



WORKING TOGETHER: MAHI TAHI TĀTOU

A REPORT TO MANUKAU CITY COUNCIL ON A MANUKAU EDUCATION STRATEGY FOR THE FUTURE
PREPARED BY THE CITY OF MANUKAU EDUCATION TRUST JULY, 2008



MAKING EDUCATION WORK FOR MANUKAU

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FOREWORD:

This purpose of this report is to outline the scope for a new Manukau Education Strategy.

A review of the Manukau Education Strategy has been part of the Council's agenda for some time. The existing strategy, developed in 1998, had a single recommendation, resulting in the establishment of COMET. After an establishment period of six years, COMET added impetus to reviewing the strategy through the Action Plan agreed in the Statement of Intent in 2006. This report is the outcome of a series of consultations and actions over two years, including the Manukau Education Conference held in April 2007, which is now presented to Manukau City Council as part of the development process.

This report does not represent the views of Manukau City Council. It constitutes advice from COMET on how a local focus on education may fit into the Long Term Council Community Plan, and how effective collaboration with the education sector can create improved social, cultural, economic and environmental well-being – a core purpose for any local government body.

It is our hope that the recommendations contained here become the subject of further debate, dialogue, and formal consultation prior to the adoption of a formal council policy.



Bernardine Vester
Chief Executive

EXECUTIVE SUMMARY

This report to Manukau City Council makes recommendations about the process and content of a new Manukau Education Strategy. Collaboration is the recommended key strategic theme. Recommendations of Desired Outcomes are accompanied by Action Opportunities. These are summarised in the final section.

SECTION	RECOMMENDATIONS
OVERALL THEME	THAT Working Together becomes the central theme for the Manukau Education Strategy
EARLY CHILDHOOD EDUCATION	THAT a Desired Outcome of the Manukau Education Strategy be: “Working Together to increase participation in quality early childhood education”. THAT participation in Early Childhood Education become a priority for action.
MĀTAURANGA MAORI EDUCATION	THAT dialogue on Working Together with Māori for a Manukau Māori Education Strategy continues under the sponsorship and leadership of the Treaty of Waitangi Committee. THAT the Manukau Māori Education Strategy and its Desired Outcomes be developed using technical resources within the Treaty of Waitangi unit of Manukau City Council in consultation with Māori Stakeholders. THAT the Desired Outcomes of the Manukau Education Strategy be aligned with the Ministry of Education Ka Hikitia strategy.
SCHOOLING SECTOR	THAT Desired Outcomes of the Manukau Education Strategy be: <ul style="list-style-type: none"> • “Working Together to engage families and communities in children’s learning” • “Communities and schools Working Together for student achievement” • “Businesses and schools Working Together” • “Working Together so that all young people are engaged in learning until the age of 18” • “Working Together to sustain our languages and heritage” • “Working Together to ensure that all our children and young people are active, healthy and ready to learn” • “Working Together with modern information and communications technologies” • “Working Together for our Environment and Sustainability”
TERTIARY EDUCATION / LIFE LONG LEARNING	THAT Desired Outcomes of the Manukau Education Strategy be <ul style="list-style-type: none"> • “Working Together to meet the skills needs of the future” • “Working Together to create learning opportunities for all adults for social, leisure and personal development purposes”.

INTRODUCTION

EDUCATED AND KNOWLEDGEABLE PEOPLE

A Key Driver for shaping a Manukau Education Strategy is the vision for an Educated and Knowledgeable People contained in the document Tomorrow's Manukau: Manukau Apopo. This document arose from extensive community consultation. It identifies the aspirations of Manukau's people through five key Desired Outcomes:

- Manukau is recognized for an effective education system that produces confident, innovative and skilled people
- All Manukau people have access to information that allows them to make informed decisions about education
- All members of the Manukau community have the opportunity to be engaged in supporting or guiding the work of their local schools
- All Manukau people have access to life-long, quality education pathways that strengthen social, economic and cultural well-being
- All Manukau people have access to information and communications technology to accelerate their learning

An effective Manukau Education Strategy will align these desired outcomes to the national strategies that operate in each sector, in order to leverage the commitment and resources required for success.

These statements are useful in shaping projects and initiatives that will be successful in delivering not only on the community's goals, but also on the government's goals.

The recommendations made in this report are based on these statements.

The Action Opportunities offer ideas about how these Desired Outcomes can be delivered.

CHALLENGES

There are a number of challenges for creating a Manukau Education Strategy:

- The organisational sovereignty of schools and early childhood centres. Schools and early childhood education centres and tertiary providers all have decision-making autonomy, and each has its own strategic priorities. Agreement on priorities is difficult.
- The readiness and willingness of schools to collaborate and work towards a city vision;
- The diverse range of stakeholders that have an interest in the outcomes of schooling;
- The accountability for the strategy: who will be responsible for the outcomes sought by the strategy?
- The ways in which reporting of performance will occur – that is, what measures will be available, and who will report?
- Who will have responsibility for setting direction and control?
- What alignment will the strategy have to national strategic priorities; school priorities; and the priorities established by clusters of schools working in schooling improvement projects?
- What will be the scope of the strategy itself?

Finally, the involvement of people in the strategy is important. The awareness, commitment, and capacity of principals, teachers and boards of trustees to engage in Manukau's aspirations for education are untested. For them, any investment in the strategy must offer value for their own strategic goals.

Stakeholders in education need to be given the time to consider how a strategy may support their contributions to the vision for "An Educated and Knowledgeable People". Through the leadership and facilitation of Council, it is possible that almost all can become involved in and contribute to the well-being of the city. However, the development of a Manukau Education Strategy cannot be a linear process. Community action may drive its contents or precede its formal adoption.

Despite these challenges, this report contains a single overarching strategy recommendation, and some supporting recommendations, for the content of a reviewed Manukau Education Strategy. It also suggests Action Opportunities that could deliver on the strategic statements..

EDUCATION INFRASTRUCTURE

The education infrastructure of a city is a significant local asset. Manukau's education infrastructure includes 268 licensed early childhood education centres, 135 schools, and a major crown-owned tertiary institution, the Manukau Institute of Technology (see Appendix 1).

This education infrastructure of Manukau also includes support services such as special education services, guidance and careers advisory services, services that support trustees; professional development support for teachers (including teacher training and research); specialist ICT services for schools; our city's library and arts network; and the various government agencies that are located in the area with responsibility for various aspects of education policy and operations (such as the Ministry of Education, the Tertiary Education Commission and the Education Review Office).

Offices housing support services for education (for example, special education services) are distributed around the city. A Ministry of Education Project Office (Te Puna o te Mātauranga) is located in the CST building in the city centre area, and the Careers Service leases premises in the ANZ building nearby. The Tertiary Education Commission has a regional office located in Wiri. Other services are physically located outside Manukau City. Nevertheless their active engagement with Manukau schools means that they form part of the education infrastructure of the area.

This report addresses the challenge for the city - How can all of these parts of the education infrastructure Work Together for the benefit of all learners?

STAKEHOLDERS

All education providers and service organisations are stakeholders in education, alongside parents and students, businesses and employers in the community, community leaders in local government and central government agencies, and other community organisations such as churches, sports groups, and ethnicity-based organisations. For the Manukau Education Strategy to have meaning and relevance, all of these stakeholders need to have the opportunity to respond to the draft strategy, and to be included in the action initiatives that support it.

This report suggests how these stakeholders can Work Together for the benefit of all learners.

WHY HAVE A MANUKAU EDUCATION STRATEGY?

Manukau's economic and community development aspirations are underpinned by the knowledge and skills of its people. The Social Report 2007¹ identified knowledge and skills as critical to social wellbeing. Particular emphasis should be placed in economic development planning in the city on improving these indicators for population skills and knowledge. Key indicators include participation rates in early childhood education, qualifications levels of school-leavers, and higher-level qualifications in the population. Early childhood education participation rates in parts of Manukau are very low². Very large numbers of school leavers in Manukau City leave school without the qualifications that would allow entrance directly into degree-level programmes at tertiary level³. And adults have lower levels of education attainment than in other regions. For Māori and Pacific Island people, the indicators are lower than for all other groups.

However, feedback from early consultation on the draft strategy indicates that other qualitative indicators of social well-being and progress will also be important. Included among these could be language use (being bilingual) and operating in other cultural/social/global/economic contexts. The single largest concentration of Māori in the country resides in the Counties-Manukau region. The Māori economic development agenda has a very strong element of educational aspiration. A Manukau Mātauranga Māori strategy can support that agenda for the benefit of the whole community.

The model for the future in education is a collaborative one. World-leading practice is to do more than simply co-operate or consult: collaboration involves jointly developing and agreeing to a set of common goals and directions; sharing responsibility for obtaining those goals; and working together to achieve those goals. Change in the ways that people and institutions think, behave, and use their resources in under-achieving areas of Manukau can affect fundamentally the quality of service delivery to children and their families, and the supply of skills into the labour market.

A Manukau Education Strategy provides a framework for collaborative decision-making to achieve Manukau's vision for "an educated and knowledgeable people". The Manukau Education Conference made a call for the strategy to pay attention to the issue of youth: particularly those young people between the ages of 15 and 19 years who are no longer in education or training. "The education system needs to do whatever is required to see that young people arrive at the age of 15 equipped to continue. This includes access to early childhood education, engaging families in schools, and secure levels of literacy and numeracy."

The investments that the city and all other education stakeholders make in the education services available to its people should be guided by agreed priorities. In this way, the resources provided by central government through the Ministry of Education and other agencies, and the resources of the community through its businesses, philanthropic agencies, parents and citizens can be aligned.

1. Prepared by the Ministry of Social Development. Available on <http://www.socialreport.msd.govt.nz> <<http://www.socialreport.msd.govt.nz>>

2. Biddulph, P., 2007: Early Childhood Education in Manukau: A Stocktake. Discussion Paper 013, City of Manukau Education Trust, August. http://www.comet.org.nz/images/pdfs2/ece_stocktake_discussion_paper_013.pdf

3. City of Manukau Education Trust. Measuring Outcomes from Compulsory Schooling. Discussion Paper 09. http://www.comet.org.nz/images/pdfs2/measuring_outcomes_from_compulsory_schooling.pdf

CONNECTING TO CENTRAL GOVERNMENT STRATEGIES

While the Manukau Education Strategy will have a strongly local focus, it should be aligned to, and support, national strategies. Table 1 below provides a summary of relevant national strategies.

TABLE 1: RELEVANT CENTRAL GOVERNMENT STRATEGIES AND DESIRED OUTCOMES

STRATEGY	DESIRED OUTCOMES
EARLY CHILDHOOD EDUCATION PATHWAYS TO THE FUTURE: NGA HUARAHI ARATAKI	<p>Improve the quality of ECE services</p> <p>Increase participation in quality ECE services</p> <p>Promote collaborative relationships</p>
SCHOOLING STRATEGY 2005-2010	<p>All students experience effective teaching</p> <p>Children's learning is nurtured by families and whānau</p> <p>Evidence-based practice</p>
MAORI EDUCATION STRATEGY: KA HIKITIA: MANAGING FOR SUCCESS	<p>Māori students working with others to find and follow successful learning and education pathways</p> <p>Māori students' cultural and distinctive contributions successfully realised through education</p> <p>Māori students successfully contributing to te ao Māori</p> <p>Māori students successfully contributing to Aotearoa New Zealand and the world</p>
TERTIARY EDUCATION STRATEGY 2007-2012	<p>Increasing success for young NZers – more qualifications at level four and above by age 25</p> <p>Increasing literacy, numeracy and language levels for the workforce</p> <p>Increasing the achievement of advanced trade, technical and professional qualifications to meet regional and national industry needs</p> <p>Improving research connections and linkages to create economic opportunities</p>
PASIFIKA EDUCATION PLAN	<p>ECE - Increasing participation in quality ECE services</p> <p>Compulsory education</p> <p><i>increasing achievement in early literacy and numeracy;</i></p> <p><i>attainment of school qualifications through improving engagement in schooling;</i></p> <p>Tertiary</p> <p><i>Increasing participation, retention and achievement;</i></p> <p><i>Encouraging progression to higher levels of study</i></p>
SCHOOLS PLUS	<p><i>All young people are in education, skills, or structured learning, relevant to their needs and abilities, until the age of 18.</i></p>

AUCKLAND SUSTAINABILITY FRAMEWORK.

In addition to the National Strategies, this report refers to the aspirations contained in the Auckland Sustainability Framework. This framework is shared by Auckland's local government bodies, and is designed to guide regional strategies and decision-making for a more sustainable future. Extracts from the document are re-printed below:

EIGHT GOALS	EIGHT SHIFTS
<p>The Framework is built around eight interrelated and long term goals:</p> <ul style="list-style-type: none"> • A fair and connected society • Pride in who we are • A unique and outstanding environment • Prosperity through innovation • Te Puawaitanga o Te Tangata: Self-sustaining Māori communities • A quality, compact, urban form • Resilient infrastructure • Effective, collaborative leadership. <p>Achieving these long term goals will enable Auckland to take a sustainable approach to responding to the following forces of change: climate change, unsustainable natural resource use, global economic change, population pressures and demographic change and social disadvantage. This does, however, require changing our current ways of doing things – ‘business as usual’ is simply not an option</p>	<p>The Framework's contributors have identified the following major 'shifts' that must occur in our social values and expectations, and systems and processes:</p> <ul style="list-style-type: none"> • Put people at the centre of thinking and action • Think in generations, not years • Value Te Ao Māori • Activate citizenship • Create prosperity based on sustainable practices • Reduce our ecological footprint • Build a carbon neutral future • Integrate thinking, planning, investment and action. <p>Each goal's specific long-term outcomes are defined and details are provided about a range of high level strategic responses necessary to achieve each goal.</p> <p>Existing public sector commitments offer limited scope for additional programmes over the next five years, but planned and existing programmes can be reviewed and aligned to this Framework and work can begin on longer term prioritised change. Some immediate actions and longer term responses are proposed.</p>

The strategic responses related to education within the Auckland Sustainability Framework have been woven into the recommendations and Action Opportunities in this report.



ENGAGEMENT IN THE DEVELOPMENT OF THE MANUKAU EDUCATION STRATEGY

The recommendations in this report are based on The Desired Outcomes in the Tomorrow's Manukau: Manukau Apopo vision document; the Manukau Education Conference; scoping hui with invited educators on the development of a Mātauranga Māori Strategy for Manukau ; the Manukau Early Childhood Education Summit, April 2008; Focus groups with business (March 2007); Focus groups with young people, held in November 2007; The Counties Manukau District Health Board Schools Accord group; working with Critical Friends, including school principals; and consideration of the broader Auckland Sustainability Framework.

Feedback from conference participants⁴ at the Manukau Education Conference, April 2007, suggested the following content essential to a reviewed Manukau Education Strategy:

- Early childhood education plays a key role in delivering long-term “an educated and knowledgeable people”
- Enhancing effective teaching
- Retaining quality teachers;
- Research-informed practice
- Collaboration between and among schools in each area.

Other matters mentioned were:

- A bilingual policy for the city
- Supporting effective transitions between sectors (ECE – school – tertiary)
- Accountability for education, employment or training of 15 – 19 year-olds
- Genuine partnerships with businesses and the broader community.

For many, successful education outcomes require families to be involved in learning, especially so that they can help their children.

This is a very complex set of items for inclusion in the strategy. To be useful, however, the strategy should be easily understood – and therefore focus on only a small number of key themes. Of greater value will be actions that support the strategic goals.

This work does not constitute formal consultation on the document as required by the Local Government Act 2002. The recommendations in this report provide a starting point for further efforts to engage with as wide a group of stakeholders as possible.

The “people resources” required for successful implementation of a strategy and achievement of desired outcomes include the following considerations:

- Having champions and spokespeople from a range of stakeholder groups;
- Ensuring that strategic brokers are available to facilitate the dialogue required;
- Taking account of the skills and capacities of those involved in undertaking tasks associated with the strategy, and training needs identified early;
- It should be openly acknowledged that innovative practice in delivering on the Desired Outcomes will require people to accept vagueness, uncertainty and ambiguity.

4. A detailed report on Conference proceedings is available on the COMET website. http://www.comet.org.nz/index.php?option=com_content&task=view&id=79&Itemid=29



SECTION 1: A UNIFYING STRATEGIC THEME: COLLABORATION

WORKING TOGETHER

The central idea that has shaped action in Manukau around education needs has been collaborative action.

Collaboration is the outcome of

- shared vision and goals
- access to information
- strong relationships
- geographic proximity
- pooled resources
- moving from stated intentions to inclusive action projects

The evidence for the power of collaboration to shift attitudes and dynamics lies in the work of the Otara Boards Forum, the Manurewa Enhancement Initiative, and the AIMHI schools, for example; and in the many other cross-sector initiatives that are taking place in Manukau City. There is also rich evidence in the research literature about the importance of collaboration in addressing social issues.

There is no instant fix available for deeply complex issues of student under-achievement and community engagement in schooling. However, the reshaping of education as a community issue – not just an issue for parents and teachers – allows for more holistic approaches to achievement of the government’s Schools Plus goal and other strategic initiatives.

A number of areas of action presented themselves for inclusion in the strategy. However, a key principle underlying them all is working together. The majority of discussions that have taken place about this strategy included the notion of greater collaboration, and this theme is endorsed through the Auckland Sustainability Framework.

The Manukau Education Strategy should be simple and flexible, and easy for early childhood centres, schools and teachers to connect to. While this report proposes a number of action areas based on the collaborative principle, COMET’s recommendation is that the key vision of this strategy be to shape an environment in Manukau that increases the opportunities for working together. Actions arising out of that vision will actively encourage the creation of partnerships without undermining the autonomies of different parts of the education system.

COMET RECOMMENDATION:

THAT Working Together become the central theme for the Manukau Education Strategy

ACTION OPPORTUNITY: CREATE AN EDUCATION SERVICES HUB IN THE MANUKAU CITY CENTRE

A unifying element for the 268 early childhood centres, 135 schools and the major crown-owned tertiary institution is their common community – Manukau and its constituent geographic wards - and the need for services that ensure they can each play their part in the whole.

A geographically central hub, where facilities could be available for lease at rates attractive to service providers, would encourage co-located services to actively engage with each other, and for the city to build expertise in relation to its needs – for example, in research and delivery for Pacific peoples; or in bilingual education.

An education services hub or facility could be managed through Manukau City Council or a special entity which offers genuine opportunities for collaborative management. This could arise through the revitalisation plan for the city centre, and be inclusive of council services such as the libraries and arts facilities. By creating a magnet for services – similar to the principle of “cluster development” in business – the city stimulates economic growth through expertise.

The hub concept should be inclusive of tertiary education institutions such as the MIT and those with education sector research capability, education agencies and service providers; and include ‘cluster entities’ such as schooling improvement project management offices. [See also page 22]

SECTION 2: EARLY CHILDHOOD EDUCATION

WORKING TOGETHER TO INCREASE PARTICIPATION

An initial analysis of early childhood education provision in Manukau, published by COMET in August 2007⁵, demonstrated the need for active pursuit of improved participation in quality early childhood education in Manukau.

Although the national ten-year strategic plan for early childhood education indicates a desire to increase participation in quality services, in Manukau there was no significant increase in enrolments or the number of early childhood education centres over the period from 2004 to 2006.

Number of Under-fives in Manukau: 28,023 (2006 Census). Number of licensed early childhood education places: 10,298

Participation rates in early childhood education services in some areas of Manukau are amongst the lowest in the country.

Rapid population growth in the Flat Bush and eastern suburbs means that there is a shortage of early childhood education places to meet demand. While participation rates are high, to ensure that they remain high requires careful planning.

The parents of Counties Manukau are continuing to outstrip official birth-rate predictions, producing more than 8000 babies in the last June year - a rise of 25 per cent over six years – NZ Herald, October 9, 2007

The greatest shortage of early childhood education services, however, is in the lowest decile communities.

Ka Hikitia: Managing for Success, the Māori education strategy calls for continued efforts to increase Māori children's participation in quality early childhood education. The consultation hui held by the Ministry of Education at the Manurewa Marae on October 5, 2007, supported the high priority of Māori children's participation in quality early childhood education. It was felt that participation and quality services, using authentic whānau contributions, would intrinsically improve early literacy for Māori children and help facilitate successful transitions to school⁶. Further, the hui

noted the importance of building relationships at a local level (for example, with whānau, hapu, iwi and marae, social services, health, community agencies and local government) to support the desired outcome.

For all of these reasons, the Manukau Education Strategy should include increasing participation in early childhood education as a strategic goal.

The Educated and Knowledgeable People Outcomes Group recommended to the *Tomorrow's Manukau: Manukau Apopo* Strategic Steering Group that participation in early childhood education become a city priority. This has subsequently become the focus of an emerging collaborative project.

However, the issues surrounding participation in early childhood education are complex. This is a non-compulsory sector. Parental choices are shaped by quality, access, and cultural appropriateness. Community-level responses to the services available in their local area, therefore, will be critical to any project to increase participation. In addition, the construction of new centres is a very long process: from planning, fund-raising, resource consent to construction and licensing may take years: longer than children are eligible for the services.

To increase participation in early childhood education, therefore, requires the endorsement of the Desired Outcome. This was achieved through the Manukau Early Childhood Education Summit that took place on April 4, 2008. A Manukau Early Childhood Education Taskforce is being established, with the specific early task of preparing a collaborative Manukau Early Childhood Education Plan that identifies Actions that could deliver on the Desired Outcome.

Action Opportunities arising out of the Summit included:

- Adjustments to Council planning and resource consent requirements
- Council providing land and building assets for multiple centres to lease
- Developing Family Service Centres for families in low socio-economic communities; and
- Collaborating on an initiative that addresses labour supply for the sector.
- Providing governance advice and financial management service for Pacific centres.

5. Early Childhood Education in Manukau City, August 2007. City of Manukau Education Trust, in collaboration with *Tomorrow's Manukau: Manukau Apopo* Educated and Knowledgeable People Outcomes Group.

6. Notes from Public Meetings, available on the Ministry of Education website <http://kahikitia.minedu.govt.nz/kahikitia/happening/NotesFromPublicMeetings.htm>

ACTION OPPORTUNITY: REVIEW COUNCIL PLANNING AND RESOURCE CONSENT REQUIREMENTS, AND COMMUNITY SERVICES POLICY

1. The review of the District Plan provides an opportunity to review the appropriateness of planning for early childhood education services across the city as an integral element of social well-being.

There is a very long lead-in time for the establishment of new early childhood education services. This difficulty results from a combination of factors: availability of suitable land, cost of land, fundraising, resource consent issues, licensing requirements, and labour market shortages. By addressing each of these issues collaboratively, Council can facilitate the timely establishment of new services. The first place to begin is to consider the barriers to establishment through planning and resource consent processes.

2. However, a second opportunity arises through Community Services policy. COMET recommends policy that would ensure that all Council facilities- such as leisure services - include provision for early childhood services as part of the development programme.
3. A third Action Opportunity arises from the shortage of facilities for community-based services. There needs to be active pursuit of the development of a partnership with central government to build facilities for early childhood education services for lease to community organisations - especially those providing services targeted to Māori and Pacific Island communities. These communities have specific early childhood education service preferences that are often language or culturally-based. The capacity of community organisations to manage capital development and service development simultaneously is limited.

ACTION OPPORTUNITY: DEVELOP AN INITIATIVE TO STRENGTHEN THE EARLY CHILDHOOD EDUCATION LABOUR MARKET AND QUALITY

Issues of quality are the subject of a separate COMET report to be released at the Manukau Early Childhood Education Summit.

In August 2007, the Education Review Office (ERO) noted:

When the performance of a service gives cause for concern, ERO carries out a further (supplementary) review within 12 months. For Pacific early childhood education services, the proportion of supplementary reviews was higher than that for early childhood services overall .

Quality is related to the governance of the centres; the professional qualifications of staff, and the ongoing professional support they get to deliver the curriculum; the kind of programme that is offered; and structural issues like the centre environment, group sizes, and so on.

Quality, language and culture are important considerations for families in choosing centres for their children. Of interest in Manukau is the availability of qualified teachers who are able to respond to the cultural aspirations of the centres. The diversity of the community, and of the early childhood sector in this city, needs to be reflected in the labour supply of educators.

To increase labour market supply, attention should be paid to the foundation learning pathways for Māori, Pasifika and migrant adults into careers in the early childhood education sector. This is a matter related to planning in the tertiary education sector.

The Manukau Family Literacy Programme is an example of a programme that specifically prepares adults for careers in the sector, as well as encouraging enrolments of children in an early childhood centre.

ACTION OPPORTUNITY: ESTABLISH FAMILY SERVICE CENTRES

Dr Cindy Kiro, the Children's Commissioner and keynote speaker at the Manukau Education Conference, called for a more integrated approach to services for children and their families. 85% of the connections in the brain are formed in the first three years of life. The connections formed depend on the environment the child grows up in and the experiences it has. Therefore, parent and carers need to be supported to give their children the best possible environment for their development and well-being during this crucial time.

Dr Kiro suggested more Children's / Family / Service Centres be established at early childhood centres and schools with a range of co-located services, including more intensive services for vulnerable children and families. In particular, she called for the nurturing and expansion of partnership programmes and relationships that included the schools sector. This call was endorsed by conference participants.

Family Service Centres co-locate services so that it is easy for parents to become involved in their children's learning.

ACTION OPPORTUNITY: ADVOCACY FOR CROWN CAPITAL INVESTMENT

All schools in Decile 1, 2 and 3 areas should have early childhood education or family services centres on site. Premises should be available for lease to appropriate organisations.

COMET RECOMMENDATIONS:

THAT a Desired Outcome of the Manukau Education Strategy be:
"Working Together to increase participation in quality early childhood education."

The following should be incorporated into the Draft Manukau Education Strategy:

THAT Participation in Quality Early Childhood Education becomes a key priority for action.

THAT Action Opportunities to be considered could include:

- **Review the District Plan to remove regulatory barriers to establishing new services**
- **Adjust Community Services policy to ensure that all Council facilities include the provision of an early childhood education centre as part of their development plan**
- **Build facilities for lease to community organisations that provide early childhood education services**
- **Develop a Manukau Early Childhood Education Action Plan that could include establishing family service centres in conjunction with / alongside mainstream education services (ECE and schools)**
- **Provide a governance and advice service to support Pasifika early childhood education centres**
- **Encourage Pasifika and Māori adults to participate in pathways into training as early childhood educators**

SECTION 3: KEI TE MAHI TAHI MO MĀTAURANGA MĀORI: WORKING TOGETHER WITH MĀORI IN EDUCATION

A Māori Economic Development Summit held at Te Papa in Wellington (Hui Taumata 2005) linked economic development very strongly to education. One of the overarching messages of that hui emphasised the vital importance of urgently increasing Māori human capital to raise Māori average incomes and to drive economic growth. The drivers for this are the participation of Māori in the labour market, and productivity. These are strongly influenced by education.

Manukau has the highest population of Māori in the country. The 2006 Census data indicates that the Māori proportion of the population is projected to increase. Education for Māori in Manukau is therefore a priority.

Number of Māori students in Manukau Schools: 13,409

MANUKAU EDUCATION CONFERENCE

In April 2007, COMET hosted the Manukau Education Conference at the TelstraClearPacific Events Centre. The Mātauranga Māori session provided an opportunity to explore some of the issues surrounding Māori education in Manukau and identify some areas where gains in Māori achievement could be made. The conference session was jointly facilitated by Conrad Herewini, a Pouwhakataki of the Ministry of Education and George Pomana, HOD Puutake, James Cook High School.

Puutake Māori immersion unit operates within the mainstream High School and has seen impressive academic achievement success rates among its students. As the HOD, George spoke from his experience about the importance of whanaungatanga and the roles and responsibilities of each member of the whānau and hapu. He shared the experience of many parents who, when living in an urban setting, develop a feeling of being 'locked out' of their Māori context by Māori their location. The discussions at the sessions concluded that optimum Māori learning environments should be considered holistically. Kinship, the student themselves, parents and the learning environment are intimately linked and are the necessary catalysts for success.

A focus group of Māori education stakeholders was held at Nga Kete Wananga, Manukau Institute of Technology in September 2007. This group recommended that the Manukau Education Strategy should be shaped by the evidence of success that already exists in Manukau and that there is no "one size fits all model" for determining success and what is successful in James Cook High School may not work at Te Whānau o Tupuranga and Clover Park Middle School. They were consistent however in highlighting the single most important

factor in ensuring Māori achievement at school: the support and involvement of the pupils' whānau. They also suggested that research be undertaken to locate and study best practice models for Māori achievement in Manukau. Critical success factors should be identified from this evidence that could be applied to other schools.

These factors are:

- Relationship based learning environments (Whanaungatanga involvement and connections into the community)
- Quality teaching
- Resources that support teaching in the home
- Leadership in schools

THE CONTEXT FOR LEARNING FOR MAORI IN MANUKAU

Māori families have choices about education services, and they include Māori medium education, mainstream education and a mixture of both. Reflective of the diversity of the city in general, Manukau schools occupy the whole range of decile ratings from 1 to 10. Māori concentration tends to be greater in low decile schools. There is a high proportion of Māori that are in the lower 20 percent of achievers - referred to as the "tail-end". There is a correlation between socio-economic status and prevalence in the tail end of achievement.

Anecdotal evidence from some Manukau school principals suggests that low-decile schools attract mainly recently qualified teaching graduates and overseas qualified teachers, more experienced teachers preferring to work in environments that offer fewer barriers to learning. The principals also report that the biggest challenge faced by low decile schools is the need to deal with a range of social problems generated from operating in a community of low-income families. These include pupil behavioral problems, learning needs, poor nutrition of pupils, lower early childhood education participation rates, housing issues, health problems, high rates of truancy, educational level of the parents and availability of resources to support learning in the home.

These social issues that occur outside the school gates impact greatly upon the teaching environment within the school. Resolving these barriers to learning takes teacher time and resources. This is reflected in a Ministry of Education report which showed that the decile rating of the school made a difference to the achievement of Māori, where 45% of Māori pupils at decile 8-10 schools were high achievers compared to 18% at decile 1-3 schools.

KA HIKITIA – MANAGING FOR SUCCESS

The Ministry of Education's Draft strategy for Māori – *Ka Hikitia: Managing for Success* was put out for consultation in 2007. *Ka Hikitia* will be the basis for government investments in supporting Māori engagement in education and student achievement. In order to achieve effective delivery of the key strategic outcome contained

in that strategy (“Māori enjoying education success as Māori”), local actions must be aligned to it.

DESIRED OUTCOMES

The Manukau Māori Education Strategy should strive to achieve the following outcomes:

1. Children and their whānau participate in early childhood education
2. Children and their whānau are engaged in learning at school
3. Māori learners in schools realise their potential through improved achievement
4. Māori participate in tertiary learning, and complete tertiary qualifications, especially in degree level courses

These Desired Outcomes – and the accompanying Action Opportunities - should be subject to further development under the sponsorship of the Treaty of Waitangi Committee of Manukau City Council, using the technical resources within the Treaty of Waitangi

Unit, and in consultation with other Māori stakeholders.

PARTNERSHIPS TO ACHIEVE DESIRED OUTCOMES

Multiple stakeholders can partner with Council to implement and deliver these initiatives.

With its youthful Māori population, the national model for Māori engagement is naturally here in Manukau. COMET recommends that Manukau City Council actively engage with the Ministry of Education and with Ministers with responsibility for education and for Māori for support to address Māori achievement.

Census 2006 shows that the majority of Māori living in Manukau are not originally from the Manukau/ Tainui area. There is therefore an opportunity to develop relationships with Iwi Organisations who are increasingly offering educational scholarships to descendants. These scholarships could be aligned to tertiary campuses in the city as they develop.

ACTION OPPORTUNITIES

Rather than an across the board approach, COMET recommends that the greatest progress towards the desired outcomes can be made by concentrating effort. Suggestions for work under the Manukau Māori Education Strategy have included:

- Advocacy for a “whole of community” approach to the Schools Plus goal (that all young people are in education, skills, or structured learning, relevant to their needs and abilities, until the age of 18) – to ensure that the goal meets the needs of Māori in Manukau.
- Supporting schooling improvement efforts that focus on the achievement of ‘tail enders’, with a city focus on the high school years.
- Supporting student attendance initiatives
- Work to improve transitions (eg. from early childhood to school; secondary school to tertiary)
- Identify skills and training appropriate for the Manukau labour market, with an emphasis on the needs of Māori service organisations and businesses.
- Provide education scholarships for Manukau based Māori to go into areas of skills need in Māori organisations, such as financial services
- Work with the tertiary institutions who will have campuses in the city to ensure that they offer programmes that support Māori economic potential.
- Support for industries to establish in Manukau eg South Seas Film and Television School that encourage alternative industry and employment sectors
- Targeted development of Māori teachers
- Initiatives that encourage better Whānau involvement
- Support of Māori student networks at University
- Support of programmes that encourage mentoring of Māori students eg MATES of University of Auckland

COMET RECOMMENDATIONS:

THAT dialogue on Working Together with Māori for a Manukau Māori Education Strategy continues under the sponsorship and leadership of the Treaty of Waitangi Committee.

THAT the Manukau Māori Education Strategy and its Desired Outcomes be developed using technical resources within the Treaty of Waitangi unit of Manukau City Council in consultation with Māori Stakeholders.

THAT the Desired Outcomes of the Manukau Education Strategy be aligned with the Ministry of Education’s *Ka Hikitia* strategy.

SECTION 4: SUPPORTING SCHOOLING IN MANUKAU

WORKING TOGETHER WITH FAMILIES

Research⁷ indicates that family and community influences can account for 40 – 65% of children’s learning and development, depending on the aspect of learning. While factors such as low socio-economic status, low levels of parental education, English as a second language, and being of a particular ethnic group have been linked to children’s lower achievement, children from these backgrounds can and do learn successfully. Regardless of their circumstances, families can be assisted to invest time and resources into supporting their children’s learning and development. Almost all parents want their children to succeed at school, want to help their children to learn, and are willing to work in partnership with educators to learn appropriate strategies to help them.

Quality teaching effects are enhanced when there are effective school-home partnership practices which are focused on student learning.

Nurturing of children’s learning by families / whānau is one of three key priorities in the Ministry of Education’s Schooling Strategy 2005-2010. The Auckland Sustainability Framework also suggests that importance be placed on ensuring that there are strong connections between young people and their families and communities. COMET recommends that Manukau actively supports partnerships with families as part of the implementation of the Manukau Education Strategy.

COMET RECOMMENDATION:

THAT a Desired Outcome of the Manukau Education Strategy be:
“Working Together to engage families and communities in learning”

ACTION OPPORTUNITY: ENCOURAGING FAMILY INVOLVEMENT THROUGH INTERMEDIARY SERVICES AND PROGRAMMES

The Harvard Family Research Project (www.hfrp.org) has examined the role of not-for-profit intermediary organisations in creating partnerships for effective family and community engagement. Intermediaries are “connecting” organisations that support learning success through partnerships and interactions.

Intermediaries offer services and programmes that “build the capacity” of schools and families to work together by offering alternatives to school-centred approaches to family involvement and engaging families with intensive support that schools seldom are able to offer.

Examples of effective intermediary activities cited by the Harvard Family Research Project include:

- The Right Question Project, which helps parents in high-poverty communities to understand how schools work and empowers them to ask questions that help them advocate for their children;
- The FAST programme, an 8-week programme run by and for parents to help them build “a community of learning” around their children, facilitated by the Alliance for Children and Families.

Charitable trusts could be encouraged to develop their existing expertise to create intermediary services or programmes that build the capacities of Manukau schools to connect to Pasifika or Maori or migrant families.

7. Alton-Lee, A. (2003). Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis. Wellington: Ministry of Education.



WORKING TOGETHER FOR STUDENT ACHIEVEMENT

Manukau is recognised for an effective education system that produces confident, innovative and skilled people

The Ministry of Education's Schooling Improvement division works with clusters of schools, in alignment with other parts of the Ministry. A number of these schooling improvement clusters operate in Manukau City.

Common across all schooling improvement initiatives is the goal of raising student achievement to national averages, using an evidence-driven approach. Specifically, programmes are designed by the participating schools and experts to help teachers to use data to inform their practice.

Literacy measures are only publicly available from secondary schools.

In 2006, 70.6% of Manukau students achieved the NCEA Level 1 literacy requirement. Nationally, the figure is 75.8%.

The focus is on locally owned planning, with input from experts.

At the Manukau Education Conference, presenters from the Manurewa Enhancement Initiative, the Mangere AUSAD project, the Otara Boards Forum and the AIMHI schools demonstrated that there is a growing pool of professional expertise that enhances student learning – and teacher careers. All noted the importance of ownership of teachers and the community in planning and implementing programmes in their schools.

However, the experience of these clusters is that collaboration requires time and resources. Emerging structures for co-ordination (for example, the Strategic Steering Group of the Manurewa Enhancement Initiative) need to become sustainable over time. This is both a policy issue and a community issue. The development of these new structures should be nurtured as community initiatives that advance the city's Desired Outcomes.

Schooling Improvement initiatives are of interest to a wide cross-section of stakeholders. The Auckland Sustainability Framework highlights the importance of student achievement – particularly in low-decile schools – to the long term aspirations of the region. Change in the ways that people and institutions think, behave and use their resources in under-achieving areas of Manukau can affect fundamentally the quality of service delivery to children and their families, and the supply of skills into the labour market.

ACTION OPPORTUNITY: CREATE AN EDUCATION SERVICES HUB

What contribution could the Council make to support schooling improvement efforts? The education infrastructure in this city is fractured. The Manukau City Council's city centre revitalisation plan offers an opportunity to develop a highly innovative, 21st Century approach to education services and needs that could become transformational for the city. A tertiary campus in the city centre area, using land owned by Council and underwritten facilities, could become an Education Services Hub that supports the wider education infrastructure of the city.

For example, the Schooling Improvement Project Office of the Ministry of Education could be co-located alongside school-owned and managed cluster services (such as the Otara Boards Forum and the Manurewa Enhancement Initiative), education action research teams operating in Manukau, organisations such as COMET, special education services, a teacher resource centre, agencies such as the Tertiary Education Commission and Careers Services, and programme teams - for example, those working with 15 – 19 year olds, those working with Pasifika early childhood centres or Kohanga Reo.

A cluster approach has been shown to be highly successful in a business context. While education operates somewhat differently to the business model, the principle that geographic, cultural and institutional closeness provides organisations with special access, closer relationships, better information, powerful incentives to perform better, cross-fertilisation of ideas and relationships, and so on, advantages that are difficult to achieve when they are located apart.

These agencies and services could lease co-located facilities alongside the proposed tertiary campus and close to the central city library. The clustering of these services creates incentives for collaboration, creating an "education powerhouse" in the city centre area, without imposing on their autonomy as organisations. An attractive Centre of Education Excellence has the potential to reshape the public perception about the quality of education services in the city. By attracting students, educators, and experts, the Manukau City Council would also be creating new incentives for people to live and work in the area.



All Manukau people have access to information that allows them to make informed decisions about education

The Schooling Improvement projects taking place in Manukau have a focus on the use of student achievement data to inform the learning programme for each child. The key indicator of the outcomes of the education system, however, is the data related to qualifications – NCEA or other exams. Measures of school effectiveness are much more difficult to define. How does the community know how well schools are doing? What contributes to the perception of excellence of schools?

ACTION OPPORTUNITY: SHARING DATA AND INFORMATION

Education Review Office (ERO) reports provide some indication of school performance.

Upgrading self-reporting from schools, through their website and Annual Reports, provides an opportunity for schools to publicly share their achievements. The Annual Reporting process needs to be supported as a safe mechanism for sharing data and information about schooling outcomes.

Public opinion polling is able to provide careful analysis of public perceptions about schools. This could provide useful feedback to the schools and to the city, and inform future project development.

These action opportunities require conversations with school leaders and commitment from boards; and careful and purposeful presentation of materials.

COMET RECOMMENDATION:

THAT a Desired Outcome of the Manukau Education Strategy be:

“Communities and Schools Working Together for Student Achievement”



WORKING TOGETHER FOR 15 – 19 YEAR OLDS

At the age of 16, only 80% of New Zealand students are still in the mainstream school system. Large numbers of Manukau young people between the ages of 15 and 19 are not in employment, education or training.

While international studies show that New Zealand 15-year-olds compare very well in terms of educational achievement in reading, mathematical and scientific literacy, we have the lowest rates in the OECD for the percentage of 15 – 19 year olds in full-time or part-time education. The government has recently made this issue the subject of the Schools Plus initiative.

*22,000 students in Manukau secondary schools.
5,000 students in year 11. 49% gain Level 1 NCEA
in year 11. 1300 students obtain entry to university
by year 13.*

(2006 figures)

Experienced and calm family court and youth court judges express alarm about the escalation of crime among youth. There are economic and social costs for the community when young people do not realise their potential. The Auckland Sustainability Framework specifically suggests that appropriate support be provided for young people as they navigate transitions to further education, training or employment.

Aligned Action Opportunities will include –

- Programmes to ensure that families are involved in their children's learning
- Support programmes so that young people develop good role models among their peers and receive positive messages from their heroes
- School curriculum that inspires them to learn
- Programmes that help them to connect their learning to the workplace
- Tracking young people so that no young person leaves school without support for ongoing learning, through an effective youth transitions service
- Programmes that connect them to their community (through sports, church, cultural or other activities)

ACTION OPPORTUNITY: BECOME A SCHOOLS PLUS CHAMPION

In the UK, local authorities procure and manage the services of Education Business Partnership Organisations (EBPOs) as part of the new 14-19 strategy, which requires students to experience work-related learning as part of the curriculum for Key Stage 4 (senior secondary years). EBPOs are able to connect learners in schools to employers and enterprises.

Local authorities in Sweden are responsible for all young people up to the age of 18. Each young person not in full-time education or full-time employment is monitored, interviewed every ten weeks and a plan drawn up to ensure a transition into education or employment. In this way, young people are not allowed to fall through the cracks.

There are very strong models in the US of local collaborative actions co-ordinated by "intermediaries" – frequently not-for-profit organisations, often closely connected to civic government. Their activities in creating partnerships to support youth transitions (School-to-Career) are supported through targeted funds made available from federal and state governments.

The Schools Plus initiative, currently under development in New Zealand, is highly relevant to the achievement of youth potential in Manukau. It provides an opportunity for local government to play a key co-ordinating and facilitative role in ensuring that schools develop strong connections to community and social services agencies, business and the world of work so that no young person leaves school without the basic skills required for active participation in the economic, social, cultural and environmental life of the city.

COMET RECOMMENDATION:

THAT a Desired Outcome of the Manukau Education Strategy be:

"Working Together so that all young people are engaged in learning until the age of 18."

BUSINESS AND SCHOOLS WORKING TOGETHER

Businesses are stakeholders in the education outcomes of the city. A focus group conducted by COMET with key business representatives suggested that the labour market shortage requires businesses to think harder about how to connect into their future labour market. There has been a growing awareness of social responsibility and how businesses can contribute to community outcomes.

The overwhelming response at the Manukau Education Conference was that school-business connections are very important. Reasons included that employment needs and roles are changing rapidly.

“Without well skilled, appropriately educated people for employers to hire there will be poor economic development outcomes. Manukau’s future skills projections show that there is a need to do things differently to upskill students and meet future needs.”

Most participants felt it was important to offer students opportunities to experience and understand careers, the workplace, the realities and requirements (academic and personal) of work and work environments. Providing motivation to students and a context for learning with a sense of purpose was seen as very important. One respondent to the question “How important do you think school-business connections are to a Manukau Education Strategy?” replied “Motivations are improved when students see destinations”.

ACTION OPPORTUNITY: FACILITATING THE BUSINESS-SCHOOL RELATIONSHIP

A key challenge is creating a facilitation mechanism so that businesses can more effectively contribute to social wellbeing. The importance of establishing relationships is evident in much research about school-business connections. The outcomes of these relationships can be varied, but they are sustained where positive results occur for both the school and the business.

To assist growth in the initiatives that already are taking place in Manukau, a longer term co-ordination mechanism is required.

“We need skilled facilitators to foster this process. Schools don’t understand industry and industry doesn’t understand edu-speak. Create win-win situations for school and industry.”

In addition, focus group, conference speakers and participants noted the ad hoc nature of existing projects and the need to know what is going on across the whole region. A new stocktake of relationships in the city is now needed.

COMET RECOMMENDATION:

THAT a Desired Outcome for the Manukau Education Strategy be:

“Business and Schools Working Together”

WORKING TOGETHER TO SUSTAIN OUR LANGUAGES AND OUR HERITAGE

He tāonga nga reo katoa

All languages are to be treasured.

Language is important to community well-being. Family languages link people to their ancestors and binds generations together. Raising people's language skills strengthens their confidence in themselves and in their culture and identity. It promotes social cohesion and people's participation in work. Becoming bilingual requires fluency in both English and a mother tongue or second language. Becoming educated through the medium of two languages adds value to the education process, enriching oneself and one's community. Over 30% of Manukau's community is already fluently bilingual.

The discussions at the Manukau Education Conference were led by the Pacific Islands Advisory Committee. The committee defined being bilingual as being confident, competent speakers, writers and operators in more than one language, that is English plus one other language. Three community languages are at risk – that is, Cook Islands Māori, Niuean and Tokelauan – but all languages need nurturing.

PIAC and Conference participants all agreed that there are economic opportunities in Manukau arising from a "Being Bilingual" policy – among them,

- cultural tourism,
- Manukau as a Pacific hub for business, including become the international centre for Pacific services such as health, transport and education,
- Manukau as a skilled labour market with bilingual capabilities

An Action Opportunity, therefore, is to draft a "Being Bilingual" economic development policy.

Participants also noted that the Counties-Manukau area has the largest concentration of Māori in New Zealand, and that Māori aspirations could be met through a city policy on "Being Bilingual".

However, participants also noted that "Being Bilingual" is not the sole responsibility of the education sector. The city must provide leadership in developing a policy, there is community responsibility to support the policy, and the education sector needs to respond to the policy.

In summary, being a bilingual city offers economic and social benefits to Manukau, and the Manukau Education Strategy should respond to the opportunity that a "Being Bilingual" policy creates.

COMET RECOMMENDATION:

THAT a Desired Outcome of the Manukau Education Strategy be : "Working Together to sustain our languages and heritage"

HEALTH AND EDUCATION WORKING TOGETHER

The Manukau Education Conference noted that health outcomes are linked to education outcomes. Geraint Martin, Chief Executive of the Counties Manukau District Health Board, noted at the Manukau Education Conference that

- Youth services are best located in a youth setting;
- The goal is to increase the number of school-based health services and services to at risk young people;
- There is a commitment from the health sector to work with education.

A key theme at the Conference was the need to provide effective on site health and social services that deliver an integrated and multi agency approach in schools. The AIMHI model of integrated services in schools was identified as one initiative that is working well, and it was suggested that this be replicated in intermediate and primary schools. There was a call for health professionals to be located in early childhood centres as well as schools. Finally, the Social Workers in Schools programme was noted as an initiative that created new connections between schools and health and social agencies.

To work effectively together, conference participants suggested strengthened relationships and strong brokerage: people or agencies that help initiative or facilitate partnerships. The Lets Beat Diabetes School Accord is a steering group of representatives from both sectors which leads work on collaborative goals. The purpose of the group is:

"Ensuring our children and young people are active, healthy and ready to learn".

The School Accord meets on a monthly basis, and is designed to build engagement within health and education settings; to maintain and enhance the existing work currently being done within our educational settings; and to ensure that initiatives are well supported into the over all Lets Beat Diabetes framework.

COMET recommends that the work of the School Accord steering group become part of the overall strategic development of "Working Together".

COMET RECOMMENDATION:

THAT a Desired Outcome for the Manukau Education Strategy be

"Working Together to ensure our children and young people are active, healthy and ready to learn"

WORKING TOGETHER WITH MODERN INFORMATION AND COMMUNICATIONS TECHNOLOGIES

All Manukau people have access to information and communications technology to accelerate their learning

The opportunities for the city to broker the development of an appropriate telecommunications infrastructure for educational institutions, business and homes are already evident. The telecommunications infrastructure is an economic development tool that is already widely recognised as being critical to the future wellbeing of Manukau.

Ongoing support for schools to gain access to, and use, information and communications technologies (ICTs) should be part of the advocacy and leadership role that Council provides for education.

ACTION OPPORTUNITY: CONNECTING SCHOOL CLUSTERS

Broker the construction of fibre-optic cabling to all schools, allowing them access to high-speed broadband services that connect schools to each other and to wider educational services.

COMET RECOMMENDATION:

THAT a Desired Outcome for the Manukau Education Strategy be:

“Working Together with modern information and communications technologies”

WORKING TOGETHER FOR OUR ENVIRONMENT AND SUSTAINABILITY

The Auckland Sustainability Framework provides the opportunity and the mandate for considering the contribution that the education sector can make towards achieving the Manukau vision, contained in Tomorrow’s Manukau: Manukau Apopo for “Sustainable Environment and Heritage” – Kaitiakitanga o nga tāonga.

The work of delivering on the vision is to be achieved through working “collaboratively at local and regional levels to ensure a co-ordinated and effective approach to identifying, protecting and managing Manukau’s natural environment” and significant cultural heritage sites, geological heritage, and maritime heritage.

By including schools and other education providers in the implementation of conservation plans for native bush, reserves, parks and other land, and in the protection and enhancement of Manukau’s lakes, streams, waterways and coastlines, a long-term approach to community engagement in making Manukau clean, green and pollution free is put in place.

COMET RECOMMENDATION:

THAT a Desired Outcome for the Manukau Education Strategy be:

“Working Together for our Environment and Sustainability”

SECTION 5: TERTIARY EDUCATION AND LIFE LONG LEARNING

WORKING TOGETHER TO MEET THE SKILLS NEEDS OF THE FUTURE

To make the shift to 'a fair and connected society' (Auckland Sustainability Framework), Manukau needs to have people with the knowledge and skills to fully participate in work and in community life.

Increasing participation in education, training and employment is a priority for the region. Approximately 28% of children are likely to leave school with minimal or no qualifications. They are in the labour market for a very long time. They face more difficulty when seeking employment, and may have lower incomes when employed. This education under-attainment is a brake on economic growth.

Proportionally, the population in the Counties Manukau area is less qualified at all tertiary levels than the national population. While the university-level provision in Counties Manukau is currently limited, and met by providers largely based in Auckland City, it is important to recognise that the strong economic transformation agenda of three territorial local authorities (Manukau, Franklin and Papakura) requires specialised skills and services supported by easily accessible physical and education infrastructure that is tailored to local business needs and the particular cultural context

operating in the region, delivered more flexibly and innovatively⁸.

The Counties Manukau Tertiary Education Regional Statement 2007 reinforces the point that because a significant proportion of the Counties Manukau population do not currently have the entry skills to succeed at higher levels, the need to improve foundation skills in literacy, numeracy, digital literacy, learning skills and English among Māori and Pasifika and migrant communities must be a priority. There has been a number of supporting relevant studies that provide responses to the question about whether there is valid demand for the provision of additional tertiary services in the city. Included amongst these studies are:

- The BERL Report⁹
- The Sutton and Jakob-Hoff Report¹⁰
- The Manukau Future Skills Demand Projection¹¹
- The Counties Manukau Regional Statement 2007¹²

COMET's recommendation is that the development of the campus becomes part of the Manukau Education Strategy.

A further recommendation is that a Manukau Skills Council be established. This recommendation was the outcome of a report prepared in 2005, on behalf of a consortium of five stakeholders, about how to address skills demands for the future¹³.

ACTION OPPORTUNITY: ESTABLISH A TERTIARY EDUCATION CAMPUS AND EDUCATION HUB AS PART OF THE MANUKAU CITY CENTRE REVITALISATION PLAN

The Manukau City Council already has a strategic commitment to the revitalisation of the city centre through the establishment of a tertiary campus, including facilities for programme delivery and student housing. The rationale for this establishment has been recently rehearsed (November 2007 – February 2008) through the public consultation process for the establishment of a campus in partnership with AUT.

Strategic investment in this Desired Outcome becomes an Action Opportunity that could also be part of an Education Services Hub (see Section 3)

8. Counties Manukau Tertiary Education Regional Statement 2007. Available on the MIT website: [http://www.manukau.ac.nz/About Us/ra.asp](http://www.manukau.ac.nz/About%20Us/ra.asp)

9. Ganesh Nana, Jason Leung-Wai, Mathew Arcus, 2004: Manukau City: The Years Ahead. Report to the Manukau City Council. BERL. August.

10. Sutton, A., Jakob-Hoff, M. 2004: A Review of Tertiary Education Supply and Demand Relevant to Manukau. Report to Manukau City Council.

11. Tu Nguyen, 2004: Manukau Future Skills Demand. Manukau City Council. April. <http://www.manukau.govt.nz/uploadedFiles/manukau.govt.nz/Publications/Employment/manukaufutureskills.pdf>

12. Counties Manukau Tertiary Education Regional Statement 2007. Available on the MIT website: [http://www.manukau.ac.nz/About Us/ra.asp](http://www.manukau.ac.nz/About%20Us/ra.asp)

ACTION OPPORTUNITY: ESTABLISH A MANUKAU SKILLS COUNCIL

The Manukau Skills Council's key purpose would be to provide an advisory mechanism to curriculum leaders in schools and tertiary training establishments as well as business and industry about labour market needs, the relevance of pathways, and co-ordinate links between business and education. The council could also be a mechanism to facilitate the co-ordination of programmes and resources devoted to education and training in Manukau and their citywide implementation. The Manukau Skills Council would support the implementation of the Counties-Manukau Tertiary Education Regional Statement, prepared each year through a Regional Facilitation Process led by MIT.

It would be unrealistic to pre-determine the tasks for the Manukau Skills Council. There are enormous opportunities for project development, but these would depend very much on the leadership that developed within the Skills Council, the resources available, and the servicing framework. Suggestions for the work of the Manukau Skills Council have included:

- Establishing Cluster Groups with an Industry focus based on the data generated by the Future Skills Demands Reports (FDSR series) (e.g. Logistics and Transport; ICT);
- Providing links and advice to youth transitions services and youth organisations;
- Supporting employer understanding of labour market planning through workshops;
- Developing a 'Who's Who' of pathways advice; The exploration of an 'Apprenticeship Trust';
- Buddying ITOs with schools;
- Taking responsibility for the facilitation of school-business partnerships;
- Establishing industry advisory committees for school curriculum leaders;
- Providing advice and support alongside MIT's industry advisory committees;
- Developing campaigns to enhance public awareness of key issues; and so on.

The suggestions would need to be rigorously discussed and debated by the Manukau Skills Council once established.

The above summary is taken from a report prepared for a Consortium of stakeholders in 2005

WORKING TOGETHER FOR LIFE LONG LEARNING

An important aspect of Life Long Learning is the opportunity for everyone in the community to be able to participate in learning for social, leisure and personal development purposes, as well as

for work. The involvement of local governments in libraries is an example of such a purpose.

There is an opportunity, through the Manukau Education Strategy, to reaffirm the place of existing services in creating an "Educated and Knowledgeable People".

COMET RECOMMENDATION:

THAT Desired Outcomes for the Manukau Education Strategy be:

"Working Together to meet the skills needs of the future" and

"Working Together to create learning opportunities for all adults for social, leisure and personal development purposes."

SUMMARY TABLE

SECTION	RECOMMENDATIONS	ACTION OPPORTUNITIES
OVERALL THEME	THAT Working Together becomes the central theme for the Manukau Education Strategy	
EARLY CHILDHOOD EDUCATION	<p>THAT A Desired Outcome of the Manukau Education Strategy be: “All children in Manukau participate in quality early childhood education”.</p> <p>THAT participation in Early Childhood Education becomes a key priority for action.</p>	<ul style="list-style-type: none"> • Develop a Manukau Early Childhood Education Action Plan • Establish family service centres in conjunction with / alongside mainstream education services (ECE and schools) AND/OR • Build early childhood education and/or family services centres on school sites in all decile 1 – 3 communities- An Advocacy Action Opportunity • Fund programmes that open up pathways to Māori, Pasifika and migrant adults for careers in the early childhood sector. • Remove regulatory barriers to establishing new services • Build new centres
MĀTAURANGA MAORI	<p>THAT dialogue on Working Together with Māori for a Manukau Māori Education Strategy continues under the sponsorship and leadership of the Treaty of Waitangi Committee.</p> <p>THAT the Manukau Māori Education Strategy and its Desired Outcomes be developed using technical resources within the Treaty of Waitangi unit of Manukau City Council in consultation with Māori Stakeholders.</p> <p>THAT the Desired Outcomes of the Manukau Education Strategy be aligned with the Ministry of Education Ka Hikitia strategy.</p>	<ul style="list-style-type: none"> • Advocacy for a “whole of community” approach to the Schools Plus goal (that all young people are in education, skills, or structured learning, relevant to their needs and abilities, until the age of 18) – to ensure that the goal meets the needs of Māori in Manukau (see also page 15).
SCHOOLING SECTOR	<p>THAT Desired Outcomes of the Manukau Education Strategy be:</p> <p>“Working Together to engage Families and Communities in children’s learning”</p> <p>“Communities and Schools Working Together for Student Achievement”</p> <p>“Businesses and Schools Working Together”</p> <p>“Working Together for 15-19 year olds”</p> <p>“Working Together to sustain our languages and heritage”</p> <p>“Working Together to ensure that all our children and young people are active, healthy and ready to learn”</p> <p>“Working Together to enable schools to produce confident, innovative and skilled people”</p> <p>“Working Together for our Environment and Sustainability”</p>	<ul style="list-style-type: none"> • Initiate or support programmes that connect families to the learning of their children • Establish an Education Services hub as part of the city centre revitalisation project • Facilitate school-business through a dedicated relationships unit/team • Become a Schools Plus champion • Draft a “Being Bilingual” economic development policy • Support the work of the Schools Accord for Health • Create shared data or information. Support school public relations work and community accountability processes.
TERTIARY EDUCATION / LIFE LONG LEARNING	<p>THAT Desired Outcomes of the Manukau Education Strategy be</p> <p>“Working Together to meet the skills needs of the future”.</p> <p>“Working Together to create learning opportunities for all adults for social, leisure and personal development purposes”.</p>	<ul style="list-style-type: none"> • Establish a Manukau Skills Council • Establish a Tertiary Education Campus and education services hub in the Manukau city centre. • Provide library, leisure, arts and community education services for all communities.

CONCLUSION

Collaboration requires dialogue. A strategy, while providing a framework for collaborative action, should not dictate the processes by which all stakeholders will support the Desired Outcomes.

For this reason, this document does not propose intermediate 'targets' or goals. Each Action Opportunity will have different processes by which targets can be set. These need to be agreed among the collaborators.

While issues of ownership of strategies are debateable, it is our hope that leadership of the strategy, and advocacy for its Desired Outcomes, are part of the commitment of the Manukau City Council to the wellbeing of the community – that is, to lead and advocate for a vision to become "An Educated and Knowledgeable People".



APPENDIX 1: MANUKAU'S EDUCATION INFRASTRUCTURE

Like a transport infrastructure that includes roads, rail, sea, and air links – and the carrier services that move along those links – an education infrastructure has institutions and services that shape its overall operation. This Appendix contains a list of all schools and early childhood centres operating in the city. Other parts of the infrastructure include tertiary education providers, education services and government agencies that have an interest in education outcomes.

SCHOOLS

Alfriston College
Aorere College
Botany Downs Secondary School
Clover Park Middle School
Edgewater College
Howick College
James Cook High School
Macleans College
Mangere College
Mission Heights Junior College
Pakuranga College
Papatoetoe High School
Sir Edmund Hillary Senior Collegiate
Southern Cross Campus (Senior)
Tangaroa College
Te Kura Kaupapa Māori O Mangere
Te Whānau o Tupuranga
The Manurewa High School
Auckland SDA High School
De La Salle College
Elim Christian College
Sancta Maria College
St Kentigern College
Zayed College for Girls
Anchorage Park School
Bairds Mainfreight Primary School
Baverstocks Oaks School
Beachlands Primary School
Botany Downs Primary School
Brookby Primary School
Bucklands Beach Primary School
Chapel Downs Primary School
Clayton Park Primary School
Clendon Park Primary School
Clevedon Primary School
Cockle Bay Primary School
Dawson Primary School
East Tamaki Primary School
Elm Park Primary School
Everglade Primary School
Favona Primary School
Finlayson Park School
Flat Bush School
Hillpark School
Homai Primary School
Howick Primary School
Jean Batten Primary School
Kingsford Primary School
Koru Primary School
Leabank Primary School
Macleans Primary School
Mangere Bridge Primary School
Mangere Central Primary School
Mangere East Primary School
Manurewa Central Primary School
Manurewa East Primary School
Manurewa South School
Manurewa West Primary School
Maraetai Beach School
Mayfield School
Mellons Bay School
Mission Heights Primary School
Mountain View Primary School
Nga Iwi Primary School
Orere Point Primary School
Owairoa Primary School
Pakuranga Heights School
Papatoetoe Central School
Papatoetoe East School
Papatoetoe North Primary School
Papatoetoe South Primary School
Papatoetoe West Primary School
Pigeon Mountain Primary School
Point View North School
Puhinui Primary School
Randwick Park Primary School
Redoubt North Primary School
Reremoana School
Riverhills School
Riverina School
Robertson Road School
Rongomai Primary School
Roscommon School
Rowandale Primary School
Shelly Park School
Sir Edmund Hillary Collegiate (Junior)
Southern Cross Campus (Junior)
Sunny Hills Primary School
Sutton Park Primary School
Te Kura Kaupapa Māori o Manurewa
Te Kura Kaupapa Māori o Otara
Te Mātauranga
Te Wharekura o Manurewa
The Gardens Primary School
Viscount Primary School
Wakaaranga School
Waterlea Public School
Weymouth Primary School
Willowbank Primary School
Wiri Central School
Wymondeley Road School
Yendarra Primary School
Holy Cross Convent School
Mary McKillop Catholic School
South Auckland SDA School
St Anne's School
St John the Evangelist School
St Mark's School
Star of the Sea School
Te Kura Akonga o Manurewa
Bucklands Beach Intermediate
Farm Cove Intermediate
Ferguson Intermediate
Greenmeadows Intermediate
Howick Intermediate
Kedgley Intermediate
Manurewa Intermediate
Pakuranga Intermediate
Papatoetoe Intermediate
Sir Douglas Bader Intermediate

Sir Edmund Hillary Collegiate (Intermediate)
 Somerville Intermediate
 Weymouth Intermediate
 Calvin Christian School
 Manukau Christian School
 Pacific Christian School
 The Bridge Academy
 Ambury Park Centre for Riding Therapy
 Blind and Low Vision Education Network
 Clendon Teen Parent Unit
 Tangaroa Teen Parent Unit
 Pakuranga Health Camp School
 Sir Keith Park School
 Waimokoia Residential School
 Al-Madinah School
 Global Indian International
 Tyndale Park Christian School

EARLY CHILDHOOD CENTRES

Alfriston Road Kindergarten
 Allan Brewster Childcare Centre
 Anchorage Park Kindergarten
 Aorere College Childcare Centre
 Aorere Kindergarten
 AUT Centre for Refugee Education ECC
 Bairds Kindergarten
 Barnardos Mangere ELC
 Beachlands/Maraetai Playcentre
 Botany Downs Kindergarten
 Bucklands Beach /Ohui-a-rangi Playcentre
 Bucklands Beach Kindergarten
 Cascades Road Kindergarten
 Chapel Downs Kindergarten
 Clayton Park Kindergarten
 Clendon Community Childcare Centre
 Clevedon Kidz Creche and Preschool
 Clevedon Kindergarten
 Clover Park Playcentre
 Cockle Bay Playcentre
 Covenant Kids Preschool
 Dannemora Kindergarten
 Elim Christian Kindergarten
 Favona Kindergarten
 Finlayson Park Childcare Centre
 Finlayson Park Kindergarten
 Flat Bush Kindergarten
 Haumia Early Childhood Centre
 Highland Park Community House Creche
 Highland Park Kindergarten
 Hillpark Kindergarten
 Homai Early Childhood Centre
 Homai Kindergarten
 Howick Baptist Church Kindergarten
 Howick Kindergarten
 Howick Playcentre
 Howick Recreation Childcare Centre
 Idlewild Kindergarten
 Kiddy Winks Kindergarten
 KidStart Pakuranga
 Kidz First - Medicalcare
 Kidz First - Surgicalcare

Kingsdene Kindergarten
 Kohiwi Road Playcentre
 Kotiri Kindergarten
 Leabank Kindergarten
 Lloyd Elsmore Pool Childcare Centre
 Mangere Bridge Kindergarten
 Mangere Bridge Playcentre
 Mangere Christian Preschool
 Mangere East Family Service Centre
 Manukau Central Christian Preschool
 Manukau Central Kindergarten
 Manukau Institute of Technology CEC No 1
 Manukau Institute of Technology CEC No 2
 Manurewa Playcentre
 Manurewa West Kindergarten
 Maraetai/Beachlands Kindergarten
 Mayfield Kindergarten
 McNaughton Kindergarten
 Murdoch Park Kindergarten
 Nathan Homestead Childcare Centre
 Omana Kindergarten
 Otara Community Preschool
 Pakuranga Baptist Kindergarten
 Pakuranga Kindergarten
 Pakuranga-Rahihi Playcentre
 Papatoetoe Kindergarten
 Papatoetoe Playcentre
 Pigeon Mountain Kindergarten
 Play and Learn ECC - Clayton Avenue
 Pukapuka Preschool
 Redoubt North Kindergarten
 Roscommon Kindergarten
 Sathya Sai Preschool - Rongomai
 Shiloh Childrens Centre
 Sommerville Kindergarten
 Southern Cross Preschool Centre
 St Andrew's Preschool Centre
 St John the Evangelist Daycare Centre
 St Paul's Early Discoveries Centre
 The Treehouse Middlemore Childcare Centre - Over 3
 The Treehouse Middlemore Childcare Centre - Under 3
 Toddlers Turf Childcare Centre (Over 2s)
 Toddlers Turf Childcare Centre (Under 2s)
 Trinity Kindergarten
 Tui Playcentre
 Uxbridge Early Learning Centre
 Weymouth Playcentre
 Whiteacres Kindergarten
 Whitford Playcentre
 Yendarra Kindergarten

PRIVATE OWNERSHIP ECE

8's Enuff
 ABC Developmental Learning Centre - Botany Tahī
 ABC Developmental Learning Centre - Botany Toru
 ABC Developmental Learning Centre - Howick
 ABC Developmental Learning Centre - Manurewa Kindergarten
 ABC Developmental Learning Centre - Manurewa Rua
 ABC Developmental Learning Centre - Manurewa Tahī
 ABC Developmental Learning Centre - Russell Road

ABC Developmental Learning Centre- Botany Rua
 Absolutely Fabulous Kids
 Airport Lollipops Educare
 Airport Lollipops Preschool
 Airport Oaks Montessori Preschool
 Ann's Pre-School Centre
 Aunty Dorothy's Daycare Centre
 Aunty's Childcare Centre
 Beachcomber Kindergarten
 Big Bear Educare
 Bright Sparks Airport Childcare Centre
 Bright Sparks Airport Childcare Centre 2
 Castle Kidz
 Coastal Kidz
 Coastal Kidz Under 2's
 Cockle Bay Private Kindergarten
 Early Impressions Learning Centre
 East Tamaki Childcare Centre
 Everglade Early Learning Centre Limited - Everglade
 Everglade Early Learning Centre Limited - Keri-Anne
 Everglade Preschool Learning Centre
 Frog Puddles (Home Childcare Centre)
 Fun Kids Educare Limited
 Genesis
 Genesis Infants
 Gymkids Preschool Learning Centre & Nursing
 Happy Days Daycare Centre
 Hilltop Private Kindergarten
 Howick Montessori Preschool
 Just Kidz Educare
 Just Kidz Educare - Cascades Rd
 Kids Crafty Clubs Kindergarten
 Kids Patch
 Kinder House
 Kindercare Learning Centre (12 B & T)
 Kindercare Learning Centre (12 P)
 Kindercare Learning Centre (13)
 Kindercare Learning Centre (17 B & T)
 Kindercare Learning Centre (17 P)
 Kindercare Learning Centre (18 A)
 Kindercare Learning Centre (18 B)
 Kindercare Learning Centre (18 C)
 Kindercare Learning Centre (8 B T & P 4)
 Kindercare Learning Centre (8 P)
 Kiwicare Preschool
 Kiwicare Preschool - Kenderdine
 Kiwicare Preschool - Wyllie
 Lighthouse Preschool Early Learning Centre
 Lillyput Montessori Preschool
 Lilly's Locker
 Little Angels Childcare and Learning Centre
 Little Kiwis Early Learning Centre
 Little Learners Childcare Centre
 Little Learners Early Childcare Centre
 Little People's Daycare Centre No 1
 Little People's Daycare Centre No 2
 Lollipops Educare Botany
 Lollipops Educare Manukau
 Lollipops Educare Over 2's Manukau
 Macleans Childcare
 Original Kids Care and Educational Centre

Our World Early Childhood Centre 1
 Our World Early Childhood Centre 2
 Pakuranga Heights Learning Centre
 Penguins School of Early Childhood 2
 Penguins School of Early Learning 1
 Penguins School of Early Learning 3
 Peter Pan Childcare Centre
 Play and Learn (King Street)
 Play and Learn (Sunnyside)
 Play and Learn (Watson Place)
 PORSE Howick Q1
 PORSE Howick S1
 PORSE Manukau S1
 Prodigy Learning Centre (Papatoetoe)
 Riverhills Childcare Centre
 Rockabye Early Learning Centre
 Roscommon Preschool Learning Centre
 Small Kauri Early Childhood Education Centre
 Smarty Pantz Childcare Limited
 Smarty Pantz Limited
 St Andrew's Chilton Kindergarten (Howick)
 Superstart Preschool
 Te Tuhi - the mark Community Kindergarten
 The Gardens ECE - Over 2's
 The Gardens ECE - Under 2's
 Tiny Town No 2
 Tiny Town No1
 Tinytown Learning Centre Number 3
 Tippytoes Childcare
 TLC Women's Health Club - Creche
 Wattle Downs E L Limited - Clayton Rd
 Wattle Downs E L Limited - Coxhead RD 02s
 Wattle Downs E L Limited - Coxhead RD U2s
 Whitford Preschool Centre
 Whitford Private Kindergarten

MAORI ECE CENTRES

Awhi Whānau Early Childhood Centre
 Ki Tamaki Rawhiti Kohanga Reo
 Manaaki Whānau Roopu Tupuranga
 Ngati Otara Kohanga Reo
 Rongomai Te Kohanga Reo
 Tahuri Mai Kohanga Reo
 Tāonga Education Centre
 Te Atawhai Kohanga Reo
 Te Hononga Ki Te Rerengatahi
 Te Huia Whare Akonga
 Te Huinga Reo Kohanga Reo
 Te Kamaka Mātauranga Kohanga Reo
 Te Kohanga Reo Ki Papatoetoe Whānau
 Te Kohanga Reo Ki Pikitia
 Te Kohanga Reo Manurewa
 Te Kohanga Reo O Maanuka
 Te Kohanga Reo O Mataatua Ki Mangere
 Te Kohanga Reo O Mataatua Ki Mangere Tuarua
 Te Kohanga Reo O Te Rangimaria O Manukau
 Te Kohanga Reo O Te Rangimaria O Otahuhu
 Te Kohanga Reo O Te Rangimaria O Papatoetoe
 Te Kotuku Whare Akonga
 Te Kupenga Te Kohanga Reo
 Te Ngaru Whare Akonga

Te Ngaru Whare Akonga Onepu
 Te Otinga Ki Tamaki Kohanga Reo
 Te Paa Harakeke Reo
 Te Piringa Ki Otara Kohanga Reo
 Te Puawaitangi Ki Manurewa
 Te Rahuitanga Kohanga Reo
 Te Reo Rangatira Ki Whaiora Te Kohanga Reo
 Te Reo Rangatira Ki Whaiora Tuarua
 Te Timatanga Kohanga Reo
 Te Wiri Kohanga Reo
 Waikaremoana Te Kohanga Reo Ki Pakuranga
 Whaia Te Mātauranga Te Kohanga Reo
 Whakatipuranga Ki Otara Te Kohanga Reo

PASIFIKA ECE CENTRES

Akaiti Mangarongaro
 Akoteu Faka-Kalisitane Ko Namoa
 Akoteu Falemasiva
 Akoteu Katokakala
 Akoteu Lotofale'ia
 Akoteu Tokaima'ananga
 Akoteu Tuingapapai-O-Uesile
 Aoga Fa'ata'ita'I Samoa PIC Mangere
 Fetu-I Sasa'e Aoga Amata East Tamaki
 Fiti Lagakalo Aoga Niue
 Kenese Aoga Niue
 Kia Orana Runanga Reo
 Loimata Ole Alofa
 Mataliki Tokelau Akonga Namata
 Mataniu Feagii Ma Le Ata Aoga Amata
 Matua Mo E Tama Aoga Niue
 Nukutukulea Farwin Aoga Niue
 Papatoetoe Aoga Amata
 Petesa Aog'a Amata
 Poetiare O Rongomai
 Puna Ole Atamai Aoga Amata
 Raitu Ekalesia Apii Reo Kuki Airani
 Sagato Iosefo Aoga Amata
 Samoa Moni I Lana Gagana Aoga Amata
 Sisdac Etena Fou Aoga Amata
 St Anthony's Pacific Islands Childcare Centre
 St Paul's Metotisi Aoga Amata
 St Peter Chanel Preschool
 Tama Ale Eleele Aog'a Amata
 Tamariki Takitimu Punanga Reo
 Tautua Aoga Amata
 Te Reo Kuki Airani Preschool
 Te Reo Rarotongua Bilingual Early Childhood Centre

UNIVERSITIES/TECHNICAL INSTITUTES

Auckland University of Technology
 Manukau Institute of Technology
 Te Wananga o Aotearoa

TRAINING ESTABLISHMENTS

Advanced Training Academy
 Aspiring Training 2000 Limited
 Auckland Edinburgh College
 Auckland International Airport Limited Training Establishment

Australasian Institute of Ayurvedic Studies
 Babylon Community Education Charitable Trust
 Best Training Auckland Limited
 Bizness Synergy Training Limited
 Business and Management Education and Training Service
 DAS Training Solutions Limited
 Deca Training
 Emtrain
 Endeavour Skills 2000 Limited
 First Response Training Associates Limited
 Fowet Lodge / Houhonga Rongo
 Full Potential Services Limited
 Future Skills Academy
 Health Audit Training Limited
 Ideal Success Academy
 Industry Training and Technology Limited
 Institute of Applied Learning
 Institute of Commercial Education New Zealand Limited
 JC SmartSchool
 Kuki Airani Angaanga Tupuna (KAAT) Trust
 Mangere East Family Services Centre
 Mangere East Medical Care Services Trust
 Manukau Country Training
 Manukau Transport Training Centre Limited
 Martin Hautus Pacific Peoples Learning Institute
 New Directions Driver Development Systems Limited
 New Zealand Institute of International Understanding
 Nga Whare Waatea Training Centre
 Plastics and Materials Processing Industry Training Organisation
 Pukapuka Training Academy
 Quality Education Services Trust
 Solomon Group Education and Training Academy
 Southern Cross Academy
 Success Education and Training
 Tamaki Ki Raro Trust
 Target Education
 TEAM Solutions
 Technician Training Limited
 The Nanny Centre New Zealand
 Vision Training Limited
 Waiora Training Limited
 Whakahoutanga Limited (WHT Limited)

OTHER EDUCATION SERVICES

Group Special Education

- Special Education Services – Manukau Centre
- Special Education Services – Pakuranga Centre

Mangere Mountain Education Centre
 Otara Board's Forum Incorporated
 South Auckland ESOL Home Tutor Services
 The Correspondence School
 AIMHI support office

SELECTED GOVERNMENT AGENCIES

Career Services Rapuara
 Ministry of Education
 Tertiary Education Commission
 Education Review Office

COMET



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MAKING EDUCATION WORK FOR MANUKAU