



“Mātauranga - he taonga nō te ao tūroa”

In the 1960s, Māori-Pākehā relationships and children born out of wedlock faced significant **societal prejudice**.

Children born to these couples, particularly outside of marriage, were considered **"illegitimate"**.

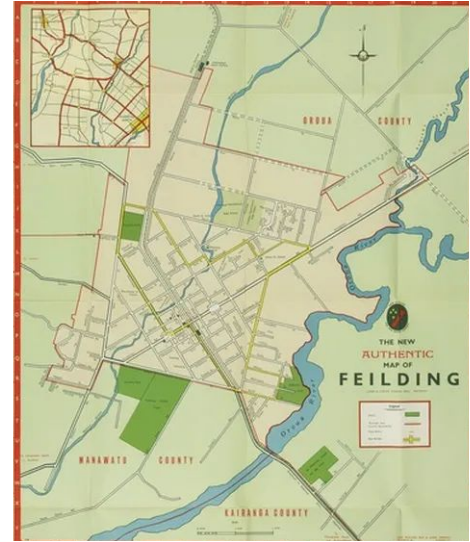


By who's ASSESSMENT?

# AORANGI MARAE



The government's 'pepper  
potting' policy aimed to  
encourage **assimilation** by  
avoiding high-concentration  
areas, *scattering* Māori  
families individually or in small  
groups throughout established  
housing areas.



# NORTH STREET PRIMARY SCHOOL

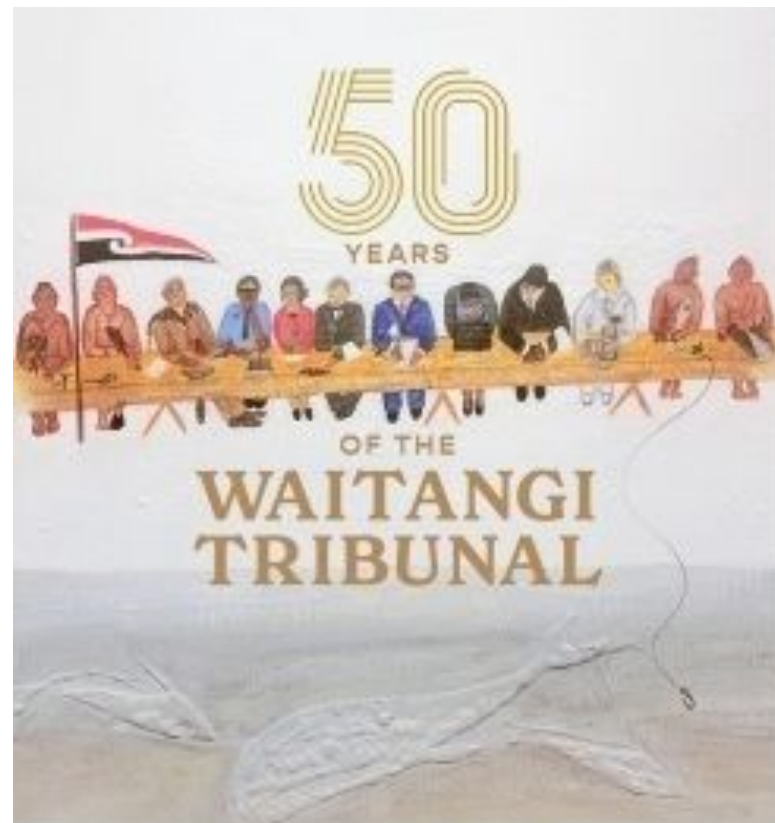


## ASSESSMENT

- Easily distracted
- Struggles to engage with tasks.

# RANGATIRA





*A Maori University*

# Te Wānanga o Raukawa



ORATORS - HISTORIANS - BUILDERS  
MASTER CARVERS - BUSINESSMEN



**“We don’t need teachers who  
perpetuate a system designed to fail us.  
We need people who  
**TRANSFORM EDUCATION**  
for Māori.”**

*Tōku Pāpā*



“Kei a tātou ake ringa”



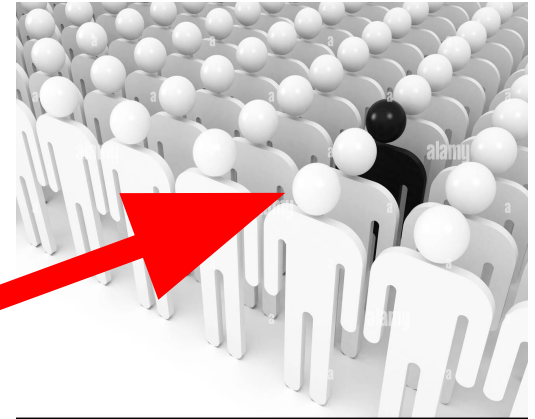
**New assessment policy in  
Aotearoa must be judged by  
whose knowledge it legitimises  
and whose it erases.**

**If it privileges narrow Western  
measures over mātauranga Māori,  
it risks repeating colonial logic  
under reform.**

***ASSESSMENT*** has an  
***ANCESTRY*** in AOTEAROA



# What is the **PURPOSE** of Assessments

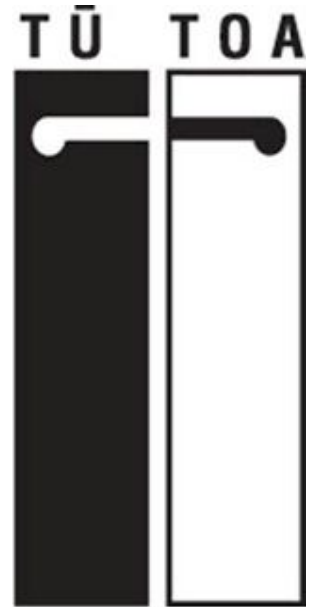


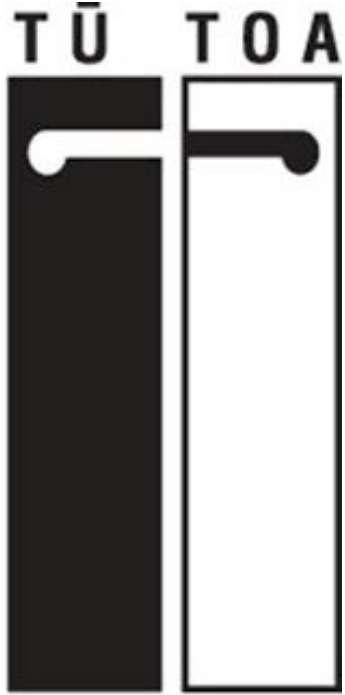


**THERE IS  
SOMETHING  
IN A NAME**

**Te Mātui**

# RANGATIRATANGA





*“tahi noa te tikanga”*

*Focus on what we  
want to achieve,  
**NOT** the problems of  
the education system.*



Sir Mason Durie

# TŪ TOA



## Academic Excellence



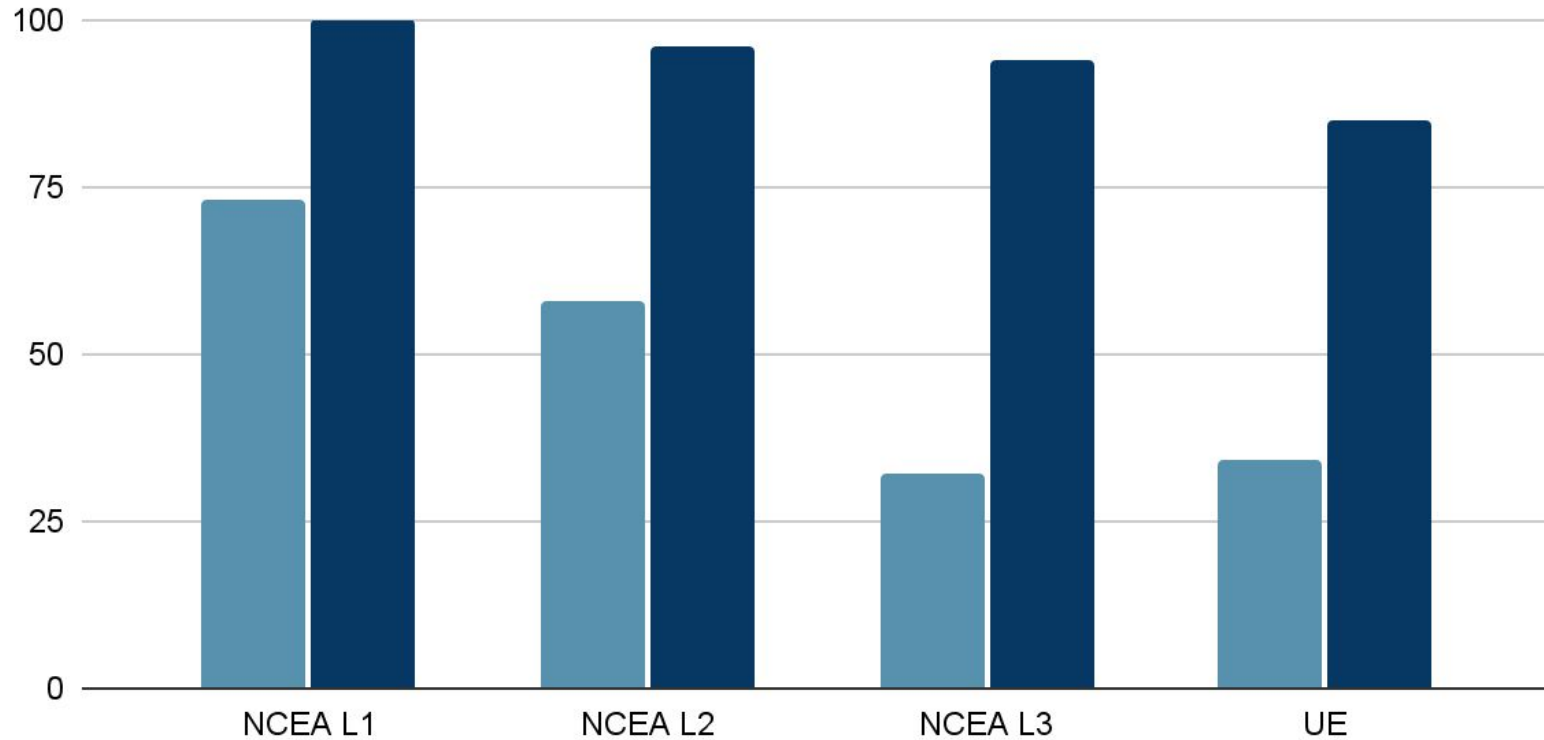


*To evolve an education model  
that delivers academic and  
sporting excellence  
**within a Māori context.***



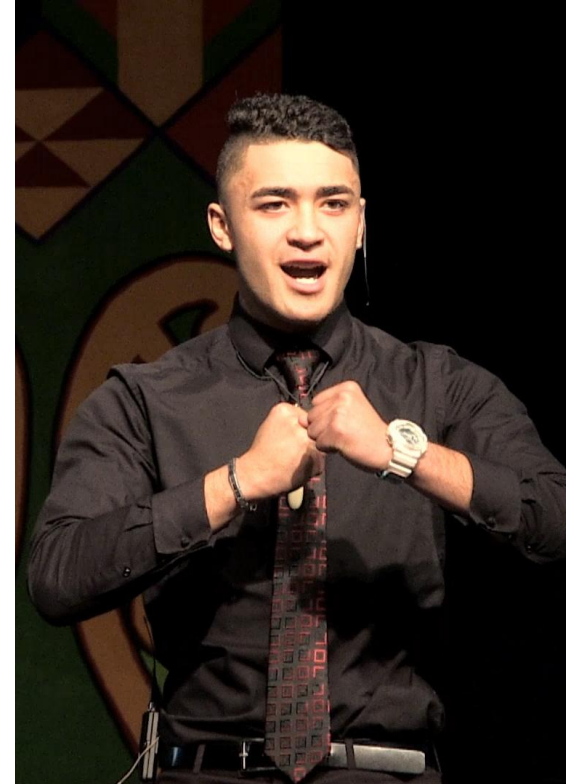
## Average Scores 2005 - 2024

National MANUKURA



# ASSESSMENTS that **NORMALISE SUCCESS**

## KA TAEA



# NORMALISING ~~SUCCESS~~ FAILURE



# ***KIA AORANGI AKE***



***KIA AORANGI AKE***

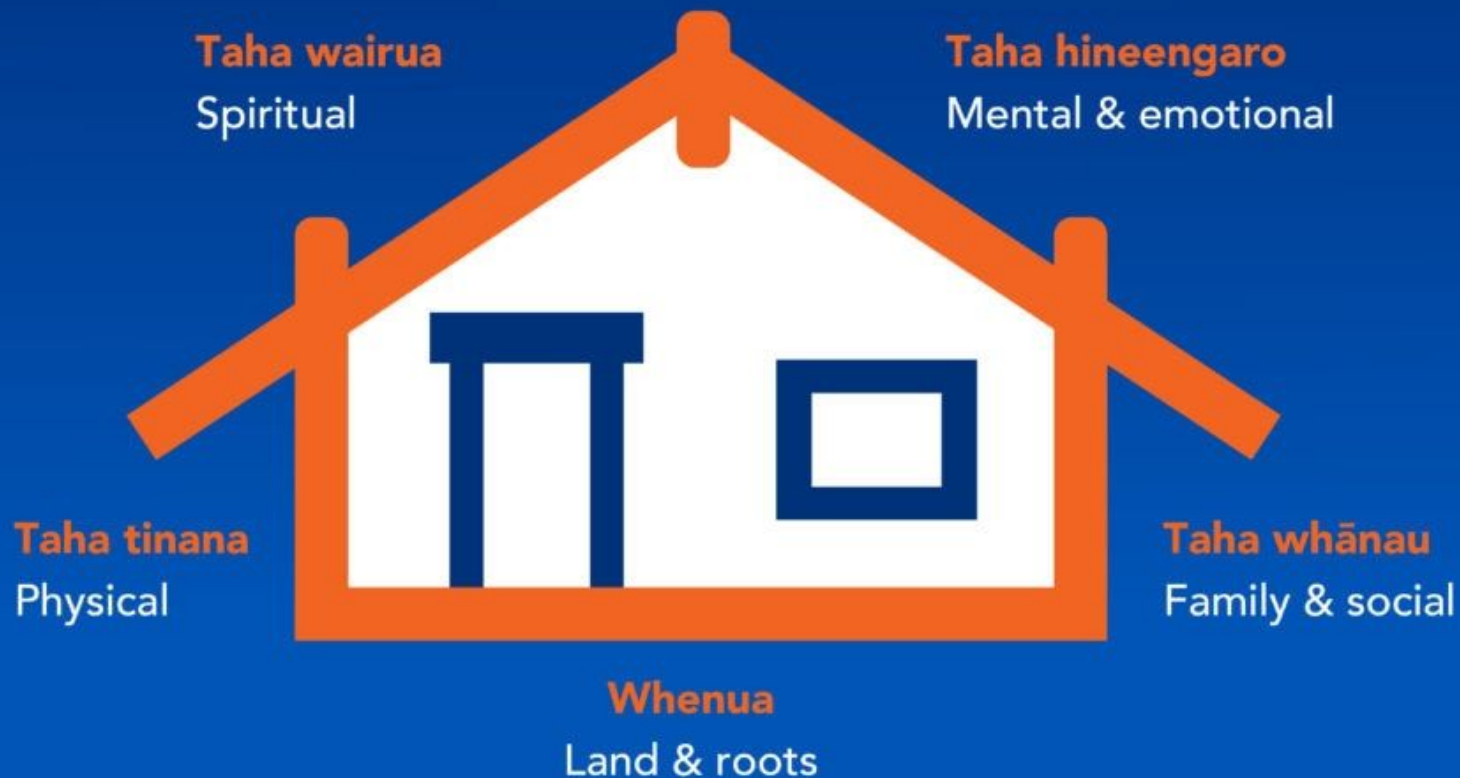


**BREAKING NEW GROUND**

# MULTIPLE LEVELS & PLATFORMS of **ASSESSMENT** to EXPRESS MĀORI POTENTIAL



# TE WHARE TAPA WHĀ





*topetope ai ngā ngaru*





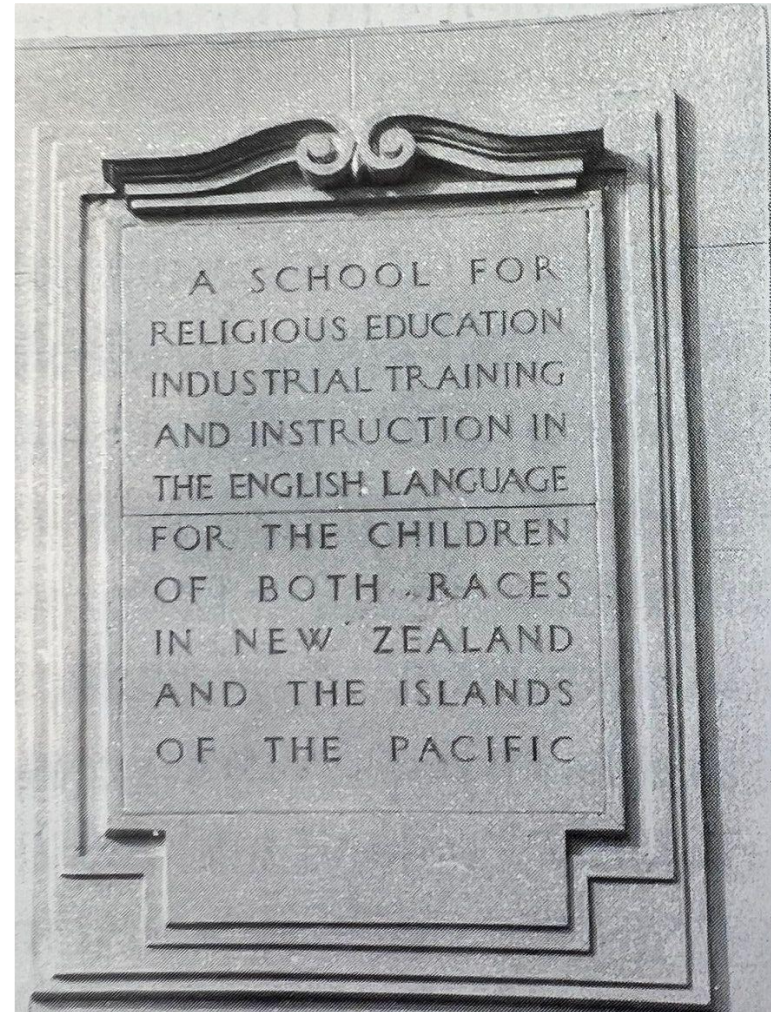
# TIPENE

TITIRO MATATAU KI TE RANGI

***The NZ Education System has  
failed Māori.***

***However, it has  
succeeded in colonising  
Māori.***

***Na Hone Harawira***



1844



2025+



***RELEVANCE***



**If **assessment** continues to reflect narrow measures that marginalise Māori boys, are we measuring potential or reinforcing limitation?**



## CRITICAL CONSCIOUSNESS

Teach **BOYS** how the system works, NOT  
just how to succeed in it.



## REDEFINE SUCCESS

- Service to whānau and hapū
- Cultural leadership in **PRACTICE** not merely **PERFORMANCE**



## DEVELOP REAL WORLD ABILITIES

**BOYS** should not leave just with “credits” — but with capability.

# COMPLIANCE & CONTROL

The Education System produces passive participants.



## **CREATE A BROTHERHOOD & COLLECTIVE STRENGTH**

- Strong peer accountability
- Shared standards
- Collective pride



Teach **BOYS** to build not just enter systems.

- New businesses
- New models of education
- New expressions of leadership

***If we step back from the detail and examine the education system as a whole, what is its true intention — and who is it ultimately designed to serve?***

*While literacy is essential, if it  
stands alone, what does it risk  
becoming:*

*empowerment, or limitation?*

# ***Whole School Literacy / Numeracy***



# Ia Tamaiti



# The Code Catch-Up Lists

## Student Recording Sheet

Name: [redacted]

Class: Yr 9

| Date         | Date          | Date         |
|--------------|---------------|--------------|
| 1 Pause ✓    | 1 Peace       | 1            |
| 2 an         | 2             | 2            |
| 3 can        | 3             | 3            |
| 4 s          | 4             | 4            |
| 5 Page       | 5 Counting    | 5            |
| 6            | 6 s           | 6            |
| 7 no         | 7 Fring       | 7 Fourground |
| 8            | 8             | 8            |
| 9            | 9             | 9 Over       |
| 10 ind       | 10 misspell ✓ | 10 Youknigh  |
| 11           | 11 Sub        | 11           |
| 12 Biggest ✓ | 12            | 12 Tripod    |
| 13 Rained ✓  | 13            | 13           |
| 14           | 14            | 14           |
| 15           | 15            | 15 Baking    |
| 16 Disko     | 16            | 16           |
| 17 Broken ✓  | 17 Exs        | 17           |
| 18           | 18            | 18           |
| 19 hopefull  | 19 Wisth      | 19           |
| 20 Brew      | 20            | 20 mots      |
| Total 4      | Total 1       | Total        |

Ka  
Taea

Car  
Tyre

# The Code Catch-Up Lists

## Student Recording Sheet

Name: [redacted]

Class: 22.8.25

| Date 22.8.25                     | Date 22.8.25                        | Date                          |
|----------------------------------|-------------------------------------|-------------------------------|
| 1 haul ✓                         | 1 brief ✓                           | 1 flourish ✓                  |
| 2 laundry                        | 2 believe ✓                         | 2 trouble ✓                   |
| 3 skrawl scawl                   | 3 thought                           | 3 warrior ✓                   |
| 4 drawing ✓                      | 4 Plough ✓                          | 4 squabble                    |
| 5 <del>log</del>                 | 5 cyclist ✓                         | 5 <sup>sat</sup> fratatl tick |
| 6 Judgment ✓                     | 6 cit. Zen ✓                        | 6 nonessential                |
| 7 eartridge <del>cartridge</del> | 7 genius ✓                          | 7 forearm ✓                   |
| 8 nknowledge ✓                   | 8 geometry                          | 8 interfere ✓                 |
| 9 grew ✓                         | 9 mistad ✓                          | 9 overworked                  |
| 10 Clue ✓                        | 10 Preserve ✓                       | 10 reunion ✓                  |
| 11 Stopped ✓                     | 11 Submarine ✓                      | 11 Biathlon ✓                 |
| 12 hopping ✓                     | 12 semifinal ✓                      | 12 trilogy ✓                  |
| 13 Shouted ✓                     | 13 multinational ✓                  | 13 people ✓                   |
| 14 sanded ✓                      | 14 studied ✓                        | 14 fungi ✓                    |
| 15 reload ✓                      | 15 decays                           | 15 audi ✓                     |
| 16 disalge ✓                     | 16 inspiration ✓                    | 16 chron                      |
| 17 blamed ✓                      | 17 television ✓                     | 17 available                  |
| 18 driving ✓                     | 18 magis <sup>magician</sup> sion ✓ | 18 terrible ✓                 |
| 19 useless ✓                     | 19 Enemy ✓                          | 19 puncture ✓                 |
| 20 usefull                       | 20 Patten                           | 20 literature ✓               |
| Total 15                         | Total 17                            | Total 14                      |

**A useful way to frame the relationship to  
ASSESSMENT.**

**Rather than asking:**

**“Are students mastering  
essential foundations?”**

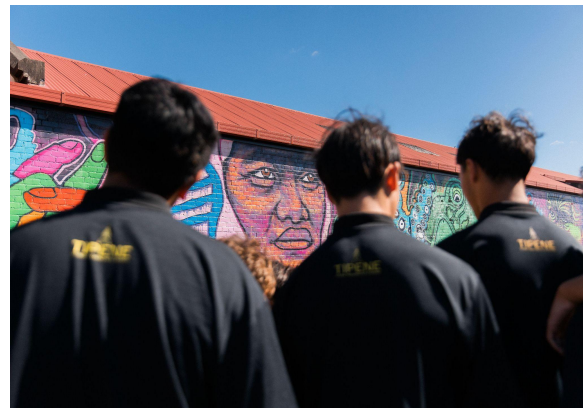
**A more holistic Indigenous–dialogic blend asks:**

**“How is the whole learner  
developing in knowledge,  
identity, and contribution?”**



# Miro **OR** Matauranga





# Hono ki te ao Māori





# Kohi kai





# Whai matauranga ahakoa i whea



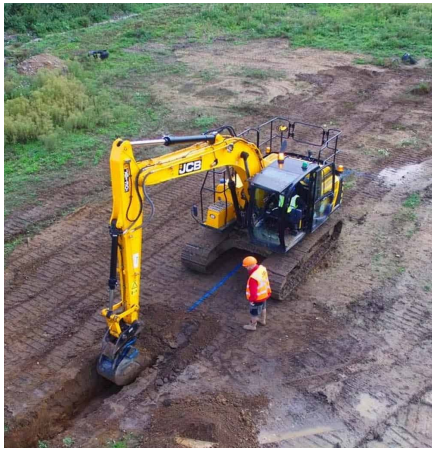


# Hakinakina & Hauora





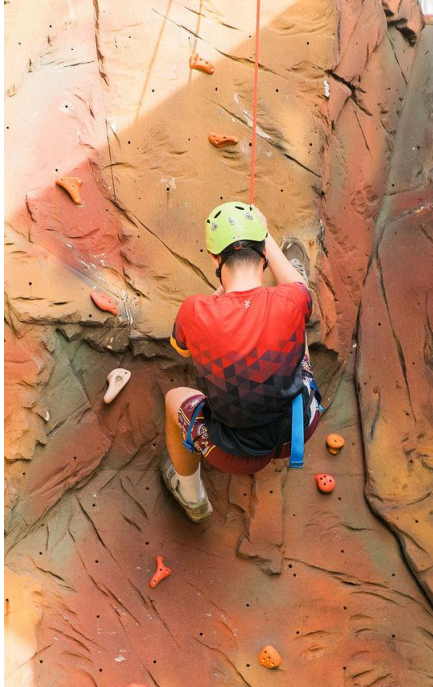
# Ringa raupa



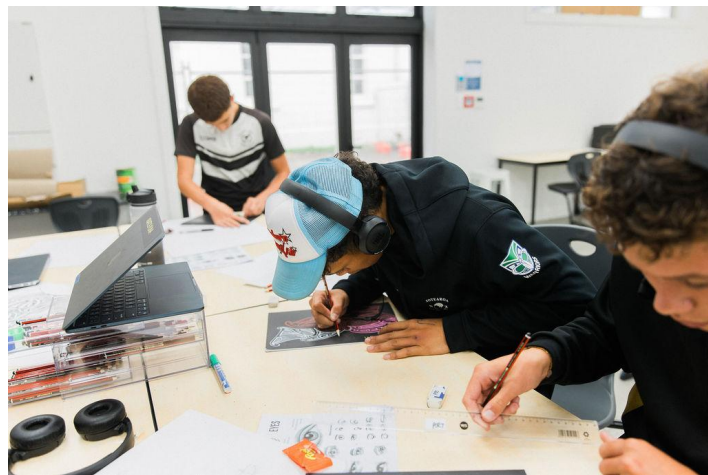
# Taha matau - Taha maui



# Hono ki te taiao.



# Evenings



# Weekends at TIPENE



# Graduate Profile

**Critical thinkers with integrity who  
carry TIPENE values into the  
world, serving whānau and  
communities while challenging  
systems that limit Māori potential.**



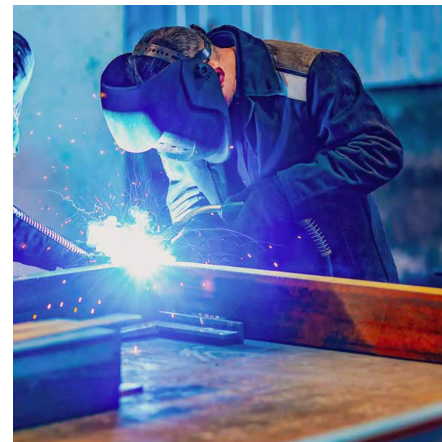
THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

# HEALTH SCIENCES ACADEMY





# M.I.T TRADES ACADEMIES





THE LION  
FOUNDATION

Young  
Enterprise  
Scheme

# BUSINESS ENTERPRISE & TECHNOLOGY ACADEMY





# ASSESSMENT

*Should positively reflect*

**EACH  
and EVERY  
tamaiti**

***“Education for **Māori boys** must  
build:***

***the grit to challenge,***

***the courage to change,***

***& the confidence to create their  
own destiny.”***

***“Assessment is a necessary tool to guide teaching, but education must reflect the aspirations and diversity of all learners.”***