural sovereignty and self-determination. Decolonisation initiatives can foster a greater sense of agency, pride, and autonomy among whānau, enabling them to navigate educational systems and environments in a way that aligns with their cultural values and aspirations.</i></p>	<p><b>Pathways:</b></p> <ul style="list-style-type: none"> <li>- Digital Engagement and Resource Hub</li> <li>- Education Navigator and Education Komiti/Team</li> <li>- Community Education Initiatives</li> <li>- Institutional Partnerships</li> </ul>	<p>1.1 Establish engagement opportunities to empower, educate, and connect Rangitāne o Wairau whānau.</p> <p>1.2 Collaborate for equitable and culturally responsive practices with schools and educational institutions.</p> <p>1.3 Provide agile, adaptive, and ongoing support and opportunities for Rangitāne within their unique education pathway</p>

	<p><b>Redefining education:</b> Whānau desire varied and engaging forms of education, including practical skills and hands-on learning experiences alongside formal education. Recognising diverse learning styles and incorporating non-traditional classroom settings is important to cater to individual needs.</p> <p><b>Support:</b> Whānau expressed deep appreciation for scholarships and other forms of support that contribute to educational opportunities and success. The provision of scholarships should be continued and expanded to ensure that financial barriers do not hinder access to education. In addition to financial support, there is a need for holistic support systems that address the overall well-being of whānau, such as mentoring programs, tutoring services, and guidance on career pathways.</p>		
--	--	--	--

## Mahi Tātai | Action Plan

<b>1.1 Establish engagement opportunities to empower, educate, and connect Rangitāne o Wairau whānau.</b>			
<b>Arotahi Mātua - Priority</b>	<b>Stage 1 - Te Kākano</b>	<b>Stage 2 - Kia Tipu</b>	<b>Stage 3 - Kia Puāwai</b>
<b>1.1.1</b> Development and launch of Digital Resource and Engagement Hub	Establish a Project to steer design and development of a digital resource and engagement hub, including a pathway of regular hui to engage influencers and whānau in strategy development process.	Define and develop data points and metrics for digital resource and engagement hub.	Expansion of digital resource and engagement hub as a virtual marae meeting place for all Rangitāne, ahakoa nō hea.  The outcomes of Tangata Rau Reo Kotahi (and other Rangitāne strategies) are levered through the platform.
	Define objectives of the Rangitāne digital resource and engagement hub through further analysis of whānau voice and feedback from Rangitāne community (focus groups, surveys, and interviews)  Understand and test user experience and user interface with design principles, Te Ao Rangitāne to determine key features, functionalities, and mātauranga   marautanga	Expand functionality and usability to ensure an interactive platform for Rangitāne, including information sharing, data collection and metrics to demonstrate outcomes	Ongoing design, maintenance, and contributions to digital resource and engagement hub, by whānau, for whānau, by Rangitāne, for Rangitāne

	<b>Stage 1 - Te Kākano</b>	<b>Stage 2 - Kia Tipu</b>	<b>Stage 3 - Kia Puāwai</b>
<p>1.1.2 Wānanga/Kura Rangitānetanga for indigenisation (decolonisation):</p> <p>Fostering Empowerment, Tino Rangatiratanga, and Redefining Education</p>	<p><b>Foundation and Capacity Building</b></p> <p>Form a team comprising of Rangitāne educational experts, cultural advisors, and facilitators to drive the development and implementation of decolonisation training and wānanga initiatives to establish foundations and build capabilities</p>	<p>Capacity Building Workshops for Rangitāne whānau across Aotearoa, focusing on facilitating decolonisation training and wānanga to equip whānau with the necessary knowledge, skills, and facilitation techniques to lead and support decolonisation initiatives for Rangitāne, by Rangitāne.</p> <p>Ongoing regional training and support to empower whānau and build their confidence in facilitating decolonisation training and wānanga.</p>	<p>Whānau-Led Wānanga Networks established across Aotearoa to provide ongoing support, knowledge exchange, and collaboration opportunities for whānau engaged in decolonisation initiatives.</p>
	<p>Curriculum Development and Resource Creation: Collaborate with key influencers, whānau experts and whānau to develop a curriculum for decolonisation training and wānanga to encompass historical context, cultural revitalisation, self-determination, and challenges to colonial systems and narratives.</p> <p>Create educational resources to support the delivery of these initiatives.</p>	<p>Provision of ongoing support, curriculum building, mentoring, and networking opportunities to ensure effective implementation.</p>	<p>Evaluation and impact assessments to measure effectiveness and outcomes of initiatives with feedback from whānau participants, monitoring of community-level changes, and documentation of success stories.</p>

	Pilot Delivery for whānau with review and evaluation.	Delivery of Kura Rangitāne across Aotearoa for whānau to include review and evaluation, as well as building internal capacity for ongoing wānanga	Collaboration with Iwi and Māori Organisations: Forge partnerships with other iwi and Māori organisations across Aotearoa to promote and expand
<b>1.2 Collaborate for equitable and culturally responsive practices with schools and educational institutions.</b>			
<b>Priority</b>	<b>Stage 1 - Te Kākano</b>	<b>Stage 2 - Kia Tipu</b>	<b>Stage 3 - Kia Puāwai</b>
1.2.1 Embedding the cultural narratives of Rangitāne as a touchstone for places of education	<p>Ensure all Rangitāne kura are connected with Rangitānetanga and are developing a visible, lived cultural narrative. Establish relationships for a future MOU/MOA</p> <p>Work with Rangitāne schools and educational institutions to understand and integrate Rangitānetanga through PLD opportunities such as wānanga, noho marae, online webinars</p>	<p>Embed Rangitāne cultural narratives within Rangitāne kura, with Rangitānetanga as a focal point of a visible, lived curriculum. Confirm MOU/MOA for all Rangitāne kura</p> <p>Expansion of Professional Learning and Development opportunities for educators within Rangitāne schools, ngā kura o Te Taihū, and kura with tamariki rangatahi Rangitāne, delivered both digitally and face to face, by Rangitāne, for Rangitāne</p>	<p>Rangitāne cultural narratives are embedded through local curriculum, including practices, contexts, and physical features</p> <p>Development of a digital library and resources for ubiquitous access for key partners within mainstream education</p>
1.2.2 Prominence to Rangitānetanga within kura	Refine and share a set of resources to increase the cultural visibility of Rangitāne for integration in Rangitāne kura, ngā kura o	Expand resources and access to resources for integration across Rangitāne kura, ngā kura o Te Taihū, and kura with tamariki rangatahi	Partner and lead active research within Rangitāne kura.

	Te Tauihu, and kura with tamariki rangatahi Rangitāne	whānau, developed by whānau, for whānau	
1.2.3 Prominence to Rangitānetanga within ECE, and Tertiary education	Strengthen partnerships with Kohanga Reo, Kindergarten, and Tertiary providers through provision of resources and opportunities for PLD to create educational pathway for Rangitāne tamariki and rangatahi	Through partnerships with kohanga Reo, Kindergarten and Tertiary providers, identify and develop pathways for community-based educational programs that align with Rangitāne aspirations  Development of joint initiatives and programs that promote te marautanga-a-Rangitāne and Rangitānetanga	Establish collaborative agreements with preferred providers and identify resourcing to work with schools and educational institutions to provide enriched learning opportunities for Rangitāne tamariki and rangatahi
1.2.4 Prominence to Rangitānetanga through technologies	Identify how technology can leverage collaboration with relevant organisations for widespread accessibility and engagement	Collaborate with community organisations and educational institutions for Rangitāne presence and visibility	Widespread accessibility and engagement: Utilisation of technology to leverage learning opportunities and visibility of Rangitānetanga, across organisations
1.2.5 Evidence synthesis to promote culturally responsive pedagogies for Rangitāne, by Rangitāne	Develop an evidence synthesis to scrutinise barriers for Rangitāne Rangatahi and Tamariki, and whānau to produce a report that demonstrates the impacts of racism, disparities, and inequities faced by whānau	Utilise the evidence synthesis to develop partnerships, practices, and resources for all Rangitāne kura, and all kura with Rangitāne tamariki rangatahi	Embed Rangitānetanga approaches within all Rangitāne kura, and all kura with Rangitāne tamariki rangatahi

<p>1.2.6 Culturally responsive, equity raising practices</p>	<p>Build on Ngā Kawatau me ngā Tūmanakotanga o Te Taihū framework to include best evidence of culturally relevant teaching practices and resources for Rangitāne kura, and kura with Rangitāne rangatahi and tamariki</p> <p>Collaborate with Kurahaupō collective to further contextualise and provide professional learning and development opportunities for educators to enhance their cultural competency through Te marautanga-ā-Rangitāne</p>	<p>Utilisation of Ngā Kawatau me ngā Tūmanakotanga o Te Taihū and Kurahaupō collective to provide ongoing support and mentoring to educators and kura, focusing on enhancing cultural competency and pedagogical approaches</p> <p>Education team and Education navigator collaborate with kura and whānau in action research to evaluate the impact of culturally responsive practices and resources for Rangitānetanga</p>	<p>Implementation of a digital research hub to capture and demonstrate evidence of successful practice resulting in equitable outcomes</p> <p>Ongoing monitoring of successful evidence-based practices and pedagogies for innovation, creativity and success</p>
<p>1.2.6 Influencing policies and practices</p>	<p>Develop and affirm policies that address racial disparities and promote equity in education for Rangitāne o Wairau whānau</p>	<p>Education team/Education navigator to work alongside kura to understand, implement and measure policies that promote equity through MOU/MOA</p>	<p>Equity lifting practices are embedded within all Rangitāne kura and all kura with Rangitāne tamariki rangatahi, demonstrated through equitable outcomes</p>
<p><b>1.3.1 Provide advocacy and support roles for Rangitāne within their education pathway</b></p>			
	<p><b>Stage 1 - Te Kākano</b></p>	<p><b>Stage 2 - Kia Tipu</b></p>	<p><b>Stage 3 - Kia Puāwai</b></p>



<p>1.3.1 Establishment of an Education working group (Mātauranga Rūnanga)</p>	<p>Education working group to develop Education Navigator role terms of reference and description of role through utilisation of data from whānau to understand needs</p> <p>Explore pilot funding (MOE)</p>	<p>Expand training of Education Navigators for Rangitāne, by whānau, for whānau through the development of an Education Navigator tool kit</p> <p>Secure ongoing funding for Rangitāne Education Navigators</p>	<p>Establish a full education team with advisory, thought leadership, mentorship, cultural expertise and administrative support</p> <p>Educational Navigation roles are sustainably resourced and led by Rangitāne, for Rangitāne</p>
<p>1.3.2 Establishment of Navigator roles for the Rūnanga (whānau-focused)</p>	<p>Define Role of Education Navigator: Based on the needs assessment findings, define the scope and responsibilities of the Education Navigator for advocating for and supporting whānau, rangatahi, and tamariki in their educational journeys, including ahi teretere, ahi mātao</p> <p>Recruitment, Selection and Appointment of Education Navigator</p> <p>Identify funding opportunities and sources to support the employment and training of additional Education navigators</p>	<p>Identify key influencers and those with cultural, educational expertise to support building the capacity of a Rangitāne Education team of Navigators</p> <p>Develop whānau centred recruitment and training opportunities for Rangitāne whānau to take on employment roles in the team</p>	<p>Education navigators, by Rangitāne, for Rangitāne are within key Rangitāne areas, with strong resourcing, support and training to ensure sustainability</p>

<p>1.3.3 Implementation and workstreams for Navigation roles</p>	<p>Pilot Education Navigators for Rangitāne (ahi kā, ahi teretere, ahi mātao) Building relationships with whānau, kura</p> <p>Creating connection opportunities for tamariki and rangatahi</p>	<p>Collaboration with education institutions to develop individual learning plans and bespoke pathways for Rangitāne</p>	<p>Mentoring of tamariki and rangatahi Rangitāne into further learning pathways</p>
--	--	--	---

DRAFT

## 2. Rangitānetanga

***Our Worldview is central to our identity, and therefore, our success***

Te Pae Tawhiti Aspirational Outcome	Ngā Wawata o te Whānau Whānau voice	Panoni Whakahau Drivers and Levers	Arotahi Rautaki Strategic Priorities
<p>Rangitānetanga is the pulse Rangitāne o Wairau. We navigate and create success in the world because of - and through - our Rangitāne worldview.</p>	<p><b><i>Cultural Identity and Mātauranga Māori:</i></b> <i>Whānau expressed a strong desire for greater access to Te Reo Māori and Mātauranga Māori, emphasising the importance of cultural identity in educational success. The iwi has a responsibility to transmit traditional knowledge, values, and culture, and there is a need to break down barriers to participation in wānanga and learning opportunities for Te Reo Māori.</i></p> <p><b><i>Recognition and Pride:</i></b> <i>There is a clear desire for greater recognition of Rangitānetanga, and for individuals to feel a sense of pride in their iwi affiliation. This entails not only acquiring knowledge of tūpuna and their stories but also actively promoting and celebrating Rangitāne culture, language, and heritage. Whānau seek initiatives that elevate the visibility and significance of Rangitānetanga within educational settings, wider community contexts, and through intergenerational transmission.</i></p>	<p><b>Pathways:</b></p> <ol style="list-style-type: none"> <li>1. Delivery of Rangitānetanga, by Rangitāne, for Rangitāne</li> <li>2. Rangitāne research and data</li> <li>3. Partnerships e.g., museums, Councils</li> </ol>	<p>2.1 Develop and deliver Te Marautanga a Rangitāne o Wairau for Rangitāne</p> <p>2.2 Draw upon data, draft, and deliver a definition of success for Rangitāne tamariki rangatahi, by Rangitāne, for Rangitāne</p> <p>2.3 Delivery of agile cultural education opportunities “Rangitānetanga” by Rangitāne, for Rangitāne.</p>

## Mahi Tātai | Action Plan

<b>2.1 Develop and deliver Te Marautanga a Rangitāne o Wairau for Rangitāne, incorporating cultural identity, mātauranga Māori, Te Reo me te Tikanga Māori and Hauora</b>			
<b>2.1.1</b>	<b>Stage 1 - Te Kākano</b>	<b>Stage 2 - Kia Tipu</b>	<b>Stage 3 - Kia Puāwai</b>
Development of Te Marautanga ā Rangitāne	<p>Te Marautanga ā Rangitāne Development</p> <p>Establish Curriculum Working Group: Bring together a group of Rangitāne researchers educators, cultural experts, community members, and education team representatives to form a Curriculum Working Group.</p> <p>Conduct research into iwi initiatives and the outcomes of these to utilise best-evidence practice.</p> <p>Mātauranga and Values synthesis through cultural mapping and research synthesis in, consultation with whānau, and in collaboration with knowledge holders.</p>	<p>Curriculum Development: Based on the cultural mapping of Rangitānetanga, work collaboratively with the Curriculum Working Group and wider whānau to develop Te Marautanga ā Rangitāne Stage 1 to include:</p> <ul style="list-style-type: none"> <li>- Whakapapa</li> <li>- Tikanga</li> <li>- Te Reo</li> <li>- Pūrākau</li> <li>- Hauora</li> <li>- Te Ao Tūroa</li> </ul>	<p>Curriculum Development Stages 2-3 are developed, drawing upon the research, consultation, mātauranga, hītori and pūrākau,</p>

<p>2.1.2 Agile implementation of Te Marautanga ā Rangitane</p>	<p>Develop a platform to hold mātauranga and express marautanga</p> <p>Identify and allocate resourcing for face to face and virtual opportunities for Rangitane whānau eg, wānanga, webinars and online courses.</p> <p>Feasibility study/scope for Rangitane kura ā iwi, kohanga reo, kura kaupapa.</p>	<p>Utilisation of digital engagement hub to share Te Marautanga ā Rangitane with whānau</p> <p>Implement delivery of marautanga through various platforms and opportunities.</p>	<p>Te Marautanga ā Rangitane is embedded and expressed within the digital engagement hub</p> <p>Te Marautanga ā Rangitane is accessible through online, face to face.</p>
<p>2.1.3: “Rangitānetanga” by Rangitane, for Rangitane: Adaptive, agile cultural education opportunities</p>	<p>Education Curriculum Working group establish pilot pathways for delivery of Te Marautanga ā Rangitane for ahi kā, ahi teretere, ahi mātao</p> <p>Use evidence-based insights and data to support decision-making and investment</p> <p>Development of Puna Reo curriculum design for ahi kā, ahi teretere, ahi mātao. Rangitane Reo, Rangitane tikanga, Rangitane Pūrakau</p>	<p>Pilot phase with Stage 1 of Te Marautanga across the motu, based on outcomes of pathway mapping</p> <p>Training opportunities for whānau to lead and facilitate delivery</p> <p>Develop strategies to capture, express and communicate educational opportunities through mixed-media</p> <p>Secure funding for training for Puna Reo Facilitators across Aotearoa for Rangitane</p>	<p>Pilot phase of Stage 2 of Te Marautanga across the motu.</p> <p>Stage 1 of Te Marautanga is being delivered through multiple pathways, by whānau, for whānau</p> <p>Te Marautanga wānanga ‘Taonga tuku iho’ opportunities for whānau facilitators are embedded and sustainable across the motu</p> <p>Embedded and established home learning curriculum for all Rangitane whānau</p>

<p>2.1.4 Expression of, prominence to and celebration of Rangitāne in community spaces</p>	<p>Identify external partners eg, kura, Councils, whare taonga, community projects to promote and give visibility to Rangitānetanga</p>	<p>Utilise partnerships and relationships with external parties eg, Council (libraries) to give visibility to Rangitānetanga through events, workshops, mahi toi</p>	<p>Identify and share successes and social impacts/outcomes of collaborative projects centering Rangitānetanga</p>
<p><b>2.2 Draw upon data, draft, and deliver a definition of success for Rangitāne tamariki rangatahi, by Rangitāne, for Rangitāne</b></p>			
<p>2.2.1 Co-construction of an aspirational profile “Rangitāne succeeding as Rangitāne”</p>	<p>Establish a rōpū of kaumatua, whānau, rangatahi, tamariki to steer a process of voice collection to develop draft Rangitāne aspirational profile “Rangitāne succeeding as Rangitāne”</p>	<p>Utilise digital engagement hub to capture voice and experience of Rangitāne</p> <p>Synthesise voice and experience to develop draft aspirational profile</p> <p>Review draft with whānau feedback and refine</p> <p>Identify Te Ao Māori measures of success to sit alongside profile</p>	<p>Rangitāne Aspirational Profile is developed and embedded within the Rangitānetanga vision, curriculum and strategies and utilised as both a profile and a measure for external partners eg, kura</p>
<p>2.2.2 Responsive pathways for all tamariki rangatahi</p>	<p>Development of Rangitāne Profile template for individual education profile for all Rangitāne early learners (under 5s), developed through whānau centred mapping, shared by whānau with ECE and kura, to be utilised and developed throughout their pathway</p>	<p>All Rangitāne tamariki have an individual education profile that is developed and shared by whānau, utilised by kura, and actively developed through their pathway</p>	<p>All Rangitāne tamariki and rangatahi have an individual education profile that is developed and shared by whānau, utilised by kura, and evolves through their pathway</p>

<b>2.3 Delivery of agile cultural education opportunities “Rangitānetanga” by Rangitāne, for Rangitāne.</b>			
2.3.1 Exploration of existing and future opportunities for cultural education that align with whānau aspirations	Undertake needs and aspirations assessment to identify specific aspirations and expectations of Rangitāne whānau and rangatahi	Align needs assessment with the development of Marautanga ā Rangitāne	Evaluation and continuous improvement to assess the effectiveness and impact of Marautanga ā Rangitāne and the provision of agile cultural education opportunities for Rangitāne
2.3.2 Implementation of further opportunities for cultural education that align with whānau aspirations	Explore existing and future opportunities such as whare whakairo, whare wānanga, Kura Reo, Taiao based ako	Expand existing and future opportunities in alignment with needs and aspirations assessment	
2.3.3 External and collaborative opportunities to support cultural education for Rangitāne	Assess the current landscape of provision of tikanga Māori, mātauranga Māori cultural education opportunities, locally, online and within existing collaborations.	Develop partnerships and collaborations with providers and position funding to connect Rangitāne whānau with agile cultural educational opportunities	Through active partnerships and collaboration, expand the reach and impact of agile cultural education opportunities.

### 3. Mātauranga

*The development and expression of cultural knowledge, learning, and skills is the future of Rangitane*

<b>Te Pae Tawhiti Aspirational Outcome</b>	<b>Ngā Wawata o te Whānau Whānau voice</b>	<b>Panoni Whakahau Drivers and Levers</b>	<b>Arotahi Rautaki Strategic Priorities</b>
<p>A highly skilled, culturally grounded, and innovative Rangitane o Wairau whānau lays claim to - and experiences - success as we define it.</p>	<p><b>Addressing Racism and Inequities:</b> <i>The strategy must acknowledge and address the impact of racism and disparities faced by whānau, both within the education system and society. This includes recognising and addressing biases, discriminatory practices, and systemic barriers that hinder educational opportunities and outcomes.</i></p> <p><b>Legacy:</b> <i>Whānau recognise the importance of leaving a lasting legacy for future generations. This entails preserving and revitalising cultural knowledge, practices, and traditions, ensuring their transmission to younger generations. It also involves creating platforms for whānau to actively engage in the cultural and educational development of their tamariki, fostering a sense of intergenerational continuity and connection to the past while preparing for the future.</i></p>	<p><b>Pathways:</b></p> <ol style="list-style-type: none"> <li>1. Iwi-Led Educational Programs</li> <li>2. Data-Driven Decision Making</li> <li>3. Digital Literacy and Future-focused Skills</li> </ol>	<ol style="list-style-type: none"> <li>3.1 Develop iwi-led education tailored to the needs of Rangitane o Wairau whānau.</li> <li>3.2 Establish a process for collecting and analysing data to inform educational initiatives and investments.</li> <li>3.3 Pathways for innovation, creativity, and adaptive skills</li> </ol>



## Mahi Tātai | Action Plan

<b>3.1 Develop iwi-led education tailored to the needs of Rangitāne o Wairau whānau.</b>			
	<b>Stage 1 - Te Kākano</b>	<b>Stage 2 - Kia Tipu</b>	<b>Stage 3 - Kia Puāwai</b>
3.1.1 Data, voice, and experience-driven decisions	<p>Synthesis of data and voice collection to understand widely the educational needs and aspirations of Rangitāne o Wairau whānau</p> <p>Census of knowledge and skills of Rangitāne Whānau</p>	<p>Development of Iwi-led education opportunities informed by data collection and census including but not limited to puna reo, kohanga reo, kura ā iwi, Māori medium</p> <p>Synthesis of Rangitāne collective knowledge and skills to inform mentoring and pathways to employment programmes</p>	<p>Ongoing data and voice collection informs inputs, resourcing, outcomes of education initiatives and activities, and measures the social impact for Rangitāne (Kurahaupō Research Hub)</p> <p>All Rangitāne tamariki rangatahi has access to whānau-based mentoring and growth opportunities.</p>
3.1.2 Mentoring for development	Establish a platform and system for connecting Rangitāne mentors for Rangitāne tamariki rangatahi	Connect Rangitāne mentors to Rangitāne Tamariki Rangatahi	Expansion of Iwi mentoring and careers guidance, by Rangitāne, for Rangitāne.
3.1.3 Funding, resourcing, and investment opportunities grow our capacity to lead	Explore funding opportunities and partnerships with Initial Teacher Education and further tertiary providers to leverage resourcing and provision of additional scholarships and support to ākongā	Funding opportunities and partnerships with Tertiary providers (including ITE) developed to contribute to capacity building for successful implementation of iwi-led educational opportunities	Rangitāne rangatahi pathways through secondary/tertiary are developed through multi-provider support (secondary, community, tertiary providers), delivered on-site, online and within kura

<b>3.2 Establish a process for collecting and analysing data to inform educational initiatives and investments.</b>			
3.2.1 Understand ākonga experience through systematic data collection	<b>Stage 1 - Te Kākano</b>	<b>Stage 2 - Kia Tipu</b>	<b>Stage 3 - Kia Puāwai</b>
	Establish a process to collect and collate data on tamariki rangatahi Rangitāne experience, engagement, retention and achievement	Annual data capture for tamariki rangatahi in kura is synthesised and shared to all kura with tamariki rangatahi Rangitāne enrolled	Reports and data demonstrating Rangitāne experience form the basis of further research and development
3.2.2 Understand Rangitāne experience through systematic data collection	Establish a process and system to collect and collate data on iwi experience, engagement, and outcomes in relation to iwi education opportunities	Milestone reporting process implemented, with voice and impact data captured through digital resource and engagement hub	All education resourcing and opportunities are evidence-based and driven by data, by Rangitāne, for Rangitāne
<b>3.3 Pathways for innovation, creativity, and adaptive skills</b>			
3.3.1 Engage whānau to identify future focus skills for funding alignment	<b>Stage 1 - Te Kākano</b>	<b>Stage 2 - Kia Tipu</b>	<b>Stage 3 - Kia Puāwai</b>
	Working with whānau and rangatahi, identify key future focus skills required to drive the innovation and success of Rangitāne  Undertake synthesise to ensure Rangitāne funding and scholarships are aligned with Rangitāne aspirations	Develop a system of cyclical review to ensure that Rangitāne funding and scholarships promote and support innovation and enterprise	Implement evaluation and review cycle for Rangitāne funding and scholarships

<p>3.3.2 Foster collaboration and facilitate access to funding and scholarships</p>	<p>Research and identify external providers, such as tertiary institutions and trade organisations, that align with the focus on innovation, creativity, and future orientation, and initiate discussions about potential partnerships</p>	<p>Develop joint initiatives, shared resources, mentorship programs, or research collaborations that enhance access to opportunities for Rangitāne whānau</p>	<p>Develop Funding and Scholarship Programs: Work with external providers to develop funding and scholarship programs that specifically target innovation and enterprise for Rangitāne</p>
<p>3.3.3 Establish a system for identifying and updating funding opportunities for Kaupapa Māori</p>	<p>Research and compile funding opportunities specifically tailored to support kaupapa Māori projects, including grants, scholarships, fellowships, and sponsorships</p>	<p>Develop a centralised database to store and manage information regarding funding opportunities, including a system to ensure the database is current and accurate</p>	<p>Embed a communication system to share regular updates and notifications to Rangitāne whānau with respect to available and upcoming funding opportunities</p>
<p>3.3.4 Connect and support Rangitāne whānau to access funding opportunities</p>	<p>Outreach to Rangitāne whānau to raise awareness about available funding opportunities</p>	<p>Provide agile opportunities to ensure Rangitāne whānau are supported throughout application processes, including the development of project/funding proposals and applications</p>	<p>Show case Rangitāne as a regional leader in innovation. Mentoring opportunities for Rangitāne whānau to develop projects</p>

## Kaupapa Whakmōrea | Key Risks:

Kaupapa Whakamōrea - Key Risks	Te Ara Tika - Mitigation Measures
<p><b>Resistance to Change</b></p> <p>Resistance to change from various stakeholders, including educational institutions, government agencies, and even some members of the Rangitāne.</p>	<p>Effective communication and engagement strategies should be employed, including transparently sharing the vision, goals, and expected outcomes of the strategy.</p> <p>Co-construct processes, hear feedback, check and test. Be well considered.</p> <p>Address concerns through dialogue and collaboration.</p> <p>Providing evidence of successful implementation.</p>
<p><b>Limited Resources</b></p> <p>Availability of limited resources, both financial and human, to fully implement the strategy.</p> <p>Insufficient funding, staffing, and infrastructure that hinders successful execution of initiatives and programs.</p>	<p>Develop a comprehensive resource allocation plan</p> <p>Seeking external funding sources</p> <p>Forge partnerships with organisations and institutions</p> <p>Explore innovative solutions for cost-effective implementation.</p> <p>Prioritisation and phased implementation to ensure that available resources are utilised efficiently and effectively.</p>
<p><b>Cultural Capability and Cultural Safety</b></p> <p>Building a culturally responsive and inclusive education system requires a deep understanding of Rangitāne culture, values, and aspirations. A risk may arise if there is a lack of cultural competence among educators, service providers, and decision-makers involved in implementing the strategy.</p>	<p>Identify key leaders and influencers for Rangitāne.</p> <p>Development of professional development and training programs that enhance cultural competency and understanding of Rangitāne perspectives.</p>

	<p>Collaborating with cultural advisors, PLD facilitators and establishing active relationships with kura (action research) to ensure strategy is implemented in a culturally responsive manner.</p>
<p><b>Sustainability and Long-Term Commitment</b></p> <p>Sustaining the momentum and long-term commitment to the strategy can be challenging, especially when faced with changing leadership, shifting priorities, or external influences.</p>	<p>Embed the strategy within the organisational and governance structures of Te Rūnanga a Rangitāne o Wairau.</p> <p>Establish clear accountability mechanisms with regular monitoring, evaluation, and reporting on the progress and impact of the strategy.</p> <p>Engagement of whānau and the wider Rangitāne community as active participants and champions of the strategy.</p>
<p><b>External Factors and Policies</b></p> <p>Changes in government policies, funding frameworks, or educational regulations, can pose a risk to the successful implementation of the strategy, impacting the availability of resources, the flexibility of programming, or the alignment of initiatives with broader educational policies.</p>	<p>Actively engage and maintain relationships with policymakers.</p> <p>Advocate for the needs and aspirations of Rangitāne.</p> <p>Establish partnerships and alliances with organisations and institutions that can support and amplify goals.</p> <p>Maintain a flexible and adaptive approach to accommodate external changes while staying true to the core principles and objectives of the strategy is essential.</p>