EDUCATION STRATEGY

Te Hiringa i te Mahara

MASTERTON
DISTRICT COUNCIL
TE KAUNIHERA Ā-ROHE O WHAKAORIORI

CONTENTS

ACKNOWLEDGEMENT

The naming of our Education Strategy was put forward by Rawiri Smith – Council's Kahungunu ki Wairarapa iwi representative and supported by our Council Kaumatua, Mike Kawana.

'Te Hiringa i te Mahara' has a local context. 'Te Hiringa i te Mahara' is included in one of the verses of an oriori (type of song/lullaby) that was written about a high chief, Tūteremoana, of the Ngāi Tara and Rangitāne iwi. The word 'Hiringa' is also referenced several times throughout this oriori.

'Te Hiringa i te Mahara' can be interpreted as 'the power of the mind' which fits with the intent of our education strategy.

'Hiringa' can be described as perseverance, energy, determination, inspiration, and vitality.

> "*Ko te manu e kai ana te miro, Nōna te ngahere*
> *Ko te manu e kai ana te mātauranga, Nōna te Ao*"
>
> "*The bird that feeds on the miro, His or her preserve is the forest*
> *The bird that feeds on knowledge, His or her preserve is the world*"

INTRODUCTION

During the period 1 March - 30 June 2017 an investigation (including stakeholder consultation) was undertaken **to identify those aspects of education considered most significant for the future development of the Masterton District and its people – all its people.** The key findings, in terms of the common themes arising from this investigation, are summarised in Part 1 of this document while Part 2 provides general education-related information for the district along with the details informing the findings. In particular:
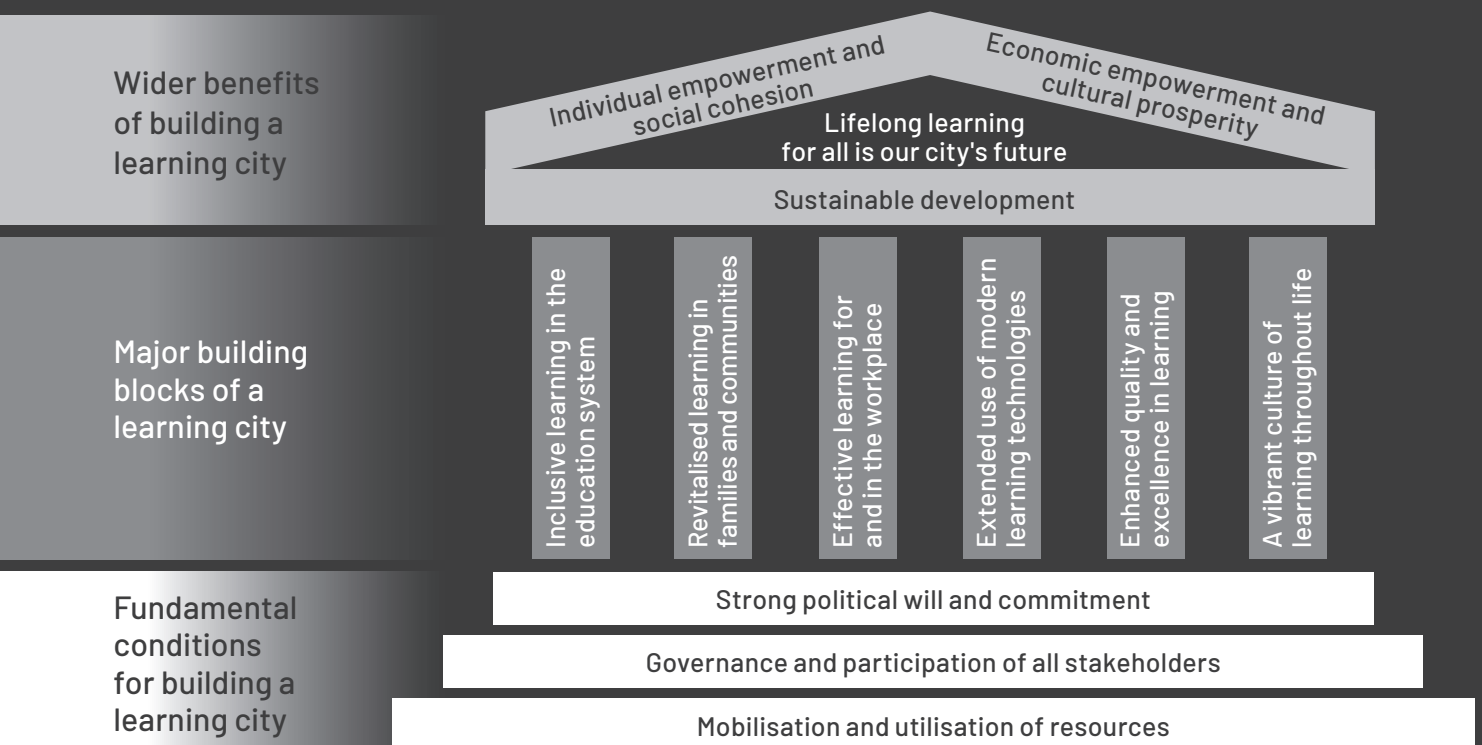
Part one of this document:

- shares the common themes arising from the investigation

- gives explanation to the themes

- suggests how the Masterton District Council (MDC) might support and promote these themes by way of a MDC Education Strategy.

Part two of this document includes:

- the current provision of education in the district

- the support provided by the MDC for education in the district

- the specific findings from the various groups/documents consulted

- the statistics referenced

- the resources and documents consulted.

COMMUNITIES AND EDUCATION – A COMPELLING MODEL

Before examining the common themes arising out of this investigation, it is worthwhile considering the UNESCO vision of a "Learning City or Learning Community". This concept emphasises lifelong learning for all. The foundations, pillars, and outcomes of such a learning community are demonstrated in the diagram below.

Wider benefits of building a learning city	Individual empowerment and social cohesion — Economic empowerment and cultural prosperity — Lifelong learning for all is our city's future — Sustainable development
Major building blocks of a learning city	Inclusive learning in the education system · Revitalised learning in families and communities · Effective learning for and in the workplace · Extended use of modern learning technologies · Enhanced quality and excellence in learning · A vibrant culture of learning throughout life
Fundamental conditions for building a learning city	Strong political will and commitment / Governance and participation of all stakeholders / Mobilisation and utilisation of resources

UNESCO defines a learning community as one that:

- effectively mobilises its resources in every sector to promote inclusive learning from basic to higher education
- revitalises learning in families and communities
- facilitates learning for and in the workplace
- extends the use of modern learning technologies
- enhances quality and excellence in learning, and
- fosters a culture of learning throughout life

In doing so, the community enhances the concepts of:

- individual empowerment
- social inclusion
- economic development
- cultural prosperity, and
- sustainable development

Lifelong learning is key to creating sustainable cities and societies. In the quest for sustainable societies, we must learn to live sustainably. People require certain skills, values and attitudes if they are to contribute to the creation of sustainable societies and address the challenges they face in helping achieve this goal. In today's fast-changing world where social, economic and political contexts are constantly being reshaped and re-evaluated, learning must be continuous and lifelong. Lifelong learning and education must, therefore, become a main driver in developing the resources necessary for people to achieve sustainable environmental, social and economic advancement.

Communities are on the frontline in the battle for sustainable development. They are the scene not only of rapid economic growth and technological innovation but also of extreme poverty, socio-economic inequality and excessive consumption. They are also sites of continuous exchange of knowledge and ideas; places where people live, work and learn. As such, every community has enormous potential to stimulate and support learning among their inhabitants in ways that can help tackle existing issues, strengthen social cohesion and solidarity, and transform the prospects of urban communities for the better.

In the search for effective long-term solutions to these challenges, more and more communities are reinventing themselves as learning communities and taking concrete actions to realise that vision. In doing so, they aim to ensure that education and learning are accessible for all inhabitants, regardless of age and setting.

THE THEMES IN SUMMARY

Five core themes and two sub-themes emerged from the MDC investigation. They include:

1   **Transitions and Pathways:**

Promoting and supporting effective transitions and pathways from senior secondary school (and/or foundational education) to further education, training, employment or work.

2   **Educational Equity:**

Promoting and supporting solutions for overcoming the barriers that lead to inequitable educational outcomes.

3   **Teaching and Learning:**

Promoting and supporting the competencies, pedagogy and tools necessary for success in the 21st Century.

4   **Life-Long Learning Opportunities:**

Promoting and supporting the provision of, and ease of access to, relevant and effective lifelong opportunities for all.

5   **Establishing Communities of Learning (Kāhui Ako):**

Promoting and supporting the establishment of complimentary and effective communities of learning.

THE SIGNIFICANCE OF THE THEMES

TRANSITIONS AND PATHWAYS

Secondary schooling marks an important time in the life of a young person. It is a formative time when learners develop a greater awareness of the world and begin to pursue education, training and employment opportunities linked to their future (Education Review Office, 2013, p.12). Ensuring youth make a successful transition from school into further education or employment has become an increasingly important focus in New Zealand not in the least due to very high numbers of unemployed 15-24 year olds. For instance, statistics from 2014 show that the official unemployment rate for 15–24 year old New Zealand youth was 15%, almost three times that of the next highest age group (Ministry of Social Development, 2016). Similarly, Johnson (2016) notes that upward of 75,000 young workers under 25 in 2016 were unemployed, unengaged and often without any marketable skills.

Conversely, businesses are desperate for 'work ready' youth who can "hit the ground running" and know how to be a part of a successful workforce. Unfortunately, too many youth are not work ready for their first jobs (irrespective of qualifications) which has potentially serious and long term effects not only on their attitudes to work but significantly their future work prospects. More than ever, successful work transitions must be seen as a key measure of educational success and ideally with foundational work-readiness being learned well before young people turn up for their first jobs.

In a Wylie and Bonne study (2016), obtaining a qualification, preparing their children for work or a career, and preparing their children for further study were considered, by parents, the most important outcomes of secondary schooling. Accordingly, there is now a real need for the secondary school and tertiary sector to provide not only a foundation education that leads into higher post-secondary study, but also one that effectively prepares young people for the world of work (Ministry of Social Development, 2004).

A key mechanism supporting improved transitions into work and further study is the establishment of personalised learning pathways, especially in the senior secondary school, that focus on a students' interests, preferred pathways and related learning needs. Such pathways, given their personalised and future-focused designs, are likely to be more meaningful and therefore engaging, and as

a result more likely to result in learning and success both at and beyond school – something many would argue (as opposed to qualifications) is the true measure of a school's effectiveness.

Most schools however are still not yet set up to provide multiple pathways that meet the multiple needs and preferences of diverse students. Accordingly, if schools are to move towards the provision of a more personalised education approach with a focus on successful transitions they will need support including that from the wider community – i.e. parents, whānau, iwi, social service providers, councils, and especially the business community if the goal of work-readiness beyond school is to be achieved.

Finally, work has long been important for the livelihood, dignity, and happiness of humankind. It helps us meet our most basic and complex needs, providing a path towards financial security, mental and physical health, dignity and meaning. It is therefore incumbent that our formal education sector and especially senior secondary school play a significant part in preparing our young people for success in the work place.

EDUCATIONAL EQUITY

A higher level of education, given the current exponential growth in knowledge and technology, will not only be required for most jobs but it is also associated with higher earnings, better health, and a longer life. Conversely, the long term financial and social impact of low educational attainment is increasingly costly. Those without the skills to participate economically and socially pay a high personal cost while our communities bear the brunt of increased tax burdens to cover the rising costs associated with the provision of welfare services that tend to accompany lives of dependency.

Accordingly, an education system that ensures the advantages of education are available and effective for all (i.e. one high in equity) is one of the most powerful levers we have to make society more equitable, inclusive, just and fair. Unfortunately, New Zealand scores poorly in terms of educational equity. Valentine (2017) states that New Zealand is the 27th worst of 29 OECD countries with regards to educational equity. The single most significant obstacle standing in the way of educational equity is poverty. Children from poorer homes in OECD countries are three to four times more likely to be amongst the lowest achievers in terms of their foundational learning and overall educational attainment (Valentine, 2017). An equitable approach to education would address the varied and multiple aspects of disadvantage that stand in the way of an effective education and especially for those young people from backgrounds of poverty.

Similarly, an equitable approach to education would also see strong action being taken to overcome the disadvantages faced by ethnic minorities when it comes to educational success. According to Professor Elizabeth McKinley, Director of the Auckland Starpath Project, "equity is the most persistent and enduring problem of our time in New Zealand and particularly so in relation to Māori education". International reports repeatedly note that New Zealand's compulsory education sector has high overall quality but low equity for both social class and ethnic background and in particular for Māori. Unfortunately, for many young Māori this means having to contend with the disadvantaging effects of both culture and poverty (OECD Policy Brief, January 2008).

Despite the above there are growing bastions of improved Māori achievement and therefore hope. In all but the rarest cases this has been associated with a teaching philosophy and practice that champions cultural responsiveness. In general, *Culturally Responsive Practice* includes: taking the time to build better connections/relationships with Māori students, utilising teaching strategies (e.g. student-centred approaches) proven to be successful for all students but particularly Māori, holding high expectations for Māori students and their achievement, seeking and valuing student voice, working together and valuing working together with family and whānau, committing to and valuing Te Ao Māori (e.g. te reo Māori, tikanga Māori, etc.), providing on-going professional learning for teachers in this area, and of course developing the capacity of educational leaders to lead philosophical and systemic change that challenges a "one size fits all" approach.

The key to overcoming equity issues is to take action that mitigates the disadvantages that many students from poverty or cultural difference face in our education systems. Identifying and adopting measures to overcome educational equity however often results in strong resistance from community leaders, parents, and even teachers. This is often the case because the provision of extra support for one group tends to defy traditional beliefs of fairness which demands all groups or everyone receive exactly the same level of support – despite differences (e.g. in needs, level of learning, culture, background, etc). Ironically, attempts to address issues of disadvantage and educational equity are often dismissed on grounds of unfairness.

EARLY LEARNERS

Success throughout a young person's educational journey is crucially linked to the establishment of a strong early learning foundation. In fact, successful learning in the early years is a key precondition for young people to not only remain engaged in formal schooling and beyond but the benefits of early learning are life lasting. In ensuring a strong early learning foundation it is crucial that educators, children, and whānau be closely aligned. High-quality interactions are essential for the child both in the home and in the education setting as is the interaction between caregiver and teacher both at school and prior to starting school.

The evidence is indisputable that successful early learning and successful home-school transitions are vital for all young people. What is also indisputable is that this is particularly so for children disadvantaged by backgrounds of poverty and/or their ethnic minority status, especially if they are Māori. For example, in New Zealand by the end of Year 1, literacy achievement for Māori children is lower than for any other ethnic group, even when the starting point is similar. Early literacy difficulties generally persist and lead to other issues such as attitudinal and behavioural challenges in the later years (MOE, 2017).

Ensuring effective early years educational experiences, strong home-school partnerships, effective home-school transitions, and the development of strong early-years foundations in literacy and numeracy is crucial for successful long term educational outcomes for all children. Success in the early years is also a powerful mechanism mitigating the risks faced by children disadvantaged by poverty, minority culture, or both.

TEACHING AND LEARNING

"The present education system was designed for the 19th century industrialism and it's overheating in a dangerous way. Reforming education isn't enough. The real task is transformation. It will depend on the vitality, diversity and creativity of all its people."
(Sir Ken Robinson, 2011)

For the past century the dominant compulsory education model has involved "mass schooling". That is, it has been teacher-centred involving a knowledge transmission approach. Traditionally, universities and other higher education organisations have determined what has been considered important for future generations to learn. In line with this teachers have been recruited, trained and equipped (in the main) as content experts in such fields and then been sent to teach in classrooms, en masse to students who have been expected to compliantly absorb and regurgitate whatever they have been taught. When this model of education was first set up the world was changing relatively slowly and what was taught in school in general could be applied beyond school. However, this traditional mechanism of education was designed for the industrial age and will not prepare young people for our rapidly changing times. The current rate of change facing the modern world is unprecedented and presents an enormous challenge for education, economies and communities.

Rapid changes in technology and access to new knowledge is soon to double every twelve hours (Winthrop, McGivney, 2016) and the increasingly interconnected nature of global economies via new technologies and trade, are driving the world's economies in new directions. Success in this new direction is demanding a new set of skills and competencies. Google for example currently looks for employees whose top skill sets are their learning ability and leadership rather than their content expertise or qualifications (Skills for a Changing World, 2016).

The old industrial pedagogic model underlying many of our classrooms will no longer cut it. A new model is needed if we are to successfully prepare our young for jobs that do not yet exist, to use technologies that have yet to be invented, and to solve problems that are yet to be created. This will require a rethink of education. This will require closing the gap between what is currently being taught and what needs to be learned. This will also require new ways of learning.

Implementing practices that develop deeper learning will need to be at the heart of this new way of learning. Active learning strategies that take into consideration the social and collaborative nature of learning and that place the child at the centre of the learning (e.g. self-directed learning, project learning, real world learning, work-place learning, and inquiry learning) are seen as the necessary mechanisms to ensure learning is effective in developing the range of competencies essential for success in dynamically changing 21st century communities.

In the wake of such change educators, scientists and policy makers are advocating for a growing number of skill sets and competencies considered critical for preparing today's learners for tomorrow's challenges. Examples of the types of competencies (i.e. the values, attitudes, and skills) considered necessary to help mitigate the known challenges posed by our rapidly changing world include:

- Thinking and Digital Skills: The new digital economy will require individuals to filter, analyse and create meaning from vast amounts of online information. This will demand skills such as complex reasoning and creative thinking. Digital literacy will also become essential as societies continue to digitise. Lacking digital skills will be like not being able to read or write. Skills from navigating and exploring, to building content and coding, and collaborating with others in online communities will be essential.

- Technical and Soft Skills: As industries change new jobs will require young people to learn new skills many of which will require not only technical expertise but also interpersonal, intrapersonal and higher order thinking skill sets. Examples include: dependability, perseverance, motivation, social skills, team work, communication, collaboration, critical thinking, creativity, and so on.

- Character Development: Global citizenship will require the development of values and character and citizens who actually care about humanity, the world, and are able to work together to solve problems and who are proactive contributors to more peaceful and inclusive societies.

(Skills for a Changing world, 2016)

LIFE-LONG LEARNING OPPORTUNITIES

Life-long learning – the ability to continuously learn and develop over the life span is now considered essential for each individual to develop both the content and competencies necessary to gain and retain marketability. The increasing rate at which new knowledge and new technology is created will continue to provide new work opportunities but it will also make the previous opportunities redundant. People will need to upskill to meet the challenges of these new opportunities. Self-directed and ongoing life-long learning will be increasingly required. Adaptive expertise – the ability to acquire and apply new knowledge and higher order skills and apply them in a variety of new contexts and situations will be essential in this new environment. Examples of the types of expertise necessary are likely to include being able to:

- Generate, process and sort complex information
- Think systematically and critically
- Make decisions weighing forms of evidence
- Ask meaningful questions
- Be adaptable and flexible to new information
- Be creative
- Justify and solve real world problems
- Acquire a deep understanding of complex concepts
- Develop media literacy
- Develop teamwork, social and communication skills.

(The Nature of Learning, 2012)

If communities are to ensure their on-going success in a time of dynamic technological, social and economic change, it is essential that provision exists for learners to access and be supported with ongoing opportunities for education that are relevant and meaningful (personally, socially and economically) given their specific contexts and environments.

ESTABLISHING COMMUNITIES OF LEARNING (KĀHUI AKO)

The research on the power of collaborative cultures in terms of getting better results has been accumulating for over 40 years. It points to the power of social capital – the agency and impact of strong and effective groups – to improve their own and student learning. In collaborative cultures, responsibility for the success of all students is shared among all members of the community (Fullan. M., Rincon-Gallardo, S. and Hargreaves, A., 2015).

In 2014 the Government introduced Kāhui Ako or Communities of Learning (CoLs) as part of their Investing in Educational Success Policy. The core aim of the initiative is built around improving student outcomes by promoting effective collaboration between schools and strengthening the alignment of education pathways (i.e. early childhood, primary, secondary, tertiary, etc).

Effective CoLs need to be clear about their purpose and the focus of their collaboration. The learner needs to be firmly at the centre, and being clear about what really matters in order to improve learner outcomes underpins the vision, purpose and focus of the CoL. Leaders and teachers within a CoL play a crucial role in driving the development of a compelling and collective vision inclusive of priority goals and targets that represent the perspectives and aspirations of all community participants, particularly students, parents and whānau. It is this collective commitment or "buy-in" by the community in terms of what really matters in teaching and learning and in learner outcomes that is crucial for a CoLs success (MOE, 2016).

Outside of a student's family and background, the most important influence on learning, achievement and progress is the effectiveness of teaching (Hattie, 2012). That is, in terms of student outcomes there is a difference between expert and average teachers. Certain "ways of being" and certain "teaching practices" have a higher probability of being successful in promoting learning than others. CoLs attempt to address the challenge of variability in student outcomes both within and across educational organisations by shifting the focus to one of collaboration and away from one of competition.

Although still in their infancy in New Zealand, CoLs have been designed and implemented to raise achievement by:

- improving teaching practice across a collection of schools by enabling teachers to work together and benefit from each other's knowledge and experience

- helping all children benefit from the skills and knowledge of great teachers from across a group of schools/early learning services

- achieving equitable outcomes for those who have been under-served by the system, particularly Māori and Pacific students, and

- helping schools work together so it is easier for children to more effectively transition through the education system.

CoLs will add to teachers workloads. The provision of the necessary support, resources and particularly the time required to enable teachers to: work collaboratively; diagnose students learning needs; determine the next steps; plan effective programmes; implement teaching interventions, and then evaluate how successful this has been, will be critical to the success of CoLs.

SUGGESTED COUNCIL STRATEGIES TO PROMOTE AND SUPPORT THE THEMES

This document has been written following a thorough and lengthy consultation process. It has explicitly identified the key aspects of education that will likely have the most significant impact on the Masterton District and its future development (personal, social, and economic).

Having said that, MDC is not in a position and cannot be expected to ensure the success of these themes single handed. A collective approach that will involve many sectors of the community working together will be required. MDC is however, in its current position, able to support the delivery of these themes by way of advocacy, leadership, resource provision (e.g. annual and other grants), and more formally through direct educational provision (e.g. programmes at the Masterton District Library).

In line with this thinking, it is felt MDC could support the key themes via the following strategic actions. These are however, tentative in nature and in need of further consideration by both council and a potential Community Education Advisory Group once it is established.

OUR VISION	
"Whakaoriori: Centre of Learning Excellence"	
OUR PRIORITIES	**OUR STRATEGIC DIRECTIONS**
Transitions and Pathways	Promoting and supporting effective transitions and pathways from senior secondary school (and/or foundational education) to further education, training, employment or work
Educational Equity	Promoting and supporting solutions for overcoming the barriers that lead to inequitable educational outcomes
Teaching and Learning	Promoting and supporting the competencies, pedagogy and tools necessary for success in the 21st Century
Life-Long Learning Opportunities	Promoting and supporting the provision of, and ease of access to, relevant and effective lifelong learning opportunities
Establishing Communities of Learning (Kāhui Ako)	Promoting and supporting the establishment of complimentary and effective communities of learning

PRIORITY 1: PATHWAYS AND TRANSITIONS

Strategic Direction: *Promoting and supporting effective transitions and pathways from senior secondary school (and/or foundational education) to further education, training, employment or work*

Key Council Action

- Resource the work of YETE (financially and in kind via a MDC staffing allocation). See YETE Annual Plan for specific actions/outcomes.

PRIORITY 2: EDUCATIONAL EQUITY

Strategic Direction: *Promoting and supporting solutions for overcoming the barriers that lead to inequitable educational outcomes*

Key Council Actions

- Strengthen culturally responsive teaching and learning (for Māori and Pasifika) via the establishment of an expert advisor to work in ECE and schools in the Masterton District one day a week.

- Support the establishment and sustainability of Te Pātukituki o Wairarapa - A Centre for teaching, promoting, and celebrating Māori Arts (i.e. Toi Māori) with a key focus on enhancing: personal growth and development; language; identity; culture; and wellbeing through the arts.

- Deliver, via the Library and Library Learning Centre, free-of-charge programmes and services that support families with preschool children disadvantaged by low socio-economic status and/or cultural-minority status, to ensure their children are ready and able to learn in a formal education environment.

- Deliver, via the Library and Library Learning Centre, free-of-charge programmes and services that support families with preschool children disadvantaged by low socio-economic status and/or cultural-minority status, to establish a rich, caring, supportive, and age-relevant learning environment in the home.

- Deliver via the Library and Library Learning Centre, free-of-charge programmes, for primary school children disadvantaged by low socio-economic status and/or cultural-minority status that support the development of literacy in the widest sense, including reading, numeracy and digital literacies.

PRIORITY 3: TEACHING AND LEARNING

Strategic Direction 3: *Promoting and supporting the competencies, pedagogy and tools necessary for success in the 21st Century*

Key Council Actions

- Establish a Community Education Advocacy Group (CEAG) to promote and advocate for the development and use of 21st Century competencies, pedagogy, and tools in the districts education institutions.
- Deliver via the Library Learning Centre (and Fab Lab), programmes that enhance the capacity of participants (including programmes for primary school children) to gain 21st Century competencies (e.g. collaboration, communication, innovation and creativity, critical thinking and problem solving, citizenship, and character) via the use of 21st Century digital technologies.
- Deliver programmes in primary schools (disadvantaged by access to digital technologies) that enhance learning opportunities and learning outcomes via the use of digital technologies. For example, by providing coding and robotics programmes and design and maker opportunities.
- Integrate Fab Lab into the Library Learning Centre and collectively provide developmentally appropriate digital learning opportunities across the full age range.
- Promote and support the establishment of programmes that develop entrepreneurship and business enterprise in young people.

PRIORITY 4: LIFE-LONG LEARNING OPPORTUNITIES

Strategic Direction: *Promoting and supporting the provision of, and ease of access to, relevant and effective lifelong learning opportunities*

Key Council Actions

- Establish a Community Education Advocacy Group (CEAG) to promote lifelong learning for self-development, employability, economic advancement, leisure and social activity.

- Establish professional collaborations and/or a higher-learning Community of Learning (CoL) with the district's tertiary providers and businesses to: better identify community learning needs; to establish complimentary as opposed to competitive tertiary education provision; to strengthen pedagogy and programme delivery; and to ensure institutional sustainability within the Masterton District.

- Investigate the provision of a "One-Stop" digital platform (e.g. on the Masterton District Council website) specifically built to communicate and provide clarity of information and ease of access to all ongoing education opportunities available locally and regionally.

- Extend this platform to include national and international on-line-learning opportunities.

- Further develop and expand the Library and Library Learning Centre to better support life-long educational opportunities for the community including that of higher education, training, employment skills, and business development.

- In line with the key directions of the MDC's "Smart Development" document, investigate the provision of targeted higher education in Masterton through Massey University and/or other higher education providers.

- Deliver, via the Library and Library Learning Centre programmes and services that:

  » support families of preschool children establish a rich, caring, supportive, and age-relevant learning environment in the home.

  » support families of preschool children to better ensure that their children are ready and able to learn in a formal education environment.

  » support primary school children to enhance their reading, numeracy and digital literacies.

PRIORITY 5: ESTABLISHING COMMUNITIES OF LEARNING (KĀHUI AKO)

Strategic Direction: *Promoting and supporting the establishment of complimentary and effective communities of learning (CoLs).*

Key Council Actions

- Develop a higher learning CoL to better align and support the provision and sustainability of tertiary learning opportunities within the Masterton District.

- By way of CEAG, support the development of and provide advocacy to MOE-funded CoLs in the Masterton District.

OTHER

Strategic Direction: *Promoting and supporting the establishment of international fee-paying students in Masterton*

Key Council Actions

- Promote and support the enrolment and integration of foreign fee-paying students in Masterton District schools.

- Investigate the establishment of an international school catering for fee-paying students in Masterton.

APPENDICES

OVERVIEW OF CURRENT PROVIDERS OF EDUCATION IN THE MASTERTON DISTRICT

- The Masterton District, both rural and urban, is well served by a network of high quality early childhood services and schools. The district is quite unique in the number of formal education providers that exist given a total population of only 24,600 people.

- These providers consist of 21 early childhood centres (including kindergartens, childcare and education centres, home-based services, play centre, and kōhanga reo), twelve primary schools, and six secondary schools.

- Tertiary education and training is also offered by the Wairarapa branch of the Universal College of Learning (UCOL) and the Taratahi Agricultural Training College, just south of Masterton.

- The town is also served by a range of Youth Guarantee providers catering for youth (16-19 year olds) who have left school without formal qualifications and particularly without NCEA Level 2. Included amongst these are Te Wānanga o Aotearoa (TWOA) and a range of Private Training Establishments comprising of the YMCA, the Salvation Army, Trade and Commerce, and Ngā Kanohi Marae.

- Masterton is also served by Wairarapa Rural Education Activities Programme (REAP), who provide supplementary and complementary services to education providers along with the direct provision of education to learners.

- A number of other community organisations (whether council funded, community-grant funded, church funded, and or volunteer run) exist within the community and offer a range of educational programmes and services to the public. Examples of such providers include the Masterton District Library and the Citizens Advice Bureau.

OVERVIEW OF EDUCATIONAL PROVISION BY THE MASTERTON DISTRICT COUNCIL

A wide range of council activities contribute directly or indirectly to supporting education and education-related learning in the Masterton District. The table below illustrates recent contributions by MDC:

Services

Major Services
- Library:
  - » General information services
  - » Internet assistance
  - » Adult literacy
  - » Adult IT support, courses and qualifications
  - » Free online education services (Lynda.com)
  - » Adult book clubs and reading groups
  - » Seniors Celebrate
  - » Pre-school reading programmes
  - » Youth reading programmes
  - » Youth math programmes
  - » IT programmes, e.g. coding, robotics
  - » Maker/creator activities
  - » Class and community visits
- Wairarapa Archives
- Community facilities, e.g., pools, halls
- Parks, cycleways, walkways, etc

Advisory Services
- Road Safety
- Building, Planning, Regulatory, Roading, and Services
- Waste management and Minimisation
- Civil Defence/Emergency Management
- Economic Development Advisory

Other Services
- MDC website
- Neighbourly
- Information signage, e.g., historical, cultural
- Community development support and guidance
- Waitangi Day celebrations (education and culture)
- International student support
- Teacher exchange with Changchun, China
- Mayors' Taskforce for Jobs

Programmes/Programme Support

- Wairarapa Road Safety
- Road Safety Education Ltd (RYDA Program)
- Civil Defence/Emergency Management
- Enviro-schools
- Paper4Trees
- Flexi-wage workers
- MDC Internships
- Student work experience
- Wairarapa Youth Education Training and Employment Network (YETE) Partnership
- School holiday programmes
- Youth Council
- Life Education Trust
- Dog Safety Presentation for schools
- Solway Equestrian Academy

Grants and Other Funding Support

- Creative Communities
- Aratoi
- Wairarapa REAP
- Access Radio
- Arts workshops (e.g., drawing, puppetry, film-making, creative writing, writing and performing poetry, drama, printmaking, choral)

Community Development Grants
- Aratoi
- Wairarapa Youth Education Training and Employment Network (YETE)
- Wairarapa Resource Centre
- Wairarapa Community Centre
- Wairarapa Volunteer Centre
- Wairarapa Women's Centre
- Wairarapa Community Counselling Centre
- Connecting Communities
- Wairarapa Stopping Violence Services
- Wairarapa Road Safety Council
- Road Safety Education Ltd
- Life Education Trust

- Wairarapa Citizens' Advice Bureau
- Masterton Family Education and Support Centre
- Henley Men's Shed
- Riversdale Beach Surf Life Saving Club
- Literacy Wairarapa (Adult Learners) SPELD

Sponsorship
- 10th Annual Aspiring Leaders Forum
- Tuia te Heretangata leadership development course for Māori youth

Scholarships
- Murray King Memorial Scholarship
- Peter Laing Memorial Scholarship
- UCOL Scholarship

Long Term Plan/Annual Plan
- Aratoi
- Pukaha Mount Bruce
- Wairarapa Youth Education Training and Employment Network (YETE)
- Connecting Communities
- Wairarapa REAP
- Sustainable Wairarapa

- Wairarapa Youth Council
- Wairarapa Youth Strategy
- Enviro-schools
- Neighbourhood Support
- Junior Neighbourhood Support
- Te Awhina Cameron Community
- House
- Ko te Aroha Children's Centre
- Parent Education Programme
- Wairarapa Women's Centre
- Wairarapa Workforce Development
- Literacy Wairarapa (Adult Learners)
- Safer Wairarapa
- Safe Communities
- Wairarapa Physical Activity Strategy Te Kura-a-Rangi Trust
- WINZ work schemes
- Masterton East Youth Group
- Fab Lab Masterton
- Shear History Trust
- Cobblestones Museum

EDUCATION PERFORMANCE AND RELATED DATA FOR THE MASTERTON DISTRICT

STUDENT ACHIEVEMENT AND OTHER EDUCATION-RELATED DATA – MASTERTON DISTRICT			
Indicator	**Masterton DC**	**New Zealand**	**Masterton Status**
Early Childhood Education – BPS Target 2 In 2016, 98% of children starting school will have participated in quality early childhood education	**December 2015 – All** 99%	**December 2015 – All** 96.2%	• Masterton slightly above the national average and in line with Better Public Services (BPS) Target 2.
	Ethnic breakdown Māori : 95.2%	**Ethnic breakdown** Māori: 94.6%	• Masterton Māori above the national average but below BPS Target 2.
National Standards – BPS Target 3 In 2017, 85% of students 'at' or 'above' national standards for reading, writing and mathematics	**2015 – All** Reading: 79.6% Math: 73.2% Writing: 69.7%	**2015 – All** Reading: 78% Math: 75.5% Writing: 71.4%	• Overall, Masterton slightly below national averages and considerably below BPS Target 3.
	Gender breakdown **Reading:** M – 75.3%; F – 83.8% **Math:** M – 73.3%; F – 73.1%: **Writing:** M – 62.5%; F – 76.8%	**Gender breakdown** **Reading:** M – 73.9%; F – 82.4%% **Math:** M – 74.8%; F –76.2%: **Writing:** M – 63.9%; F – 79.4%	• Overall, Masterton boys (M) about national averages. • Masterton girls (F) slightly below national averages. • Masterton boys significantly below girls for reading and writing
	Ethnic breakdown Māori: Reading: 70.9% Math: 62.8% Writing: 58.8%	**Ethnic breakdown** Māori: Reading: 68.8% Math: 65.4% Writing: 61.6%	• Overall, Māori slightly below Māori national averages. • Masterton Māori significantly below combined cohort averages for Masterton. • Masterton Māori considerably below BPS Target 3
School Leavers with NCEA Level 2	**2015** Males: 76% Females: 87% **All:** 81.8% **Actual:** 341 out of 417	**2015** Males: 76% Females: 82% **All:** 79.1%	• Overall, Masterton students slightly above national averages.
	Ethnic breakdown Māori: 72% European: 84%	**Ethnic breakdown** Māori: 62% European: 83%	• Masterton Māori significantly above national averages for Māori. • Masterton Māori significantly below European and combined cohort averages.

Indicator	Masterton DC	New Zealand	Masterton Status
18 year olds with NCEA Level 2 - BPS Target 4 In 2017, 85% of 18-year-olds will have achieved NCEA Level 2 or an equivalent qualification	**2015** Males: 84.9% Females: 88.9% **All:** 87.2% **Actual:** 375 out of 430	**2015** Males: 81% Females: 85.8% **All:** 83.3%	• Masterton above national averages.
	Ethnic breakdown Māori: 82.3%% European: 89.3%	**Ethnic breakdown** Māori: 71% European: 87.3%	• Masterton Māori significantly above national Māori averages. • Masterton Māori are below European and combined cohort averages. • Māori are slightly below BPS Target 4.
Tertiary Participation % of school leavers enrolled in tertiary within one year of leaving school	**2015 – European** **Uni:** 30% (103) **L4-6:** 14% (49) **L1-L3:** 16% (56) **Not:** 40% (139)	**2010-15 – All** **Uni:** 31% **L4-6:** 13% **L1-L3:** 17% **Not:** 39%	• Masterton student Tertiary participation rates for European similar to national trends. • Masterton Māori tertiary participation rates much lower (except at the lowest tertiary levels 1-3). • Tertiary non-participation rates are considerably higher for Masterton Māori.
	2015 – Māori **Uni:** 12% (11) **L4-6:** 9% (9) **L1-L3:** 21% (20) **Not:** 56% (51)	**2015 – Māori** NA	
School Retention % Leaving at Age 16	**2015** European: 13% Māori: 26%	**2015** NA	• Masterton Māori leave school at 16 at twice the rate of European.
School Suspensions (per 1000 students)	**2015** European: 3/1000 Māori: 6.2/1000	**2015** NA	• Masterton Māori are over three times more likely (per 1000 students) to be suspended than European.
School Stand-downs (per 1000 students)	**2015** European: 12/1000 Māori: 32.3/1000	**2015** NA	• Masterton Māori are almost three times more likely to be stood-down than European.
Whole of Population Qualifications Highest qualifications for the whole of population across the Masterton district based on 2013 NZ Census data	**2013** Higher Degree: 3% Bachelor Degree: 8.1% Post school: 22.4% School: 30.9% None: 24.8% Not stated: 10.9%	**2013** Higher Degree: 5.7% Bachelor Degree: 12.1% Post school: 19.9% School: 32.5% None: 18.6% Not stated: 11.1%	• Masterton District has a slightly lower level of degree attainment to the rest of NZ • Masterton District has a slightly higher level of post-school qualifications to the rest of NZ • Masterton district is 6.2% higher than rest of NZ for no qualifications

BPS (Better Public Services)—A national target-based initiative to create new ways of delivering better public services.

METHODOLOGY USED TO INFORM THIS DOCUMENT

Keeping in mind the focus of this draft education strategy has been to:

- identify those aspects of education that will have the most significant positive impact on the development of the Masterton community and its people (all its people), and

- to consider how the MDC might best support these aspects of education.

- The following methods have been used:

- A review of recent educational literature

- A review of recent Government educational documents

- A review of education strategies from other Territorial Local Authorities (TLA)

- A review of published education data for the district

- A review of recent ERO reports for the district

- A review of transition to employment data

- A review of local education organisations strategy documents

(NB - a comprehensive appendix of references can be found on page 31)

In addition to the above thorough efforts were made to engage (via survey and/or interview) relevant members of the Masterton community for their thoughts regarding the issues and opportunities that exist for education in the Masterton District. The key groups consulted included:

- Ngāti Kahungunu ki Wairarapa

- Rangitāne o Wairarapa

- Past and present school principals

- Past and present local tertiary leaders

- Other relevant community stakeholders

The interviews and surveys were based around three questions:

1. What, in your view, is the single most significant education challenge/s facing your organisation?

2. What, in your view, is the single most significant education challenge/s facing the Masterton District?

3. What council supported education initiative/s in your view will have the most significant and positive influence on the future of our district (e.g. personally, socially, and economically)?

OVERVIEW OF FINDINGS

OVERVIEW OF RECENT EDUCATIONAL LITERATURE/RESEARCH

There is an extensive range of contemporary research identifying the challenges faced by the current school system, and suggesting how a shift towards 21st century pedagogical practices will aid in developing our current students into more socially-functioning and successful future citizens. Much of this research reveals overlapping themes and core ideas:
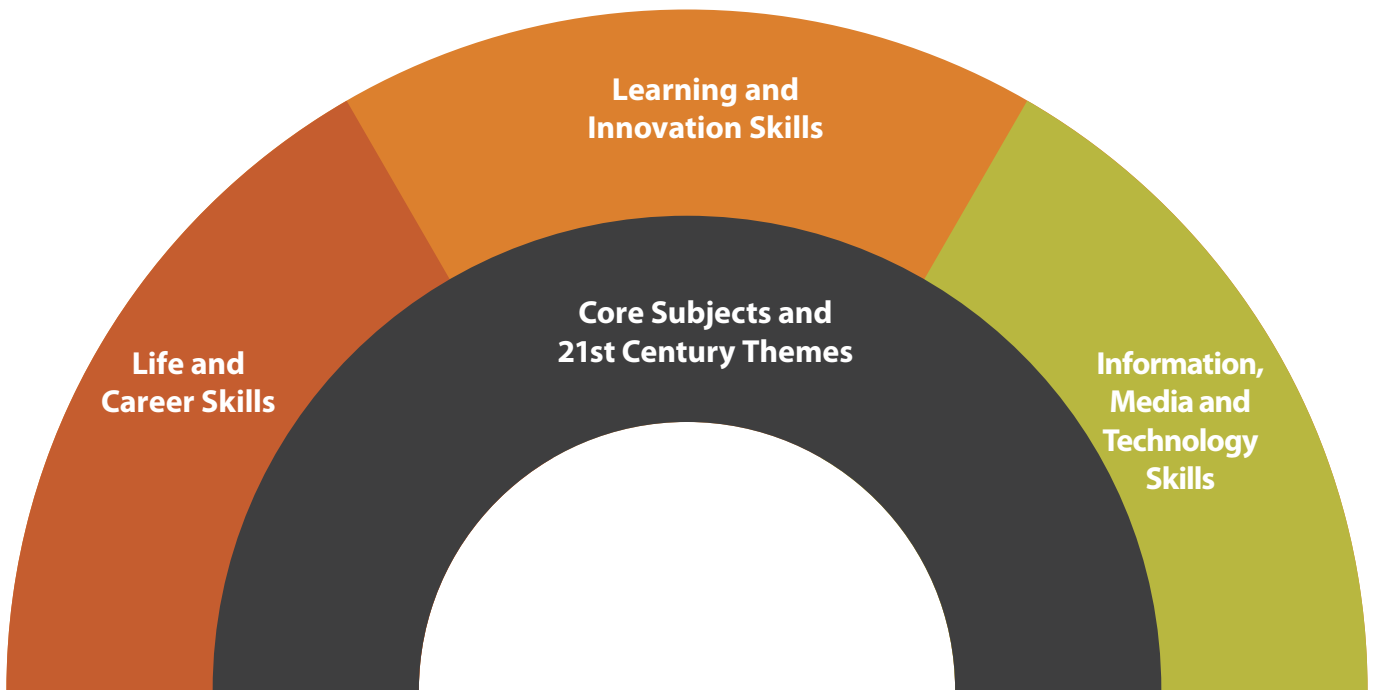
- A focus on developing a curriculum stripped of superfluous content and replaced with competencies such as the following identified as essential for 21st century learning; Critical Thinking, Creativity, Collaboration, and Communication. *Relevant, Real World Learning... (McGuiness), A Blueprint for Education... (Horn), New Work Order (FYA*

- A focus on ensuring that all students have access to technology in schools, and are trained to be digital natives, so that they can use technology to create, design, and innovate knowledge, rather than simply access it. *A Blueprint for Education... (Horn), The Rhetoric and Reality (Hood), Skills for a Changing World... (Winthrop), Swimming out of our Depth... (Bull)*

- Creating educational spaces that are more inclusive of a diverse range of cultural, emotional, spiritual, and mental sensitives; sizing the educational boot to fit the student. *Raising Student Achievement... (Education Review Office), A Blueprint for Education... (Horn), Rangatahi Health and Wellbeing... (Webster)*

- Establishing closer links between schools and the wider community by forming Communities of Learning, with businesses, council, and other community parties intricately tied to the success of schools. *Relevant, Real World Learning... (McGuiness), A Blueprint for Education... (Horn), Vocational Pathways... (Education Review Office), New Work Order (FYA), Skills for a Changing World... (Winthrop)*

- Encourage and motivate integrated pathways from schooling to paid work or further training for young people. *A Blueprint for Education... (Horn), Vocational Pathways... (Education Review Office), The New Work Order (FYA), The Rhetoric and Reality (Hood), Future-Focused Learning... (21st Century Learning Group)*

OVERVIEW OF MINISTRY OF EDUCATION (MOE) GOALS

- The Ministry of Education's (MOE) Four Year Plan 2016–2020 identifies three general goals:
  - » The education system is relevant and reaches all children and students
  - » Every child and student achieves educational success, and
  - » New Zealanders have skills and knowledge for work and life.
- These general goals are broken down into MOE intentions for the early childhood, schooling and tertiary sectors. The specific foci include:
  - » Improve student-centred pathways
  - » Implement Kāhui Ako (Communities of Learning) https://education.govt.nz/communities-of-learning/
  - » Champion 21st century practice in teaching and learning
  - » www.minedu.govt.nz/FutureFocusedLearning
  - » Strengthen education inclusion
  - » Get at-risk young people into a career
  - » Boost achievement of Māori and Pasifika
  - » Deliver skills for industry
  - » Improve adult literacy and numeracy

OVERVIEW OF REGIONAL COUNCIL EDUCATION DOCUMENTS

- Although the Masterton context will be different from other TLA's, considerable commonality existed across these councils in terms of their respective focus areas for education. The following council education (or education-related) documents were reviewed: Horowhenua District Council; Kāpiti Coast District Council; Porirua City Council; Auckland City Council; Gisborne City Council; Toi Moana Bay of Plenty Regional Council; The Southern Initiative (South Auckland) Mayoral Briefing; and the Community of Manukau Education Trust Annual Report. The education themes or focus areas included:

- » Equitable outcomes particularly for priority (Māori/Pasifika) learners (4x)
- » Youth transitions and aligning education and industry sectors (4x)
- » Establishing education and cross sector networks (2x)
- » Life-long learning (2x)
- » Skills training for employment (3x)
- » Retaining, developing and attracting young people (2x)
- » Foundation early learning/early literacy (2x)
- » Supporting innovative learning/pedagogy (2x)
- » Council cadetships
- » Sustainability initiatives
- » Mentoring programmes
- » Regionally relevant tertiary education

- » Education sector alignment
- » Adult education
- » Develop youth education skills strategy
- » Data analysis
- » Language strategy
- » Education-related advocacy
- » Education awareness raising
- » Support iwi education plans
- » Community-based science, technology, engineering and math (STEM) projects
- » Financial literacy, place-based financial well-being
- » Family learning programmes
- » Developing entrepreneurs and enterprise
- » Establishing social enterprise networks
- » Establishing "Maker Hoods"

OVERVIEW OF RECENT ERO REVIEWS FOR MASTERTON EARLY CHILDHOOD EDUCATION (ECE) CENTRES AND SCHOOLS

- ERO reports covering Masterton District's six secondary schools, a Teen Parent Unit, nine primary schools, and 11 ECE centres were reviewed covering a period from 2010–2016. All schools but three were placed on a three year review cycle. Of the three, one was on a 4-5 year review cycle and two were on a 1-2 year review cycle.

- Several developmental themes were prevalent across these reviews. They included:
  - » Student writing, assessment
  - » Future-focused learning
  - » Culturally responsive practice, and
  - » School self-review

- In terms of primary and secondary themes, "culturally responsive" practice was the singular most dominant theme, while for ECE "self-review" was the dominant ERO theme.

OVERVIEW OF AVAILABLE EMPLOYMENT-RELATED DATA

- Accessing useful data specific for the MDC from the various ministries and data services has proven difficult despite Official Information Act requests being lodged. Despite this the information below provides a general picture for New Zealand and the Masterton District.

  - » Masterton District Council unemployment figures at March (2017) were 5.9% compared to 5.0% for New Zealand (Infometrics, Quarterly Economic Monitor, March 2017)

  - » Masterton District Council Māori unemployment rates at the 2013 Census were 15.7%

  - » Working age jobseeker support recipients grew by 5.3% for the year to March 2017 compared to the previous year.

  - » A total of 812 people were receiving the job seeker benefit for the 12 months up to March 2017 (Infometrics; Quarterly Economic Monitor, March 2017)

- » Numbers of NEETS (not in employment, education or training) across the 15-24 age range for New Zealand (a total of 674,000 young people) were 86,000 which included 32,000 registered as unemployed and not in education. 192,000 of this age group are in education (Stats, NZ, 2017) If we do not include those in education in the figures, the unofficial unemployed rate is about 18% for this age group (i.e. 86,000 out of 482,000).

- » In the 15-19 age range in Masterton there are 1,545 young people. Of the total in the labour force (750), 564 were employed and 186 are unemployed (Census data, 2013). As a proportion of the labour force (186/750) about 25% are unemployed (unofficial measure). These figures do not include those not in the labour force (732), a large proportion of whom will be in education and the 63 who cannot be accounted for (likely not to be in formal education or work).

- » In the 20 – 24 age range in Masterton there are 1,230 young people. Of the total in the labour force (918), 774 are employed and 138 are unemployed (Census data, 2013). As a proportion of the labour force (138/918) about 15% are unemployed (unofficial measure). These figures do not include those not in the labour force (252) a proportion of whom will be in education and the more than 50 who cannot be accounted for (likely not to be in formal education or work).

- » In the 16 – 17 year old age range in the Masterton District, NEET enrolments at the Wairarapa Youth Services (whose role is to get young people of this age back into education) tend to range from 95 – 130 - depending on the time of the year (verbal report from MSD, 2017). These include youth receiving the Young Parent Payment, the Youth Payment, and other NEETs not entitled to a payment. It is unknown how many 16-17 year olds (ineligible for a benefit due to their age and situation) do not take advantage of this service and are therefore not included in the statistics.

- » Irrespective of how these figures compare to the rest of the country, it is clear the MDC has far too many young people who are either unemployed, and/or not in education or training.

OVERVIEW OF LOCAL EDUCATION STRATEGY DOCUMENTS

- Rangitāne o Wairarapa (RoW) and Kahungunu ki Wairarapa (KKW) both hold Mana Whenua status in the Masterton District and the wider Wairarapa. Both also have clearly articulated Education Strategies and curriculum. For Rangitāne the key document is – *Iti Kahurangi* and for Kahungunu it is – *He Heke Tuna He Heke Rangatira.*

- Generally speaking both documents view education as critical for the development of their respective people and in particular by way of strengthening the understanding and connection of their people with their respective cultures, tikanga, language, history, and stories. Similarly, both documents state that strengthening iwi relationships with educational organisations is crucial to supporting this process and accordingly encourage and offer support for those organisations to be proactive towards this end.

- Lands Trust Masterton (LTM) have commissioned several education reviews investigating the effectiveness of their own funding of education in Masterton. Significant among these has been the Core Education Report (2015). In addition to recommending processes by which LTM might improve how it distributes its funds, it also highlighted aspects of education in Masterton considered highly in need of support. These included:

  » Improving equity of education outcomes particularly for Māori and Pasifika

  » Improving collaboration amongst educators and the community

  » Developing future-focused education practices including the use of technology, digital literacies and the application of modern learning environments

  » Addressing the social issues associated with poverty, and

  » Strengthening culturally responsiveness practice.

- In 2016 LTM conducted another review of its educational spending. The findings, in terms of the key educational issues facing the Masterton community, in general supported the findings of the Core Education Report. These included (the top 5 in priority order):
  - » Better networking and collaboration amongst educators and the community
  - » Culturally responsive teaching (equity)
  - » Improved transitions (between and beyond school)
  - » Future-focused learning, and
  - » Digital technology
- The 2008 McCombie Report, like the Core Education Report was commissioned to address the effectiveness of the LTM educational spending. In addition to identifying processes to more effectively determine and target educational funding the report identified several areas where funding might be assigned. These included:
  - » Professional development
  - » ICT, innovation and best practice
  - » Improving clustering and collaboration, and
  - » Supplementing MOE contracts.
- In 2013 a Social Sector Trial Youth Action Plan was developed and focused on how agencies and organisations in the Wairarapa could work together to impact outcomes for young people living across the region. The Action Plan identified 5 Outcome Areas. These included:
  - » Reduce offending; reduce truancy
  - » Reduce risky sexual behaviour
  - » Reduce alcohol and drug abuse
  - » Increase participation in education, training, and employment
  - » Specifying the establishment of pathways via school curriculums to local industry.

OVERVIEW OF AVAILABLE EDUCATIONAL ACHIEVEMENT AND OTHER EDUCATION-RELATED DATA

The Public Achievement Information (PAI) for 2015 for Masterton, displayed in the table on pages 7–8, shows that overall the District has improved its outcomes for ECE and school learners and the district generally compares favourably with the national average measures. Having said that, the Masterton District is still well below BPS Target 2 for reading, writing and math as established by the Government.

- Māori student achievement in mainstream schools continues to be well below that of European students. Māori youth also feature disproportionately in terms of local offending (refer to the Social Sector Trial Youth Action Plan), school retention rates (i.e. at 16 Māori leave at twice the rate of European students) and in terms of less successful beyond-school pathways and work. For example, Māori unemployment (2013 Census data) for 15+ year olds is 15.7%, over twice the rate of the combined population cohort for the district. The continuation of such trends will not only seriously impact on the life outcomes of those young people concerned but also the Masterton community as whole. Unemployment, a lack of skills or interest in learning, and disengagement from the community often results in criminal offending and incarceration for major crimes; figures supplied by the Corrections Department in 2007 indicated the average cost of incarceration per inmate was $253 a day—or $92,345 a year (The Dominion Post). Based on rises of incarceration fees from seven years previously, these figures are projected to have risen significantly.
- By reforming the school curriculum with a greater focus on readying our young people for real-world work, these exorbitant costs to individuals and communities (which should also include the cost of lost potential) are more likely to be addressed. The long term personal, social, and economic costs of educational underachievement, poor work outcomes, and the subsequent issues associated with poverty, considerably outweigh the short-term costs of addressing such inequality.

OVERVIEW OF INTERVIEW/SURVEY COMMENTS FROM IWI

- Key comments from representatives from Rangitāne regarding how the council might potentially support education within the district included:

  » Support a focus on educating the whole person

  » Support young people and their families to overcome the negative impact socio-economic factors can have on educational attainment

  » Support the inter-generational rebuilding of youth and families fighting to overcome the impacts of colonisation

  » Support getting the whānau-school relationship right

  » Build hope and efficacy

  » Retain our young in Masterton to prevent Masterton from becoming an "old folks home"

  » Retain a healthy young adult population by better connecting educators and employers, and

  » Install visual art/signs (e.g. artwork, murals, pou) that send clear messages that taha Māori is valued and celebrated in Masterton.

  » Key comments from representatives from Ngāti Kahungunu ki Wairarapa included:

  » Funding an iwi education position

  » Supporting the formation of Kāhui Ako across Masterton

  » Supporting the development of culturally responsive practice in the town's schools

  » Teaching that strengthens Wairarapa tanga

  » Supporting the development of innovative and inspiring learning programmes (e.g. digital literacy, information technology, financial literacy, entrepreneurism)

  » Strengthening iwi, hapū, whānau, and school relationships

  » Mentoring, and

  » Facilitating transitions especially from education into the workforce.

OVERVIEW OF INTERVIEW/SURVEY COMMENTS OF PRINCIPALS AND OTHER LOCAL STAKEHOLDERS

Following consultation with Principals of a variety of schools and invested local stakeholders in the Masterton District, the following general themes and messages emerged in terms of the areas in greatest need of support:

- A summary of survey and interview feedback follows. It has been categorised into themes or ideas occurring more than once and from the most frequently reported themes to the least:

  » Ensuring successful transitions beyond school (especially for the at-risk learners)

  » Establishing 21st century pedagogy (i.e. authentic/real learning, rich learning tasks, holistic learning, student-centred learning, digital literacies, etc)

  » Improving networking via Communities of Learning

  » Ensuring teaching practice is responsive to Māori learners and those from backgrounds of poverty (culturally responsive)

  » Supporting schools to address issues resulting from backgrounds of poverty

  » Support schools to address behavioural issues including supporting teacher-aide funding or funding teacher-aide training via UCOL

  » Strengthening early childhood (pre-school) development

  » Retaining students (especially Māori) in school and in the community beyond school

  » Provision of life-long learning via effective tertiary provision

  » Develop an Eastside Hub

  » Shortage of classroom space and spaces conducive to modern learning

  » Provision of mentoring support

  » Support the growth of extra-curricula activities such as sport

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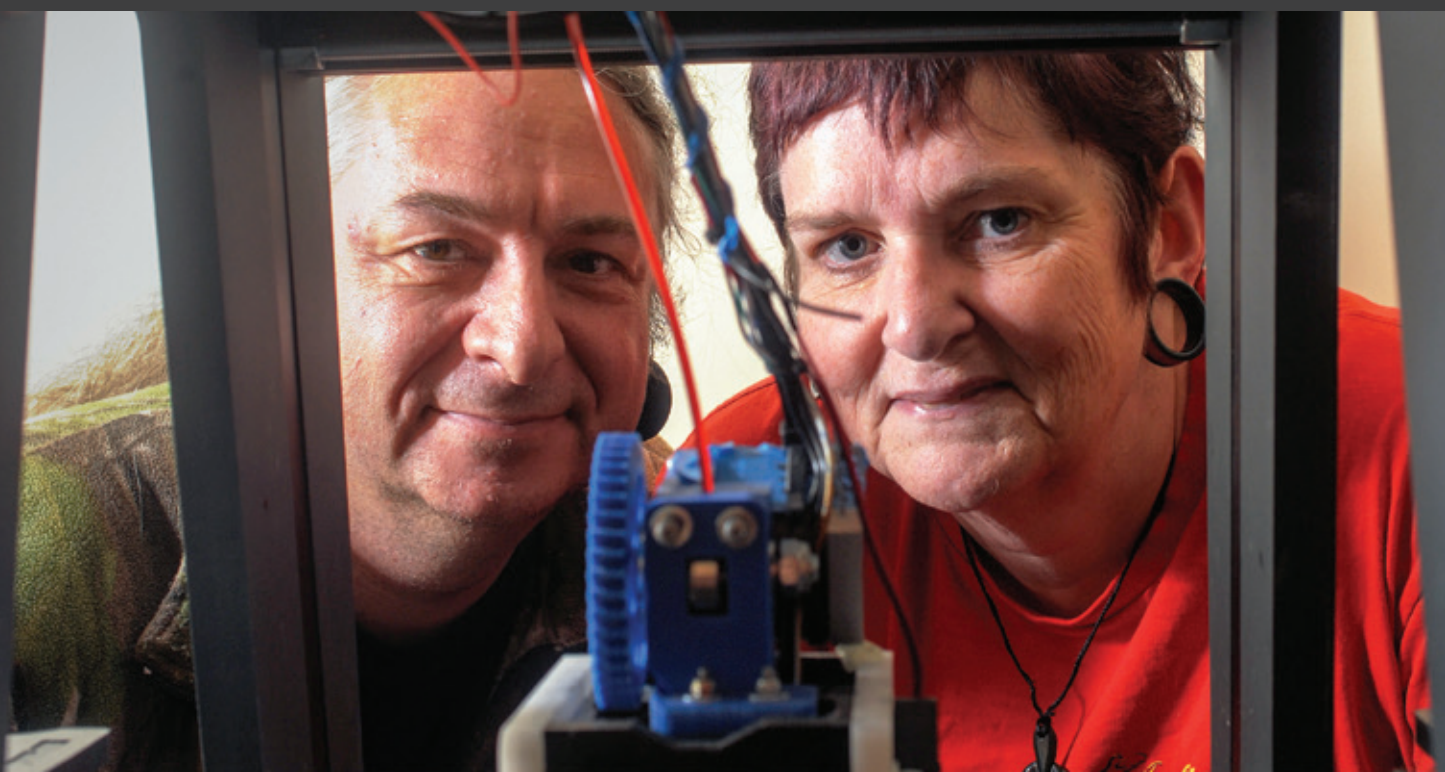
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TE KAUNIHERA Ā-ROHE O WHAKAORIORI

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