

*Tuia te Akonga, tuia te ako, tui, tui,
tuituia*



Tuia Te Ako 2010

Pipitea Marae
Te Whanganui-a-Tara
13 August 2010

Te Ahu Whakamuataka
Kia tika a muri, ka tika a mua
Hana O'Regan



Achieving alignment....

- **Employment levels rise or a recession hits and you can't attract enough students to run the programme**
- **You are too reliant on a limited number of teaching staff**
- **Your ability to deliver a quality and consistent programme is compromised by staff being pulled away for whānau or iwi issues or health – and you are left without a tutor.**
- **Funding policies change and your target group are no longer eligible for support**
- **The fees changes set for the programme take it out of reach of your potential students.**



Access...

- You must be a certain age
- You have to be studying a certain amount for eligibility for a student loan
- You are not allowed to draw down a loan if you didn't pass 50% of your course the year before
- You can only attract a loan-free allowance if you fit certain income categories
- You need prerequisites to get on to a number of programmes
- And that's before we look at the social access issues:
- You must be able to 'get / travel' to the place of learning
- Find a park
- Pay the fees
- Have adequate care for your children or whānau members
- Be eating adequately so you can function properly in the learning environment
- Be committed and emotionally stable to effectively engage
- Be supported by whānau and friends



Whānau Transformation through education



Access

Achievement

Attitudes

Aspirations



Kaumatua

He Hokika mahara – recalling the memories

Kā Whakataukī mō āpōpō – composing proverbs for tomorrow

Creative writing / poetry classes

Young parents

reading to children,

raising bilingual children in the home

Kīwaha for Kids

Kā waiata mō kā tamariki

Pakeke

Taiaha

Karaka

Mahika Kai

Whaikōrero

Raraka

Youth

TOA sports foundation programme

Rakatahi Awards

Multi-generational

Kā waiata a kā iwi

Kā waiata o Kāi Tahu



Transformative Education



'Transformative education'.

Transformative education requires us to think differently about the way in which we teach. To take us beyond the focus on the individual in front of us or the collective of individuals in the classroom –It then means the way we choose to transmit and foster the learning is done in a way that has the potential of engaging those other layers.

You teach the student not just the content but the ability to transmit it. Whilst imparting the tools of transmission, you also impart the values and tikaka that help create the desire to transmit and engage others, and the responsibility to do so.



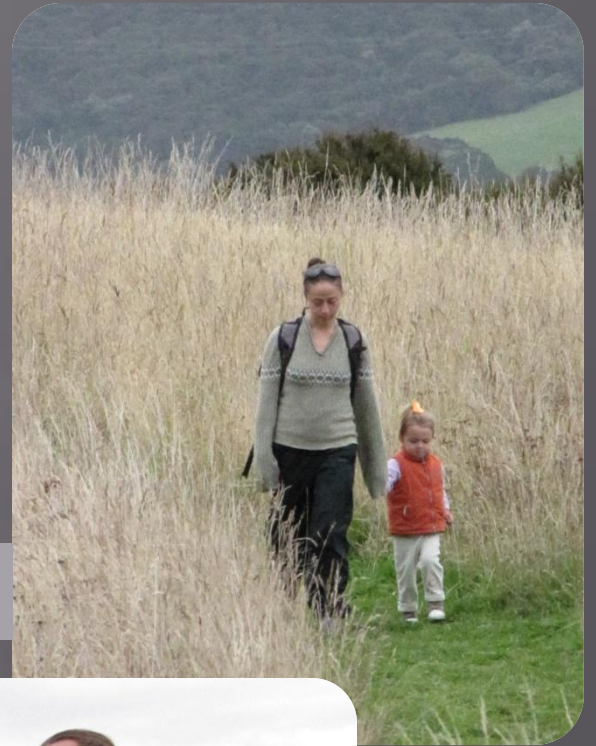
He kura kaumātua





Nōku tēnei whare, nō tātou tēnei wānanga 2009





Ka Pari Karakaraka 2009



A SNAPSHOT OF MAORI IN CANTERBURY SCHOOLS



Statistics taken from the Ministry of Education Ngā Haeata Annual Reports (2002-2005)

Year	% Stand downs and Suspensions of Māori students	% Stand downs and Suspensions of non- Māori students	% Māori School leavers with at least 6 th form certificate (NCEA level 2)
2002	3.2	_____	69
2003	8.27	3.18	40.3
2004	8.66	3.23	50
2005	9.89	3.52	35.6
2008	8.7	3	45.6