



**MUKA TANGATA**  
People, Food and Fibre  
Workforce Development Council

# Te Whakatōnga



February 2023

Kīngi Rākete-Tane  
Poutiaki te Ara Kouna Māori  
Muka Tangata WDC

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**February 2023**

Muka Tangata Quality Assurance and Enhancement team

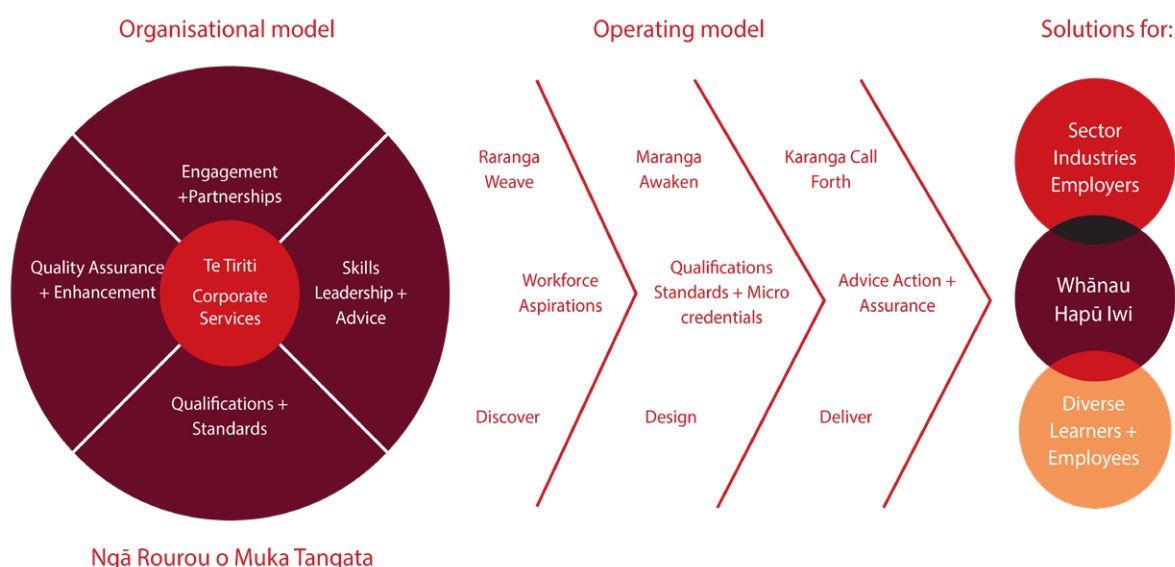
# Executive Summary

## He paiaka kukume kore, he kāuri hinga rawa

Without strong roots, even the greatest kāuri tree will fall

The Muka Tangata Quality Assurance and Enhancement team is excited by the opportunity to produce meaningful work that will grow, enhance and support mātauranga Māori and te ao Māori values within our systems.

As the Workforce Development Council (WDC) for People, Food and Fibre, we work with Māori food and fibre industry leaders to advise on ways which the vocational education sector can better respond to Māori aspirations. Our work is informed by research, evidence and strategies that have been developed by industry and government to support Māori aspirations in education, employment, and growth in our sector.



Te Whakatōnga outlines, identifies and recommends a bespoke approach to deliberately incorporating mātauranga Māori and te ao Māori values into our National Quality Assurance and Moderation Plan for 2023 and beyond. It complements our aspiration to increase outcomes for Māori ākonga (learners), iwi, businesses, and employers engaged in the food and fibre sector.



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## **We have identified key common findings:**

- Māori ākonga look at success holistically, and tend to succeed when programme delivery, providers, organisations and tutors build values and systems that align with their ideas of success.
- When providers have common tikanga (practices), reo Māori, uara (values), and ethics as their foundation, Māori ākonga outcomes and needs are met through a shared understanding. This is supported through the day-to-day application and the way these tikanga and uara are fostered and practiced.
- Organisations where pastoral care is demonstrated as working effectively often have Māori kaimahi (staff) in teaching and support roles. Successful pastoral care is not merely applied as a standalone service function, but instead is embedded in the fabric of the organisation where all kaimahi embrace this approach. Pastoral care is connected to their uara and ethics and is at the core of the organisation's operations.
- Providers and tutors from non-kaupapa Māori organisations are at different stages of their te ao Māori development. Those who deeply understand and apply mātauranga Māori into their practices bring that knowledge through life experience. It is not always through the programmes or the culture of the organisations delivering in the food and fibre sector.

# Background

Muka Tangata is committed to supporting Māori to learn in ways that enable them to learn and perform **as Māori**, and contribute to the talent base available to businesses and all workplaces including Māori, iwi and hapū industry. We review and moderate standards and programmes to best meet the needs of the sector.

The Education and Training Act 2020 (the Act) section 4(d) brings into focus honouring te Tiriti o Waitangi and supporting Māori Crown relationships.<sup>1</sup> Te Tiriti provides the framework that guides how this will be enabled:

- **Kāwanatanga:** Governance
- **Tino Rangatiratanga:** Sovereignty
- **Mana Ōrite:** Full citizenship and rights of Māori

Honouring te Tiriti and supporting the Māori Crown relationships are embedded in our Orders in Council,<sup>2</sup> and echo section 4(d). This signifies the start of a new era and approach to vocational education and training and how it will be achieved in te ao Māori.

We know that Māori make up a growing share of our workforce and that the iwi and hapū economy will continue to increase its contribution to the wider New Zealand economy. This understanding provides the impetus to act now, to inform ourselves about what that will look like for Māori, iwi, hapū, ākonga and their whānau and to work with them to design the future of vocational education in Aotearoa New Zealand.

We are committed to working with our partners across the vocational education system, food and fibre sector, and iwi, hapū and whānau Māori to ensure we make the most of the opportunities offered through our Orders in Council.

The Quality Assurance and Enhancement team connects directly with education and training providers to support the provision of high-quality programmes. We ensure delivery and assessment meet industry needs through the implementation of the Muka Tangata National Quality Assurance and Moderation Plan.

<sup>1</sup> - Ministry of Education (2021) *Education and Training Act 2020* - <https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS170676.html>

<sup>2</sup> - New Zealand Legislation (31 July 2020) *Education (Muka Tangata - People, Food and Fibre Workforce Development Council) Order 2021* - [https://www.legislation.govt.nz/regulation/public/2021/0102/latest/LMS490242.html?search=ts\\_act%40bill%40regulation%40deemedreg\\_workforced\\_re-sel\\_25\\_a&p=1](https://www.legislation.govt.nz/regulation/public/2021/0102/latest/LMS490242.html?search=ts_act%40bill%40regulation%40deemedreg_workforced_re-sel_25_a&p=1)

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# Project Goal

The Poutiaki te Ara Kounga Māori undertook this project to develop an approach to the National Quality Assurance and Moderation Plan for 2023 and beyond that incorporates and values te ao Māori and mātauranga Māori.

## Deliverables

Following extensive literature review, engagement, wānanga with other WDC kaimahi and discussions with kaupapa Māori researchers and providers, the result of this project is Te Whakatōnga - a report and approach that highlights how the Quality Assurance and Enhancement team can:

- support providers by implementing mātauranga Māori and te ao Māori into the Muka Tangata National Quality Assurance and Moderation Plans from 2023 onwards; and
- embed mātauranga Māori and te ao Māori practices into the team's culture and ways of working.

## Methodology

This project was carried out in four stages.

- **First stage:** Reviews of literature relevant to mātauranga and te ao Māori within school, vocational and tertiary education, with a focus on Māori ākonga success in vocational education.
- **Second stage:** In-depth interviews with external partners and researchers from predominantly kaupapa Māori education providers. Internal interviews were conducted with Ohu Mahi WDC Kaupapa Māori rōpu (groups) and kaimahi from Muka Tangata teams.
- **Third stage:** Analysis of stages one and two to identify possible approaches and exemplars of success.
- **Fourth stage:** Create Te Whakatōnga report and approach with short-, medium- and longer-term recommendations for action.

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# Recommendations

## for the Quality Assurance and Enhancement team

The recommendations outlined here have been informed through an extensive review of literature, engagement, wānanga with other Workforce Development Council kaimahi, and discussions with kaupapa Māori researchers and providers, including Te Pūkenga (the New Zealand Institute of Skills and Technology). We can see that Māori thinking systems, operational and value systems and ideas could have both vast and practical benefits for those engaged in the food and fibre sector.

### 1. Te ao Māori approach to quality assurance

Develop a kaupapa Māori value-based approach to quality assurance and activities for the team that builds on our operating model, Ohu Mahi shared vision for WDC assurance activities, and our commitment to te Tiriti.<sup>3</sup>

### 2. Māori as a moderation focus area

Current moderation doesn't focus on Māori ākonga. We recommend having Māori as a moderation focus area to better understand trends, outcomes, and challenges they face, and to provide assistance/advice to address them.

### 3. Champion successful models

As a part of our whanaungatanga approach, we recommend championing models that have proven successful for Māori through workshops, communications, and site visits with providers. As a part of this recommendation, we would create a repository on the Muka Tangata website that details mātauranga and te ao Māori models and successful practices.

### 4. Measure the understanding of te ao Māori

Engage with the Food and Fibre Centre of Vocational Excellence to build a rubric around te ao Māori within the vocational excellence framework. This can be used by providers as a low-cost method to measure the competence and up-skilling of their staff in te ao Māori.

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<sup>3</sup> - Muka Tangata - National External Quality Assurance and Moderation Plan 2022 - mukatangata.nz/assets/Uploads/Muka-Tangata-Forms/National-External-Quality-and-Moderation-Plan-2022.pdf



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## **5. Enable mātauranga Māori through professional development**

As part of our ongoing commitment to te Tiriti, we see the need to have an on-going Māori professional development plan in place. Our Poutiaki te Ara Kounga Māori, together with Kairuruku Māori and Manukura should develop a te ao Māori professional development plan for the team.

## **6. Develop rubrics to support endorsing programmes**

Develop a set of rubrics to meet programme endorsement considerations around te ao Māori and Pacific learning and languages considerations.<sup>4</sup>

## **7. Contribute our findings to the Ohu Ahumahi WDC work**

Share the project findings and recommendations with the other WDC Quality Assurance rōpu to support professional development and sharing of good practices.

## **8. Support all Muka Tangata mātauranga Māori mahi**

The details and findings of this project will support the mahi of all of the Muka Tangata operational teams. We recommend the project details and findings are presented to all Muka Tangata teams and Kairuruku Māori for consideration.

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<sup>4</sup> - Muka Tangata - Program Endorsement Considerations - [mukatangata.nz/assets/Muka-Tangata/Muka-Tangata-Programme-endorsement-guidance-and-considerations.pdf](https://mukatangata.nz/assets/Muka-Tangata/Muka-Tangata-Programme-endorsement-guidance-and-considerations.pdf)



# Stage One:

## Collate and review research and papers on mātauranga Māori and te ao Māori

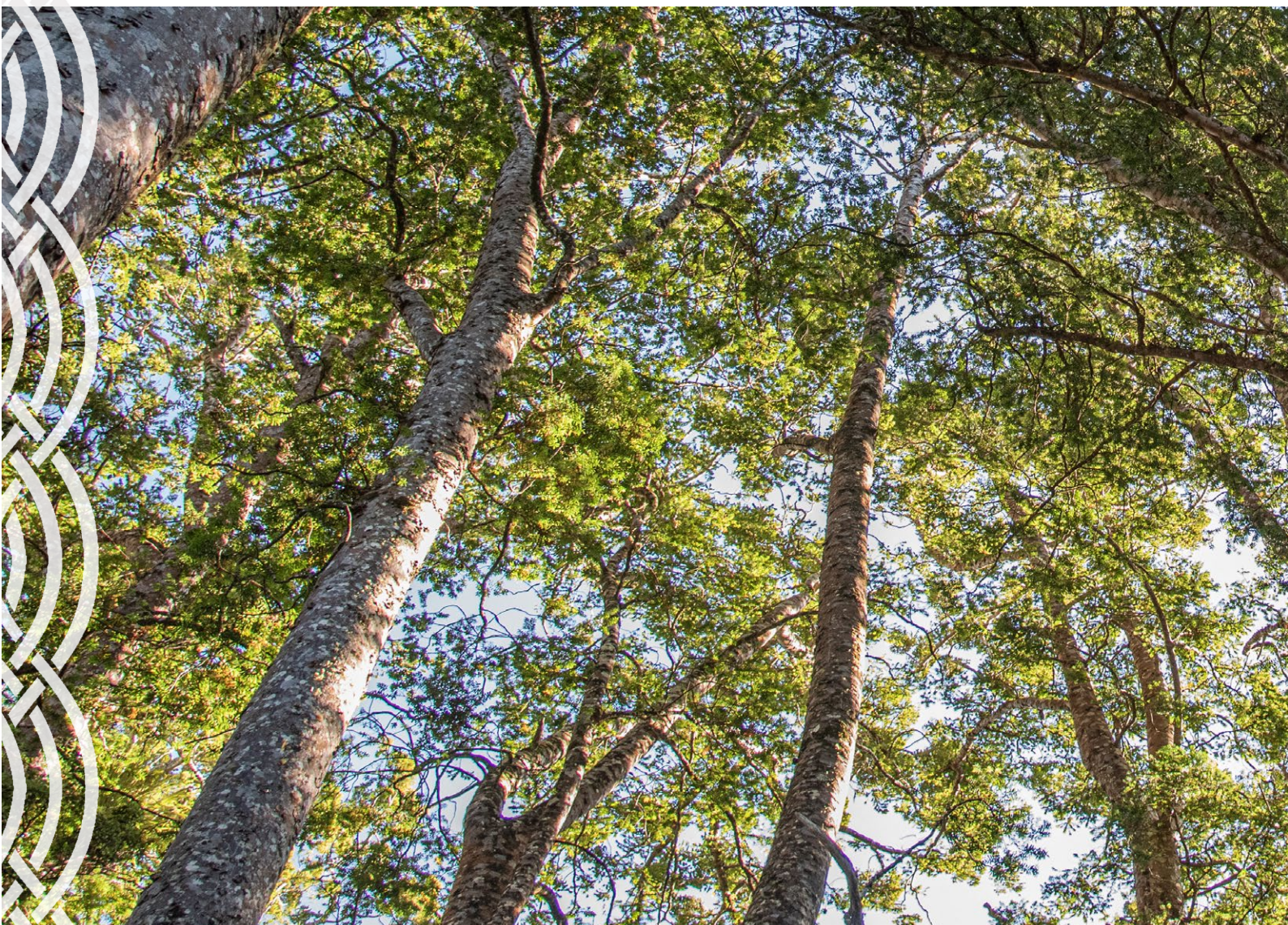
Our Stage One research method derives from the whakataukī:

**Titiro whakaroto, ka anga whakawaho ai.**

Look inside and then search outwards.

This led us to collate and delineate our own research, before delving into external stakeholders' and experts' research.

The information below has been extracted from respected sources available to us.





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## General Analysis

Through this literature review, we can see the common threads and themes of increased outcomes for Māori engaged in vocational education through te ao Māori approaches. Although there is a noticeable paucity of kaupapa Māori literature in the food and fibre sector, a common message can be extracted; that establishing kaupapa Māori uara provides organisations with a point of reference and philosophical guidance as to how these can be embodied on a day to day basis.

There is a need for flexible programs and delivery models,<sup>5</sup> holistic approaches to learning and teaching,<sup>6</sup> mātauranga Māori in the primary industries,<sup>7</sup> building te ao Māori values into practices,<sup>7</sup> compulsory te ao Māori components to industry work-based training, and to change our perception of what Māori ākonga success looks like.<sup>8</sup> When all these things are wrapped into a Māori centric support system (manaakitanga, aroha) the environment becomes more conducive to ākonga outcomes.<sup>9</sup>

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<sup>5</sup> - C. Fraser (August 2018) *Kiwi Can Do – The Success of a Wrap around Training Programme Transitioning Māori Youth into Employment*

<sup>6</sup> -Te Pūkenga (June 2021) *Te Rito Insights from learners and staff – opportunities to enhance success for all Te Pūkenga learners and Māori learners*

<sup>7</sup> - Māpuna Consultants (August 2022) *Whiria te Muka Tangata*

<sup>8</sup> - H. Simmonds (April 2021) *Kaikaikaroro – Enhancing Student Success*

<sup>9</sup> - C. Fraser (August 2018) *Kiwi Can Do – The Success of a Wrap around Training Programme Transitioning Māori Youth into Employment*

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## Whiria te Muka Tangata: Literature scan and research recommendations

Māpuna Consultants (August 2022)

This report scanned 77 articles/links that show how a strong focus on Māori pedagogical approaches is central to the success of Māori ākonga.

- There is a lack of research around Māori cultural frameworks that are specifically designed to address vocational education, training and development within the primary industries sector.
- There is a lack of research that highlights capabilities, skills and expertise of te ao Māori that leads the primary industries and creates Māori solutions to industry challenges.
- There is a need to develop Māori cultural frameworks that could provide guidance and thinking to industry solutions.
- Exploration of Māori solutions could provide the sector with sustainable approaches.
- There is a need to weave mātauranga Māori into primary industries and vocational education.

**Despite knowing anecdotally that culturally rich approaches to training and development for ākonga produces a capable, confident and committed workforce in both te ao Māori and the industry, we now need to build the evidence-based research to demonstrate this.**

Māpuna Consultants (August 2022) *Whiria te Muka Tangata*



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The following reports have been extracted from Whiria te Muka Tangata:

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## **A summary report of findings from the Māori Success as Māori research project**

**Adult and Community Education Aotearoa (2014)**

"If you want to have Māori who are successful, as opposed to successful people who just happen to be Māori, they need to have made an investment in their Māoriness before they go branching out elsewhere, that's the model that we had. To get their reo locked in, tikanga locked in".

Adult and Community Education Aotearoa (2014) *Māori Success as Māori: A summary report of findings from the Māori Success as Māori research project.*

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## **Food & Fibre Skills Action Plan 2019 - 2022**

**Ministry of Primary Industries (2019)**

While it (Whiria te Muka Tangata) provides some sound recommendations for the food and fibre industries more broadly within Aotearoa New Zealand, it fails to adequately identify and elaborate on the challenges that the Māori workforce face in this industry and, therefore, also the robust and sound activities built into this plan for Māori success and development within the workforce. This is a gap in research and therefore an opportunity for future research.

Ministry of Primary Industries (2019) *Food & Fibre Skills Action Plan 2019 - 2022*

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## **Supporting Māori apprenticeship success through mentoring and building employer capability**

**Catherine Savage (2016)**

Identification of key characteristics were presented when Māori ākonga were successful including; Personal commitment, attitude and motivation of the ākonga; Tuākana - Tēina (peer mentoring, peer learning and role models); Connectedness (to the employer, colleagues and ITO); Whānau support and encouragement; and strong foundations for workplace learning (literacy, numeracy and financial management).

Savage, Catherine (2020) *Supporting Māori apprenticeship success through mentoring and building employer capability.*

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## **Contextualising assessment within Aotearoa New Zealand: drawing from mātauranga Māori**

**Brigit G. Kerr and Robin M. Averill (2021)**

Educational success is highlighted as multilayered from a Māori world view. Also that the current and multiple assessment practices in Aotearoa do not reflect this and therefore have contributed to the disparity between Māori and non-Māori ākonga success.

Kerr, Brigit G., and Robin M. Averill (2021) *Contextualising assessment within Aotearoa New Zealand: drawing from mātauranga Māori*. *AlterNative: An International Journal of Indigenous Peoples* 17(2). 236-245.

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## **What's in a Name? Māori Student Success Through Culturally Responsive Practice**

**Christina Severinsen, et al (2020)**

The building of relationships with whānau and iwi allowed for a more localised approach and ensured that manaakitanga and whakapapa were followed, authenticated and acknowledged. The process undertaken is an example of how a mainstream school can uphold Te Tiriti in an authentic context.

Severinsen, Christina, et al (2020) *What's in a Name? Māori Student Success Through Culturally Responsive Practice*. *New Zealand Journal of Educational Studies* 55(2). 431-447.

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## **Framework for Review and Evaluation in Kura Kaupapa Māori Te Aho Matua**

**Education Review Office (2014)**

The core components for success include: fostering identity; value and empowerment; enhanced communication; professional and collegial relationships; self-determination, and strategic planning and self-review.

Education Review Office (2014) *Framework for Review and Evaluation in Kura Kaupapa Māori Te Aho Matua*

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## **Māori University success: What helps and hinders qualification completion**

**Reremoana Theodore, et al (2017)**

Māori students are more likely to have multiple responsibilities outside of the learning institutions and therefore flexible delivery of courses is identified as another factor that could support learner success.

Theodore, Reremoana, et al (2017) *Māori University success: What helps and hinders qualification completion*. *AlterNative: An International Journal of Indigenous Peoples* 13(2). 122-130.

## Te Rito - Ākonga at the Centre research project Part one

Te Pūkenga (June 2021)

This stage one report looked at the barriers and enablers to ākonga success. These were viewed as opportunities to enhance success for all ākonga within Te Pūkenga, with a particular focus on Māori ākonga.

**Mātauranga Māori, including te reo and tikanga Māori, can reside and thrive with regular practice, affirmation, encouragement and promotion.**

- Some employers, trainers, and tutors lack the general teaching, specialist, or cultural skills that activate learning potential.
- There was a desire for more holistic environments that were physically, culturally, emotionally, and spiritually safe and included the wellbeing of whānau. Māori values and principles were integral to providing the support and engagement Māori ākonga needed.
- The importance of mātauranga Māori and reo Māori within teaching and learning was recognised, yet often not prioritised. Sometimes it was considered difficult to apply in practice. Mātauranga Māori, including reo and tikanga Māori could be supported further with regular affirmation, encouragement and promotion.
- Timely and meaningful relationships with a network of people including kaiako (teachers) and employers; early access and unbiased guidance to relevant information, enthusiastic culturally responsive and affirming kaiako and a culturally holistic environment which celebrates and prioritises mātauranga, tikanga and reo Māori were all factors which were identified as enablers.

**Successful outcomes for Māori ākonga were wider than just individual gain.**

**Success in education is wider than just self-gain. Some Māori told us they aspire to use their gains from education for their whānau and communities to prosper, now and in the future.**

*Te Pūkenga (June 2021) Te Rito Insights from learners and staff - opportunities to enhance success for all Te Pūkenga learners and Māori learners.*

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## **Kaikaikaroro framework report**

**Hannah Simmonds (April 2021)**

Kaikaikaroro researched the three Wānanga and came up with an adaptable framework that non-kaupapa Māori organisations can use to help implement te ao Māori values into the fabric of their organisations, operational systems and programme delivery.

The importance to all participants of tikanga, reo, uara and kaupapa was echoed across all three participant groups. This informed their positive experience as leaders, kaimahi or tauira within their respective organisations and, in general, created an environment where tauira felt manaaki, aroha, and felt safe and able to take risks in their learning.

**Some of the key objectives of the Kaikaikaroro Framework as a mechanism for identifying opportunities for transformative actions are to:**

- redefine success within education from a Māori perspective
- highlight and implement ways that successes are nurtured
- identify opportunities for further growth through reflection and learning conversations, and
- contribute to the rewriting of experiences of Māori within education by framing and identifying improvement opportunities within the Kaikaikaroro framework

**"CEOs, kaimahi and tauira reinforced the necessity to reframe the ideas of success away from traditional measures that are found within other educational spaces, to a more holistic view of success that is focused on the collective, on identity and the learning journey."**

Simmonds, Hannah (April 2021) *Kaikaikaroro - Enhancing Student Success*



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## Māori Learners in Workplace Settings

Cain Kerehoma, et al (2013)

This project explores the experiences of Māori ākonga in industry training organisations (ITOs) to understand how to best support Māori ākonga in the workplace. A collaboration involving the Industry Training Federation, Kāhui Consulting Ltd, Electrotechnology ITO, Building and Construction ITO, and the Motor ITO.

**Māori are a diverse and dynamic population, and based on the comments of stakeholders, employers, trainers and the participants themselves, the research demonstrates that Māori do have some distinctive approaches to learning in general, which were evident within the workplace learning environment.**

- Understanding the cultural background of these ākonga is a key factor in ensuring the most appropriate approach to achieving successful learning outcomes.
- Providing culturally relevant mentoring that draws on key attributes of mentoring and buddy systems with experienced staff who have the ability to empathise and relate to Māori ākonga and their backgrounds is paramount to this success.
- In the future, Māori will make up a larger proportion of the working population. To realise this potential, Māori need to be equipped with the skills and education that enable them to fully participate in New Zealand's future workforce.
- Relationships were seen as a hugely influential factor in the learning outcomes for Māori ākonga. Ākonga spoke of the absolute importance of caring relationships and having key people such as employers, tutors, ITO training advisors, co-workers and whānau who were genuinely committed to seeing them succeed.

The findings reveal that there are some key characteristics present when Māori ākonga are successful in workplace-based training. These elements help to inform and sharpen the focus of participating ITOs and others, regarding the factors that promote success for Māori ākonga.

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While following the Te Ako Tiketike model (see page 43) presents a set of discrete factors that contribute to successful Māori workplace ākonga, **it is the interplay and interconnectedness of these factors that is most critical to successful outcomes.**

The tuakana/teina (peer mentoring) relationship concept is closely linked to traditional whānau practices. Traditionally, this concept imitated the usual relationship between siblings, older and younger. It functions as a mentoring-type relationship, where a senior person (in age, position, or experience) works alongside a junior person, in order for the junior person to learn.

**"I was mentored by an old Māori fulla who has passed away now. He took me under his wing to teach me the ropes and used to stay after hours to help me out. He had a genuine desire to get me to a higher level, which was a huge motivator for me to do well and make him proud. Hope he's proud of me."**

*- Ākonga, The Skills Organisation*

Kerehoma, Cain, et al (2013) *Māori learners in workplace settings*

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## The Successes of a Wrap-around Training Programme Transitioning Māori Youth into Employment

Cath Fraser (August 2018)

A project completed in 2018, undertaken by Kiwi Can Do, to identify the strategies of their vocational training and work experience programmes which contribute to their success in moving young Māori from unemployment into the workplace and helping them to stay in employment.

- Much of this success must be due to the flexibility the organisation has shown over its five years operation. The original vision, to create fit young people ready to join a work crew and the work environment, is still firmly in place. What has changed is how this vision has been enacted: the location, the wrap-around systems and strategies, and the inclusion of an ever-widening circle of stakeholders and supporters.
- Key to everything that Kiwi Can Do stands for, and does, is aroha and whānaungatanga: genuine caring, and meaningful relationships. **The trainees are at the centre of it all, and their relationships with one another, with their tutors and other staff are the foundation of their learning experience.**

Beyond this, the relationships with industry, employers and with the Ministry of Social Development follow the same pattern of shared purpose, integrity and values-based social enterprise. This is a programme with heart, but also with a relentlessly practical approach.

**"Success is... going home where you're loved, if you can feed yourself, there's something in the fridge, and maybe in the wallet at the end of the week.**

**Want a legacy car? That's just a bit more on top of the original success.**

**If you want more money, you need to learn something else, so you can add to your hourly rate. You can keep rising."**

*Fraser, Cath (August 2018) Kiwi Can Do - The Success of a Wrap-around Training Programme Transitioning Māori Youth into Employment*

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## Vocational Excellence Framework

### Food and Fibre Centre of Vocational Excellence (June 2021)

Centres of Vocational Excellence are a key feature of the Reform of Vocational Education.

The Vocational Excellence Framework comprises a living set of rubrics developed and maintained to establish a consistent set of criteria by which the food and fibre sector can measure the level of vocational excellence achieved in the design and delivery of Vocational Education and Training (VET) services.

To do this, these rubrics need to be able to define and communicate what excellence is, and how it contrasts with everything that is not excellent. The framework presented in this document (the Vocational Education Framework) is designed to do this.

The provision area comprises the characteristics and attributes of provision and delivery in the VET system and poses the key question: What has been identified as excellent in the 'stuff' of VET?

#### **The framework can be used in several ways, including:**

- guiding project design, including encouraging project developers to address systematic opportunities rather than creating standalone examples of innovation
- identifying existing examples of excellence to promote
- monitoring the state of vocational education in the food and fibre sector

**It is key to build from a research-base but also incorporate the practical experience and perspectives of people working within Aotearoa New Zealand's VET system.**

Food & Fibre CoVE (2021) *What is a CoVE?* [foodandfibrecove.nz/what-is-a-cove/](https://foodandfibrecove.nz/what-is-a-cove/)

Food & Fibre CoVE (June 2021) *Vocational Excellence Framework*



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## **Te Ao Māori Elements to Supporting Primary Industries Work-based Training**

**Food and Fibre Centre of Vocational Excellence (May 2022)**

This project aims to collectively produce an approach that results in Māori having the ability to design Primary Industry careers for their people to build capability, capacity and increase the population of Māori working across all levels of their businesses.

The current pedagogy and design philosophy of tertiary education is centered on individualism. Ākonga are reviewed and judged in isolation, including in group work where contributions are assessed and evaluated. Individualism is embedded in support structures, which are designed under the precept that services are provided to the individual ākonga, subject to them being currently enrolled with the institution.

- Integrating tikanga and kawa that reflect the rohe that an ākonga is educated in, their host iwi/hapū and traditional Māori protocols is mandatory. This means that how ākonga are introduced to a programme and a provider must be wrapped in a cloak of appropriate protocols.
- Providers should work with host iwi to have marae based pōwhiri. This should include all supporters of ākonga, provider staff and other ākonga that are already/ have previously studied Primary Industry at the provider.
- Included within all Primary Industry qualifications should be a cultural awareness course, recognised by the New Zealand Qualifications Authority and assigned a learning credit value. The course should include all of the activities described above.
- A process for consulting with kaumātua, kuia and iwi should be developed for all delivery sites. This is to be included in 'delivery resources' for all courses, and made compulsory.
- Hui should be held at an appropriate cultural location (marae) as a core soft skill requirement for the start of the programme.
- The support community for each ākonga should be integrated into both industry recommendations and specialist resources required for all programmes to gain approval.
- An ao Māori support paper should be developed and included in all approved course readings.

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This project identified that Māori ākonga value continuity, trust and inclusion of their support community, as both employers and education providers have relationships with ākonga that are more transactional.

The proposed solution is the establishment of an agnostic support service that is constant throughout a career. This service would work outside of an employer and education provider, but closely with the provider and iwi, and would engage the ākonga support community.

**Collectivism is a core value of te ao Māori. It is essential that providers and programme designers reflect this by engaging the wider community in consultation, and as part of the ākonga support processes. This is also consistent with Tiriti of Waitangi principles.**

Food & Fibre Centre of Vocational Excellence (May 2022) *Te Ao Māori Elements to Support Primary Industries Work-based Training*



# Stage Two:

## Engage with other WDCs and external Māori networks

Stage Two was an opportunity to gather the rich kōrero of our Māori partners. This method derives from the whakataukī:

**Te kimihanga, te rapunga, te hahaunga.**

Explore, seek and pursue knowledge.

These ranging perspectives gave us insight as to which factors and threads were consistently present when the needs of ākonga Māori were being met.





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## General Analysis

The whakataukī (research method) guided us in the interviews and wānanga (discussions) of stage two. These took place with Māori Private Training Establishments (PTEs), researchers, experts and ngā Whare Wānanga. These were undertaken depending on kaupapa, need and location, but all honoured tikanga Māori. Some wānanga required meeting kanohi ki te kanohi (face to face) and some took place online.

### **We spoke to organisations and researchers for their:**

- proven methods of growing Māori success in vocational education.
- kaupapa Māori frameworks that could easily be adopted into the vocational education space to be more conducive to Māori success.
- uara, tikanga, reo, and operational systems that align holistically with Māori learner needs.

**From these wānanga, we can see the common emerging threads.**

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## Internal common threads

A cross-WDC approach to mātauranga Māori and te ao Māori is integral to ensure consistency across language and expectations, especially around programme endorsement considerations.

This presents an opportunity for us to look at quality assurance measures and moderation metrics to ensure the intent of programme endorsement applications are being embedded and reflected in the delivery.

There is also a need to ensure consistent capabilities internally when dealing with mātauranga Māori and te ao Māori generally due to the high number of Pākehā in the WDC space who have embraced te ao Māori but are still early on in their journey.

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## External common threads

Our review of discussions/wānanga provides insight into how we may approach external moderation and the development of programmes that meet our standards.

- Māori expertise varies from provider to provider, but those who do have Māori values and systems are having success implementing them, proving there are existing successful models out there.
- There is also a lack of te ao Māori resources and expertise, including a lack of understanding and application of te Tiriti.
- Those organisations who have started to implement mātauranga Māori and te ao Māori into their practices have largely been driven by Māori tutors.
- The top priorities of Māori ākonga include culturally responsive programmes, regionally responsive organisations, and relevant industry training programmes.
- **Having Māori in key management or supporter roles is crucial to ensure Māori engagement and success.**



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## **Te Kotahitanga e Mahi Kaha Trust (PTE)**

**Personal communication (September 2022)**

Te Kotahitanga e Mahi Kaha Trust is a whānau centric PTE that runs literacy, numeracy and food and fibre training programmes for a majority Māori demographic in the Far North region. Their unique identity, Ngāpuhitanga, is their philosophical reference which guides their direction.

- Te Kotahitanga e Mahi Kaha Trust run programmes that fit whānau and iwi needs first. Their strong connection to the community serves as the pathway for meaningful relationships and partnerships with local businesses, providers, and iwi businesses which is also the employment pathway for their graduates.
- They champion identity and connection through cultural means to grow confidence and belonging. This is the foundation of their academic, training, and employment successes.

Kara, Erana (September 2022) *Personal Communication*

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## **Hannah Simmonds - Lead Researcher, Te Awanuiārangi**

**Personal communication (September 2022)**

Hannah is the lead researcher of the Kaikaikaroro report. She identifies the fundamental enablers from the three Whare Wānanga spaces and provides guidance on how non-kaupapa Māori organisations can adopt these aspects to suit the needs of Māori.

- The model is designed to be adaptable and flexible to suit the needs and unique conditions of the organisation.
- The model is centred around five key kaupapa – tikanga Māori, tikanga ā-Tauria, tikanga ā-Wānanga, Hononga ā-Motu, Hononga ā-Taketake.
- The model acts as an entry point for organisations into te ao Māori, rather than transition organisations into a full kaupapa Māori intensive environment.

Simmonds, Hannah (September 2022) *Kaikaikaroro - Enhancing Student Success*

Simmonds, Hannah (September 2022) *Personal Communication*

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## **Layelin Stewart & Ben Ngaia - Senior Māori Leads, Te Pūkenga**

### **Personal communication (August 2022)**

Te Pūkenga provides a unified, sustainable, public network of regionally accessible vocational education.

- As a new entity, Te Pūkenga recognises their journey of te ao Māori as part of the Reform of Vocational Education.
- Te ao Māori and tikanga Māori are paramount to them. Their intentions are evident in their Te Rito - Ākonga at the centre research project which gives insights on the enablers and barriers of Māori ākonga.

Tertiary Education Commission (11 March 2022) *Te Pūkenga (New Zealand Institute of Skills and Technology)*  
Stewart, Layelin and Ben Ngaia (August 2022) *Personal Communication*

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## **Karl Wixon**

### **Personal communication (October 2022)**

Karl Wixon (Ngāi Tahu, Kāti Māmoe, Waitaha, Ngāti Toa Rangatira) hosted 'Te Tiriti o Waitangi: Turning the Act into Action' workshop with Muka Tangata WDC staff.

While the purpose of the Education and Training Act Section 4(d) is to establish and regulate a system that gives honour to te Tiriti, there is a lack of te Tiriti-centric operational systems within vocational education.

- Looking back at the history and grievances of te Tiriti helps to understand where we are at now, and how solutions should look going forward.
- Regionally responsive, accessibility and relevance are top priorities for Māori and iwi engaged in vocational education.

Wixon, Karl (October 2022) *Te Tiriti o Waitangi: Turning the Act into Action workshop*  
Wixon, Karl (October 2022) *Personal Communication*

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## Moerangi Vercoe - Manukura, Muka Tangata WDC

### Personal communication (October 2022)

Moerangi (Ngāti Awa, Ngāti Whakaeue) advises and works with the Muka Tangata Council and senior leadership team on the ways in which all Muka Tangata kaimahi can add value and contribute to our commitment to honouring te Tiriti.

- Careful attention needs to be made when attempting to provide descriptors around mātauranga Māori.
- Recognition and application of mātauranga Māori and te ao Māori are ways we are upholding our obligations to te Tiriti.

Vercoe, Moerangi (October 2022) *Personal Communication*

Muka Tangata Leadership team (2022) [mukatangata.nz/about-us/leadership-team/](https://mukatangata.nz/about-us/leadership-team/)

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## Toi Ohomai academic team

### Personal communication (October 2022)

Toi Ohomai is part of Te Pūkenga.

- Toi Ohomai has Māori in key support roles to help the engagement of ākonga in their studies.
- They initiate kaupapa that brings ākonga Māori together through free social activities (sports sessions etc.) where the ākonga get a chance to connect and foster relationships with Māori staff, whānau, and other students in an environment predicated on kotahitanga and manaakitanga.
- They intend to facilitate kaupapa where industry leaders, businesses, employers, past graduates and current students come together to a Māori expo to further those connections. This recognises the importance of seeing other successful Māori in primary industries as a tool to drive further studies, training, and employment opportunities.
- What do we (providers) do when there are a lack of resources and people with the expertise to guide us in mātauranga Māori?

T. Hapi, L. Nicholls, S. Rose (October 2022) *Personal communication*

Toi Ohomai (September 2022). [toiohomai.ac.nz/about](https://toiohomai.ac.nz/about)

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## WDC wide mātauranga Māori and te reo Māori kaimahi

Personal communication (October 2022)

These kaimahi have roles in the WDCs where they are responsible for providing mātauranga Māori and reo Māori guidance and advice throughout their teams. This group has been formed primarily to support the work around te ao Māori which includes programme endorsement considerations.

- There needs to be an iterative process around common language use, processes, and support around the WDCs programme endorsement.
- Programme endorsement is a tool to transform andragogy in the VET sector and has a direct impact on current ākonga and the future workforce.
- We need to develop a rubric to measure the expression of mātauranga Māori within a programme.
- A collaborative and consistent approach throughout the WDCs is important to allow clarity to providers around expectation and standards. A common and consistent language will also help with that.
- An internal focus is needed to provide meaningful decision-making support across roles and functions within WDCs.
- There are other government departments who have already outlined descriptors of mātauranga Māori which reiterates the importance and urgency of undertaking this mahi as WDCs.

Ramanui, Riki, Te Hapimana King, Moerangi Vercoe, Rehia Hanara, Te Whainoa Te Waita, Mike Crossan, Te Oho Reedy, Sione Niupalau and Kīngi Rāketē-Tane (October 2022) *Personal communication*

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## Te Ako Tiketike model in the Tū Te Ngana Hau project

Project report, personal communication (October 2022)

Tū Te Ngana Hau was a two-year community-driven project that focused on building skills for Māori to complete education pathways and transition into the workplace.

- There must be consideration when deciding on what kaupapa fits iwi and hapū needs. Assuming to know their needs replicates a western way of thinking. In fact, the thinking needs to coincide with the “ways of being” of the local iwi/hapū, which can only be attained through genuine relationships fostered over time.
- The local iwi/hapū wanted short workshops that fit their needs (butcher workshops, driver’s license workshops etc.) rather than a whole programme that requires an extended commitment to attend.
- The aspects of Te Ako Tiketike informed the team as to how they would engage and facilitate the workshops - the tuakana/teina aspect was used throughout their workshops.
- The aspects of Te Ako Tiketike and the intimacy of the Tū Te Ngana Hau kaupapa allowed for cultural capability building within the Primary ITO team, as the makeup of the kaupapa was community-driven and whānau led – two fundamentals of te ao Māori. This means that the impetus of the kaupapa reflects the people it intended to serve.
- The success of the programme is credited to the genuine relationships that were formed and fostered with the local iwi and hapū. Once the relationships were formed with the community, the engagement increased exponentially. Tamariki, kaumātua, kuia and whānau would all attend. Some to participate in the workshops, and some to encourage their whānau members. Te Ako Tiketike built a successful model to engage and grow with Māori.
- Feedback from the iwi and hapū consisted of praise to the team, who listened to their needs and then acted on them. They reinforced the meaningful connections made between them. They enjoyed the openness of the kaupapa, and how it allowed for the whole community to engage no matter their age, background or experience - if you whakapapa to the Awa, you were welcomed.
- The major outcome of this project was empowering the local iwi and hapū to run this kaupapa with their newly developed skills for the benefit of their own whānau. It gave them the confidence, support, and autonomy to have a major impact on how they further develop whānau members to enable success in the workplace.

Ako Aotearoa (2022, February 8) *Tū Te Ngana Hau project report*

Farrell, Marianne (October 2022) *Personal communication*



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## Primary Industries Polytechnic Tutors Association (PIPTA)

PIPTA conference, Personal communication (October 2022)

The PIPTA conference is a collective from the polytechnics who deliver programmes leading to qualifications in the primary industries.

- There are a lot of providers (NorthTec, Manukau Institute of Technology, Toi Ohomai etc.) that are already applying te ao Māori concepts and values, which has affected the graduation rates substantially.
- There is a great recognition of the value of mātauranga Māori and te reo Māori within the VET space. Everyone is embracing the change in this space.
- The wānanga allowed the different tutors and managers across the motu to disseminate their te ao Māori practices across different industries. What is clear is the various levels and stages organisations are at regarding integrating te ao Māori practices into their mahi.
- There is a general lack of knowledge of where and how to find mātauranga Māori resources in the VET sector.
- Nelson Marlborough Institute of Technology (NMIT) has had success in delivering and designing aquaculture programmes in partnership with the Muriwhenua Charitable Trust in the Far North. With their model, the local iwi takes care of the delivery, facilitation, and pastoral care of the content and kaupapa, and NMIT is responsible for funding and allocation of resources to the iwi and ākonga.
- Hiring Māori support staff to help in the delivery and culture of the programme increases the engagement and graduation rates substantially as ākonga feel another level of support and guidance within their programme.

Primary Industries Polytechnics Tutors Association (October 2022) *Personal Communication*

Primary Industries Polytechnics Tutors Association (October 2022) *PIPTA Conference*



# Stage Three:

## Identifying existing models and examples of successful practices

Stage Three responds to the message we have heard during Stage One and Two; that successful Māori-centric models and practices are not sufficiently widely known or accessible.

Our method derives from the whakataukī:

**Whiriwhiria, rārangahia ngā muka taura.**

Weave and plait the flax fibres together.

This has enabled us to acknowledge existing success, as well as support providers and industry in creating systems that work for Māori ākonga and kaimahi.





# Vocational Excellence Framework

## Food and Fibre Centre for Vocational Excellence (FFCoVE)

The Vocational Excellence Framework comprises a set of rubrics developed to establish and maintain a consistent set of criteria to measure the level of vocational excellence achieved in the design and delivery of Vocational Education and Training (VET) services for the food and fibre sector.

The framework details the attributes and examples of factors that allow movement from acceptable, good, and excellent practices across different functions, including work-based learning, for underserved learners, pastoral care, and assessment methods.

‘Ākonga Māori’ is still in development, and is thus a work in progress. Developing rubrics around te ao Māori practices within vocational education would support the intent of this project.

The challenge remains around the varying skills and expertise of providers to fulfill these duties to an appropriate level. Solutions could include championing an iwi partnership to allow iwi the autonomy to practice their tikanga within programmes, and simultaneously building capability system for providers.

### Ākonga (student) Māori rubric (version 5) – VET provider

**WORK-IN-PROGRESS**

Attributes*	(Premier)	Good (Māramatanga)	Excellent (Kaitiakitanga)
<b>Systems</b> Mātauranga underpinning Systems-led approach for Māori learners for a relevant and culturally responsive provision shaped by the dynamic interaction between people and their environments.	<ul style="list-style-type: none"> <li>At the first stage, Provider aims to establish practices and provision to enhance outcomes for ākonga Māori, including: <ul style="list-style-type: none"> <li>Time-fluid responsiveness towards Kawa and cultural practice</li> <li>Maintain and evaluate relevance of the learning content and delivery methods</li> <li>Establish multi-agency networks involving kaumatua, mana whenua, whānau, community and Māori</li> </ul> </li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Provider understands the role of practices and provision in enhancing outcomes for ākonga Māori and prioritises addressing unmet needs: <ul style="list-style-type: none"> <li>Reflexive relational engagement with ākonga, mana whenua, whānau and community.</li> <li>Integrating tikanga Māori, te reo Māori and Mātauranga at the earliest practical opportunity.</li> </ul> </li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Provider has put in place practices and provision that enable ākonga Māori to achieve aspired outcomes: <ul style="list-style-type: none"> <li>Model and embed Te Whare Tapa Whā model: taha tinana (body), taha hinengaro (mind), taha Wairua (spiritual), taha whānau to be bound up in a reciprocal relationship with mana whenua, whānau and Māori organisations.</li> <li>Employ and embed Māori pedagogy for all ākonga Māori across the system.</li> </ul> </li> </ul>

Attributes*	(Premier)	Good (Māramatanga)	Excellent (Kaitiakitanga)
<b>Access</b> The lifelong learning needs of ākonga Māori inform processes, practices and provision.	<ul style="list-style-type: none"> <li>Provider acknowledges barriers of access for ākonga Māori:                             <ul style="list-style-type: none"> <li>Enrolment processes are continually improved.</li> <li>Programmes have built in numeracy, literacy and financial management options, including taha Wairua support for pastoral care and mentoring services etc.</li> <li>Alternate modes of delivery are available to meet the needs of the learner.</li> </ul> </li> </ul>	<i>As for Acceptable, plus</i> <ul style="list-style-type: none"> <li>Provider seeks to understand and mitigate barriers to access by:                             <ul style="list-style-type: none"> <li>Monitoring gaps in provision and uptake by level and area of study.</li> <li>Engaging with ākonga, mana whenua, whānau, community and industry.</li> <li>Evaluating learning needs at time of enrolment so that remedial activities can be incorporated seamlessly into course delivery.</li> </ul> </li> </ul>	<i>As for Good, plus</i> <ul style="list-style-type: none"> <li>Provider has put in place provision and processes that enable equitable opportunity access for ākonga Māori.</li> <li>Programmes are developed that support iwi / hapū / whānau initiatives and aspirations.</li> </ul>
<b>Participation</b> Manaakitanga (love and compassion), whanaungatanga (kinship) and taukana-teina (relationships across regional ethnicity, age and gender are fully and seamlessly integrated to build and maintain a sense of belonging and trust.	<ul style="list-style-type: none"> <li>Provider acknowledges the unmet needs of ākonga Māori that lead to disparity in participation.                             <ul style="list-style-type: none"> <li>E.g., financial support, transport, cost of living, use of assisted technologies, age of learner, industry image.</li> </ul> </li> <li>Provider puts in place some practices to meet cultural needs:                             <ul style="list-style-type: none"> <li>E.g., a strong induction to set tone and expectations.</li> <li>Multiagency networks are maintained to provide culturally relevant and specific mentoring, pastoral care, etc.</li> </ul> </li> </ul>	<i>As for Acceptable, plus</i> <ul style="list-style-type: none"> <li>Provider understands the importance of cultural competency for participation.                             <ul style="list-style-type: none"> <li>Manaakitanga and whanaungatanga are understood and reflected in everyday practices.</li> <li>The mana motuhake of the ākonga is acknowledged (e.g. individual learning plan is developed to set up for success).</li> <li>Tuakana-teina is nurtured.</li> <li>Kanohi ki te kanohi is encouraged (if possible) as part of a flexible, multi-mode programme.</li> <li>Kaupapa Māori specific services and spaces are available.</li> </ul> </li> </ul>	<i>As for Good, plus</i> <ul style="list-style-type: none"> <li>Provider has embedded culturally competent processes that enable Māori to be successful as Māori.</li> </ul>
<b>Skills and competencies</b> Reciprocal relationships and cultural competency ensure relevant, responsive programmes and enhance learner outcomes.	<ul style="list-style-type: none"> <li>Educator acknowledges the importance of balancing their teaching practice with regionally specific Mātauranga Māori.                             <ul style="list-style-type: none"> <li>Educator knows how to access support for learner's cultural needs.</li> <li>Educator is organically connected with kura-focussed support systems and are well-informed on their utility and practice</li> </ul> </li> </ul>	<i>As for Acceptable, plus</i> <ul style="list-style-type: none"> <li>Educator understands the importance of:                             <ul style="list-style-type: none"> <li>Incorporating Mātauranga Māori into their programming.</li> <li>Continual engagement with Kaumātua for cultural insight and knowledge</li> <li>Create practical opportunities to build relationships with mana whenua / iwi to enable the sharing of that knowledge.</li> </ul> </li> </ul>	<i>As for Good, plus</i> <ul style="list-style-type: none"> <li>Educator has a strong reciprocal relationship with mana whenua / iwi, respectful of each other's expertise.</li> <li>Mātauranga Māori content is woven with integrity into the programme led by mana whenua / iwi.</li> <li>Kaumātua engagement is sought through out to receive endorsement on commitment and knowledge around the practices established.</li> </ul>

\* Attributes are inter-dependent. Excellent outcomes require that excellence is achieved across all attributes. An option not yet explored is whether a rating might be qualified with '+' or '-'. E.g. A Good+ would reflect all attributes are at least 'good' but one is 'excellent'. A Good- would reflect no attributes are better than 'good' but one is only 'acceptable'.

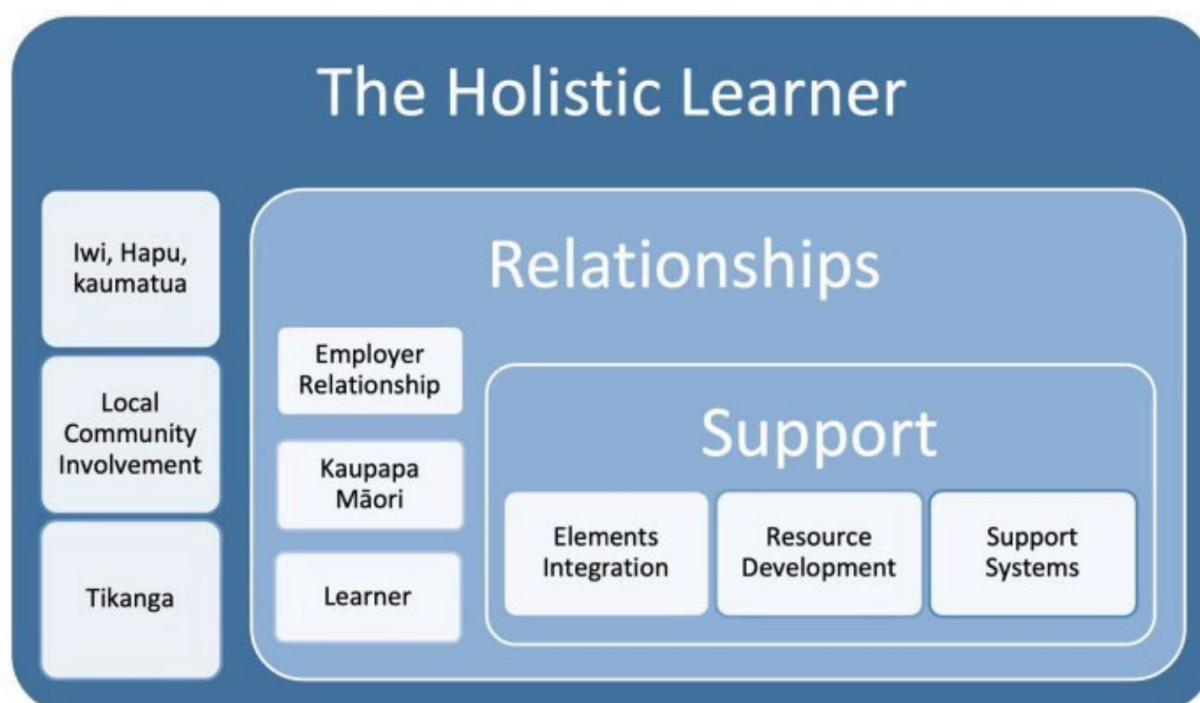
# Te Ao Māori elements to Support Primary Industry Work-based Training

Food and Fibre Centre for Vocational Excellence (FFCoVE)

The project was one of three which aimed to create a model that could underpin substantial increases in Māori participation in workplace based learning through taking a holistic view that included the requirements of the employer as well as the education provider.

The project identified key engagement partners who were consulted. These included Ngai Tukarirangi Orchard Trust, Managatawa Trust, Te Pūkenga, Muka Tangata, Te Wānanga o Aotearoa, Lincoln University, Apata Coolstore & Packhouse, DMS Progrowers, NZKGI, Seeka Group Limited, Māori cadets within the Kiwifruit workforce and the parents of the cadets.

A key concept discussed in this research was collectivism. Collectivism is a core value of Te Ao Māori that is often known but not prioritised. For this to be prioritised and enacted, providers and programme designers need to reflect that when developing and facilitating fit-for-purpose programmes



Food & Fibre Centre of Vocational Excellence (May 2022) *Te Ao Māori Elements to Support Primary Industry Work-based Training*

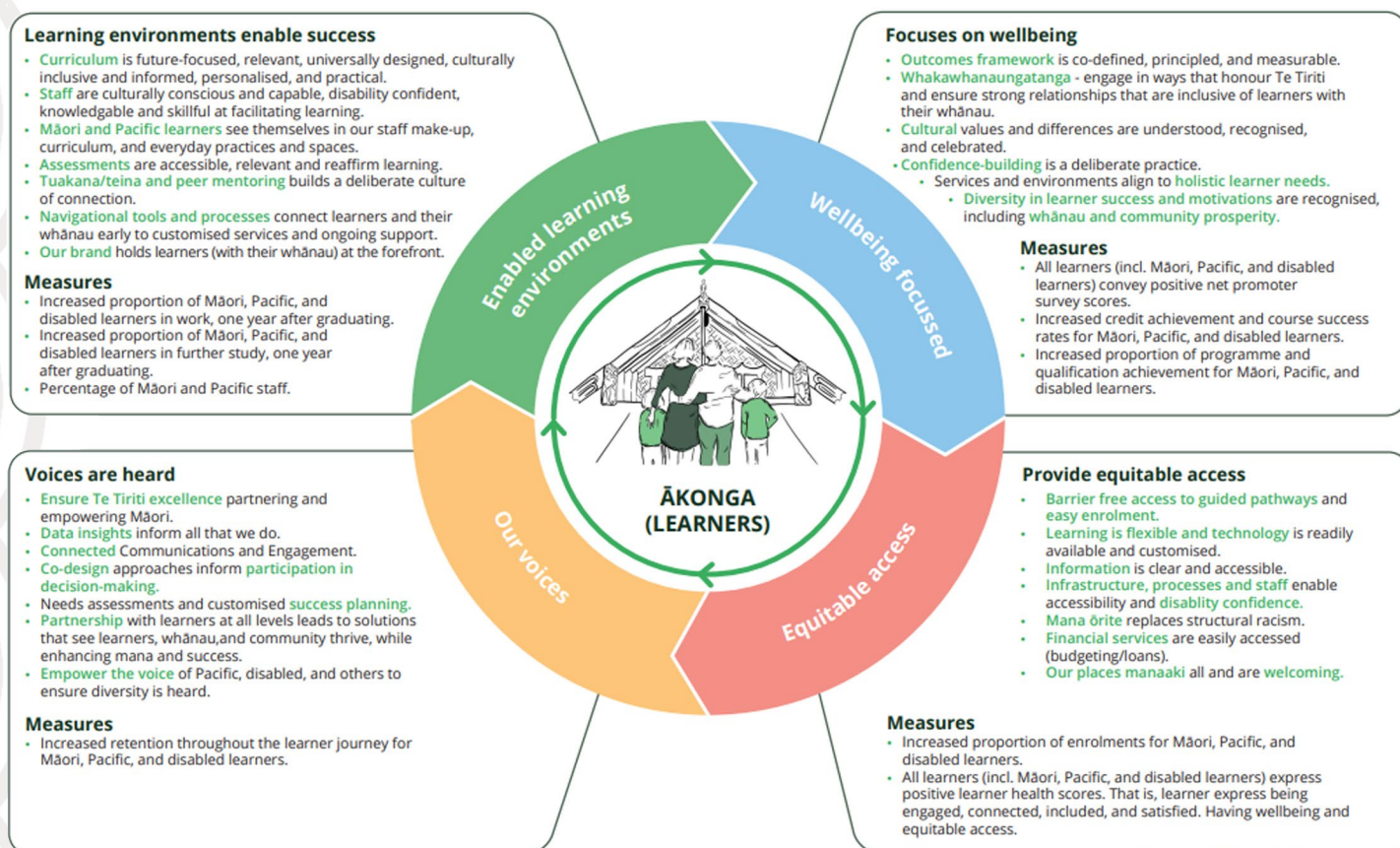


# Te Rito Outcomes Framework (Interim Version)

## Te Pūkenga

This draft framework informs equity action plans across Te Pūkenga and puts ākonga at the centre of a holistic approach. In the Te Rito Insights from Learners and Staff Part One findings, the need for holistic and ao Maori approaches within teaching and learning environments echoes throughout.

This framework demonstrates how providers can put ākonga at the centre in a way that enhances their experience and tackles barriers that traditionally prevent greater engagement. Enabled learning environments, wellbeing focussed, that voices are heard and equitable access are way to ensure positive outcomes and experiences for ākonga.



Te Pūkenga (June 2021) *Te Rito: Insights from learners and staff - opportunities to enhance success for all Te Pūkenga learners and Māori learners.* Ākonga at the Centre research project Part One.

Te Pūkenga (n.d.) *Te Rito Outcomes Framework*

# Whiria Te Ako

## Te Pūkenga

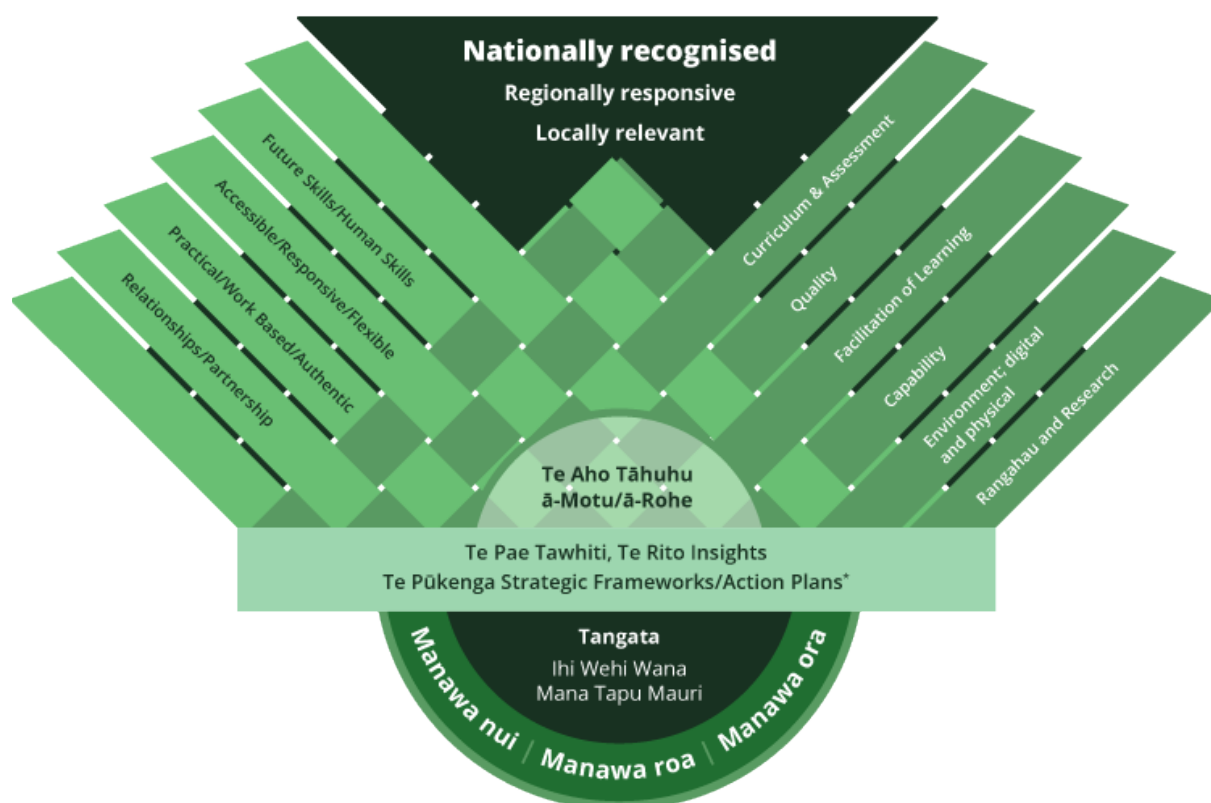
Whiria Te Ako is the proposed name for the Learning and Teaching Framework of Te Pūkenga. This signifies a transformative approach to ako (learning), where mātauranga Māori is elevated, and provides context to and informs all parts of learning and teaching in line with the proverb:

**Whiria te taura mātauranga o tēnā whare, o tēnā whaitua, hei kete whakairo.  
He whakamaunga kanohi mō ngā iwi. Whiria te ako, nau mai te wānanga.**

Weave together the strands of knowledge of the individual whare, of the individual regions into an intricately fashioned kete. A source of pride and inspiration, that is admired by all.

**Weave together the learning and teaching, welcome the collaboration.**

Throughout the design process, being able to implement the framework to allow regional responsiveness and relevancy has been front of mind. Rather than designing everything centrally, Te Pūkenga sees its academic centre as key to supporting the implementation at a regional and contextual level. It is the Whiria Te Ako framework that will inform this.



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At the time of this project, Whiria Te Ako is being finalised and is expected to be released publicly by the end of March 2023. As such, details of the model are yet to be fully unpacked and understood. We will monitor to develop a high understanding of Whiria Te Ako and how it will be used across Te Pūkenga networks, as it will have significant impact on programme endorsement and other aspects of our work.

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# Kaikaikaroro Framework

Hannah Simmonds with Ako Aotearoa

Kaikaikaroro is a conceptual framework developed by Hannah Simmonds and funded by Ako Aotearoa. Its purpose is for sharing the knowledge and outcomes of the 'Enhancing Student Success' report and presenting the opportunity for ongoing development.

**The narratives collected from the participants were divided into five kaupapa:**

- **Tikanga Māori** - The foundation of tikanga, reo, uara, kaupapa and wairua (spirituality) Māori that informs all aspects of daily interactions.
- **Tikanga ā-Tauira** - The definitions of, and journeys towards, success that encompasses whānau and whakapapa, and that restores individual and collected mātauranga.
- **Tikanga ā-Wānanga** - Our distinct approach to enable success through practice, design and delivery, contribution to the community, and restoration of mātauranga.
- **Hononga ā-Motu** - The connections in the broader context of Aotearoa New Zealand to the 'why', the 'how' and the 'what'.
- **Hononga ā-Taketake** - Our connections to our indigenous whānau that supports ongoing learning.

**Kaikaikaroro serves as a window into te ao Māori, and is a crucial step in the journey of Māoridom.**

As an entry point into te ao Māori, it could be integrated into Muka Tangata moderation planning as a guide to a value-based moderation system. Providers would be able to build the framework into their systems, where they don't currently have one, or use it to enhance their existing systems.



# Kaikaikaroro



## TIKANGA MĀORI

The foundation of TIKANGA, REO, UARA, KAUPAPA and WAIRUA MĀORI that informs all aspects of our daily interactions.



## KAIKAIKARORO

The Kaikaikaroro shell is a contextual framework for sharing the learnings from the three Wānanga in Aotearoa.



## TIKANGA Ā-TAUIRA

The definitions of and journeys towards success that encompass WHĀNAU, WHAKAPAPA and restore our individual and collective MĀTAURANGA.



## HONONGA Ā-MOTU

The connections of the broader context of Aotearoa to the 'why', the 'how', and the 'what'.



## TIKANGA Ā-WĀNANGA

Our distinct approach to enable success through PRACTICE; DESIGN & DELIVERY; our contribution to our COMMUNITY; and the restoration of MĀTAURANGA.



## HONONGA Ā-TAKETAKE

Our connections to our indigenous whānau that support ongoing learning.



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# The Successes of a Wrap-around Training Programme Transitioning Māori Youth into Employment

Kiwi Can Do with Ako Aotearoa

Kiwi Can Do's approach to embedding te ao Māori into work-based training revolves around genuine relationships and implementing kaupapa Māori practices into day to day operations.

Ākonga are at the centre of everything that they do. This model of Māori value-based relationships plays a crucial role in Māori learner and trainer outcomes. Tuakana/teina systems, where learners have a role model and mentor to guide them, impacts the learner outcomes substantially.

**The report highlights that genuine relationships and connections should be seen as an absolute minimum requirement when engaging all ākonga, but especially Māori, Pacific peoples, and tangata whai kaha.**

Ako Aotearoa (November 2017) *The Successes of a Wrap-around Training Programme Transitioning Māori Youth into Employment*.

# Huakina te tatau o te whare – Opening up the doors to the house

When every other learning experience has failed them, **Kiwi Can Do**. The success of a wrap-around training programme transitioning Māori youth into employment. Ten interwoven strategies contribute to the success of this “wrap-around training package” for Māori youth.

## Living our values

We are about respect, optimism, belief, and ‘No shit’ We don’t take it, and we don’t give it. We say to trainees - We’re good at solving problems. Tell us what’s troubling you. I bet we can fix it

## A public-private partnership

The programme is fees-free for the trainees, supported by the Ministry of Social Development (MSD). Government support has been crucial to the success of the programme, and over the years the relationship has strengthened, with MSD staff visiting several times a year, and working closely with Kiwi Can Do leaders to problem-solve and strategise for the future.

## Life skills – as well as work skills

In addition to upgrading driving licences, and learning a little about workplace regulations and legislation such as health and safety, there is a strong emphasis on self-management and interpersonal skills, workplace etiquette, courtesy and communication.

## Relationships – friends, whānau, family

The shared living and training environment builds camaraderie, and trainees support one another dealing with the challenges of being away from home, many for the first time, and a culture of personal responsibility and accountability.

## The ‘Dad’s Army’ tutor model

The Kiwi Can Do tutors are all retired tradespeople, they have spent their working life on the worksite, many have run their own businesses, and they know the job, the people, and the industry. They are employed for their experience and skill sets, and their readiness to provide patient guidance and support.

## Removing barriers

These can be both internal (such as a negative schooling experience with poor attendance and outcomes, low levels of literacy and numeracy, and low self-esteem), and external (such as issues with accommodation and transport). The residential programme means a lot of these barriers are immediately removed – there is also support for literacy and numeracy, completion of a Site Safe Construction Certificate, an upgrade of their driving licences – from learner, to restricted, to a full licence, and funding for protective gear and equipment, and the cost of relocating to wherever their new job is.

## The lodge

Otimai Lodge, for many decades the home of the NZ Girl Guides Association is a unique place, with an historical significance as a haven and a place of community to generations of Aucklanders. The lodge with its large, communal meeting and dining rooms, catering kitchen and accommodation wings – both bunkrooms and bedrooms – has been an ideal training site for the programme - all trainees interviewed loved their time here.

## Mentoring

Mentoring supports the development of personal and vocational skills, as well as growing confidence, purpose, and self-belief. Every member of the staff contributes – 24/7.

## Cultural identity

The whole concept is based around marae-style living: helping in the kitchen, having ‘boilups’ on the menu; karakia before meals, eating together in a large whare kai, communal living, rules about what comes into the lodge and what is left behind, and formal welcoming of visitors with a powhiri – korero, karakia, waiata.

## A focus on outcomes

Kiwi Can Do is a successful programme, recognised at ministerial level as achieving strong and consistent outcomes in transitioning youth from unemployment to work, via vocational training. Over the past five years, strong employment outcomes for graduates of around 67% have been consistently achieved.

You have changed our lives and I’m forever grateful to meet you’s all”

“We’re more building confidence than training people”

“Arrive as a group of strangers, leave with friends for life”

“We call them ‘Dad’s Army’, older men are role models”

“It’s a nurturing role. It’s an age-old model, like a dad showing his son”

“A values-based social enterprise, demonstrated every day by everyone”



Researcher Cath Fraser in partnership with Kiwi Can Do and Ako Aotearoa



# Te Ako Tiketike

## Ako Aotearoa

Te Ako Tiketike was created by Ako Aotearoa and was utilised by Primary Industry Training Organisation in several of their programmes, including Tū Te Ngana Hau (The Breath of Endeavour), and a two-year research project on the Whanganui awa (river) aimed at creating pathways that lead to further education, training and employment for the local iwi, Te Ati Haunui-ā-Pāpārangi.

Te Ako Tiketike provided facilitators from Primary ITO with the opportunity to develop their ao Māori knowledge and understanding of Māori ways of being through the way they facilitated the workshops with whānau. They utilised the tuakana/teina, relationship-focused and whānau support aspects of the model to hold the engagement of the participants in a way that catered to the iwi needs.



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# Nelson Marlborough Institute of Technology Model

## Nelson Marlborough Institute of Technology (NMIT)

NMIT's model demonstrates a highly practical example of how provider and iwi partnership and co-design can look and work. This is an example of collaboration with Māori that shows high regard to Māori and their critical role in increasing outcomes for their ākonga and whānau.

The cornerstone of these approaches is capability. **Building capabilities both internally and externally is crucial to ensuring excellence in te ao Māori,** although this can be a challenging task.

Nelson Marlborough Institute of Technology (n.d.) *Iwi Partnerships*. [NMIT.ac.nz/about/how-we-operate/partnerships/iwi/](https://nmit.ac.nz/about/how-we-operate/partnerships/iwi/)



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# He mihi

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Thank you to the many participants of our wānanga, interviewees, research report authors, and contributors who've supported and guided Te Whakatōnga.

We are excited to implement the recommendations of this report and work with providers to embed mātauranga Māori and te ao Māori in 2023 and into the future.



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