



**Rangitāne**

Te Rūnanga a Rangitāne o Wairau

# Ara Rau, Wawata Kotahi

Education Strategy

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2023 to 2050



## 'Ara Rau, Wawata Kotahi'

Our strategy name 'Ara Rau, Wawata Kotahi' was gifted to us by our whanaunga Jeremy Tātere MacLeod. It speaks to the strong link between our education strategy and our language strategy 'Tangata Rau, Reo Kotahi'.

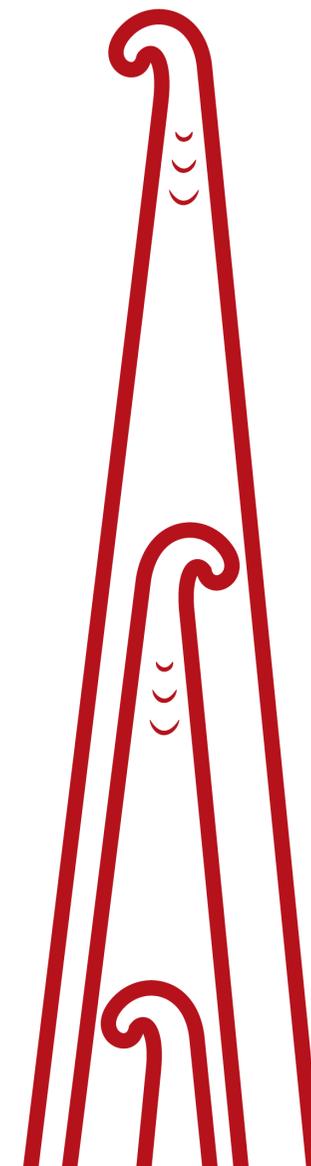
It translates to "a hundred paths, one dream" which beautifully encapsulates the essence of this strategy. It recognises that each of us may walk a different path, yet we all contribute to the richness that is Rangitāne o Wairau. It celebrates our diversity and recognises that our strengths lie in the multitude of paths we travel, each thread being vital to the whole. 'Ara Rau, Wawata Kotahi' speaks to our collective aspirations for educational development that is by Rangitāne, for Rangitāne, and as Rangitāne.



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Nā Rangitāne,  
mō Rangitāne,  
ko Rangitāne

By Rangitāne, for Rangitāne, as Rangitāne



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# Moemoeā | Vision

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## Nā Rangitāne, mō Rangitāne, ko Rangitāne By Rangitāne, for Rangitāne, as Rangitāne



**Whanaungatanga**  
Strengthening Connections  
and Relationships

**Rangitānetanga**  
Enhancing Our Worldview  
and Identity

**Mātauranga**  
Knowledge, Skills  
and Innovation

An interconnected Rangitāne o Wairau whānau actively engaged in lifelong learning pathways, created by our people, for our people.

Rangitānetanga is the pulse of Rangitāne o Wairau. We navigate and create success because of - and through - our Rangitāne worldview.

A highly skilled, culturally grounded, and innovative Rangitāne o Wairau whānau lays claim to - and experiences - success as we define it.

## Mātāpono | Principles

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### Tino Rangatiratanga

A self-determining strategy by Rangitāne, for Rangitāne. We assert our mana as Rangitāne as we shape unique educational pathways by Rangitāne, for Rangitāne. The strategy enables Rangitāne to make decisions that reflect our values, aspirations, and who we are as descendants of Tānenuiārangi. This strategy ensures our whānau are empowered to define and drive their educational pathways.



### Mana Taurite

This strategy is inclusive and accessible to all Rangitāne whānau; considering and addressing the unique needs and circumstances of Ahi Kā, Ahi Teretere and Ahi Mātao, with no whānau left behind. This strategy prioritises equity raising educational opportunities, resources, and support within education settings, within homes and within our people. Rangitāne will prioritise resources that remove barriers to lifelong learning for our whānau. We challenge systemic inequities and discriminatory practices.

## Mātāpono | Principles

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### **Kia Poipoi te Pitomata o Rangitāne**

Defined by our people, through our people, drawing upon generations of leadership and mātauranga and manifesting success for today and beyond, we define success as Rangitāne, for Rangitāne. Our definition of success speaks to the totality of our people and encompasses, recognises, and embraces our cultural, social, emotional, and spiritual essence. We honour the unique strengths and talents of each whānau member and celebrate our collective strength.



### **Kia Eke ki te Taumata, Kia Rere**

This strategy aligns educational pathways with the aspirations of our iwi. Ensuring culturally grounded, safe, and equitable pathways that respond to the needs of Rangitāne through access to, and creation of, opportunities to meet the needs and the dreams of our whānau. These pathways provide for a strong, thriving Rangitāne, now and into the future.



“

**Kia puāwai  
te pitomata.**

Unleashing our potential.

# Ngā Hoaketanga Whakaruruhau | Overarching Objectives

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

## **Rangitānetanga | Cultural Identity and Mātauranga**

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

## **Mana Taurite | Equity and Inclusivity**

An unrelenting focus on both equitable access to and equitable outcomes for our Rangitāne o Wairau whānau within the colonial education system. This includes our whānau who have been disengaged with the system or suffered harm through other systems such as the justice system. We use metrics to understand disparities - and the impacts of these - and promote culturally safe, evidence-based practices within educational settings. We clearly outline, establish, and embed aspirations and expectations for culturally responsive learning environments.

## **Mahi Ngātahi | Collaborative Partnerships**

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

# Ngā Hoaketanga Whakaruruhau | Overarching Objectives

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## **Te Toa Takitini | Whole Person Approach**

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

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

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



# Ngā Hoaketanga Whakaruruhau | Overarching Objectives

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

## **Ahi Kā**

Strategies for ahi kā, those living within the tribal rohe, will focus on strengthening connections to ancestral whenua and culture, providing local resources and support, and encouraging active participation in iwi initiatives. This can involve connecting with local educational institutions, promoting te reo Māori and tikanga within educational organisations, and providing programmes and resources for lifelong learning and skill development.

## **Ahi Teretere**

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

## **Ahi Mātao**

Strategies for ahi mātao, those with little to no contact, will focus on rekindling their connection to Rangitāne o Wairau. This will involve outreach initiatives to identify and connect with these individuals, providing resources to learn about their iwi and whakapapa, and creating opportunities for them to engage with the iwi and participate in events and initiatives.

## Ngā Kaupapa Arotahi | Focus Areas

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### **Whanaungatanga** | Connections, Relationships and Pathways Define Us

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

### **Rangitānetanga** | Our Worldview is Central to Our Identity and, Therefore, Our Success

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

### **Mātauranga** | The Development and Expression of Our Knowledge and Skills is the Future of Rangitāne

Outcome: A highly skilled, culturally grounded, and knowledgeable Rangitāne o Wairau whānau claims and experiences success as we define it.

## Ngā Kaupapa Arotahi | Focus Areas

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

### Resourcing

Adequate resourcing is fundamental to the success of educational initiatives. This includes accessing and enabling funding and support for scholarships, cultural education, and initiatives that strengthen the connection between educational organisations and whānau. Whānau highlighted the importance of a dedicated Education Navigator to actively engage with schools, facilitate collaboration, and provide support and guidance to whānau. Ensuring sustainable and sufficient resources is crucial to create an enabling environment for educational success and the realisation of the strategy's goals.

### Roles and Responsibilities

The Rūnanga plays an important role in providing strategic direction, guidance, and oversight for the education strategy. Maintaining the big picture view of resourcing and improved outcomes clears the path for hapū and whānau to collectivise now and in the future, so that the next generation can step up and take on leadership roles within the iwi.



## Whakaarotau ā-Rautaki | Strategic Priorities by Area

<p>1. Whanaungatanga Strengthening Connections and Relationships</p>	<p>2. Rangitānetanga Enhancing Our Worldview and Identity</p>	<p>3. Mātauranga Knowledge, Skills and Innovation</p>
<p>1.1 Establish engagement opportunities to empower, educate, and connect Rangitāne o Wairau whānau</p> <p>1.1.1 Development and launch of Digital Resource and Engagement Hub</p> <p>1.1.2 Wānanga/Kura Rangitānetanga for indigenisation (decolonisation)</p> <p>1.2 Collaborate for equitable and culturally responsive practices with schools and educational institutions</p> <p>1.2.1 Embedding the cultural narratives of Rangitāne as a touchstone for education providers</p> <p>1.2.2 Promotion and prominence of Rangitānetanga within kura</p>	<p>2.1 Develop and deliver Te Marautanga a Rangitāne o Wairau for Rangitāne, incorporating cultural identity, mātauranga Māori, Te Reo me ngā Tikanga Māori and Hauora</p> <p>2.1.1 Development of Te Marautanga a Rangitāne</p> <p>2.1.2 Agile implementation of Te Marautanga a Rangitāne</p> <p>2.1.3 “Rangitānetanga” by Rangitāne, for Rangitāne: Adaptive, agile cultural education opportunities</p> <p>2.1.4 Expression of, prominence to, and celebration of Rangitāne in community spaces</p>	<p>3.1 Develop iwi-led education tailored to the needs of Rangitāne o Wairau whānau</p> <p>3.1.1 Data, voice, and experience-driven decisions</p> <p>3.1.2 Mentoring for development</p> <p>3.1.3 Funding, resourcing, and investment opportunities grow our capacity to lead</p> <p>3.2 Establish a process for collecting and analysing data to inform educational initiatives and investments</p> <p>3.2.1 Understand ākongā experience through systematic data collection</p> <p>3.2.2 Understand Rangitāne experience through systematic data collection</p>

# Whakaarotau ā-Rautaki | Strategic Priorities by Area

<p>1. Whanaungatanga Strengthening Connections and Relationships</p>	<p>2. Rangitānetanga Enhancing Our Worldview and Identity</p>	<p>3. Mātauranga Knowledge, Skills and Innovation</p>
<p>1.2.3 Prominence of Rangitānetanga within ECE, and Tertiary education</p> <p>1.2.4 Prominence of Rangitānetanga through technologies</p> <p>1.2.5 Evidence synthesis to promote culturally responsive pedagogies for Rangitāne, by Rangitāne</p> <p>1.2.6 Culturally responsive, equity raising practices</p> <p>1.2.6 Influencing policies and practices</p> <p>1.3 Provide agile, adaptive, and ongoing support and opportunities for Rangitāne whānau within their unique education pathway</p>	<p>2.2 Draw upon data, draft, and deliver a definition of success for Rangitāne tamariki and rangatahi, by Rangitāne, for Rangitāne</p> <p>2.2.1 Co-construction of an aspirational profile “Rangitāne succeeding as Rangitāne”</p> <p>2.2.2 Responsive pathways for all tamariki and rangatahi</p> <p>2.3 Delivery of agile cultural education opportunities “Rangitānetanga” by Rangitāne, for Rangitāne</p> <p>2.3.1 Exploration of existing and future opportunities for cultural education that align with whānau aspirations</p>	<p>3.3 Pathways for technology development, innovation, creativity, and adaptive skills</p> <p>3.3.1 Engage whānau to identify future focus skills for funding alignment</p> <p>3.3.2 Foster collaboration and facilitate access to funding and scholarships</p> <p>3.3.3 Establish a system for identifying and updating funding opportunities for Kaupapa Māori</p> <p>3.3.4 Connect and support Rangitāne whānau to access funding opportunities</p>

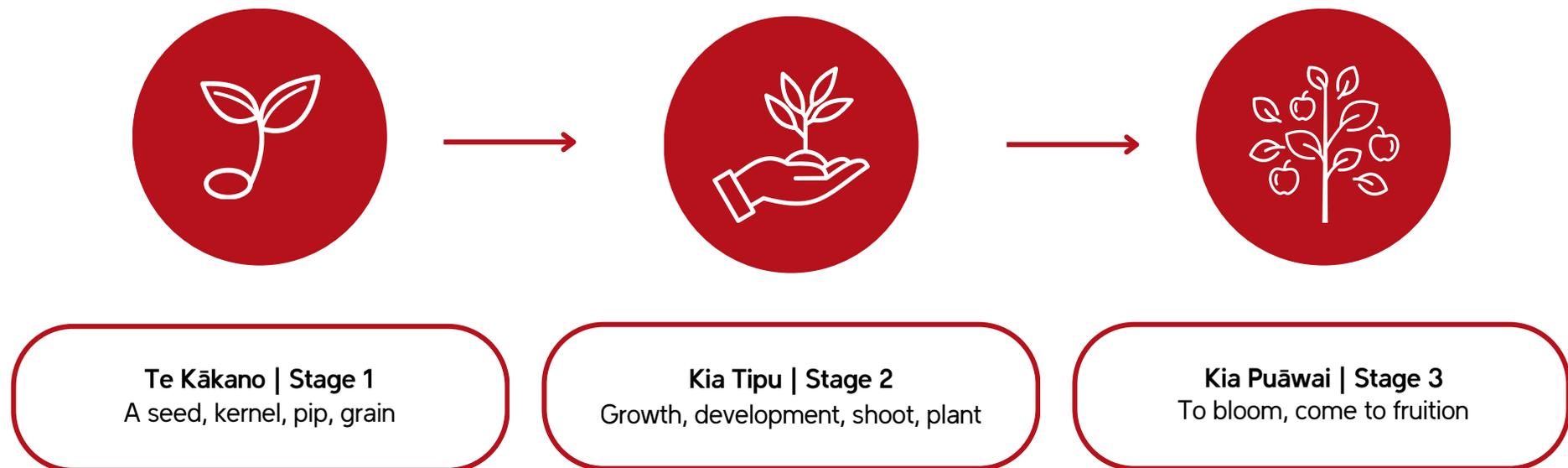
## Whakaarotau ā-Rautaki | Strategic Priorities by Area

<p>1. Whanaungatanga Strengthening Connections and Relationships</p>	<p>2. Rangitānetanga Enhancing Our Worldview and Identity</p>	<p>3. Mātauranga Knowledge, Skills and Innovation</p>
<p>1.3.1 Establishment of an Education working group (Mātauranga Rūnanga)</p> <p>1.3.2 Establishment of Navigator roles for the Rūnanga (whānau-focused)</p> <p>1.3.3 Implementation and workstreams for Navigation roles</p>	<p>2.3.2 Implementation of further opportunities for cultural education that align with whānau aspirations</p> <p>2.3.3 External and collaborative opportunities to support cultural education for Rangitāne</p>	

# Whakaarotau ā-Rautaki | Strategic Priorities by Area

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All strategic priorities are measured in three stages, as illustrated below:





# 1. Whanaungatanga

**Te Pae Tawhiti**  
Aspirational Outcome



An interconnected Rangitāne o Wairau whānau actively engaged in lifelong learning pathways, created by our people, for our people.

## Ngā Wawata o te Whānau | Whānau voice

### Access and Connection

Enhancing accessibility to cultural education and resources is crucial, particularly for those living away from Te Taihū. Digital tools and platforms, such as webinars, podcasts, and a dedicated Rangitāne app, can improve access. Physical gatherings and wānanga in various locations should be organised to foster connection and shared learning.

### Decolonisation and Empowerment

Whānau strongly advocate for decolonisation training and wānanga to empower individuals and the wider community to challenge colonial systems, norms, and narratives. This includes understanding the historical context of colonisation, the impact it has had on Māori education, and actively working towards reclaiming cultural sovereignty and self-determination. Decolonisation initiatives can foster a greater sense of agency, pride, and autonomy among whānau, enabling them to navigate educational systems and environments in a way that aligns with their cultural values and aspirations.

### Redefining Education

Whānau desire varied and engaging forms of education, including practical skills and hands-on learning experiences alongside formal education. Recognising diverse learning styles and incorporating non-traditional classroom settings is important to cater to individual needs.

### Support

Whānau expressed deep appreciation for scholarships and other forms of support that contribute to educational opportunities and success. The provision of scholarships should be continued and expanded to ensure that financial barriers do not hinder access to education. In addition to financial support, there is a need for holistic support systems that address the overall well-being of whānau, such as mentoring programs, tutoring services, and guidance on career pathways.

## Ngā Āinga | Drivers and Levers

- Digital Engagement and Resource Hub
- Education Navigator and Education Komiti/Team
- Community Education Initiatives
- Institutional Partnerships

## Whakaarotau ā-Rautaki | Strategic Priorities

- 1.1 Establish engagement opportunities to empower, educate, and connect Rangitāne o Wairau whānau
- 1.2 Collaborate for equitable and culturally responsive practices with schools and educational institutions
- 1.3 Provide agile, adaptive, and ongoing support and opportunities for Rangitāne within their unique education pathway

## Mahere Kōkiri | Action Plan

1.1 Establish engagement opportunities to empower, educate, and connect Rangitāne o Wairau whānau			
Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p>1.1.1 Development and Launch of Digital Resource and Engagement Hub</p>	<ul style="list-style-type: none"> <li>Establish a project to steer design and development of a digital resource and engagement hub, including a pathway of regular hui to engage influencers and whānau in strategy development process.</li> <li>Define objectives of the Rangitāne digital resource and engagement hub through further analysis of whānau voice and feedback from Rangitāne community (focus groups, surveys, and interviews).</li> </ul>	<ul style="list-style-type: none"> <li>Define and develop data points and metrics for digital resource and engagement hub.</li> <li>Expand functionality and usability to ensure an interactive platform for Rangitāne, including information sharing, data collection and metrics to demonstrate outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Expansion of digital resource and a digital engagement hub as a virtual marae meeting place for all Rangitāne, ahakoa nō hea.</li> <li>The outcomes of Tangata Rau Reo Kotahi (and other Rangitāne strategies) are levered through the platform.</li> <li>Ongoing design, maintenance, and contributions to digital resource and engagement hub, by whānau, for whānau, by Rangitāne, for Rangitāne.</li> </ul>

## Mahere Kōkiri | Action Plan

Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p>1.1.1 Development and Launch of Digital Resource and Engagement Hub</p>	<ul style="list-style-type: none"> <li>Understand and test user experience and user interface with design principles, Te Ao Rangitāne to determine key features, functionalities, and mātauranga/ marautanga.</li> </ul>		
<p>1.1.2 Wānanga/Kura Rangitānetanga for indigenisation (decolonisation):</p> <p>Fostering Empowerment, Tino Rangatiratanga, and Redefining Education</p>	<ul style="list-style-type: none"> <li>Foundation and capacity building. Form a team comprising of Rangitāne educational experts, cultural advisors, and facilitators to drive the development and implementation of decolonisation training and wānanga initiatives to establish foundations and build capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Capacity building workshops for Rangitāne whānau across Aotearoa, focusing on facilitating decolonisation training and wānanga to equip whānau with the necessary knowledge, skills, and facilitation techniques to lead and support decolonisation initiatives for Rangitāne, by Rangitāne.</li> </ul>	<ul style="list-style-type: none"> <li>Whānau-led wānanga networks established across Aotearoa to provide ongoing support, knowledge exchange, and collaboration opportunities for whānau engaged in decolonisation initiatives.</li> </ul>

## Mahere Kōkiri | Action Plan

Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p>1.1.2 Wānanga/Kura Rangitānetanga for indigenisation (decolonisation):</p> <p>Fostering Empowerment, Tino Rangatiratanga, and Redefining Education</p>	<ul style="list-style-type: none"> <li>• Curriculum development and resource creation. Collaborate with key influencers, whānau experts and whānau to develop a curriculum for decolonisation training and wānanga to encompass historical context, cultural revitalisation, self-determination, and challenges to colonial systems and narratives.</li> <li>• Create educational resources to support the delivery of these initiatives.</li> <li>• Pilot delivery for whānau with review and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing regional training and support to empower whānau and build their confidence in facilitating decolonisation training and wānanga. Provision of ongoing support, curriculum building, mentoring, and networking opportunities to ensure effective implementation.</li> <li>• Delivery of Kura Rangitāne across Aotearoa for whānau to include review and evaluation, as well as building internal capacity for ongoing wānanga.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and impact assessments to measure effectiveness and outcomes of initiatives with feedback from whānau participants, monitoring of community-level changes, and documentation of success stories.</li> <li>• Collaboration with Iwi and Māori Organisations: Forge partnerships with other iwi and Māori organisations across Aotearoa to promote and expand.</li> </ul>

## Mahere Kōkiri | Action Plan

1.2 Collaborate for equitable and culturally responsive practices with schools and educational institutions			
Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p>1.2.1 Embedding the cultural narratives of Rangitāne as a touchstone for places of education</p>	<ul style="list-style-type: none"> <li>• Ensure all Rangitāne kura are connected with Rangitānetanga and are developing a visible, lived cultural narrative. Establish relationships for a future MOU/MOA.</li> <li>• Work with Rangitāne schools and educational institutions to understand and integrate Rangitānetanga through PLD opportunities such as wānanga, noho marae, online webinars.</li> </ul>	<ul style="list-style-type: none"> <li>• Within Rangitāne kura, with Rangitānetanga as a focal point of a visible, lived curriculum. Confirm MOU/MOA for all Rangitāne kura</li> <li>• Expansion of Professional Learning and Development opportunities for educators within Rangitāne schools, ngā kura o Te Taihū, and kura with tamariki and rangatahi Rangitāne, delivered both digitally and face to face, by Rangitāne, for Rangitāne.</li> </ul>	<ul style="list-style-type: none"> <li>• Rangitāne cultural narratives are embedded through local curriculum, including practices, contexts, and physical features.</li> <li>• Development of a digital library and resources for ubiquitous access for key partners within mainstream education.</li> </ul>

## Mahere Kōkiri | Action Plan

Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p>1.2.2 Prominence to Rangitānetanga within kura</p>	<ul style="list-style-type: none"> <li>Refine and share a set of resources to increase the cultural visibility of Rangitāne for integration in Rangitāne kura, ngā kura o Te Tauihu, and kura with tamariki and rangatahi Rangitāne.</li> </ul>	<ul style="list-style-type: none"> <li>Expand resources and access to resources for integration across Rangitāne kura, ngā kura o Te Tauihu, and kura with tamariki and rangatahi, whānau, developed by whānau, for whānau.</li> </ul>	<ul style="list-style-type: none"> <li>Partner and lead active research within Rangitāne kura.</li> </ul>
<p>1.2.3 Prominence to Rangitānetanga within ECE, and Tertiary education</p>	<ul style="list-style-type: none"> <li>Strengthen partnerships with Kōhanga Reo, Kindergarten, and Tertiary providers through provision of resources and opportunities for PLD to create educational pathway for Rangitāne tamariki and rangatahi.</li> </ul>	<ul style="list-style-type: none"> <li>Through partnerships with Kōhanga Reo, Kindergarten and Tertiary providers, identify and develop pathways for community-based educational programs that align with Rangitāne aspirations</li> <li>Development of joint initiatives and programmes that promote te marautanga o Rangitāne and Rangitānetanga.</li> </ul>	<ul style="list-style-type: none"> <li>Establish collaborative agreements with preferred providers and identify resourcing to work with schools and educational institutions to provide enriched learning opportunities for Rangitāne tamariki and rangatahi.</li> </ul>

## Mahere Kōkiri | Action Plan

Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p>1.2.4 Prominence to Rangitānetanga through technologies</p>	<ul style="list-style-type: none"> <li>Identify how technology can leverage collaboration with relevant organisations for widespread accessibility and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with community organisations and educational institutions for Rangitāne presence and visibility.</li> </ul>	<ul style="list-style-type: none"> <li>Widespread accessibility and engagement: Utilisation of technology to leverage learning opportunities and visibility of Rangitānetanga, across organisations.</li> </ul>
<p>1.2.5 Evidence synthesis to promote culturally responsive pedagogies for Rangitāne, by Rangitāne</p>	<ul style="list-style-type: none"> <li>Develop an evidence synthesis to scrutinise barriers for Rangitāne rangatahi and tamariki, and whānau to produce a report that demonstrates the impacts of racism, disparities, and inequities faced by whānau.</li> </ul>	<ul style="list-style-type: none"> <li>Utilise the evidence synthesis to develop partnerships, practices, and resources for all Rangitāne kura, and all kura with Rangitāne tamariki and rangatahi.</li> </ul>	<ul style="list-style-type: none"> <li>Embed Rangitānetanga approaches within all Rangitāne kura, and all kura with Rangitāne tamariki and rangatahi.</li> </ul>

## Mahere Kōkiri | Action Plan

Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p>1.2.6 Culturally responsive, equity raising practices</p>	<ul style="list-style-type: none"> <li>• Build on Ngā Kawatau me ngā Tūmanakotanga o Te Taihū framework to include best evidence of culturally relevant teaching practices and resources for Rangitāne kura, and kura with Rangitāne rangatahi and tamariki.</li> <li>• Collaborate with Kurahaupō collective to further contextualise and provide professional learning and development opportunities for educators to enhance their cultural competency through Te Marautanga o Rangitāne.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilisation of Ngā Kawatau me ngā Tūmanakotanga o Te Taihū and Kurahaupō collective to provide ongoing support and mentoring to educators and kura, focusing on enhancing cultural competency and pedagogical approaches.</li> <li>• Education team and Education navigator collaborate with kura and whānau in action research to evaluate the impact of culturally responsive practices and resources for Rangitānetanga.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of a digital research hub to capture and demonstrate evidence of successful practice resulting in equitable outcomes.</li> <li>• Ongoing monitoring of successful evidence-based practices and pedagogies for innovation, creativity and success.</li> </ul>

## Mahere Kōkiri | Action Plan

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Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p>1.2.6 Influencing policies and practices</p>	<ul style="list-style-type: none"> <li>Develop and affirm policies that address racial disparities and promote equity in education for Rangitāne o Wairau whānau.</li> </ul>	<ul style="list-style-type: none"> <li>Education team/Education Navigator to work alongside kura to understand, implement and measure policies that promote equity through MOU/MOA.</li> </ul>	<ul style="list-style-type: none"> <li>Equity lifting practices are embedded within all Rangitāne kura and all kura with Rangitāne tamariki and rangatahi, demonstrated through equitable outcomes.</li> </ul>

## Mahere Kōkiri | Action Plan

1.3 Provide advocacy and support roles for Rangitāne within their education pathway			
Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p>1.3.1 Establishment of an Education working group (Mātauranga Advisory Group)</p>	<ul style="list-style-type: none"> <li>• Education working group to develop Education Navigator role terms of reference and description of role through utilisation of data from whānau to understand needs.</li> <li>• Explore pilot funding (MOE).</li> </ul>	<ul style="list-style-type: none"> <li>• Expand training of Education Navigators for Rangitāne, by whānau, for whānau through the development of an Education Navigator tool kit.</li> <li>• Secure ongoing funding for Rangitāne Education Navigators.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a full education team with advisory, thought leadership, mentorship, cultural expertise and administrative support</li> <li>• Educational Navigation roles are sustainably resourced and led by Rangitāne, for Rangitāne.</li> </ul>

## Mahere Kōkiri | Action Plan

Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p>1.3.2 Establishment of Navigator roles for the rūnunga (whānau-focused)</p>	<ul style="list-style-type: none"> <li>Define role of Education Navigator: Based on the needs assessment findings, define the scope and responsibilities of the Education Navigator for advocating for and supporting whānau, rangatahi, and tamariki in their educational journeys, including ahi teretere, ahi mātao.</li> <li>Recruitment, Selection and Appointment of Education Navigator.</li> <li>Identify funding opportunities and sources to support the employment and training of additional Education navigators.</li> </ul>	<ul style="list-style-type: none"> <li>Identify key influencers and those with cultural, and educational expertise to support building the capacity of a Rangitāne Education team of Navigators.</li> <li>Develop whānau-centred recruitment and training opportunities for Rangitāne whānau to take on employment roles in the team.</li> </ul>	<ul style="list-style-type: none"> <li>Education navigators, by Rangitāne, for Rangitāne are within key Rangitāne areas, with strong resourcing, support and training to ensure sustainability.</li> </ul>

# Mahere Kōkiri | Action Plan

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Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p><b>1.3.3</b> Implementation and workstreams for Navigation roles</p>	<ul style="list-style-type: none"> <li>• Pilot Education Navigators for Rangitāne (ahi kā, ahi teretere, ahi mātao). Building relationships with whānau, kura.</li> <li>• Creating connection opportunities for tamariki and rangatahi.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with education organisations to develop individual learning plans and bespoke pathways for Rangitāne.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring of tamariki and rangatahi Rangitāne into further learning pathways.</li> </ul>



## 2. Rangitānetanga

**Te Pae Tawhiti**  
Aspirational Outcome



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

**Ngā Wawata o te Whānau | Whānau voice**

### Cultural Identity and Mātauranga Māori

Whānau expressed a strong desire for greater access to te reo Māori and mātauranga Māori, emphasising the importance of cultural identity in educational success. The iwi has a responsibility to transmit traditional knowledge, values, and culture, and there is a need to break down barriers to participation in wānanga and learning opportunities for te reo Māori.

### Recognition and Pride

There is a clear desire for greater recognition of Rangitānetanga, and for individuals to feel a sense of pride in their iwi affiliation. This entails not only acquiring knowledge of tūpuna and their stories but also actively promoting and celebrating Rangitāne culture, language, and heritage. Whānau seek initiatives that elevate the visibility and significance of Rangitānetanga within educational settings, wider community contexts, and through intergenerational transmission.

**Ngā Āinga | Drivers and Levers**

- Delivery of Rangitānetanga, by Rangitāne, for Rangitāne
- Rangitāne research and data
- Partnerships e.g., museums, Councils

**Whakaarotau ā-Rautaki | Strategic Priorities**

- 2.1 Develop and deliver Te Marautanga a Rangitāne o Wairau for Rangitāne.
- 2.2 Draw upon data, draft, and deliver a definition of success for Rangitāne tamariki rangatahi, by Rangitāne, for Rangitāne.
- 2.3 Delivery of agile cultural education opportunities "Rangitānetanga" by Rangitāne, for Rangitāne.

## Mahere Kōkiri | Action Plan

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

## Mahere Kōkiri | Action Plan

Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p>2.1.1 Development of Te Marautanga ā Rangitāne</p>	<ul style="list-style-type: none"> <li>Mātauranga and values synthesis through cultural mapping and research synthesis in, consultation with whānau, and in collaboration with knowledge holders.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure alignment between the development of Te Marautanga a Rangitāne and the development of the digital hub.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a system to ensure cohesion is maintained across all resources.</li> </ul>
<p>2.1.2 Agile implementation of Te Marautanga ā Rangitāne</p>	<ul style="list-style-type: none"> <li>Develop a platform to hold mātauranga and express marautanga.</li> </ul>	<ul style="list-style-type: none"> <li>Utilisation of digital engagement hub to share Te Marautanga ā Rangitāne with whānau.</li> </ul>	<ul style="list-style-type: none"> <li>Te Marautanga ā Rangitāne is embedded and expressed within the digital engagement hub.</li> </ul>

## Mahere Kōkiri | Action Plan

Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p>2.1.2 Agile implementation of Te Marautanga ā Rangitāne</p>	<ul style="list-style-type: none"> <li>Identify and allocate resourcing for face-to-face and virtual opportunities for Rangitāne whānau e.g., wānanga, webinars and online courses.</li> <li>Feasibility study/scope for Rangitāne kura ā iwi, Kōhanga Reo, Kura Kaupapa.</li> </ul>	<ul style="list-style-type: none"> <li>Implement delivery of marautanga through various platforms and opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Te Marautanga is accessible online and face to face.</li> </ul>
<p>2.1.3 "Rangitānetanga" by Rangitāne, for Rangitāne:  Adaptive, agile cultural education opportunities</p>	<ul style="list-style-type: none"> <li>Education Curriculum Working group establish pilot pathways for delivery of Te Marautanga ā Rangitāne for Ahi Kā, Ahi Teretere, Ahi Mātao.</li> <li>Use evidence-based insights and data to support decision-making and investment.</li> </ul>	<ul style="list-style-type: none"> <li>Pilot phase with Stage 1 of Te Marautanga across the motu, based on outcomes of pathway mapping.</li> <li>Training opportunities for whānau to lead and facilitate delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Pilot phase of Stage 2 of Te Marautanga across the motu.</li> <li>Stage 1 of Te Marautanga is being delivered through multiple pathways, by whānau, for whānau.</li> </ul>

## Mahere Kōkiri | Action Plan

Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p><b>2.1.3</b> “Rangitānetanga” by Rangitāne, for Rangitāne:</p> <p>Adaptive, agile cultural education opportunities</p>	<ul style="list-style-type: none"> <li>• Development of Puna Reo curriculum design for ahi kā, ahi teretere, ahi mātao. Rangitāne reo, Rangitāne tikanga, Rangitāne pūrākau.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop strategies to capture, express and communicate educational opportunities through mixed-media.</li> <li>• Secure funding for training for Puna Reo Facilitators across Aotearoa for Rangitāne.</li> </ul>	<ul style="list-style-type: none"> <li>• Te Marautanga wānanga ‘Taonga tuku iho’ opportunities for whānau facilitators are embedded and sustainable across the motu.</li> <li>• Embedded and established home learning curriculum for all Rangitāne whānau.</li> </ul>
<p><b>2.1.4</b> Expression of, prominence to and celebration of Rangitāne in community spaces</p>	<ul style="list-style-type: none"> <li>• Identify external partners eg, kura, Councils, whare taonga, community projects to promote and give visibility to Rangitānetanga.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise partnerships and relationships with external parties eg, Council (libraries) to give visibility to Rangitānetanga through events, workshops, mahi toi.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and share successes and social impacts and outcomes of collaborative projects centering Rangitānetanga.</li> </ul>

# Mahere Kōkiri | Action Plan

2.2 Draw upon data, draft, and deliver a definition of success for Rangitāne tamariki and rangatahi, by Rangitāne, for Rangitāne			
Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p><b>2.2.1</b> Co-construction of an aspirational profile "Rangitāne succeeding as Rangitāne"</p>	<ul style="list-style-type: none"> <li>Establish a rōpū of kaumātua, whānau, rangatahi, tamariki to steer a process of voice collection to develop draft Rangitāne aspirational profile "Rangitāne succeeding as Rangitāne."</li> </ul>	<ul style="list-style-type: none"> <li>Utilise a digital engagement hub to capture the voice and experience of Rangitāne.</li> <li>Synthesise voice and experience to develop a draft aspirational profile.</li> <li>Review the draft with whānau feedback and refine.</li> <li>Identify te ao Māori measures of success to sit alongside the profile.</li> </ul>	<ul style="list-style-type: none"> <li>Rangitāne Aspirational Profile is developed and embedded within the Rangitānetanga vision, curriculum and strategies, and utilised as both a profile and a measure for external partners eg, kura.</li> </ul>

## Mahere Kōkiri | Action Plan

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Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p>2.2.2 Responsive pathways for all tamariki rangatahi</p>	<ul style="list-style-type: none"> <li>Development of Rangitāne Profile template for individual education profile for all Rangitāne early learners (under 5s), developed through whānau centred mapping, shared by whānau with ECE and kura, to be utilised and developed throughout their pathway.</li> </ul>	<ul style="list-style-type: none"> <li>All Rangitāne tamariki have an individual education profile that is developed and shared by whānau, utilised by kura, and actively developed through their pathway.</li> </ul>	<ul style="list-style-type: none"> <li>All Rangitāne tamariki and rangatahi have an individual education profile that is developed and shared by whānau, utilised by kura, and evolves through their pathway.</li> </ul>

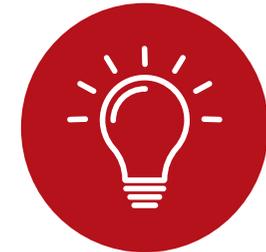
## Mahere Kōkiri | Action Plan

2.3 Delivery of agile cultural education opportunities “Rangitānetanga” by Rangitāne, for Rangitāne			
Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p><b>2.3.1</b> Exploration of existing and future opportunities for cultural education that align with whānau aspirations</p>	<ul style="list-style-type: none"> <li>Undertake needs and aspirations assessment to identify specific aspirations and expectations of Rangitāne whānau and rangatahi.</li> </ul>	<ul style="list-style-type: none"> <li>Align needs assessment with the development of Marautanga ā Rangitāne.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation and continuous improvement to assess the effectiveness and impact of Marautanga o Rangitāne and the provision of agile cultural education opportunities for Rangitāne.</li> </ul>
<p><b>2.3.2</b> Implementation of further opportunities for cultural education that align with whānau aspirations</p>	<ul style="list-style-type: none"> <li>Explore existing and future opportunities such as whare whakairo, whare wānanga, Kura Reo, taiao based ako.</li> </ul>	<ul style="list-style-type: none"> <li>Expand existing and future opportunities in alignment with needs and aspirations assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Embed a system of review and evaluation to ensure cultural education opportunities remain fit for purpose.</li> </ul>

## Mahere Kōkiri | Action Plan

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Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p><b>2.3.3</b> External and collaborative opportunities to support cultural education for Rangitāne</p>	<ul style="list-style-type: none"> <li>Assess the current landscape of provision of tikanga Māori, mātauranga Māori cultural education opportunities, locally, online and within existing collaborations.</li> </ul>	<ul style="list-style-type: none"> <li>Develop partnerships and collaborations with providers and position funding to connect Rangitāne whānau with agile cultural educational opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Through active partnerships and collaboration, expand the reach and impact of agile cultural education opportunities.</li> </ul>



## 3. Mātauranga

**Te Pae Tawhiti**  
Aspirational Outcome



A highly skilled, culturally grounded, and innovative Rangitāne o Wairau whānau lays claim to - and experiences - success as we define it.

**Ngā Wawata o te Whānau | Whānau voice**

### Addressing Racism and Inequities

This strategy acknowledges and addresses the impact of racism and disparities faced by whānau, both within the education system and society. This includes recognising and addressing biases, discriminatory practices, and systemic barriers that hinder educational opportunities and outcomes.

### Legacy

Whānau recognise the importance of leaving a lasting legacy for future generations. This entails preserving and revitalising cultural knowledge, practices, and traditions, ensuring their transmission to younger generations. It also involves creating platforms for whānau to actively engage in the cultural and educational development of their tamariki, fostering a sense of intergenerational continuity and connection to the past while preparing for the future.

### Ngā Āinga | Drivers and Levers

- Iwi-Led Educational Programmes
- Data-Driven Decision Making
- Digital Literacy and Future-focused Skills

### Whakaarotau ā-Rautaki | Strategic Priorities

- 3.1 Develop iwi-led education tailored to the needs of Rangitāne o Wairau whānau
- 3.2 Establish a process for collecting and analysing data to inform educational initiatives and investments
- 3.3 Pathways for innovation, creativity, and adaptive skills

## Mahere Kōkiri | Action Plan

3.1 Develop iwi-led education tailored to the needs of Rangitāne o Wairau whānau			
Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p>3.1.1 Data, voice, and experience-driven decisions</p>	<ul style="list-style-type: none"> <li>• Synthesis of data and voice collection to understand widely the educational needs and aspirations of Rangitāne o Wairau whānau.</li> <li>• Census of knowledge and skills of Rangitāne whānau.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of iwi-led education opportunities informed by data collection and census including but not limited to Puna Reo, Kōhanga Reo, kura ā-iwi, Māori medium.</li> <li>• Synthesis of Rangitāne collective knowledge and skills to inform mentoring and pathways to employment programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing data and voice collection informs inputs, resourcing, and outcomes of education initiatives and activities, and measures the social impact for Rangitāne (Kurahaupō Research Hub).</li> <li>• All Rangitāne tamariki and rangatahi has access to whānau-based mentoring and growth opportunities.</li> </ul>

## Mahere Kōkiri | Action Plan

Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p><b>3.1.2</b> Mentoring for development</p>	<ul style="list-style-type: none"> <li>Establish a platform and system for connecting Rangitāne mentors for Rangitāne tamariki and rangatahi.</li> </ul>	<ul style="list-style-type: none"> <li>Connect Rangitāne mentors to Rangitāne tamariki and rangatahi.</li> </ul>	<ul style="list-style-type: none"> <li>Expansion of iwi mentoring and careers guidance, by Rangitāne, for Rangitāne.</li> </ul>
<p><b>3.1.3</b> Funding, resourcing, and investment opportunities grow our capacity to lead</p>	<ul style="list-style-type: none"> <li>Explore funding opportunities and partnerships with initial teacher education and further tertiary providers to leverage resourcing and provision of additional scholarships and support to ākonga.</li> </ul>	<ul style="list-style-type: none"> <li>Funding opportunities and partnerships with tertiary providers developed to contribute to capacity building for successful implementation of iwi-led educational opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Rangitāne rangatahi pathways through secondary/tertiary are developed through multi-provider support (secondary, community, tertiary providers), delivered on-site, online and within kura.</li> </ul>

# Mahere Kōkiri | Action Plan

3.2 Establish a process for collecting and analysing data to inform educational initiatives and investments			
Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
3.2.1 Understand ākonga experience through systematic data collection	<ul style="list-style-type: none"> <li>Establish a process to collect and collate data on tamariki and rangatahi Rangitāne experience, engagement, retention and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Annual data capture for tamariki and rangatahi in kura is synthesised and shared with appropriate partners to communicate Rangitāne priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Reports and data demonstrating Rangitāne experience form the basis of further research and development.</li> </ul>
3.2.2 Understand Rangitāne experience through systematic data collection	<ul style="list-style-type: none"> <li>Establish a process and system to collect and collate data on iwi experience, engagement, and outcomes in relation to iwi education opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Milestone reporting process implemented, with voice and impact data captured through digital resource and engagement hub.</li> </ul>	<ul style="list-style-type: none"> <li>All education resourcing and opportunities are evidence-based and driven by data, by Rangitāne, for Rangitāne.</li> </ul>

# Mahere Kōkiri | Action Plan

3.3 Pathways for innovation, creativity, and adaptive skills			
Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p><b>3.3.1</b> Engage whānau to identify future-focused skills for funding alignment</p>	<ul style="list-style-type: none"> <li>Working with whānau and rangatahi, identify key future-focused skills required to drive the innovation and success of Rangitāne.</li> <li>Undertake analysis to ensure Rangitāne funding and scholarships are aligned with Rangitāne aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a system of cyclical review to ensure that Rangitāne funding and scholarships promote and support innovation and enterprises.</li> </ul>	<ul style="list-style-type: none"> <li>Implement evaluation and review cycle for Rangitāne funding and scholarships.</li> </ul>

## Mahere Kōkiri | Action Plan

Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p><b>3.3.2</b> Foster collaboration and facilitate access to funding and scholarships</p>	<ul style="list-style-type: none"> <li>• Research and identify external providers, such as tertiary institutions and trade training organisations that align with the focus on innovation, creativity, and future orientation, and initiate discussions about potential partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop joint initiatives, shared resources, mentorship programs, or research collaborations that enhance access to opportunities for Rangitāne whānau.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Funding and Scholarship Programmes: Work with external providers to develop funding and scholarship programmes that specifically target innovation and enterprise for Rangitāne.</li> </ul>
<p><b>3.3.3</b> Establish a system for identifying and updating funding opportunities for iwi-led and kaupapa Māori educational initiatives</p>	<ul style="list-style-type: none"> <li>• Research and compile funding opportunities specifically tailored to support kaupapa Māori projects, including grants, scholarships, fellowships, and sponsorships.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a centralised database to store and manage information regarding funding opportunities, including a system to ensure the database is current and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed a communication system to share regular updates and notifications to Rangitāne whānau with respect to available and upcoming funding opportunities.</li> </ul>

## Mahere Kōkiri | Action Plan

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Whakaarotau   Priority	Te Kākano   Stage 1	Kia Tipu   Stage 2	Kia Puāwai   Stage 3
<p>3.3.4 Connect and support Rangitāne whānau to access funding opportunities</p>	<ul style="list-style-type: none"> <li>• Outreach to Rangitāne whānau to raise awareness about available funding opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide agile opportunities to ensure Rangitāne whānau are supported throughout application processes, including the development of project/funding proposals and applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Showcase Rangitāne as a regional leader in innovation. Mentoring opportunities for Rangitāne whānau to develop projects.</li> </ul>

# Tūraru Matua | Key Risks

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## Resistance to Change

Resistance to change from various stakeholders, including educational organisations, government agencies, and even some members of Rangitāne.

### Te Ara Tika | Mitigation Measures

- Effective communication and engagement strategies should be employed, including transparently sharing the vision, goals, and expected outcomes of the strategy.
- Co-construct processes, hear feedback, check and test. Be well considered.
- Address concerns through dialogue and collaboration.
- Providing evidence of successful implementation through the narratives of our tamariki and rangatahi and impact reporting.

## Limited Resources

- Availability of limited resources, both financial and human, to fully implement the strategy.
- Insufficient funding, staffing, and infrastructure that hinders the successful execution of initiatives and programmes.

### Te Ara Tika | Mitigation Measures

- Develop a comprehensive resource allocation plan.
- Seeking external funding sources.
- Forge partnerships with organisations and institutions.
- Explore innovative solutions for cost-effective implementation.
- Prioritisation and phased implementation to ensure that available resources are utilised efficiently and effectively.

# Tūraru Matua | Key Risks

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## Cultural Capability and Cultural Safety

Building a culturally responsive and inclusive education system requires a deep understanding of Rangitāne culture, values, and aspirations. A risk may arise if there is a lack of cultural competence among educators, service providers, and decision-makers involved in implementing the strategy.

### Te Ara Tika | Mitigation Measures

- Identify key leaders and influencers for Rangitāne.
- Development of professional development and training programmes that enhance cultural competency and understanding of Rangitāne perspectives.
- Collaborating with cultural advisors, and PLD facilitators and establishing active relationships with kura (action research) to ensure strategy is implemented in a culturally responsive manner.



# Tūraru Matua | Key Risks

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## Sustainability and Long-Term Commitment

Sustaining the momentum and long-term commitment to the strategy can be challenging, especially when faced with changing leadership, shifting priorities, or external influences.

### Te Ara Tika | Mitigation Measures

- Embed the strategy within the organisational and governance structures of Te Rūnanga a Rangitāne o Wairau.
- Establish clear accountability mechanisms with regular monitoring, evaluation, and reporting on the progress and impact of the strategy.
- Engagement of whānau and the wider Rangitāne community as active participants and champions of the strategy.

## External Factors and Policies

Changes in government policies, funding frameworks, or educational regulations, can pose a risk to the successful implementation of the strategy, impacting the availability of resources, the flexibility of programming, or the alignment of initiatives with broader educational policies.

### Te Ara Tika | Mitigation Measures

- Actively engage and maintain relationships with policymakers.
- Advocate for the needs and aspirations of Rangitāne.
- Establish partnerships and alliances with organisations and institutions that can support and amplify goals.
- Maintain a flexible and adaptive approach to accommodate external changes while staying true to the core principles and objectives of the strategy is essential.



**Rangitāne**

Te Rūnanga a Rangitāne o Wairau

**Unleashing our potential.**  
By Rangitāne, for Rangitāne, as Rangitāne.

[www.rangitane.org.nz](http://www.rangitane.org.nz)