



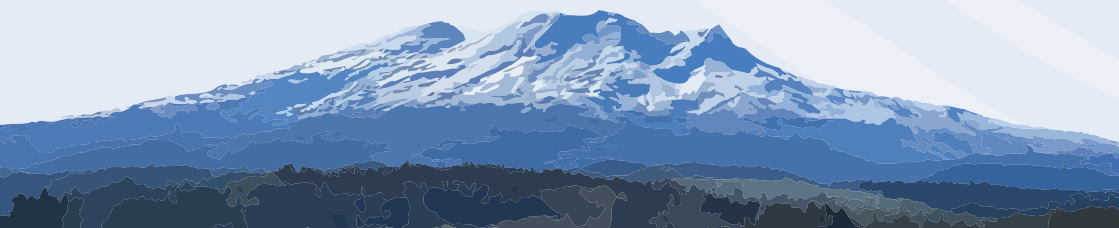
# HE PIKI AMOKURA NŌ TE WHARETOKA O PAERANGI

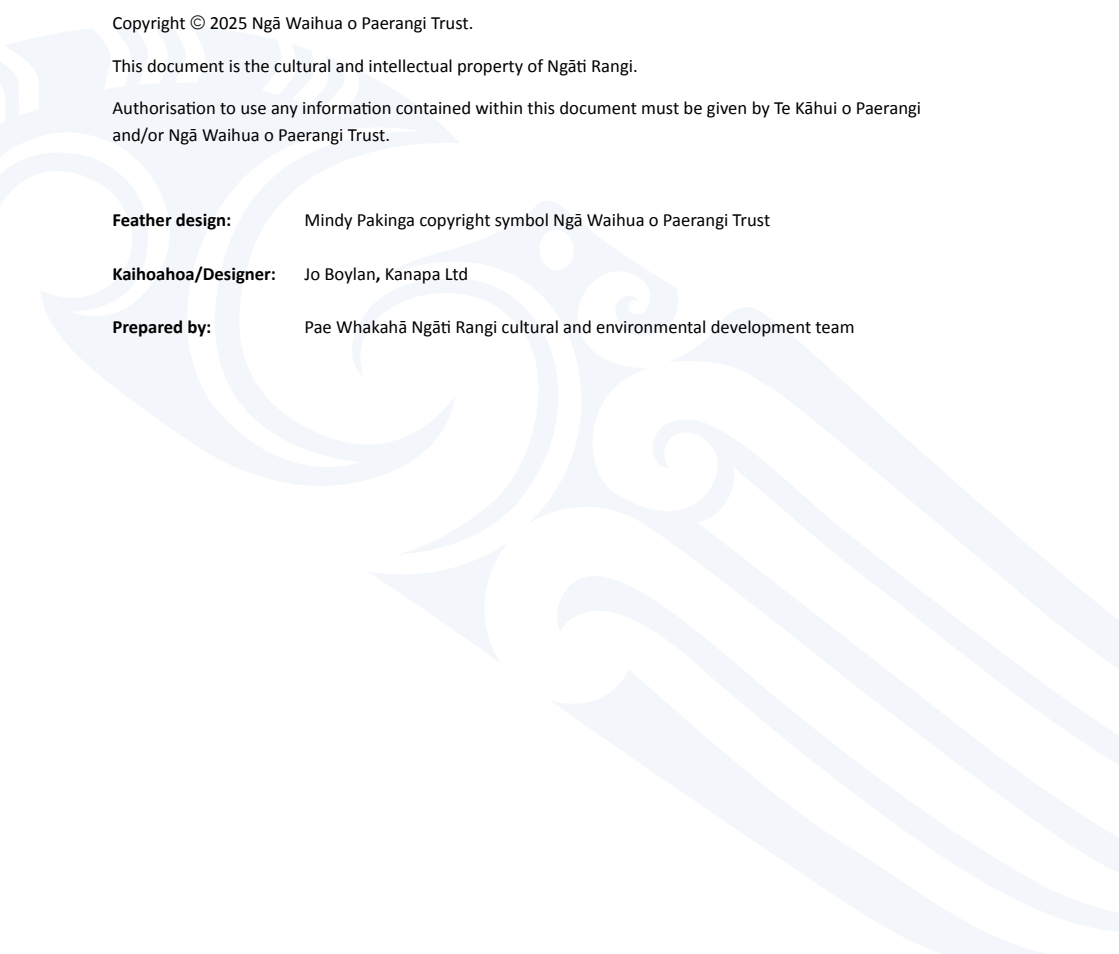
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TĀ NGĀTI RANGI RAUTAKI MĀTAURANGA  
NGĀTI RANGI EDUCATION STRATEGY

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2025





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# NGĀ KAI O ROTO

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# HE KŌRERO WHAKATAKI

## INTRODUCTION

*Taku piki amokura nō tua whakarere*

*Nō te pae ururangi, he tipua e*

*He mana hiki nuku*

*He mana hiki rangi*

*Nō te pae ki tawhiti*

*Anei tata e!*

Ngāti Rangi has set a vision for our people to continue vibrantly existing in 1,000 years. Mātauranga, learning and education are critical in the realisation of this aspiration. In order to do so, we are dedicated to growing and nurturing the potential of our uri. This requires a plan to guide us along our way. For this plan, we draw on the wisdom of our ancestors, utilise contemporary tools, and look ahead to future possibilities. It is a continuation of the journey set by our tūpuna who followed the sky, seascapes, and landmarks to chart their way from Hawaiki to Aotearoa.

This education strategy sets the plan focusing on educational pathways, opportunities and support for Ngāti Rangi. It draws upon previous strategic documents and initiatives that include:

- Rukutia Te Mana, The Ngāti Rangi Deed of Settlement of Historical Claims
- Te Ara ki te Moungaroa: the Ngāti Rangi Strategic Plan for 2020-2025
- Ngāti Rangi Voice of the People Report
- The Ruapehu Whānau Transformation Plan 2020

The name of this strategy derives from the waiata above by Pauro Māreikura, which came as a message as instruction to navigate the world with positivity, belief and conviction.<sup>1</sup> The lyrics describe *piki amokura* or the illustrious feather worn by a leader as a metaphor for knowledge or a house of learning. Its meaning and significance is further emphasised in the whakataukī, “Ko tō piki amokura nōu, ko tōku piki amokura nōku” which translates as “Your house of learning is yours and my house of learning is mine”<sup>2</sup>. This special waiata talks about the divine origin of knowledge from the beginning of time, both grounded in the land and spanning as high as the crest of the heavens. It is our role to uplift and utilise this knowledge. The waiata also reminds us, that although knowledge seems far away or inaccessible, it is in fact right in the palms of our own hands. We have the answers and solutions for our people to flourish.

Our education strategy is unique to Ngāti Rangi, developed through the voices of our people. It is the piki amokura that informs how we strengthen whānau, hapū and iwi while fostering relationship with educational providers in our region. At the same time, this strategy informs how we support the educational endeavours of our people and contribute to our collective growth and prosperity.

The past 200 years saw significant disruption to our ways of living, our relationship with the environment and connection to ancestral wisdom. Imposed colonial institutions, policies and actions interrupted the seamless transmission of traditional knowledge, language and cultural practices of our iwi. As we strive to thrive in 1,000 years, we recognise this strategy is an inter-generational plan of revival, reawakening and reaffirmation of kōrero tuku iho, tikanga, mātauranga and Ngāti Rangitanga.

It is widely recognised that engagement in education contributes to positive health and wellbeing outcomes. The attainment of higher-level educational qualifications increases the likelihood of employment, higher income, improved health and longevity.<sup>3</sup> There are further advantages for Māori engaged in kaupapa Māori education and immersion in te reo Māori. Tamariki and rangatahi raised in households with strong emphasis and connection to identity, language and culture report high whānau wellbeing and higher NCEA attainment.<sup>4</sup>

As an iwi, Ngāti Rangi always valued mātauranga and education. Key whare wānanga were situated in the Ruapehu and wider Whanganui district. During the time of European settlement, Ngāti Rangi embraced new technology, forms of communication, and spiritual practices. Hapū provided land for the establishment of native schools such as the one in Karioi. Since then many initiatives have been led by members of our iwi to strengthen our sense of identity and understanding as a people. Wānanga have been instrumental in the retention of our kōrero tuku iho and tikanga. The practice of tikanga, ruruku, hāpai, poipoi, Te Tira Hoe Waka and the establishment of kōhanga reo and kura kaupapa Māori, farming cadetships on iwi lands are further examples of how mātauranga is valued by our iwi. Since the signing of the Ngāti Rangi Treaty Settlement in 2019, we have had a range of initiatives to empower our iwi that include wānanga whaikōrero, wānanga karanga, iwi ski academy, environmental training and development, and farming cadetships.

This plan seeks to build on previous efforts and to further list and prioritise areas of focus to dedicate our resources and energy in order to fulfil our vision of our people living vibrantly.

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<sup>1</sup> Wilson, 2021, p.60.

<sup>2</sup> Wilson, 2010, p.35.

<sup>3</sup> Social Wellbeing Agency. (2010).

<sup>4</sup> Smith, Beltran-Castillon & Tibble (2019).

# NGĀTI RANGI

## REGION, POPULATION AND EDUCATION

*Ko Ruapehu te maunga*

*Ko Ngā Turi-o-Murimotu te taumata tapu*

*Ko Whangaehu te awa*

*Ko Ngāti Rangi te iwi*

*Ko Paerangi te tupuna*

Ngāti Rangi descends from the eponymous ancestor, Paerangi-i-te-Wharetoka, who was also known as Paerangi-o-te-Moungaroa or Paerangi. Notable tūpuna include, Taiwiri and her three prominent children: Rangituhia, Rangiteauria and Uenukumanawawiri, as well as her two siblings, Ururangi and Tāmuringa. Our tūpuna settled the area prior to the arrival of waka such as Aotea, Kurahaupō and Te Arawa. We are a founding iwi of the Whanganui confederation of tribes with a region that encompasses the southern area of Te Kāhui Maunga spanning out to the upper reaches of the Whanganui river. Land connections were maintained through whakapapa and periodic movement within the region. Ruapehu is a pivotal landmark anchoring the district with modern townships that include Ohakune, Raetihi, Waiouru, Taihape, Whanganui and Taumarunui.

The iwi boundaries are further described below and depicted in Figure 1.

*Mai i Paretaitonga ki te ūranga mai o te rā ki Te Roro-o-Taiteariki,*

*Mai i Te Roro-o-Taiteariki ki Moawhango-iti*

*Mai i Moawhango-iti rere whakatetonga ki Namunui.*

*Mai i Namunui ki Tiri-raukawa whiti atu ki Pohonui-a-Tāne ki Maungakāretu.*

*Mai i Maungakāretu ki Raukawa,*

*Mai i Raukawa ki Waipuna, ko ngā pari kārangaranga o te uru tēnā.*

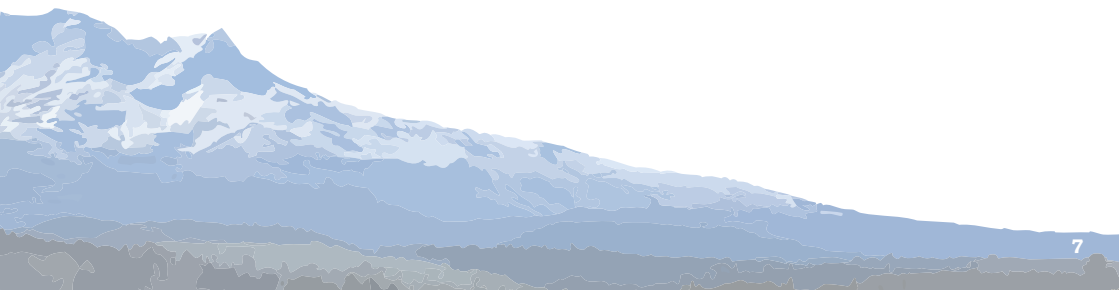
*Mai i Waipuna mārakiraki te topa atu ki Moturoa, Moturoa ki Te Kōhatu*

*Kia pae ake anō ki te pū ki Paretaitonga*

*Ko Ngāti Rangi te tū nei<sup>5</sup>*



Figure 1: Te Rohe o Ngāti Rangi – Ngāti Rangi Boundaries



# TE KĀHUI O PAERANGI

Te Kāhui o Paerangi is the tribal rūnanga that represents active marae in the Ngāti Rangi district which are grouped into the following clusters known as paepae:

## Ngā Manga o Hautapu (Hautapu Paepae)

- Kuratahi Marae Kāinga
- Raketapauma Marae
- Te Ao Hou Marae

## Te Wera o Whangaehu (Whangaehu Paepae)

- Tiorangi Pā
- Ngā Mōkai Papakāinga
- Tirohia Kāinga

## Ngā Ia o Mangawhero (Mangawhero Paepae)

- Maungārongo Marae
- Mangamingi Pā
- Tuhi Ariki Pā

## Ngā Wai o Te Waimarino (Waimarino Paepae)

- Raetihi Pā (Te Puke)
- Marangai Marae
- Mote Katoa Pā
- Waitahupārae

# NGĀTI RANGI POPULATION

According to the Ruapehu Equity and Wellbeing Profile the total population of the Ruapehu region is 13,000 comprising of 5,950 Māori that make up 46% of the population. Iwi affiliation was not specified in the report.

There are 3,053 uri registered with Ngāti Rangi. However, numbers are estimated to be much higher in the latest census. Ngāti Rangi was not listed as a primary iwi option in the national Census until 2017<sup>6</sup> therefore exact numbers are unclear. While one third of registered uri live in the Whanganui region, we are spread across Aotearoa, Te Waipounamu and internationally.

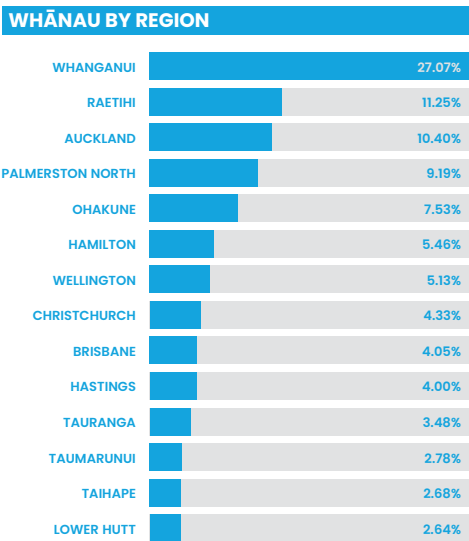


Figure 2: Registered Ngāti Rangi uri by region or residence

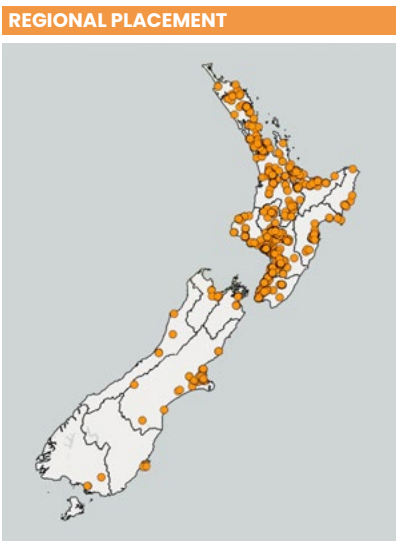


Figure 3: Regional placement of registered Ngāti Rangi uri

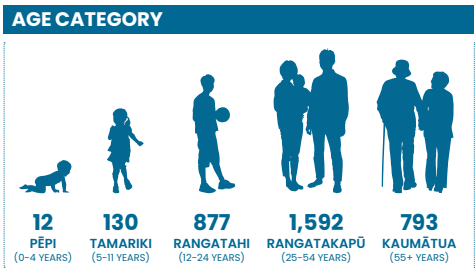


Figure 4: Age categories of registered Ngāti Rangi uri

# TE REO MĀORI

The 2018 Te Kupenga data shows that the majority of Ngāti Rangi speakers of te reo Māori live outside the Ruapehu District. These numbers are self-assessed by respondents and do not indicate the level of proficiency or frequency of use of te reo Māori.

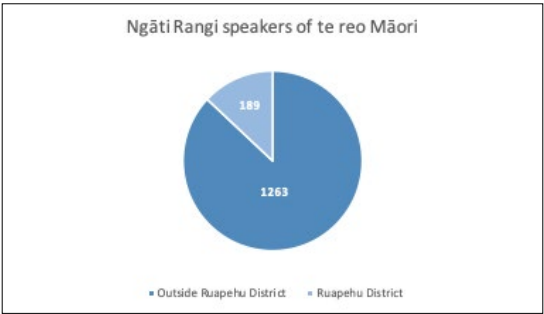


Figure 5: Ngāti Rangi speakers of te reo Māori outside and within the Ruapehu District

A high proportion of Ngāti Rangi speakers of te reo Māori are tamariki, as seen in the graph below.

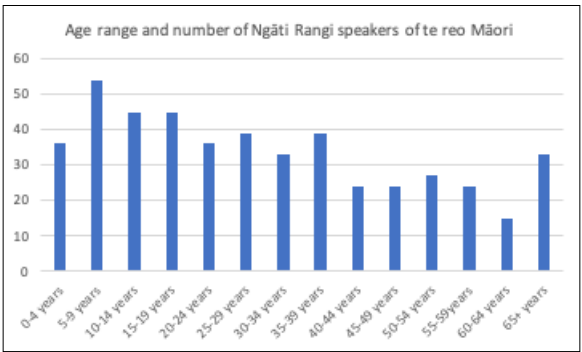


Figure 6: Ngāti Rangi speakers of te reo Māori outside and within the Ruapehu District

# EDUCATION

There is a rich history of kōrero tuku iho and mātauranga within Ngāti Rangi, which include seasonal migrations from the mountains to the coast where our tūpuna exercised mana, kaitiakitanga, and tino rangatiratanga, utilising the abundant tribal resources on tribal lands and waters before the arrival of tauwi. The introduction of colonial education institutions and systems did not serve Ngāti Rangi well. Disparity in educational outcomes for Māori in Aotearoa is well documented and underscores the need for continued efforts to address and improve conditions.

## NUMBER OF NGĀTI RANGI ENROLLED IN SCHOOLS ACROSS AOTEROA

In 2022 there were 882 ākonga identified as Ngāti Rangi enrolled in 443 schools across Aotearoa. The largest number of Ngāti Rangi ākonga attended Ohakune Primary School, Ruapehu College, Rutherford High School (Whanganui), Raetihi Primary School, Te Kura Kaupapa Māori o Ngāti Rangi, and Te Kura Kaupapa Māori o Te Ātihaunui-a-Pāpārangi (Whanganui). The figure below shows that our uri are spread across Aotearoa and Te Waipounamu.



Figure 7:  
The distribution of ākonga affiliated to  
Ngāti Rangi across Aotearoa

# NGĀTI RANGI SCHOOL LEAVERS AND NCEA ATTAINMENT

In 2022, more than half of the 40 Ngāti Rangi school leavers departed school without achieving NCEA. Challenges many school leavers faced, not only Ngāti Rangi or Māori, were compounded by the impacts of COVID-19, other factors include physical, mental and behavioural struggles as well as the need to leave school in order to support whānau financially<sup>7</sup>.

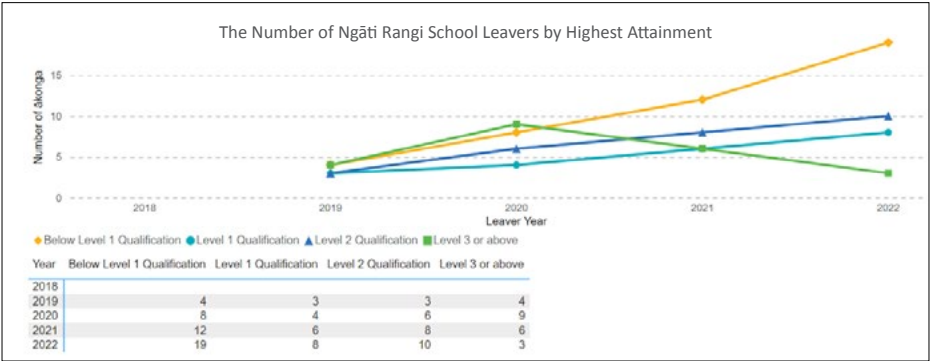


Figure 8: The number of Ngāti Rangi school leavers by highest qualification attainment<sup>8</sup>

# NGĀTI RANGI IN KAUPAPA MĀORI AND MĀORI-MEDIUM EDUCATION

Māori language education plays a significant role in contributing to linguistic and cultural vitality and the holistic wellbeing of Māori. This includes kōhanga reo, kura kaupapa Māori, and rumaki reo. The figure below shows the number of Ngāti Rangi ākonga in primary and secondary level Māori-medium education, compared to those who learn Māori in English medium schools or not at all. While the number of ākonga enrolled in Māori-medium education has risen over time, in 2022, only 13.9% of Ngāti Rangi ākonga were enrolled in primary or secondary Māori-medium education. Challenges continue to exist, including the small number of teachers and the need for strong leadership in the sector.

Within the Ngāti Rangi region, there are three kōhanga reo and one kura kaupapa Māori. The nearest wharekura are in Whanganui and Taumarunui. Reports by Ruapehu Kāhui Ako and Ruapehu Whānau Transformation highlight the difficulties and lack of support for tamariki transitioning from immersion Māori language environments such as kōhanga and kura to English general stream education. These reports did not address language research that stresses the importance of tamariki remaining in high-level immersion programmes for at least six to eight years to achieve biliteracy. Once academic proficiency is reached in the first language (in this case Māori) skills are readily transferred to the second language such as English. For the linguistic and cultural potential of Ngāti Rangi children growing up in the rohe, it is critical to strengthen kōhanga, kura and wharekura as well as the use of te reo Māori by whānau at home.

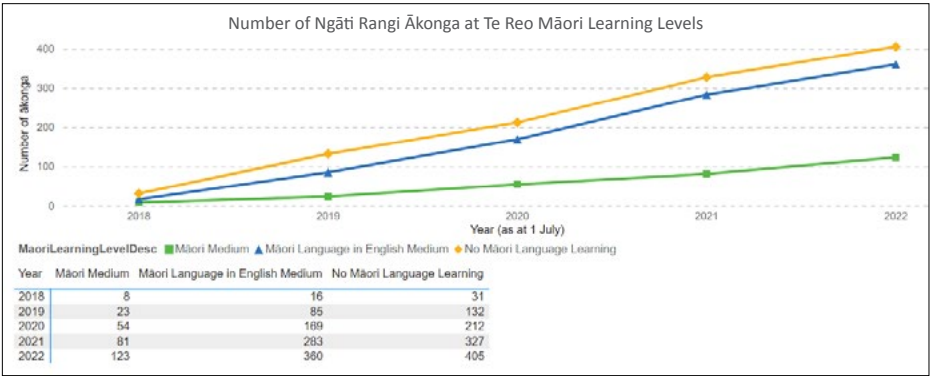


Figure 9: The number of Ngāti Rangi ākonga at te reo Māori learning levels<sup>10</sup>

The main learning centres in the Ngāti Rangi region are

Te Reo Māori:

- Manu Kōrero Kōhanga Reo (Ohakune)
- Te Kōhanga Reo o Mō Te Katoa (Raetihi)
- Ngā Mōrehu o Uenuku (Raetihi)
- Te Kura Kaupapa Māori o Ngāti Rangi (Ohakune)

English-Medium:

- Ohakune Kindergarten
- Nancy Winters Daycare Centre (Raetihi)
- Ohakune Primary School
- National Park School
- Ōrautoha School
- Raetihi Primary School
- Ruapehu College (Ohakune)

The figure below shows schools within the Ruapehu district and the number of students based on ethnicity. There is a high proportion of Māori students across the seven schools. Pink shows students of Māori descent, although specific iwi affiliation is not specified.

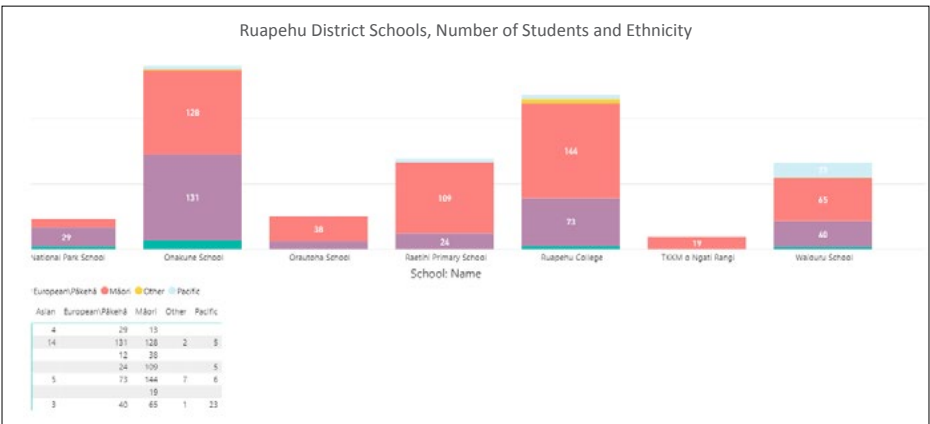


Figure 10: Ruapehu District Schools, Number of Students and Ethnicity<sup>11</sup>

# EDUCATIONAL CHALLENGES AND OPPORTUNITIES

The OHI Navigator<sup>12</sup> highlights the disproportionate number of Māori living in the Ruapehu District experiencing exclusion and disadvantage. Young people in Aotearoa experience exclusion through interactions with Government social services (such as Oranga Tamariki) and the Justice systems. As a result, these interactions lead to increased disadvantages in education and employment. Within the Ruapehu district, 20% of rangatahi Māori (272) aged between 12-25 experience serious exclusion and disadvantage and 22% rangatahi Māori (252) experience moderate exclusion and disadvantage. These numbers are slightly higher than the national average in Aotearoa of 18% severely disadvantaged and 20% moderately disadvantaged.

The Ruapehu Kāhui Ako and The Ruapehu Equity and Wellbeing Profile identified the following educational challenges within the region.

## CHALLENGES

- Limited number of teachers
- High turnover in school leadership (school principals and ECE managers<sup>13</sup>)
- Lack of available housing to attract teachers and school leaders to the district
- Limited higher educational opportunities
- Limited and unreliable internet access and low number of households with internet access to engage in online and digital learning
- Limited high-school education opportunities
- Young people cannot afford, or did not want, to move to other centres for higher education and training opportunities
- Lack of infrastructure to support travel from rural areas to high school or academic institutions outside of the region
- Low retention in kaupapa Māori education
- Language and learning needs of tamariki transitioning from kaupapa Māori education to general stream education are not supported
- Financial and geographical barriers to the pursuit of higher education

The following opportunities have been identified by the Ruapehu Kāhui Ako, Ruapehu Whānau Transformation and the Ruapehu Equity and Wellbeing Profile.

## OPPORTUNITIES

- Strengthen kōhanga reo, kura kaupapa Māori and establish a wharekura in the Waimarino district
- Development and implementation of a learning framework that will incorporate stories from local iwi that will enable Māori students to achieve as Māori
- Increase numeracy and literacy among ākonga across all schools
- Improve access to STEAM (Science, Technology, Engineering, Arts, Mathematics) learning
- Support for ākonga transitioning from Māori-medium to general stream education
- Provision of regular transport to commute to tertiary education institutions
- Providing more opportunities for extramural study so students can remain in the region.
- Helping individuals interested in further education access financial support, such as StudyLink
- Providing more guidance for students considering higher education, including suggesting relevant subjects for study and advising on the steps required to prepare for University education or on-the-job training
- Consider Ruapehu as a fly-in-fly-out area for specialty skill sets, for example if you can't attract high-level teachers, fly-in-fly-out teachers to fulfil those qualifications and stimulate the community that is in the region
- Finding ways to motivate youth that pursue secondary education outside of the region to return home
- With the rise of remote work and learning, there is an opportunity for schools within the region to focus on digital and E-learning.

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<sup>5</sup> Ngāti Rangi Trust, 2014, p.18.

<sup>6</sup> The iwi data platform Te Whata (2023), contains data from the 2013 census and estimates the number of Ngāti Rangi as 1,452. Ngāti Rangi was officially included in the iwi classification list in 2017. Prior to this it had been categorised as part of 'Hapū affiliated to more than one iwi'.

<sup>7</sup> Education Counts, 2023.

<sup>8</sup> Ibid.

<sup>9</sup> Evidence provided by Professor Steven May to the Waitangi Tribunal. See Waitangi Tribunal, 2012.

<sup>10</sup> Education Counts, 2023.

<sup>11</sup> Education Counts, 2023.

<sup>12</sup> Te Rourou One Aotearoa Foundation, 2023

<sup>13</sup> Te Kāhui Ako, 2019, reported close to an 80% change of leadership in a 3 year period.

# TE KOHIKOHI KŌRERO

## COLLATING INFORMATION

In addition to the review of existing strategic documents, this plan is further informed by a series of hui held between August and September 2023.

Attendees included Ngāti Rangi iwi members across a wide range of ages, including pāhake, rangatakapū and rangatahi. Members of the Ruapehu Kāhui Ako also participated.

Information was also collected through an online survey that garnered 82 responses.

A draft strategy summary was shared by email to registered uri, who were also invited to share further feedback through an additional online survey. Their responses were instrumental in refining the strategy and shaping its final iteration.

| VENUE           | DATE                  | NUMBER OF ATTENDEES |
|-----------------|-----------------------|---------------------|
| Tirorangi       | Saturday 19 August    | 21                  |
| Ruapehu College | Saturday 2 September  | 11                  |
| Te Ao Hou       | Saturday 16 September | 10                  |

A key theme throughout the hui and survey responses is the holistic aspect of mātauranga and education and the need to nurture our people both in te ao Māori and te ao hurihuri throughout the course of their lives.

Workshops participants spoke of the need to make learning fun, engaging and relevant for our people across all ages. Kindness, strength, courage and creativity were among the key values and skills highlighted in the workshops. Others include:

- *ngākau aroha*
- *auahatanga*
- *manaakitanga*
- *whanaungatanga*
- *kia tū kaha, kia tū māia,*
- *kaitiakitanga*
- *to be resilient connected knowledgeable and humble*
- *to be kind, be considerate, be respectful to people, places and things.*
- *te reo Māori me ōna tikanga*
- *tino rangatiratanga*
- *entrepreneurial skills*
- *financial literacy*
- *think outside the box*
- *follow your instincts*

# NGĀ MĀTĀPONO ME NGĀ UARA

## PRINCIPLES AND VALUES

Key principles that informed the development of this strategy and hui discussions are:

- Ko te Kāhui Maunga te mātāpuna o te ora.  
We understand that the Kāhui Maunga is the source of our origin and well-being of Ngāti Rangi
- Me karioi te noho  
We understand that we, as Ngāti Rangi, are here forever
- Kia mana ai ngā kōrero tuku iho  
We understand that the teachings of our tupuna are upheld
- Ko te anga whakamua ki āpōpō  
We understand that decisions must be future focused

Key values that inform the development of this plan are:

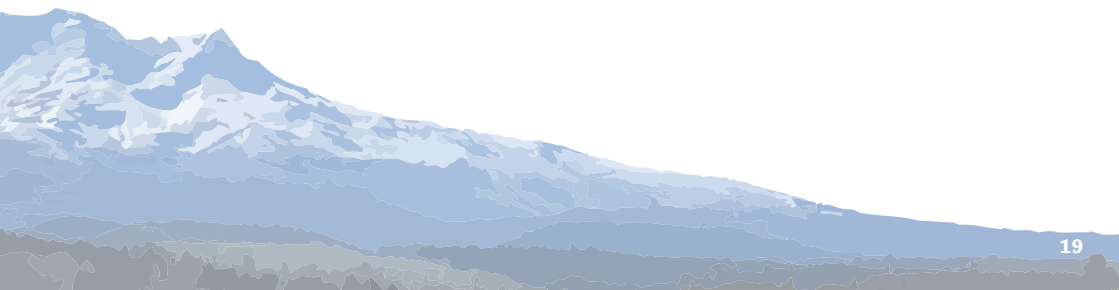
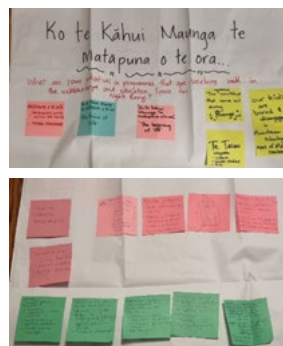
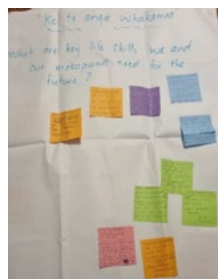
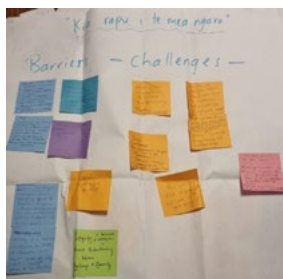
- Kia MANA ai ngā mahi  
To act with integrity and honour
- Kia mau ai ki te MANAAKITANGA  
To care wholeheartedly
- Kia tika ai tō TŪRANGAWAEWAE  
To be accountable
- Kia ū ki ngā TIKANGA  
To be duty bound
- Kia rapu ai i te MEA NGARO  
To unleash potential

# MATERIAL FROM HUI

Hui participants broke into smaller groups to

Discuss key themes such as

- meanings of mātauranga and education
- challenges and barriers
- key skills and values
- future aspirations and opportunities



*"To be able to live strong, confidently and happy in both worlds, te ao Māori and tauīwi."*  
Survey Response

*"Normalising learning doesn't stop after school. Learning takes place from cradle until the grave."*  
Survey Response

*"Developing a localised curriculum that reflects the world we live in that we adopt across our rohe."*  
Survey Response

*"Making these learnings and knowledge accessible and affordable for those who cannot otherwise access physically."*  
Survey Response

*"Being strong, healthy, kind, knowledgeable, resilient, resourceful, humble Māori in mind body & spirit."*  
Survey Response

*"Mātauranga is a way of being, incorporating hinengaro, wairua and tinana."*  
Survey Response

[illegible]

Figure 11: Key words: Future Opportunities – Mātauranga for Ngāti Rangī

# STRATEGY SURVEY FINDINGS

A survey was included in the strategy development process to gain insights into the educational experiences of our people both in institutions such as school and learning through whānau and life. While additional analysis is needed to fully explore the wealth of information gathered, this survey serves as a crucial foundation for establishing a baseline of data. It also lays the groundwork for future regular surveys for our iwi.

A high number of survey responders have completed Bachelor Degrees at University, followed by a Diploma, Trade, Wānanga or Tertiary Certificate.

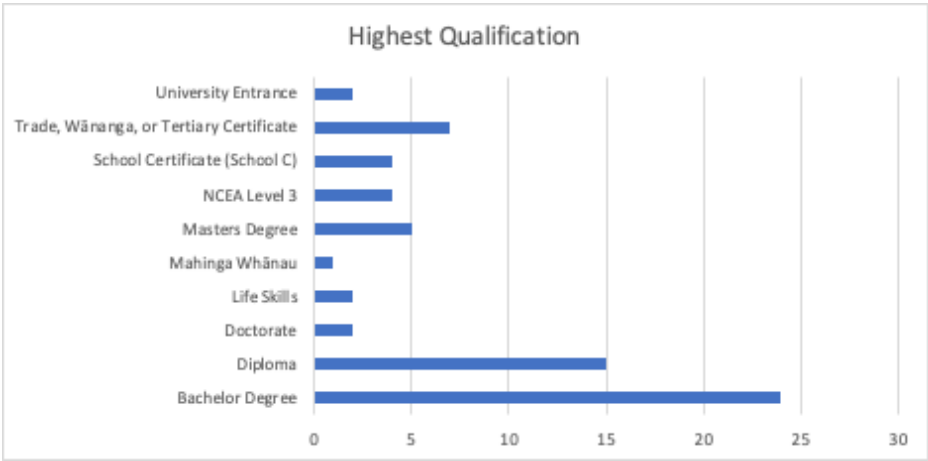


Figure 12: Highest Qualification Attained by Survey Respondents

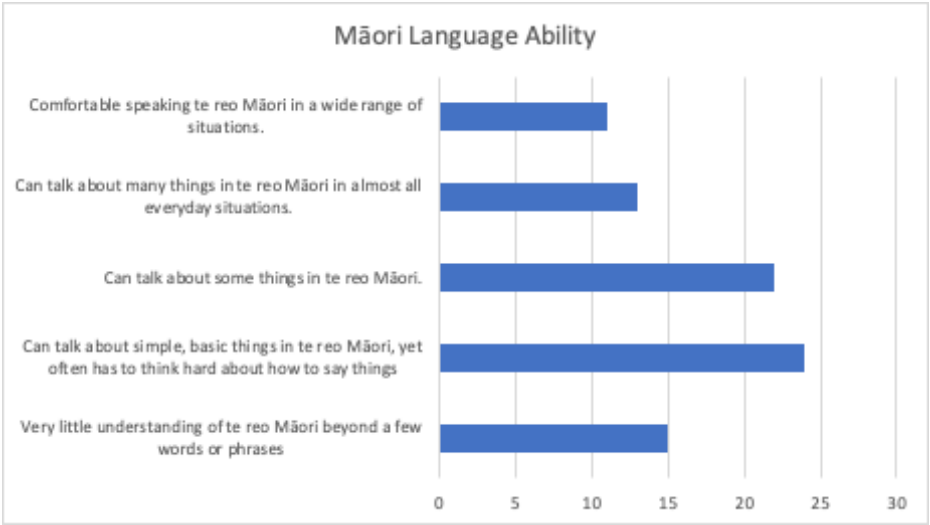


Figure 13: Māori Language Ability of Survey Respondents

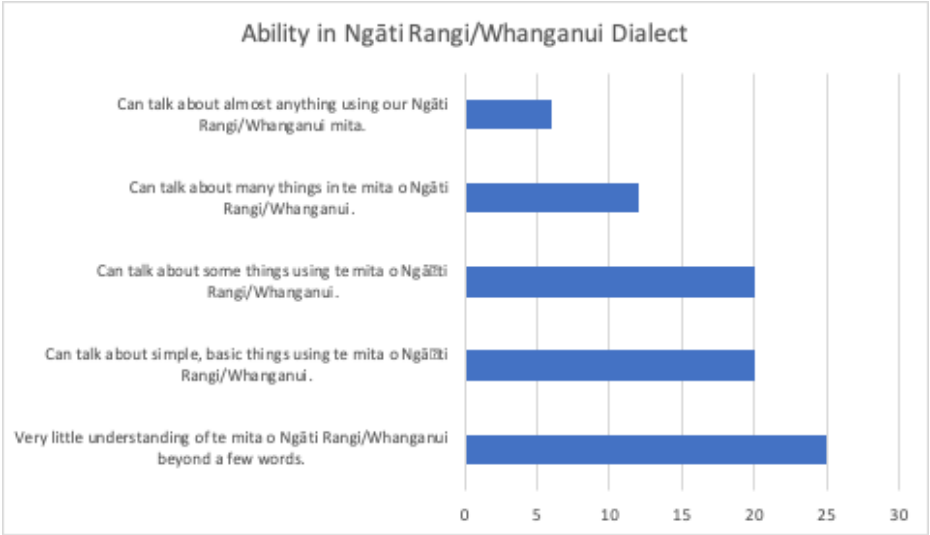
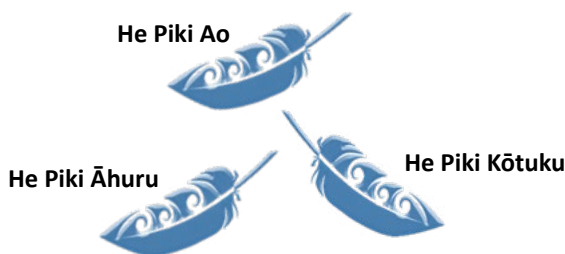


Figure 14: Survey Respondents Ability in Ngāti Rangī/Whanganui Dialect

# HE PIKI AMOKURA NŌ TE WHARETOKA O PAERANGI NGĀTI RANGI EDUCATION STRATEGY

“Whāwhātia kia mau, kia eke”

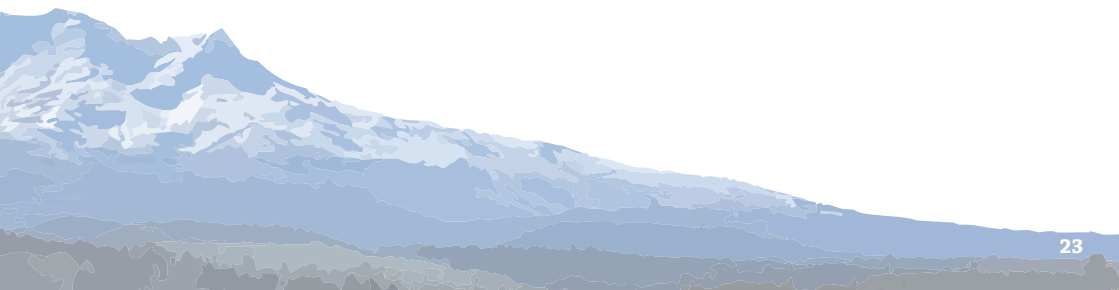
Taku piki amokura nō tua whakarere, nō te pae ururangi, he tipua e!  
He mana hiki nuku, he mana hiki rangi! Nō te pae ki tawhiti! Anei tata e!



**Kia poipoia ngā uri o Ngāti Rangī hei piki amokura mō te iwi**

*Piki amokura* refers to a feather plume and serves as a metaphor for a house of learning. The word *piki* also means support, help, and climb. This metaphor is connected to Tāwhaki who ascended the heavens to obtain the three baskets of knowledge.

*Pikikura* is also one of the kaitiaki and mouri of mātauranga Māori.



**Te Wawata**  
Our Vision

**Kia mura ai te ora o Ngāti Rangi ki tua o te 1,000 tau**  
Ngāti Rangi continues to vibrantly exist in 1,000 years

**Te Aronga**  
Our How

**Kia poipoia ngā uri o Ngāti Rangi hei piki amokura mā**  
We nurture and grow our people as high achievers w

**Ngā Poupou Rautaki**  
Strategic Priorities

**He piki ao te kura**

Our people are confident and supported to grow and understand their Ngāti Rangi identity from our history in Hawaiki to our modern lives across the globe.

*This is knowledge associated with the heavens and oceans for navigation and the knowledge from Hawaiki.*

**Ngā Whāinga**  
Our Goals

*What does success look like?*

1. Our people are confident in their identity as Ngāti Rangi
2. Our people speak and understand te reo Māori and te mita o Ngāti Rangi
3. Our whānau living inside and outside our rohe are raising their tamariki in te reo Māori
4. Our people confidently understand and practice our tikanga

## Whānau hō te iwi

to exemplify the hopes and aspiration of Ngāti Rangi

### He piki kōtuku te kura

Our people thrive on our land and connect to our environment; waters, land, and sky.

*The knowledge of the environment to better understand how the whenua should be used and cared for, this is the knowledge of this land.*

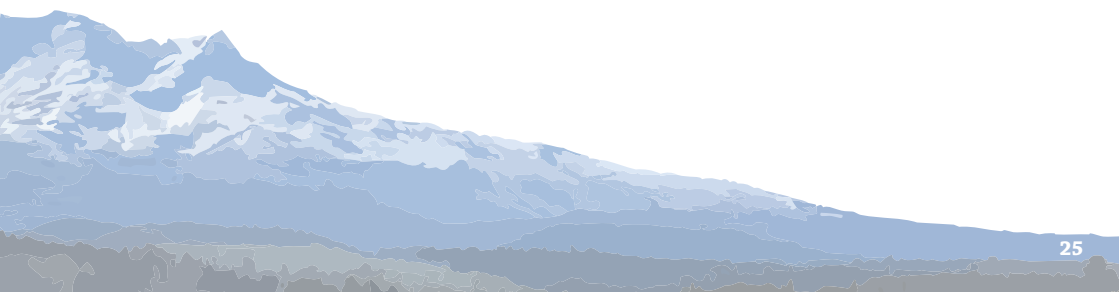
5. Kōhanga reo and kura kaupapa Māori in Ngāti Rangi are thriving
6. Ngāti Rangi establishes wānanga – centres of excellence in learning, combining mātauranga of Ngāti Rangi and global knowledge that relates to our unique environment
7. Ngāti Rangi has strong reciprocal relationships with educational and training providers in our rohe
8. Ngāti Rangi school leavers within the Ruapehu district achieve a minimum of NCEA Level 2 or equivalent qualifications

### He piki āhuru te kura

Our people and knowledge are cared for and shared in a variety of ways.

*Combining two worlds to help us shelter ourselves and care for this sacred knowledge.*

9. Ngāti Rangi creates and provides a wide variety of resources that are easily accessible to our people living within and outside of our rohe
10. The local school curriculum is supplemented with a variety of Māori language, bilingual, fun and engaging resources about Ngāti Rangi



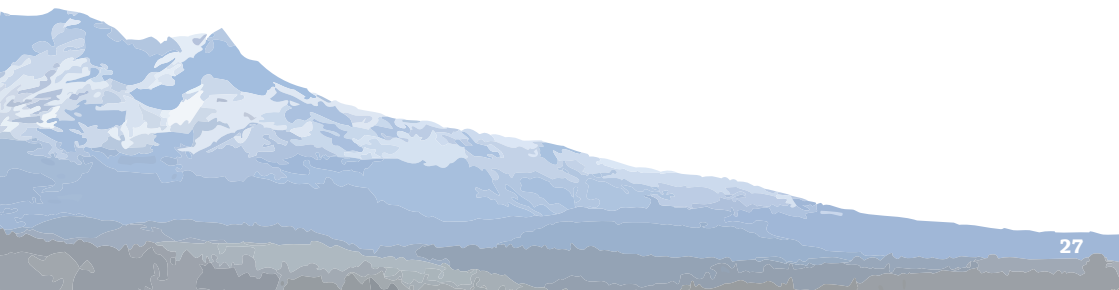
| GOALS                                                                                       | WHAT DOES SUCCESS LOOK LIKE                                                                                                                                                                                                                                                                                                                                                                                                     | ACTIONS                                                                                                                           |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 1. Our people are confident in their identity as Ngāti Rangī                                | <ul style="list-style-type: none"> <li>Ngāti Rangī delivers an annual (or bi-annual) multi-platform learning programme for uri focused on reo, tikanga, taiao and kōrero tuku iho. This builds on existing kaupapa such as Wānanga Whaikōrero-Karanga, Tai-o-Rongo, Rangatahi Summit, Taihukarere (Snow Academy), Wānanga Rongoā and Wānanga Taiao with annual or bi-annual hikoī/haerenga to significant iwi sites.</li> </ul> | <ul style="list-style-type: none"> <li>Develop programme curriculum</li> <li>Recruit tutors</li> <li>Deliver programme</li> </ul> |
| 2. Our people speak and understand te reo Māori and te mita o Ngāti Rangī                   | <ul style="list-style-type: none"> <li>70% of Ngāti Rangī speak te reo Māori and understand our mita</li> </ul>                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Partner with providers to support learning for uri</li> <li>Regular Kura online</li> </ul> |
| 3. Our whānau living inside and outside our rohe are raising their tamariki in te reo Māori | <ul style="list-style-type: none"> <li>100 whānau are raising their tamariki in te reo Māori</li> <li>Whānau are supported with relevant resources about Ngāti Rangī (see Piki Tuku Kōrero Section)</li> </ul>                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Host hui to support language planning</li> <li>Provide resources to whānau</li> </ul>      |
| 4. Our people confidently understand and practice our tikanga                               | <ul style="list-style-type: none"> <li>Every marae has, at least, 4 new kaikōrero and 4 kaikaranga who are equipped to uphold tikanga</li> </ul>                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Develop programme curriculum</li> <li>Recruit tutors</li> </ul>                            |

## Actions and Measuring Outcomes

### TE KURA

#### Grow and understand their Ngāti Rangi identity

|                                                             | SUCCESS INDICATORS                                                                                                                                                                                                                                           | HOW WILL WE MEASURE SUCCESS?                                                                                                                                                                  |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Programme and<br>s and trainers<br>ramme                    | <ul style="list-style-type: none"> <li>• Programme is created and delivered</li> <li>• High number of graduates</li> <li>• Increase in self-assessed confidence in Ngāti Rangi identity</li> </ul>                                                           | <ul style="list-style-type: none"> <li>• Annual iwi survey</li> <li>• Attendance register</li> <li>• Graduate numbers</li> </ul>                                                              |
| language training<br>deliver programmes<br>Reo in-person or | <ul style="list-style-type: none"> <li>• Delivery of Kura Reo</li> <li>• Increase in numbers of speakers of te reo Māori with understanding of te mita o Ngāti Rangi</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>• Registration and attendance register</li> <li>• Annual iwi survey</li> </ul>                                                                         |
| support our people in<br>nning<br>ources to support         | <ul style="list-style-type: none"> <li>• Increase in number of whānau raising their tamariki in te reo Māori</li> <li>• Delivery of hui to support our people in language planning</li> <li>• Creation and delivery of relevant support resources</li> </ul> | <ul style="list-style-type: none"> <li>• Annual iwi survey</li> <li>• Delivery of language planning hui</li> <li>• High attendance numbers</li> <li>• Completion of language plans</li> </ul> |
| Programme and<br>s and trainers                             | <ul style="list-style-type: none"> <li>• Increase in new kaikōrero and kaikaranga for all marae in Te Kāhui o Paerangi</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>• Attendance register</li> <li>• Marae updates at Te Kāhui o Paerangi</li> </ul>                                                                       |

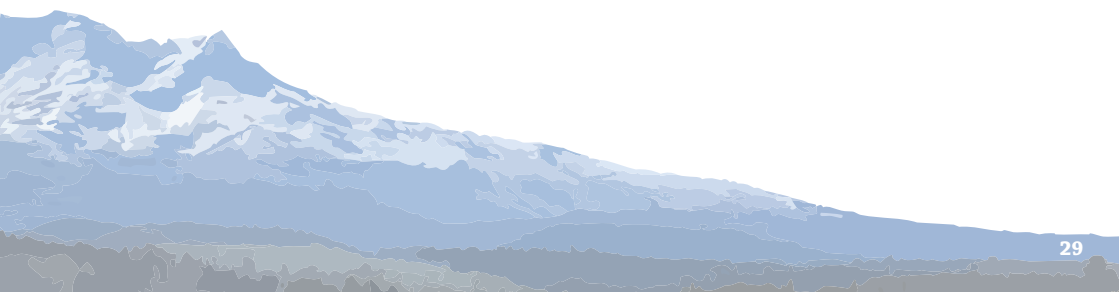


| GOALS                                                                                                                                                                   | WHAT DOES SUCCESS LOOK LIKE                                                                                                                                                                                                                                                                           | ACTIONS                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Kōhanga reo and kura kaupapa Māori in Ngāti Rangi are thriving                                                                                                       | <ul style="list-style-type: none"> <li>The majority of uri are enrolled in kōhanga reo and kura kaupapa Māori</li> <li>The establishment of a wharekura</li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>Support whānau to tr</li> <li>Consider a ‘wānanga’ curriculum delivery w the kura to deliver int</li> <li>Engage with groups s Reo National Trust, Te Kura Kaupapa Māori, Whare Wānanga, Te M relevant entities for w development worksh opportunities</li> </ul> |
| 6. Ngāti Rangi establishes wānanga – centres of excellence in learning, combining mātauranga of Ngāti Rangi and global knowledge that relates to our unique environment | <ul style="list-style-type: none"> <li>Established wānanga embracing tradition and innovation</li> </ul>                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Plan and develop wān</li> </ul>                                                                                                                                                                                                                                   |
| 7. Ngāti Rangi has strong reciprocal relationships with educational providers in our rohe                                                                               | <ul style="list-style-type: none"> <li>Ngāti Rangi is represented on local school boards and Ruapehu Kāhui Ako</li> <li>The delivery of a local curriculum based on kōrero and tikanga of Ngāti Rangi</li> <li>Partnership with worksite training programmes for school leavers and adults</li> </ul> | <ul style="list-style-type: none"> <li>Ngāti Rangi develops curriculum alongside within the Ruapehu d</li> <li>Ngāti Rangi to engage explore ways of work training</li> </ul>                                                                                                                            |
| 8. Ngāti Rangi school leavers within the Ruapehu district achieve a minimum of NCEA Level 2 or equivalent qualifications                                                | <ul style="list-style-type: none"> <li>100% of Ngāti Rangi school leavers within the Ruapehu district achieve a minimum of NCEA Level 2 or equivalent qualifications</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>Work alongside Kāhui of local schools on the achievement</li> </ul>                                                                                                                                                                                               |

## JKU TE KURA

### and connect to our environment

|                                                                                                                                                                                                                                                               | SUCCESS INDICATORS                                                                                                                                                                                                                                                                                                                                              | HOW WILL WE MEASURE SUCCESS?                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>tain as teachers</p> <p>approach to</p> <p>where experts come into</p> <p>tensive workshops</p> <p>uch as Te Kōhanga</p> <p>Te Rūnanga Nui o ngā</p> <p>Ngā Kura ā-Iwi, Ngā</p> <p>Mātāwai and other</p> <p>whānau and teacher</p> <p>ops and learning</p> | <ul style="list-style-type: none"> <li>• Increase in number of enrolments and retention in kōhanga reo and kura kaupapa Māori</li> <li>• Establishment of wharekura</li> <li>• Increase number in local teachers</li> <li>• Whānau development wānanga held with support from Kōhanga Reo National Trust and Te Rūnanga Nui o ngā Kura Kaupapa Māori</li> </ul> | <ul style="list-style-type: none"> <li>• Enrolment numbers</li> <li>• Whānau survey</li> <li>• Iwi survey</li> <li>• Positive external reviews (through processes in partnership with Te Rūnanga Nui o ngā KKM, Te Kōhanga Reo National Trust and other relevant entities)</li> </ul> |
| <p>hanga strategy</p>                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Wānanga strategic plan completed</li> <li>• Establishment and delivery of wānanga</li> </ul>                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Graduate numbers</li> <li>• Wānanga survey</li> </ul>                                                                                                                                                                                        |
| <p>and designs a local</p> <p>education providers</p> <p>istrict</p> <p>e with employers to</p> <p>ing together for onsite</p>                                                                                                                                | <ul style="list-style-type: none"> <li>• Ngāti Rangi board positions for Ohakune School and Ruapehu College are filled</li> <li>• Creation of local curriculum co-designed by Ngāti Rangi</li> <li>• Partnership with worksite training programmes for school leavers and adults</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>• Board appointments</li> <li>• Completion and delivery of local curriculum</li> <li>• Onsite workplace training available for Ngāti Rangi</li> </ul>                                                                                          |
| <p>i Ako and leadership</p> <p>eir strategy to lift</p>                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Ngāti Rangi enjoy learning and remain in kura or school until at least the end of Year 12</li> </ul>                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Education Counts - school leaver and attainment data</li> </ul>                                                                                                                                                                              |

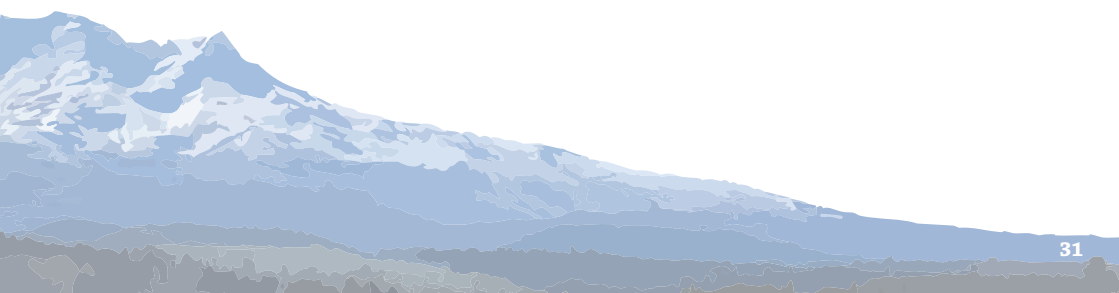


| GOALS                                                                                                                                          | WHAT DOES SUCCESS LOOK LIKE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ACTIONS                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9. Ngāti Rangi creates and provides a wide variety of resources that are easily accessible to our people living within and outside of our rohe | <ul style="list-style-type: none"> <li>• A Ngāti Rangi iwi app is available for all uri with tools and resources relevant to our reo, tikanga, kōrero tuku iho, key landmarks, maramataka and waiata</li> <li>• Our people are using and engaging with our resources</li> <li>• A database of iwi manuscripts, recordings and information is stored at a single site accessible with appropriate permission.</li> <li>• Regular bite-sized social media posts on platforms Facebook, Instagram and Tik Tok with Ngāti Rangi kupu, kīanga, kōrero and discussions on aspects of tikanga.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop Social Media plan kupu, kīanga, landmarks into key events and mara</li> <li>• Research and develop lib cloud database</li> <li>• Develop wānanga strateg implementation plan</li> <li>• Plan collation for databas</li> </ul> |
| 9. The local school curriculum is supplemented with a variety of Māori language, bilingual, fun and engaging resources about Ngāti Rangi       | <ul style="list-style-type: none"> <li>• All ākonga within the Ruapehu district enjoy access to fun, engaging digital and hardcopy games, books and educational resources about Ngāti Rangi</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Plan and develop relevant curriculum</li> </ul>                                                                                                                                                                                       |

## RU TE KURA

### variety of Ngāti Rangi learning resources

|                                                                                                                                       | SUCCESS INDICATORS                                                                                                                                                                    | HOW WILL WE MEASURE SUCCESS?                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>on with relevant<br/>and kōrero that tie<br/>mataka Māori<br/>rary for iwi app and<br/>gy, project and<br/>se of iwi resources</p> | <ul style="list-style-type: none"> <li>• Ngāti Rangi iwi app is created and launched</li> <li>• High number of downloads and engagements</li> <li>• Positive user feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Engagement data</li> <li>• Annual Iwi Survey</li> </ul>                                               |
| <p>st resources for local</p>                                                                                                         | <ul style="list-style-type: none"> <li>• Ngāti Rangi creates relevant and engaging resources used by local schools</li> </ul>                                                         | <ul style="list-style-type: none"> <li>• Creation of resources and their use in kōhanga, kura and schools</li> <li>• Whānau surveys</li> </ul> |



# TE ARA KI TUA

## THE NEXT STEPS

In moving forward, the presentation of this strategy marks the beginning of the next phase of our journey. Now that the plan is set, the critical next steps are to:

- Develop an implementation plan
- Allocate resources and personnel effectively to support the plan's execution
- Obtain baseline data to measure the strategy's success accurately.
- Introduce an annual iwi survey to gather valuable feedback and insights
- Boost the number of registered uri to strengthen iwi engagement, involvement and participation.

*Kati ake i konei, kia rere taku piki i te pūaotanga o te rā,  
mārama te titiro ki te ao e huri nei!  
Kia toitū, kia ora ngā uri o Ngāti Rangi.*

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