

EDUCATION IN THE NGATIWA ROHE

2011



*I te tangi o Tukaiaia i te moana
Kei te moana a Ngātiwai e haere ana
Ina tangi a Tukaiaia ki uta
Kei te whenua a Ngātiwai e haere ana*



Ministry of
Education



Ngātiwai Unlimited
a division of

The Ngātiwai Trust Board's mission is to ensure that Ngātiwai enjoy a position of cultural and economic strength in the 21st century and to develop cultural and economic prosperity as an iwi; to also promote the expectations and aspirations of the iwi and the individuals within

KAUPAPA

THIS REPORT IS A SNAPSHOT OF NGĀTIWAI STUDENTS IN EDUCATION



Tamariki record their learning experiences in different ways.

We needed to find out:

- How are Ngātiwai students achieving socially and academically compared to other students?
- How can Ngātiwai iwi ensure Ngātiwai uri reach their potential in education?

We did it by asking the schools, reading the Education Review Office (ERO) reports, examining Ministry of Education (MOE) data and New Zealand Qualifications Authority (NZQA) results, asking the whanau and asking the students. We looked at Ngātiwai students' experiences in Ngātiwai schools, including how they are taught; provision for Ngātiwai student needs; and Ngātiwai contexts in the classroom.

Census data show 4,866 people belong to Ngātiwai, yet the 2011 register of beneficiaries of Ngātiwai

Trust Board has under 4,000 members. The Ngātiwai rohe has a high population of young people. Success in education is critical to the development of whanau, hapu and iwi for the future.

The structure of education within the Ngātiwai rohe includes Early Childhood Education (ECE) Centres and kohanga reo, State primary and secondary schools, state integrated schools and private schools, Maori Medium education and kura, Alternative Education providers, Blomfield Special Needs School and Resource Centre, Te Ako o te Kura Pounamu, Private Training Enterprises and tertiary institutions.



TERTIARY EDUCATION

Te Tai Tokerau has two universities, a polytech, two wananga, private training establishments (PTEs) and Industry Training Organisations (ITOs).

However, there are limitations both in the scope and variety of the courses offered in Te Tai Tokerau, and as a result there are access issues for those living within the Ngātiwai rohe who want to participate in tertiary and particularly post-graduate level studies. The tertiary sector needs input from whanau and professional educators as to what constitutes adequate provision for Maori to succeed as Maori. In one year all over NZ we had:

- 619 Ngātiwai enrolled in tertiary institutions
- 352 were in levels 1 to 3 (school level) certificate courses
- 264 were in levels 4 to 9 Diploma, Degree and post-graduate courses
- 3 in level 10 doctorate courses
- 180 out of 619 completed the course they were enrolled in

Whanau made comments about the many varied and valid reasons for deferring course completion.

'Often the courses are not completed in the years they are supposed to be finished because these students have a lot going on. I know a few who deferred due to commitments such as whangai, long distance travel, difficulty with large family, and social problems with their families. This is a common theme for Maori in the Social Services course.'

'The basic requirement of a tertiary achievement after High school/college needs to be promoted more to these students. I see a lot of whanau and whanaunga going back to school to do what we should have done after high school (so working on retention of our rangatahi and bridging from high school to Uni).'

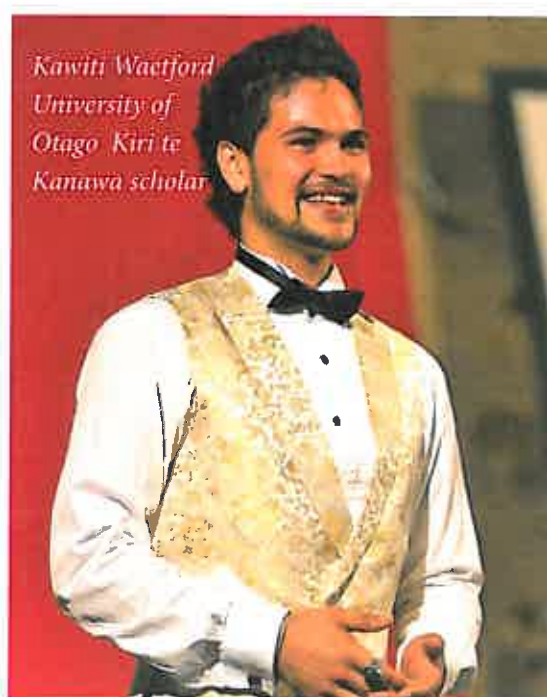
A downstream result of the lack of opportunity and of success in tertiary education is that lower level educational attainment limits employment in higher income paying occupations. Many specialist

subjects are not available through the current tertiary providers, which means they must travel out of the district or engage in on-line study. On-line study in itself presents another barrier, in that many parts of the Ngātiwai rohe have limited access to quality broadband internet services.

The Maori students that are young and come to our institution instead of school are treated by some staff as if they are troublemakers. These students already have a 'chip' on their shoulders and when they are treated this way then they don't want to attend classes. (A peer mentor)

We need:

- More rangatahi in tertiary education
- More second chance learners in tertiary education
- More Ngātiwai succeeding in tertiary courses
- More choice of tertiary courses, better aligned with what our people want to study
- Better support, both financial and mentoring for tertiary students
- More Te Ataarangi courses in te reo delivered by Ngātiwai tutors
- More free courses in te reo



EARLY CHILDHOOD EDUCATION

There is a strong connection between early childhood education and success at school and later in life. Early childhood education helps tamariki get off to a good start in education. Yet for every 100 five year old Māori children who started school in February 2011, compared to 100 pākehā children, their experience is likely to be as follows:

<i>Māori</i>	<i>Pākehā</i>	
89	98	<i>Participated in early childhood education before starting school</i>
17	1	<i>Enter Māori Medium Education (a kura or a bilingual class)</i>
18	4	<i>Will not achieve basic literacy and numeracy skills by age 10</i>

There are 10 kohanga reo in the Ngatiwai rohe, and almost 100 other pre-school centres. There are some home-based pre-school education services and much informal care where the uri are looked after by whanau and friends, which includes elements of education in Ngātiwaitanga.

The majority of the providers are located in Whangarei and rural Ngātiwai have limited choices of ECE provision. This may result in young children either not attending ECE or being transported long distances to attend. Most ECE services are partly funded on a “user pays” basis, and this may have an impact on participation among lower income whanau.

We need:

- More Ngatiwai students enrolled in kohanga reo or Early Childhood Centres (ECEs)
- More bilingual ECEs
- More Ngatiwaitanga in ECEs
- More iwi input into monitoring ECEs



Jaxon Taylor (3)

SCHOOLS

The core of our education system is the compulsory sector, and the bulk of our research focussed on schools. According to census data, there are 891 Ngātiwai school students distributed throughout New Zealand.

In or near Ngātiwai rohe we have:

- 48 primary schools; most in Whangarei and smaller towns
- 14 secondary schools
- 1 kura, 5 Maori bilingual classes
- 371 Ngātiwai students recorded in only 28 of our schools
- Some schools that do not identify their Ngātiwai students

The schools in or near Ngātiwai rohe that have no record of students of Ngātiwai descent are:

Portland School
Glenbervie School
Kura o Otangarei
Raurimu Avenue School
One Tree Point School
Kaurihohore School
Whangarei Primary Sch
Kamo Intermediate
Maunu School

Waipu School
Mangakahia Area School
Otaika Valley School
Whangarei Intermediate
Bay of Islands College
Huanui College
Whangarei Girls' HS
Whananaki School
Ngunguru School

Tikipunga Primary Sch
Christian Renewal Sch Te
Hurupaki School
Hora Hora School
TKKM Rawhiti Roa
Blomfield Special Sch
St Francis Xavier School
Whangaruru School

We need:

- Ngātiwai uri identified in schools
- Information about how well Ngātiwai uri are succeeding in education
- Close working relationships with schools so iwi can help improve success for our uri
- A more flexible approach to the provision of compulsory schooling

There are ways that educators measure success in education. These include academic and non-academic achievement, relationships within the learning institution and attitudes to learning, also called engagement. Also of significance is the quality of teaching and leadership, and Boards of Trustees' commitment to Ngātiwai achievement. We investigated these aspects of education for our uri in schools.



Kotiro learn about successful female role models

ACHIEVEMENT

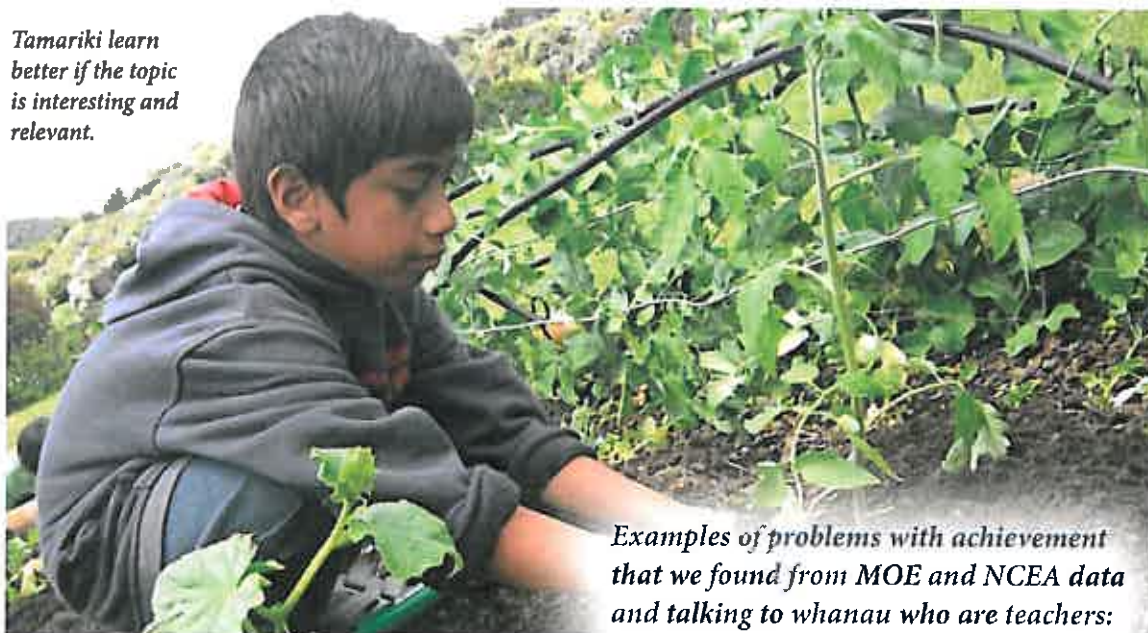
Academic achievement includes external results for example NCEA, Gateway and industry training unit standards. It also includes internal results like literacy and numeracy assessments, Natinal Standards and standardised tests. Non-academic achievement includes sport, leadership, community contribution, performing arts including kapa haka.

Schools are required to report on Maori student achievement to parents, community and Boards of Trustees. They must then plan to change their teaching so that achievement improves. Schools are

expected to set explicit targets for improvement, and some Ngātiwai schools had done this. Maori student achievement is often defined in schools and institutions in non-academic ways, as if Maori are not expected to achieve in class. Some reports to school Boards indicate Ngatiwai students achieve highly in sport, cultural pursuits and leadership

We hear success stories of whanau achievements at all education levels. We should aim to make these success stories a regular occurrence. Whanau comment

Tamariki learn better if the topic is interesting and relevant.



Examples of success of Ngatiwai students that schools told us about:

- Membership of the Gifted and Talented Group
- Achieving highly in Progressive Achievement Tests (PAT) and other standardized tests
- Achieving National Certificate in Educational Achievement (NCEA) Level 1 endorsed with Merit
- Individual results of all their Maori students: 'all achieve highly'
- Two Ngātiwai students gained the Junior Diploma of Learning offered at that school
- Kapa haka offers leadership opportunities
- Leadership roles, basketball, cricket, judo, netball, tennis, water-based sports, future problem solving, debating and the performing arts

Examples of problems with achievement that we found from MOE and NCEA data and talking to whanau who are teachers:

- Secondary: six schools said there is steady improvement; Māori students are achieving at similar rates to non-Māori students and the large majority achieve national qualifications. Yet the data said Maori achievement in NCEA was lower than non-Maori achievement and many leave school with no qualifications.
- In one school the percentage of Maori students' NCEA results for Year 12 had declined by 30%; their students in Years 11 to 13 were between 18 and 22% below the average for all students.
- Primary: the four schools who did our survey say Maori students are achieving at similar levels to their non-Maori peers; yet teachers say some Maori students are reading at more than three years below the expected level for their ages.
- In two schools the plans do not include anything about improving achievement for Māori students



Whanau want schools to 'tell it like it is'; parents need to know how their children are achieving in comparison to expectations. They want schools to encourage parents to have more participation in school, to promote education, to let parents know how important it is, and that their children excel when their parents interact with the school.

Our tamariki need to know they are bright and can achieve anything. [Schools should] break barriers, look at how they learn, they may need one on one.
Whanau comment

Whanau want more from education than their tamariki can currently access.

There should be more focus on identifying gifted and talented kids and drawing their talents out. This could change the pathways for many of our rangatahi. Whanau comment

Teacher perceptions can create barriers to effective learning in the classroom.

- Some teachers say that Maori students don't want to learn
- For some teachers, the solution to lack of progress is to drop the student to a lower class

- One teacher told a Ngatiwai mother 'all the Maori boys sit at the back of the class and he is distracted by the other Maori boys.'

That mother felt she had nowhere to take her concerns, so nothing was done. Iwi may have a role in mediating or advocating for whanau in such situations as this one.

We need:

- ERO to look more widely at student achievement.
- Students to take responsibility for their own engagement in learning
- Whanau partnerships to enhance the learning relationship
- School leaders who monitor and evaluate the professional responsibilities of qualified teaching staff
- Improved reporting to iwi on effectiveness of teaching programmes
- Iwi and school partnerships so whanau can have support when talking to schools about learning issues



Flexible learning environments excite and motivate tamariki.



RELATIONSHIPS FOR LEARNING

Schools are required to focus on what whanau expectations of the school are. Education researchers have told schools the relationships between student and teacher, together with whanau involvement are a key to overcoming barriers to success. In some schools students enjoyed positive relationships with staff. ERO reports:

'Māori students report culture is recognised and celebrated as an integral aspect of school life. An increased sense of pride and belonging is evident'
'Students appreciate the supportive and friendly tone of the school and increased opportunities for student leadership.'

While a number of schools identified relationship building as a priority, most still had a focus on other priorities such as improving teaching ability, rather than on improving teacher understanding of how to build relationships with Ngatiwai students.

We did not find evidence that schools actually have a grasp of what Mason Durie meant by 'educational success' for Maori. Most schools reported that support, assistance and advice for schools and teachers, mainly from kaumatua and whanau showed their efforts to fulfil the requirement to consult with the Maori community. The support they receive comes especially in the areas of kapa haka, te reo and tikanga Maori, sports and camp activities.

Education professionals' perceptions of what constitutes effective consultation may not be informed by familiarity with what iwi, hapu and whanau consider important issues. Schools sometimes leave it to their Maori teachers to liaise with whanau. ERO reported that efforts by one teacher who engages with whanau are not enough to fulfil a school's consultation requirements.

'Everyone joins together to help support the local school and the children that attend. Community support encourages participation involvement and strength. I have been involved with many fund raising events, parades, school socials, and stock taking... The benefits are our children receive fantastic educational resources that will help them get further ahead.' Whanau comment



Some positive relationship building:

- Regular whānau meetings for consulting and communicating
- Combining whanau consultation events with celebrations, kapa haka shows, and hangi nights
- Whanau involved in formal school celebrations of success
- Dialogue between Māori community representatives and school leaders at Career Pathways hui
- Boards include an iwi representative as a trustee



STUDENT ENGAGEMENT IN LEARNING

Maori student engagement is measured by achievement levels, not by how good the teachers are. Some schools identified barriers to student learning that show they are still victim blaming. Research has shown this is not valid, and they should be looking at what they can improve in themselves.

Teachers blamed:

- Poor attendance
- Lack of whanau support
- Low whanau and student expectations
- Benefit dependency
- Poor attitudes to school and to education
- Dysfunctional families

They said Maori students:

- Give up easily
- Are in lower academic groups
- Are transient
- Are embarrassed to be Maori
- Have low aspirations

Regular attendance is considered a positive factor in ensuring engagement in learning. In seven of the schools we studied, MOE data and ERO reports show that in stand-down and suspension statistics, Māori students are over-represented (see Table below).

At one Ngatiwai primary school, one third of the students are Māori, most Ngatiwai. The school told ERO it has access to a pool of support people on the

staff and in the community who are able to assist with and advise about kawa and the integration of te reo me ōna tikanga Māori into classroom programmes. However, whanau reported to our researcher that this school does not actually talk to its whanau resource people about these issues.

Rather than input at strategic plan, charter review and ERO review times, regular feedback from whanau would enable schools to know more about whanau concerns and satisfaction levels.

We need:

- Settled learning environments
- Students who are motivated to learn
- Teaching that provides the pace, content, and degree of challenge in lessons
- Change high rates of student absenteeism



Secondary Schools	Stand downs		Suspensions		Exclusions	
	Maori	Non-Maori	Maori	Non-Maori	Maori	Non-Maori
School A	40	25	11	5	4	1
School B	78	72	10	2	6	0
School C (78% Maori)	60	12	12	0	5	0
School D	3	8	0	1	0	0
School E	11	3	8	4	4	2
School F (78% Maori)	72	18	8	2	5	0
School G	99	53	20	6	9	3



BOARDS OF TRUSTEES

Boards of Trustees have an essential role in ensuring our schools meet the needs of our Ngātiwai tamariki. Just three schools we studied had Maori trustees elected by parents. This may reflect a low number of Maori standing for election. All schools must report Maori achievement information to their Boards. No Boards currently send their community reports on Maori student achievement to the Ngātiwai Trust Board.

We need:

- More Ngātiwai parents on Boards of Trustees
- Achievement information on a regular basis so we can help when it is needed, not when it's too late

CURRICULUM

Ngātiwai place high importance on maintaining and developing our reo. Five schools indicated an attempt to vary their curriculum to improve student achievement by increasing the emphasis on teaching te reo and tikanga Maori. Some schools focus on developing students' inquiry learning and thinking skills; teachers are working with individuals and groups of students on activities that are designed to meet their learning needs in numeracy and literacy teaching. Some schools believe that if they are teaching any reo or cultural class such as Maori performing arts or Maori design, then that constitutes 'delivering the curriculum in te reo Maori'.

Increased student achievement in te reo classes led to more students staying at school longer:

"The increased numbers of students opting to study te reo Māori at senior levels indicate students' growing confidence and willingness to participate in learning te reo and tikanga Māori. Students express a sense of pride in being Māori."

However, ERO found in two schools that the attempts to introduce te reo Maori were flawed and inadequate. MOE data (2011) has five schools in our rohe with Maori Language Factor Funding in their operational grants, indicating that only five are funded for delivering the curriculum in Maori. In one school, a specialist teacher role has been established to develop and embed the teaching of tikanga Māori school-wide. Some teachers integrate the use of te reo naturally, as part of their classroom interactions.

We need:

- More kura and bilingual classes of a high quality and standard
- Uri to have access to knowledge and practice of Ngātiwai reo, tikanga and history
- More community based te reo classes for adults and second chance learners
- Ngātiwai input into curriculum and courses



TEACHER QUALITY

Good teaching is a key to success in education. In one school, students acknowledged teachers' commitment to improving staff-student relationships and student achievement. ERO found poor quality teaching in some classrooms. However the schools themselves did not consider the quality of the teaching needed to improve. Some said Maori teachers should show leadership to improve quality teaching. There was no indication that school leaders thought this was their problem.

We need:

- School leaders to appoint good teachers
- Teachers who constantly improve their teaching
- More Ngatiwai teachers who are good at their job
- More input into ERO reviews of schools
- Schools to eliminate inadequate planning

WHAT DO THE RANGATAHI SAY?

Many taitama enjoy school but some are de-motivated through distance, travel sickness, remoteness, no available transport, or lack of success at school.

My learning at this school is great I just wish there was dance class

I am actually getting credits

If you have the work ethic you are more likely to succeed

I have achieved but not to the best of my ability

Majority of teachers their teaching is good, helps me to understand

It is good that they push me to achieve my goals and credits

I enjoy coming to school every day

I never get tired of it

It's alright but sometimes I need help but the teacher doesn't come

It's still at a slow pace

In some not strict enough and teacher does not give clear guidelines of what needs to be done.

Need to have better discipline. And people striving higher

Some of the teachers are hardly ever here, makes it hard to learn.

Make learning fun and people will want to learn

Teachers need to have a little faith in their students

Need more opportunity to achieve higher

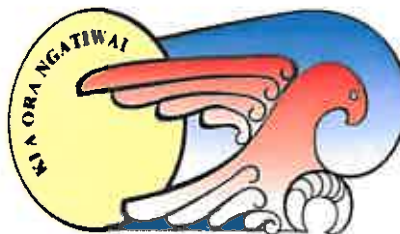


NGATIWAI CONTRIBUTIONS IN EDUCATION SO FAR

- A number of schools in our rohe exist because our tipuna thought highly enough of education to donate land for the provision of schools.
- Some Ngātiwai marae have organized te reo courses targeting adults and second chance learners, some funded by Community Education (MOE), others are user pays.
- Ki a Ora Ngātiwai, a health provider, offers youth alcohol and drug counsellors and leadership courses for young Māori boys at schools who opt in.



- Te Atarangi courses in te reo delivered by Ngātiwai tutors. These courses are not centrally funded, and there is a significant cost to students.
- Wananga o Aotearoa courses in te reo at NZQA Levels 1 to 5 (secondary and beginning tertiary level) at no cost to students.
- Many Ngātiwai matua and whaea coach NCEA students in their homes
- Ngātiwai Trust Board has marae based education in Information Technology for second chance learners at some of its fourteen marae.
- Ngātiwai Trust Board scholarships: up to \$500 per year to tertiary students and up to \$150 per year to secondary students.



DEMOGRAPHIC FEATURES OF NGATIWAI IWI

A study of the census data revealed the following surprising information.

- 80% (4000) of Ngātiwai iwi members live in urban areas; 20% (1000) live rurally
- 150 to 200 are under 15
- Ngātiwai have higher formal qualifications than the general Māori population
- 33% of Ngātiwai held a qualification attained after leaving school, including 10% of Ngātiwai who held a university degree yet Ngātiwai had more in the lower-income groups
- More Ngātiwai women than men have formal qualifications yet Ngātiwai men had higher incomes than women
- The unemployment rate for Ngātiwai is about 12%, more than the national average
- In the 15-24 year old age group there is an unemployment rate of 22%



Education in pakeha terms has been a priority for Ngatiwai for over 120 years. The vision of Ngatiwai leaders of that time was that alongside the mana and wisdom of Maturanga ngatiwai, the tools and education of the settlers would greatly benefit Ngatiwai economically and socially.



The first school at Ngunguru was for Maori pupils, and was built on the property of Paratene Te Manu and Henare Te Moananui—Rangatira. They deeded the property to the Government for all time, on condition that provision would be made for a school in which both Maori and pakeha children could be taught. (Te Ao Hou Journal 14)

SUMMARY

Educators are uncomfortably aware that education has not been working for some Māori. While there has been a lot of money put into researching the achievement of Māori students over the last four decades, not much has changed. The prospects for education for those living rurally are bleak and could be dramatically improved by more flexibility in provision, better monitoring of schools and institutions, and better information coming to iwi in a timely manner. Collaboration between Ngātiwai and the Ministry of Education in the form of an iwi education partnership can progress Ngātiwai strategic vision and goals for matauranga Ngātiwai.

The excellent work and commitment of many of those in the education sector is freely acknowledged. However, there are ongoing issues and challenges to be worked on to increase Ngātiwai success, and following that to encourage continuing educational development for the rohe. Iwi, hapu and whanau need to become partners with providers in the education of our uri. This can be a way to ensure that educators are supported to achieve goals for our tamariki and rangatahi, and also that they are held accountable to do so. For Ngātiwai, this is the immediate future.



WHAT CAN NGĀTIWAI DO?

Ngātiwai interventions can only be effective within the Ngātiwai rohe. While most schools have uri of different iwi, if we make a difference for Ngātiwai, that will assist in the effective provision of education for nga taura here in our rohe. Likewise, we rely on other iwi strategies to work for Ngātiwai who are in schools, centres and institutions in other rohe.

Ngātiwai can help improve achievement of Ngātiwai students

- Appoint an iwi member to help ERO review all Ngātiwai schools
- Get accurate feedback from whanau on relationship building and reporting
- Urge whanau to register their children's iwi when they enroll
- Request that all Ngātiwai students are identified
- Request all schools to report on Ngātiwai student achievement to the Ngatiwai Trust Board on behalf of the iwi.
- Encourage Ngatiwai parents to stand for school Boards of Trustees elections

Ngātiwai can help motivate students to learn

- Help solve attendance, truancy, stand down, suspension and exclusion issues
- Support, reward and encourage teachers who work at relationship building
- Celebrate Ngātiwai successes by providing rewards for students and sending iwi personnel to attend ceremonies
- Provide an education advocate who can assist whanau in dealing with educators

Ngātiwai can influence what schools teach

- Provide a specialist Ngātiwai teacher to give curriculum advice to school leaders
- Celebrate and acknowledge schools and teachers who effectively incorporate Ngatiwaitanga and reo

Ngātiwai can get more Kura and Bilingual classes (Māori Medium Education)

- Make sure schools have effective Māori medium education provision

Ngātiwai can promote improved education for our uri

- Allocate educational scholarships to gifted and talented uri
- Make tighter criteria for scholarships: successful completion of the course
- Mentor scholarship students to support them to complete their studies

Ngatiwai can have more tamariki in early childhood education

- Encourage Ngātiwai whanau to bring their tamariki to early childhood centres or kohanga
- Celebrate early childhood centres who include Ngatiwaitanga and reo

Ngatiwai can have more successful tertiary students

- Encourage, support, mentor and celebrate Ngatiwai rangatahi who go to tertiary courses
- Acknowledge and reward course instructors and course providers who include Ngatiwaitanga and reo



THE PROJECT SO FAR

- Researched how successful education is for Ngatiwai: January 2011 to June 2011
- Wrote a full report for the Ministry of Education: July 2011
- Presented findings at Ngatiwai AGM: August 2011
- Sent a pamphlet with a brief summary to Ngatiwai members: January 2012
- Sent a booklet with a more in-depth summary to marae, iwi leaders, schools and institutions: January 2012
- Published a full report on the website www.ngatiwai.iwi.nz : January 2012

The People

- Funded by the Ministry of Education – Group Maori
- Administered by Ngatiwai Trust Board – Education committee
- Researched and written by Ngatiwai Unlimited – Research division
- Information from published research, MOE data, NZQA data, ERO reports, school principals, teachers, RANGATAHI and WHANAU

The Project's next stage - 2012

- Ask Ngatiwai members what they would like to change about education
- Ask the educators how Ngatiwai can help them improve their service to our tamariki and rangatahi
- Ask the Ministry of Education how government departments can contribute to better education for Ngatiwai
- Write a strategy for Ngatiwai education
- Write a strategy for more Ngatiwai reo me ona Ngatiwaitanga
- Write an implementation plan for both education and reo in Ngatiwai rohe
- Get approval of the plans from Ngatiwai members
- Write a report for MOE
- Send a summary of plans and information to members

Whanau Contributions to the next stage

Have your say at a hui near you. We will be requesting whanau hui at Whangaruru, Tutukaka Coast, Northtec, Ruakaka, Pakiri, Motairehe. We want to include your views and opinions. Or contact us to have your say:

Ngatiwai Trust Board PO Box 1332 Whangarei

Talk to the trustee for your marae

Or phone us on

09 4300939

www.ngatiwai.iwi.nz

Ngatiwai Unlimited Research PO Box 7153 Tikipunga 0144

Erica Wellington 09 4344362

eroica51@xtra.co.nz



What do the Whanau say?

Whanau are passionate about tamariki needing to succeed.

'Two of my cousin's boys are doctors. Those kids they loved school eh, and they did well.'

'My nephew plays league for a NRL club, he is based in Aussie, but he went to school right here. He's pretty rich though!'

'My grand daughter is in London, she runs a big firm. She is so high up man, sometimes I am shy to talk to her when she comes home but she says 'oh Nan, don't be like that, I'm still the same' and she is too!'

'Two boys doing well, one is a pilot, he flies charter planes, and the other is sitting his foreign going first mate's ticket. The ship one, he got on a cruise ship and went on a round the world cruise for 3 months.'

'The Trust Board should tell whanau to register their iwi at the schools. They should get the schools to keep a list of Ngātiwai kids. Some schools do it, they all should.'

'You can't make schools do it, but the Board could give them a, like a bribe. They should report on the tamariki's achievement like it says in the rules.'

'They don't get a chance, sometimes it's 'you can't do this mahi, you need to go to a dumber class' instead of just explaining it better. The tamariki get whakama and they stop going to school, next thing it's 'you're out a here' and pretty soon its trouble!'

