



Rumaki Reo Māori ki Papakura

Rumaki Reo Implementation Strategy 2021

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Ngā Matea mō te Rumaki ki PHS / The need for Rumaki at PHS

The guiding factors for the Rūmaki establishment and its subsequent development at Papakura High School centres around tamariki Māori, their whānau, access to Te Reo me ūna Tikanga as a taonga under Te Tiriti o Waitangi, our local hāpori and of course the support of haukainga Ngāti Tamaoho. The initial reasons for the need to establish are as follows.

- To raise the status of Te Reo Māori, Tikanga Māori, Mātauranga Māori, Kaupapa Māori and Te Ao Māori in our Kura.
- To improve, accelerate and enhance the academic engagement and achievement of our tamariki realising Māori succeeding as Māori at Papakura High School.
- To improve, accelerate and enhance tauira hauora, self efficacy and self perceptions of themselves as Māori by providing a pro-Māori environment that conscientises ākonga and whānau to identify, critique, reject, resist and to navigate the world resiliently as Māori.
- To provide a 'secondary option' that better serves the current Māori Language pathway in Papakura, as the current immersion pathway terminates at Year 8, with Māori medium learners attending schools outside of Papakura.

Ngā Pou Whakaū / Affirmative National Policies, Rights and Guarantees

This section will outline National Policies, Rights, Guarantees and matters of moral compass that affirm our right to establish and for the further development of Rūmaki Reo under the umbrella of an Institute of Māori Studies at Papakura High School.

Te Tiriti o Waitangi:

- Acknowledges the unique position of Māori as tangata whenua.

Partnership and Consultation

- Work together to achieve the best environment for success for Māori students.
- Access cultural advice as appropriate and consult with Māori Staff and Māori community.
- Create and maintain school charter/strategic plan so that it reflects local Tikanga Māori, Mātauranga Māori, and Te Ao Māori.

Protection and Self-determination

- Respect each person's cultural diversity and right to follow their cultural direction.
- Take all reasonable steps to offer teaching in Te Reo Māori and Tikanga Māori
- Honouring the government's [Maihi Karouuna](#) strategy to revitalise Māori language.

Participation

- Promote equitable Māori achievement

[Te Ture mo Te Reo Māori 2016 - Maori Language Act 2016](#)

- The Māori language is an official language of New Zealand.
- The Māori language is a taonga of iwi and Māori.
- Iwi and Māori are the kaitiaki of the Māori language.

Rumaki Reo Implementation Strategy 2021

The Education and Training Act:

- Provides that one of a board's primary objectives in governing a school is to ensure that the school gives effect to Te Tiriti o Waitangi, including by;
- Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.
- Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.
- Achieving equitable outcomes for Māori students.
- With regard to wānanga - the object of the provisions of this Act relating to institutions is to give them as much independence and freedom to make academic, operational, and management decisions as is consistent with the nature of the services they provide, the efficient use of national resources, the national interest, and the demands of accountabilityfa

Ka Hikitia, Ka Hapaitia : The Māori Education Strategy

- Te Whānau: Education provision responds to learners within the context of their whānau
- Te Tangata: Māori are free from racism, discrimination and stigma in education
- Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences
- Te Tuakiritanga: Identity, language and culture matter for Māori learners
- Te Rangatiratanga: Māori exercise their authority and agency in education.

Tau Mai Te Reo - The cross agency strategy for the education sector - feeds into Te Maihi Karauna

	Mihi Mai Te Reo	Kōrero Mai Te Reo	Tau Mai Te Reo
Tau Mai Approach	Our education services will support learners to value and acquire and use Māori language words, phrases and other forms (for example, waiata and haka) that are used on a regular basis in New Zealand society.	Our education services will provide Māori language to support learners to develop the ability and confidence to talk about a range of things in the Māori language.	Our education services will ensure learners can access Māori Medium education services in order to develop high levels of Māori language proficiency and use.

Te Maihi Karauna - The crowns strategy for language revitalization 2019 - 2023

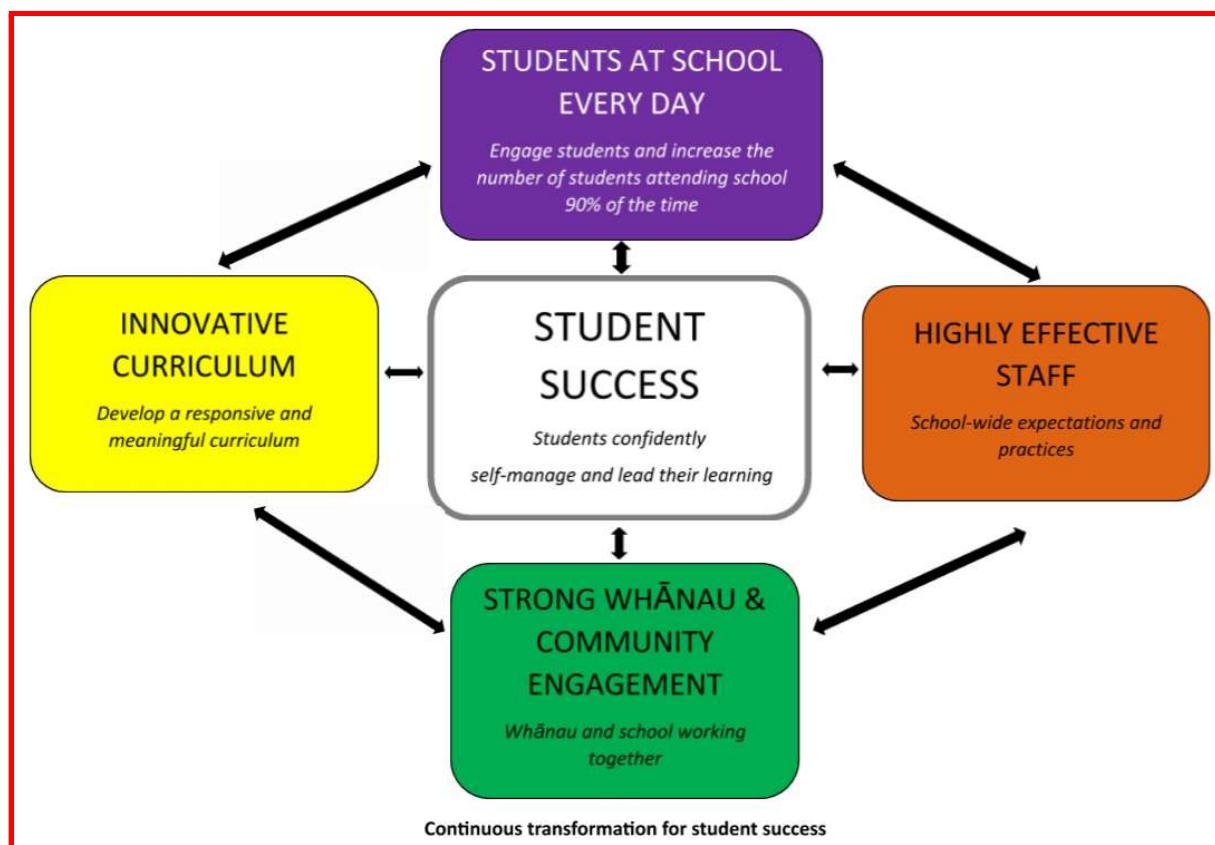
The Maihi Karauna sets out three audacious goals to achieve by 2040;

- 85% of New Zealanders (or more) will value te reo Māori as a key part of national identity.
- One million New Zealanders (or more) will have the ability and confidence to talk about at least basic things in te reo Māori.
- 150,000 Māori aged 15 and over will use te reo Māori as much as English.

Te Mahere a Kura / Papakura High School Strategic Plan

Strategic Plan	Year
Papakura High Strategic Plan 2017	2017 - 2019
Papakura High Strategic Plan 2018	2017 - 2019
Papakura High Strategic Plan 2020	2020 - 2022
Current	2020 - 2022

- Our school through its Board of Trustees, School leadership and staff are serious about addressing deep seated inequities for the Māori student population at Papakura High School.
- The current strategic plan, with the support of BOT and the previous principal affirmed the Māori Department's ability to develop a Rūmaki / Wharekura / Wānanga Pathway within Papakura High School in consultation with whānau and with the support of haukainga - Ngati Tamaoho.
- The Board has set goals and initiatives to realise the overarching theme "student success". The aspirations for a Rumaki / Wharekura / Wānanga Pathway sits within the focus area of "innovative curriculum". A breakdown of how the aspiration fits into the focus area can be found on the next page.



Te Whakawhāiti “Innovative curriculum” / “Innovative curriculum” drilling down

- Particular goals and actions for an “innovative curriculum” make explicit within the strategic plan the establishment and development of a Rūmaki / Bilingual / Wharekura Pathway at our school.
- The BOT and Leadership have committed to developing a Māori Studies Center that will home this program at our school.
- A Rūmaki / Bilingual / Wharekura Pathway at our school will be an effective model of partnership under Te Tiriti o Waitangi. This initiative demonstrates Papakura High School giving effect to Te Tiriti o Waitangi enacting The Education Act 2020. Further more it will enable Māori to succeed as Māori while raising the status of Te Reo ma ona Tikanga in our school.

	Development of Reo Rumaki / Bilingual Wharekura pathway	Appoint additional teacher to expand Te Reo Programme Programme development support to be obtained	SLT, HOD Maori External PLD Provider	Start of 2020	Kaiako appointed 1st professional support hui held. Continues.
9					
PAPAKURA HIGH SCHOOL STRATEGIC PLAN – 2020-2022 - FINAL					
Annual Plan 2020					
	Engage whanau in planning and consultation of pathway forward	Target: Whanau Hui held regularly for Maori whanau targeting Maori success at PHS Measure: Whanau attend hui and engaged in school	BOT, HOD Maori	Ongoing throughout 2020	T2 Whanau Hui to be arranged.
	Development of Maori Studies centre	Commence & complete building redevelopment of centre	SLT, HOD Maori & Property Committee	Terms 1&2 2020	Ongoing. Need to include BoT in property discussion.

Te Whakapapa o te Rumaki / Rumaki historical context

Māori Immersion Educational Settings such as Kohanga Reo, Kura Kaupapa Māori and Wharekura are all initiatives born out of the Kaupapa Māori tradition. They were set up as a response to the continued failure of the mainstream to educate tamariki Māori. Driven primarily by whānau, these Kaupapa Māori initiatives are tangible examples of Te Tiriti o Waitangi in action. Whānau exercised *Tino Rangatiratanga* and *Mana Motuhake (Self Autonomy)* to forge on with a for Māori by Māori educational initiatives independent of the govt, thus making way to Kohanga, Kura Kaupapa, Wānanga and Bilingual and Immersion units in Mainstream Schools. Stalwarts such as Tuki Nepe, Linda Tuhiwai Smith, Graham Smith, Te Heikoko Katerina Mataira, Tawhirimatea and Kaa Williams and the like must be acknowledged as pioneers of this kaupapa.

The up to date research on Kohanga Reo and Kura Kaupapa Māori regarding results point to a narrative of success. For the minority of ākonga Māori schooling in Kohanga, in Kura Kaupapa Māori and in Bilingual/Reo Rua and Immersion/Rūmaki Programs in mainstream schools, academic success as Māori is 'normal'. The graduates of these programs are highly academic, they are eloquent thinkers and communicators in both Māori and English and they lead successful lives post secondary schooling. They do this while navigating the same challenges, negative socio economic factors, deprivation and poverty related issues as their peers in mainstream.

Unlike the few ākonga Māori in Kura, the vast majority continue to attend mainstream schools. For Māori in mainstream schools where there is minimal provision for Māori students' language, culture and identity, achievement rates remain low, attendance, retention and self efficacy remain key foci for schools with little to no improvement in these areas. Instead the system continues to perpetuate long standing failure statistics for ākonga Māori.

The exceptions of the rule are mainstream schools that have Bilingual/Reo Rua and Immersion/Rūmaki Programs. These programs are adaptations of Kaupapa Māori, however, instead of leaving the system, they have remained operating in or have been established within their respective schools. The inception of these programs coincide with the Māori renaissance period and there are multiple examples across the sector from primary, intermediate and Secondary in public, private and area schools. Some programmes have operated as long as Kura Kaupapa Māori i.e. *Waiorea at Western Springs College*. Māori students in these Bilingual/Reo Rua and Immersion/Rūmaki Programs achieve similar results to peers in Kura Kaupapa Māori, and they often achieve better results than Māori at the same school who are not enrolled in the program.

This summation, along with a substantive body of research is to say one thing. That Bilingual/Reo Rua and Immersion/Rūmaki Programs in a mainstream school is a successful model of education for Māori. It is effective because it 'enables' and 'normalises' Māori succeeding academically and holistically. Furthermore it is a transformative model. It is an initiative that will lift Māori academic achievement and success in whatever school it operates within.

Ko wai mātou / Who are we ?

He ingoa / Our program

Ngati Tamaoho have been integral to the development of our Rūmaki Reo strategy to date and going forward. At the conclusion of 2020 haukainga in the form of Tairerere Kirkwood, Ted Ngataki and Teinuwai Elia gifted the name **Te Mita o Te Reo Māori** as a name for our program, this was endorsed by Koro Allen Kukutai. A formal event to mark this event is planned for.

Whakakitenga Matawhānui / Vision

He marae kāinga ka whakaohooho te wairua o te tamaiti, e kore ai ia e ngaro. Ka whāngaiā ki te mātauranga ki ngā miro rongomaiwhiti o te aō Māori hoki, e hihiko ai tōna hinengaro, e kipakipa ai tōna ngākau. Kia puta ai ia hei raukura mō te katoa, mārō te tū, māia te tū, rangatira ana te tū i te kainga, i ngā marae, i te ao.

We seek to provide a home that awakens the spirit and unlocks potential, where each child is secure in their identity and realises their prestige. We will foster academic intellect and nurture Māori knowledge which will spark wonder in their minds and ignite a passion for learning in their hearts. Our graduates will go into society as: confident, courageous, critically minded contributors, and citizens, of their communities. We dream of growing 21st Century learners who are edge-walkers — scholars who are able to confidently walk in Te Ao Māori and Te Ao Pākehā.

Te Aronga Matua / Purpose

That our tamariki are secure in their identities as navigators of change, walking strongly and confidently in both worlds.

Ranga Māro / Mission Statement

To provide pathways for Māori students at Papakura High School to authentically experience: Te Reo me ona Tikanga, Mātauranga Māori, Te Ao Māori and Kaupapa Māori as vehicles to enjoy success as Māori.

Te Kaupapa o naiānei / Current Rumaki Situation 2021

<h3><u>Strengths</u></h3> <ul style="list-style-type: none"> Established cohorts of Rumaki students in Year 9, 10 and 11 A booming Rumaki uptake Steadily increasing numbers in Reo Programs A need and desire within the community for Immersion Education at Papakura High School 3 years worth experiences ensure we are well placed to launch our program officially and be a recognised program 	<h3><u>Weaknesses</u></h3> <ul style="list-style-type: none"> Policies and documentation not yet in place, due to the fact that we have not yet officially launched. Facilities are not yet available to adequately house our current immersion and reo programmes notwithstanding a future action to home Kaupapa Māori programmes under a 'Popakura High School Faculty of Māori Studies' within our school. Budgeting and factor funding issues which haven't allowed us the resourcing we've needed to get the programme up and running. Very little autonomy and agency for HOD and staff to grow the program.
<h3><u>Opportunities</u></h3> <ul style="list-style-type: none"> To provide a secondary 'component' to the existing Māori immersion pathway in Papakura, complementing the current Kohanga and Immersion unit Pathway. To provide a Māori immersion option closer to home for whānau, instead of tauira and whānau enrolling in programs vast distances from Papakura i.e. Central Auckland (Waiorea/Western Springs College), Mangere (Nga Tapuwae, TKKM o Mangere) or Huntly (Te Wharekura o Rakauamangomanga). An opportunity to work closer with Kaiako from Kohanga Reo and Immersion units across Papakura to design a fit for purpose Maori Language Pathway that improves outcomes for all of our tauira Māori. A closer working relationship with Hau Kainga as they co-design Kaupapa Māori programmes with us giving effect to Ka-Hikitia, Tau Mai Te Reo, Te Tiriti o Waitangi and Education Act 2020. 	<h3><u>Threats</u></h3> <ul style="list-style-type: none"> Hierarchy structures, although well intentioned, have been detrimental to the growth of our programme. Facilities are not yet available to adequately house this programme and other kaupapa māori programs at our school, which threatens the Mauri and Life force of this and other Kaupapa Māori programmes in our school. Budgeting and factor funding issues have meant that we have been unable to innovate, to adequately accelerate the language of our tauira and to resource our programme effectively.

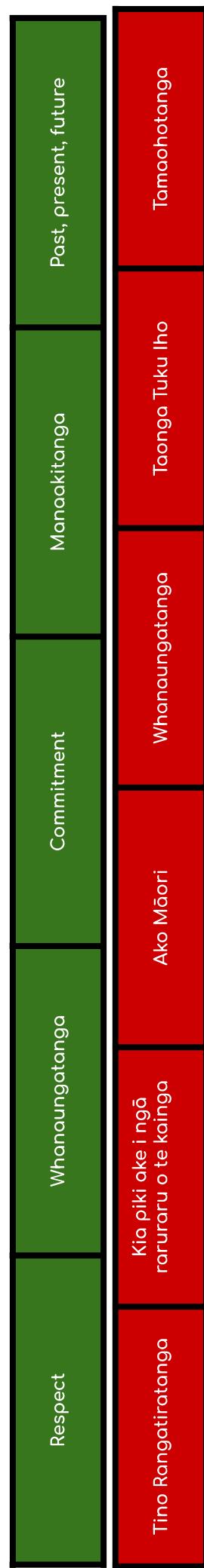
Ngā Uara / Values

Te Mita o Te Reo Māori is a programme designed to empower our rangatahi Māori to succeed AS Māori within a Kaupapa Māori environment. We will practise and validate all Tikanga and values, however, we will heavily adhere to the following;

- Tino Rangatiratanga (*The Principle of Sovereignty*)
- Kia piki ake i ngā raruraru o te kainga (*The Principle of Socio Economic Mediation*)
- Ako Māori (*The Principle of Culturally Preferred Pedagogy*)
- Taonga Tuku Iho (*The Principle of Cultural Aspiration*)
- Tamaohotanga (*The Principle of People and Place - Ngati Tamaoho uniquely positioned as haukainga and guardians of these domains / rohe*)

Deeper analysis of these Tikanga / Values can be unpacked further; [here](#) & [here](#).

By realising our programmes values first, we will organically and naturally realise the Papakura High School Values. These values and principles will be interwoven into and guide our programme, our decision making, our interactions and relationships and our operation as a Rumaki Whanaau.



Te Āhua o te Ākonga Ka Puta / Our Graduate Profile

Tau 9 & 10	Tau 11 & 12	Tau 13
<ul style="list-style-type: none"> Ko mōhio ki tana ihi - Ko wai ia. Ko mōhio ki tana wehi - Nō hea ia. Ko mōhio ki tana tapu - Nā wai ia. Ko mōhio haere ki Te Reo Māori, ki ngā Tikanga Māori, ki ngā mahi a te Rēhia. He uimakioi, he auaha, he kaha ki te moemoea he mōhio ki tana tūnga i te ao. Ko angitū i ngā whiwhinga ô motu. 	<ul style="list-style-type: none"> Ka mārama ki tana ihi - He kai kōkiri mahere ka okeo ururoatio ki tōna tutukitanga. Ka mārama ki tana wehi - He kai hāpao ki mua, ki muri hoki e tika te tū i ngā wā katoa. Ka mārama ki tana tapu - He raukura nā te whānau mo te iwi. Ko mārama haere te matatau ki Te Reo Māori, ki ngā Tikanga Māori, ki ngā mahi a te Rēhia. He uimakioi, he auaha, he kaha ki te moemoea ko mārama ki tana tūnga i te ao ka ngana hoki ki te whakaahuha ngā take e pēhi nei te whanau, hāpori. Ka angitū i ngā whiwhinga ô motu. 	<ul style="list-style-type: none"> Ka tohunga tana ihi - He koi te hinengaro, he pūtōrero i ngā reo erua. Ka tohunga tana wehi - He kai whakatere waka e urungī ai ngā tai toe rawa ki tōna ungā ki uta. Ka tohunga tana tapu - Ka tu rangatira i tōna oke tino rangatiratanga me tōna mana motuhake. Ka tohunga tana mau ki te Reo Māori me ngā Tikanga Māori, tana whakatinana i ngā mahi a Rēhia. He uimakioi, he auaha, he kaha ki te moemoea he mōhio ki tana tūnga i te ao ka ngana hoki ki te whakaahuha ngā take e pēhi nei te whanau, hāpori me te ao. Ka angitū i ngā whiwhinga ô motu.
<p><u>High Levels of Educational and Socio-cultural Success</u></p> <ul style="list-style-type: none"> Reaching their full potential; Experiencing academic success; Living confidently and proudly as Māori; Competent to support whānau, hapū, iwi and community; Participating in the Māori world and advocating a Māori world view; Confidence in being Māori facilitates relationships with other peoples and other cultures; Understanding their role within the whānau, hapū, iwi, community and wider society. 	<p><u>A Wide Range of Life Skills</u></p> <ul style="list-style-type: none"> Confidence to pursue their own lifelong learning pathways; Able to contribute to and participate positively in the community; Respectful of others including children, their own peers and elders; Living successful and fulfilling lives; multi-skilled; Possessing the skills required for entry into their university of choice. 	<p><u>A Wide Range of Career Choices</u></p> <ul style="list-style-type: none"> Having the skills and knowledge needed to enter their career of choice; Able to pursue their own pathways; Having a range of career choices.

To stand tall as Maori, to be confident in Te Reo, to embrace Tikanga and Te Ao Maori, to have a sense of their own Tino Rangatiratanga

Māori Education Plan

With the support of MAPPS and Rachael Tuwhangai a Māori Education Plan has been created for our Rumaki. This plan formalises our intention for Māori Education and Language provision and solidifies our commitment to implementing Rumaki Reo at our School. The Plan itself provides a framework for how we can realise this Kaupapa Māori initiative. Our Māori Education Plan must be viewed IN CONJUNCTION with this summary as the Education plan informs Rūmaki Next steps - *Deeper analysis of the plan can be unpacked in link: [Rūmaki Reo Education Plan](#)*

Ākonga & Whānau Consultation and Voice

Through the use of PLD hours and in conjunction with tauira and whanau, their voice and aspirations have been captured and are used in the development and subsequent execution of this Māori education plan.

Each tauira and whanau responses have been coded and grouped into one of four important themes. These four themes have been given a title, and each title has an encapsulating statement which frames an overarching goal. They are as follows;

- **Access:** *To Improve access to systems, processes and resources that provide optimum learning opportunities.*
- **Language, Curriculum and Pedagogy:** *To Strengthen approaches to Maori immersion delivery.*
- **Engagement:** *To Actively promote engagement in all things Maori.*
- **Strong Maori Identity:** *To Bolster an environment that contributes to a strong Maori identity*

Ngā Whāinga Matua / Overarching Goals

Outlined below are Short Term, Mid Term and Long Term Goals we have set for each theme; Access, Language, Curriculum and Pedagogy, Engagement and Strong Māori Identity, which

Focus Area 1:

Access: To improve access to systems, processes and resources that provide optimum learning opportunities

Short Term (2021)	Mid Term (2 Years)	Long Term (3 - 5 Years)
<ul style="list-style-type: none"> <input type="checkbox"/> Employing a Kaiarohi Reo <input type="checkbox"/> Developing Whanau Classes <input type="checkbox"/> Further development of the Rumaki Reo Program and an official launch. <input type="checkbox"/> To lobby BOT and MOE for a major building refurbishment or a new build for a 'Faculty of Māori Studies' in which all Kaupapa Māori programs Rūmaki, Reo, Kapa haka, Te Ao Haka and other Kaupapa Māori subjects shall be housed physically. This will preserve and protect the Mana and Mauri of Mātauranga Māori at Papakura High School and will raise the profile of Papakura High School locally and nationally as an institution that enacts true partnership (Mana ōrite) with, by and for Māori under Te Tiriti o Waitangi. <input type="checkbox"/> Discussions for creating a new role of Kaihautu, which will work alongside Senior Leadership to co-ordinate Mātauranga Māori activity across the School. 	<ul style="list-style-type: none"> <input type="checkbox"/> Employ an additional teacher(s) capable of teaching subjects in the Māori medium enabling our program to increase an offering of subjects progressing our level of immersion as the kaupapa expands with the growing number of students. <ul style="list-style-type: none"> <input type="checkbox"/> Y9 & 10 Move from Level 2 to Level 1 Immersion (MM) : Level 1 81-100% Between 20 and 25 hours in 1 to 2 years <input type="checkbox"/> Y11 & 13 Move from Level 2 to Level Immersion (MM) : Level 1 81-100% Between 20 and 25 hours in 3 to 4 years <input type="checkbox"/> Consolidating Whanau Classes <input type="checkbox"/> Consolidating Rumaki Reo Program <input type="checkbox"/> To secure BOT and MOE support for a major building refurbishment or a new build for a 'Faculty of Māori Studies' in which all Kaupapa Māori programs and teachers of Rūmaki Reo, Reo Māori, Te Ao Haka, Whakairo and other Kaupapa Māori subjects are housed physically. This will preserve and protect the Mana and Mauri of Mātauranga Māori at Papakura High School and will raise the profile of Papakura High School locally and nationally as an institution that enacts true partnership (Mana ōrite) with, by and for Māori under Te Tiriti o Waitangi. <input type="checkbox"/> Create a new role of Kaihautu, which will work alongside Senior Leadership to co-ordinate Mātauranga Māori activity across the School. 	<ul style="list-style-type: none"> <input type="checkbox"/> To embed a unique 'Mārautanga a Rūmaki' localised curriculum for our Rūmaki Program Y9 to Y13. This localised curriculum will at its core be integrated in nature, grounded in Kaupapa Māori, and take into account people and place utilising Ngati Tamaho and Kingitanga histories as a foundation for learning (consciousising, transformative, counter hegemonic). <input type="checkbox"/> Embedding Whanau Classes. <input type="checkbox"/> Embedding Rumaki Reo Program. <input type="checkbox"/> To have a purpose built facility housing a 'Faculty of Māori Studies' in which all Kaupapa Māori programs and teachers of Rūmaki Reo, Reo Māori, Te Ao Haka, Whakairo and other Kaupapa Māori subjects are housed physically. This will preserve and protect the Mana and Mauri of Mātauranga Māori at Papakura High School and will raise the profile of Papakura High School locally and nationally as an institution that enacts true partnership (Mana ōrite) with, by and for Māori under Te Tiriti o Waitangi. <input type="checkbox"/> Kaihautu, working alongside Senior Leadership to co-ordinate Mātauranga Māori activity across the School.

Focus Area 2:

Language, Curriculum and Pedagogy: To Strengthen approaches to Maori immersion delivery.

Short Term (2021)	Mid Term (2 Years)	Long Term (3 - 5 Years)
<ul style="list-style-type: none"> <input type="checkbox"/> Transition away from NZC and Te Aho Arataki Marau curriculum documents for immersion programs. <input type="checkbox"/> Continue to use NZC and Te Aho Arataki Marau curriculum documents for Reo Māori programs. <input type="checkbox"/> PLD integrated learning, reo māori and assessment. <input type="checkbox"/> Development of Curriculum design and implementation <input type="checkbox"/> Developing Reflective practice <input type="checkbox"/> Developing Teacher / Classroom / language observation 	<ul style="list-style-type: none"> <input type="checkbox"/> Implementing Te Marautanga o Aotearoa, Te Aho Arataki Marau and Te Aho Motua as curriculum documents for planning in subjects offered through Rumaki Pathway. <input type="checkbox"/> Consolidating all PHS Kaupapa Māori programs under the Māori Unit. <input type="checkbox"/> Consolidating Curriculum design and implementation <input type="checkbox"/> Consolidating Reflective practice <input type="checkbox"/> Consolidating Teacher / Classroom / language observation 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a unique 'Marautanga' localised curriculum for Rumaki Program Y9 to Y13.. <input type="checkbox"/> Embedding Curriculum design and ongoing evaluation <input type="checkbox"/> All Kaupapa Māori programs to sit under a "Popakura High School Māori Studies Faculty - lifting the profile of Popakura High School regionally and nationally and demonstrates BOT and School leaderships intent to create equity in our school, <u>while also providing the faculty greater autonomy and agency to grow.</u> <input type="checkbox"/> Papakura High School Faculty' to be named by Ngati Tamaoho <input type="checkbox"/> Embedding Reflective practice <input type="checkbox"/> Embedding Teacher / Classroom / language observation

Focus Area 3:

Engagement: To Actively promote engagement in all things Maori.

Short Term (2021)	Mid Term (2 Years)	Long Term (3 - 5 Years)
<ul style="list-style-type: none"> <input type="checkbox"/> Employing a Kaiarahi Reo. <input type="checkbox"/> Establishing Wananga as a model of ako. <input type="checkbox"/> Establishing regular (monthly) Whanau Hui for parent of tamariki in Rūmaki. <input type="checkbox"/> Establishing Hau Kainga and Mana Whenua Links. 	<ul style="list-style-type: none"> <input type="checkbox"/> Y9 & 10 Move from Level 2 to Level 1 immersion (MM) : Level 1 81-100% Between 20 and 25 hours in 1 to 2 years <input type="checkbox"/> Y11 & 13 Move from Level 2 to Level 1immersion (MM) : Level 1 81-100% Between 20 and 25 hours in 3 to 4 years <input type="checkbox"/> Employ an additional teacher(s) capable of teaching subjects in the Māori medium enabling us to increase an offering of subjects progressing our level of immersion as the kaupapa expands with the growing number of students. <input type="checkbox"/> Raising the profile of our Rumaki in school and in our community <input type="checkbox"/> Consolidating Wananga as a model of ako. <input type="checkbox"/> Consolidating regular (monthly) Whanau Hui for parent of tamariki in Rūmaki. <input type="checkbox"/> Consolidating Hau Kainga and Mana Whenua Links. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fully operational Wharekura / Full immersion Rūmaki Reo / Wānanga (buildings, staff, curriculum and timetabling) that operates independently, however it co exists dually and operates in tandem with the english medium pathway of Papakura High School. <input type="checkbox"/> Develop a unique 'Marautanga' localised curriculum for Rūmaki Program Y9 to Y13 which at its core is integrated, grounded in Kaupapa Māori (conscientising, transformative, counter hegemonic), Embedding Wananga as a model of ako. <input type="checkbox"/> Embedding regular (monthly) Whanau Hui for parents of tamariki in Rūmaki. <input type="checkbox"/> Hau Kainga and Mana Whenua links robust enabling learning to happen inside and outside of the classroom.

Focus Area 4:

Strong Maori Identity: To Bolster an environment that contributes to a strong Maori identity

Short Term (2021)	Mid Term (2 Years)	Long Term (3 - 5 Years)
<ul style="list-style-type: none"> <input type="checkbox"/> Rūmaki Reo Whanau Classes <input type="checkbox"/> Establish our Rūmaki Reo Programme (officially) <input type="checkbox"/> Increase exposure to positive Māori role models <input type="checkbox"/> Karakia a Rūmaki <input type="checkbox"/> Powhiri a Rūmaki <input type="checkbox"/> Proper observation of Tikanga Māori <input type="checkbox"/> Raising the profile of our Rūmaki within our school whanau. 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue developing and refining of Rūmaki Reo Programme <input type="checkbox"/> Continue developing and refining Rūmaki Reo Whanau classes <input type="checkbox"/> Continue increasing exposure to positive Māori role models. <input type="checkbox"/> Consistent observation of Tikanga Māori, karakia a Rūmaki, powhiri a Rūmaki. <input type="checkbox"/> Raising the profile of our Rūmaki with whanau, kohanga reo and contributing immersion programs in Papakura which ensures our program is a competitive local program of choice and attracts prospective taurira and whanau. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fully embedded Rūmaki Reo Whanau Classes Y9 - Y13 <input type="checkbox"/> Fully operational and embedded Rūmaki Reo / Total immersion Wharekura program. <input type="checkbox"/> Planned and spontaneous interfaces and summits with local and national leaders of Māoridom, inspiring our taurira to aspire to be leaders themselves <input type="checkbox"/> To establish a 'Papakura High School Faculty of Māori studies' which is afforded autonomy to grow and agency to grow. <input type="checkbox"/> Staffing autonomy and oversight. <input type="checkbox"/> Curriculum autonomy and oversight <input type="checkbox"/> Timetabling autonomy and oversight