



**Mandatory Review of  
Tikanga Māori Qualifications  
Governance Group Hui  
OPEN MINUTES**

Minutes of a meeting of the Mandatory Review of Tikanga Māori Governance Group hui held in the Executive Boardroom, Te Wānanga o Aotearoa Campus, 15 Canning Crescent, Māngere, Auckland on 23 and 24 October 2013 at 9:30am.

**PRESENT****Co-Chairs**

Neil Rogers  
Shane Edwards

Waiariki Institute of Technology  
Te Wānanga o Aotearoa

**Members**

Te Urikore Biddle-Ranga  
Justin Heke  
Lee Agnew  
Ron Taukamo  
Josie Pulman

Unitec  
Bay Of Plenty Polytechnic  
The Skills Organisation  
Skills Active  
NZQA - MQS

**APOLOGIES**

Te Whatanui Winiata  
Keld Hunia  
Mauriora Kingi

Wintec  
He Whetu o he Marama Limited  
Whakaruruhau Tikanga

**ALSO  
PRESENT**

Merepaea Manukau  
Michelle Te Amo  
Tui Marsh  
Ben Ngaia  
Jeanne Kerr

Te Wānanga o Aotearoa- Review Facilitator  
Te Wānanga o Aotearoa Review - Administrator  
NZQA – Review Facilitator  
Pou Ārahi Māori NZQA  
Tunui Associates - Needs Analysis Contractor

**TABLED  
DOCS**

Book 1:  
Book 2:  
Book 3:

Agenda, Qualifications, Review Plan  
Needs Analysis  
NZQA Guidelines for the Review, THTK MM  
EQA, Guidelines for Approval



## 1 Karakia / Whakatau Te Wānanga o Aotearoa ki Manukau Staff

### Welcome address Merepaea Manukau

- 1.1 Merepaea opened the floor for nominations of the Tikanga Māori Governance Group Chairperson
  - Neil Rogers was nominated as chairperson, and seconded by Josie Pulman.
  - Proposed co-chair will be addressed Thursday, 24 October.
- 1.2 Governance group members have agreed in principle to remain the same in stage 2 of the review.

## 2 Targeted Review of Qualifications: Mātauranga Māori Evaluative Quality Assurance (Tui Marsh)

- 2.1 Background information regarding TRoQ MM EQA  
(see PowerPoint presentation; and refer to Book 3)

### Discussion points:

- New language (previous term/ current term):
  - Accreditation/ Consent to Access
  - Programme or Course/ Programme of Study
  - Programme Approval/ Accreditation of Programme to Qualification.
  - National Need/ Distinct Need
- Page 6, 25, 26 of approval document is replaced with Te Hono o Te Kahurangi.
- Pātai: If Māori qualifications have to have an English equivalent qualification name, do English qualifications have to have a Māori equivalent qualification name? Answer: No.
- Current MM EQA qualifications under TRoQ development :
  - Māori Governance
  - Ngā Toi
  - Hauora
  - Tākaro

## 3 Tikanga Māori Review Plan (Merepaea Manukau)

- 3.1 Please refer to Book 1 – content highlighted in yellow is to be amended, and where it says' Te Reo Māori it will be replaced with Tikanga Māori.

### Current Risks:

- In terms of GG membership, there is no representation around waka, rongoa and community/ iwi.
- Due to financial restrictions, how will small entities contribute to this review? Or how will we receive their need and voice?

### Discussion points:

- What connection does waka and Rongoa qualifications have within this review? Do they belong in the Tikanga Māori review or does this create a duplication of qualification with other reviews?
- Discussion reply from TWoA: Due to the fact that the above qualifications are



based on Tikanga they have been included within this review. Providers indicate where their programme sits within each review. .

- How do you create mainstream curriculum that have a genuine interest in tikanga and Māoritanga?
- How do you nurture Māori development?
- How much investment is going into a smart curriculum design in Aotearoa, New Zealand?

#### 4 Needs Analysis (Tunui Associates - Jeanne Kerr)

4.1 Overview of the needs analysis, please refer to book 2.

Discussion Points:

- Considered needs to be given to the change in TEC funding and credit programmes.
- TES is out for consultation and the group should consider the following:

*“In relation to our work and the TES, we salute the inclusion of Tikanga beside Te Reo as a valid application. We also note some concern that the potential for our people, at a young age, to pathway in to non tikanga and non Reo programmes in search of employment means we have a generation growing up whose cultural identity is weak. We would want those people, regardless of the qualification they got, to continue to have access in their lifetime, to a cultural education that befits this generation and the next one.”*

- After 4 years student allowance and a 7 EFT draw down, the student must fund themselves. This will shape the development of the Tikanga Māori Review.
- Hauora category which currently covers Rongoā to be renamed due to the clash with the Hauora TRoQ.
- Challenges found with the framework as it is concerned about ‘what is’ and not ‘what will be.’ We need to create a framework that is consistent and future proof.
  - Possible naming agencies: Mauri, Atua or Whare.
- How can we be connected and yet maintain specificity?

Recommendations:

Key points to consider when creating the qualifications:

- Self-actualisation – where individuals or groups become self-actualised
- Agency or Rangatiratanga – develop a sense of control of yourself and others
- Future proof framework – Whakapapa ideas, connected, clear and organised
- Off shore access - Australia
- Hoa haere– iwi input, “we were iwi before we were institutions or institutionalised.”

#### 5 Ngā Mātāpono

5.1 The group drafted ngā mātāpono to reflect on for the next day:

- Practice – applied knowledge in practice is the highest form of knowledge
- ISE-ICE
- Rangatiratanga/ Independent Learner - Advancement of individual, community,



iwi, hapori

- Mana Motuhake - kia mōhio ki a ahau
- Tu Tangata - tu rangatira
- Wero/ Challenge e whaka oho mauri
- Poutama - Celebrating , recognising and developing current skills
- Mana Reo - the link between Te Reo in the development of these qualifications, Te Reo part and parcel of tikanga.

## **6 Karakia Whakamutunga**



**Mandatory Review of  
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**PRESENT**

**Co-Chairs**

Neil Rogers  
Shane Edwards (left 12.30pm)

Waiariki Institute of Technology  
Te Wānanga o Aotearoa

**Members**

Te Urikore Biddle-Ranga  
Justin Heke  
Lee Agnew  
Ron Taukamo (left 11am-1pm)  
Josie Pulman

Unitec  
Bay Of Plenty Polytechnic  
The Skills Organisation  
Skills Active  
NZQA - MQS

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## 1 Karakia

### Nomination of Co-Chair

- 1.1 Nominations for Co-Chair were opened. Shane Edwards was nominated as co-chair of the Tikanga Māori Review.  
Motion was passed by Neil Rogers and seconded by Josie Pulman.
- 1.2 A reflection of the previous day's work was given and an overview of the day's agenda.
- 1.3 Clarification of Te Wānanga o Raukawa position, in terms of TRoQ was given
  - Te Wānanga o Raukawa is asking for clarity and assurance of intellectual indigenous knowledge, before it agrees to TRoQ.
  - They are still able to develop qualifications however they must show distinct need.

## 2 Ngā Mātāpono

- 2.1 Draft principles were presented to the Governance group for discussion, these were reduced to the following:
  - Oho Mauri
  - Mana tangata
  - Mana Reo
  - Rangatiratanga/ Mana Motuhake

The group broke off into two groups and were asked to discuss a principle statement that will encompass both Te Reo and Tikanga.

Please refer to Appendix A for notes.

## 3 Ngā Reanga

- 3.1 The GG also considered aspects of level and recommend that these kaupapa Māori principles be adapted in the naming of these levels in relation to the growth of the learner

Level 6 – Ka tū Rangatira (apply out in the community)

Level 5 – Ka tū tangata (apply with supervision)

Level 4 – Ka mātātāu (apply with guidance)

Level 3 – Ka marama (understanding how they work together)

Level 2 – Ka mōhio(knowing the difference)

Level 1 – Ka ako (what it is, exploring it)

## 4 Ngā Pukenga

- 4.1 GG members remained in their two groups and drafted a skills map in relation to the Ngā Mātāpono.

Please refer to Appendix A for notes.



## 5 Tikanga Māori Landscape

5.1 The group further reflected on yesterday's name agencies:

- Whare
- Mauri
- Wā – phases of time (past, present, future)
- Mana...

Discussion points:

Wā	Wā
Te ao tawhito – o mua	Wā ahi
Te ao tūroa – o nāianeī	Wā ha
Anamata – a mohoa nei – te ao hurihuri	Wā na
Te ao hou	Mana ao tawhito
Te ao tawhito	Mano ao hou
Te ao hurihuri	Mana ao tūroa
	Mano ao hurihuri
	Mana anamata
	Mana wa ahi

- Knowledge is specific to a space and place. Knowledge examines the past, present and future; and should be included in the qualifications guidance.
- Understand the past; apply the present; and build the future.

Recommendations:

<b>Descriptions</b>	Criteria/criterion/ Āhuatanga	Āhuatanga	Āhuatanga
<b>Qualification Landscape</b>	Te ao Tawhito (past)	Te Ao tūroa (present)	Te ao Anamata/ o mua (future)
	<ul style="list-style-type: none"> <li>• Mōteatea</li> <li>• Haka</li> </ul>		
<b>Frame</b>		Wā and place	

Please refer to the Appendix B for further notes.

## 6 Future Meetings and Venue

Date	Hui	Venue
18 <sup>th</sup> November 2013	Joint Governance Group Hui – Te Reo and Tikanga	Wellington
4 <sup>th</sup> December 2013	Governance Group Hui	TBC
11 <sup>th</sup> -12 <sup>th</sup> December 2013	Working Group	Hamilton
3 <sup>rd</sup> -6 <sup>th</sup> March 2014	Working Group	Hamilton
25 <sup>th</sup> March 2014	Governance Group Hui	TBC
30 <sup>th</sup> April 2014	Governance Group Hui	Wellington

## 7 Karakia Whakamutunga

## Appendices

### Appendix A:

Ngā Mātāpono Principles	Kōrero Horopaki Articulations	Ngā Pukenga Ako Skills Map	Ngā Reanga Levels	Tikanga and Kawa
<p><b>Oho Mauri</b></p> <ul style="list-style-type: none"> <li>• Jump into Action</li> <li>• Life Force</li> <li>• Aware</li> <li>• Astound</li> <li>• Coming home</li> <li>• Ka marama</li> <li>• Ka mōhio</li> <li>• Ma matatau</li> <li>• Start suddenly</li> <li>• Startle</li> <li>• Principles</li> <li>• Alert</li> <li>• Atua imbued with spirit</li> <li>• Motivation</li> <li>• Challenging</li> <li>• Awake</li> <li>• Shock</li> <li>• Astonish</li> <li>• The beginning</li> </ul>		<p><b>Be</b></p> <ul style="list-style-type: none"> <li>• Recognising discerning</li> <li>• Able to speak and listen</li> </ul> <p><b>Do &amp; Be</b></p> <ul style="list-style-type: none"> <li>• Confidence to share               <ul style="list-style-type: none"> <li>– Whanaungatanga</li> <li>– Manaakitanga</li> <li>– Koha ki te Ao</li> <li>– Pukengatanga</li> </ul> </li> <li>• able to structure speech appropriately for occasion e.g. huritau, Poukai</li> </ul> <p><b>Know</b></p> <ul style="list-style-type: none"> <li>• Know oneself               <ul style="list-style-type: none"> <li>– Whakapapa</li> <li>– Research                   <ul style="list-style-type: none"> <li>▪ MM</li> <li>▪ Tikanga</li> </ul> </li> </ul> </li> <li>• Knowledge of the subject and structure for speaking, spoken of</li> </ul> <p><b>Oho Mauri</b></p> <ul style="list-style-type: none"> <li>• Reaching a state of marama</li> <li>• Speaking and listening</li> <li>• LL &amp;N Skills</li> <li>• Academic skills</li> <li>• Whakawhanaungatanga</li> <li>• To engage</li> <li>• Able to share</li> <li>• Preparing to learn</li> </ul>	<p><b>Ka Ako</b></p> <p><b>Ka Mōhio</b></p> <p><b>Ka Marama</b></p> <p><b>Ka Matatau</b></p> <p><b>Tu Tangata</b></p> <p><b>Tu Rangatiratanga</b></p>	<p>What it is</p> <p>Knowing the difference</p> <p>Understanding how they work together</p> <p>Apply with guidance</p> <p>Apply with supervision</p> <p>Apply out in the community</p>



<p><b>Mana Reo</b></p> <ul style="list-style-type: none"> <li>• Socio- Political Te Reo <ul style="list-style-type: none"> <li>– Status of Te Reo</li> </ul> </li> <li>• Kawa Atua</li> <li>• Innovation</li> <li>• Te Reo me ona Tikanga</li> <li>• Reo me ngā tikanga intertwined <ul style="list-style-type: none"> <li>– Provide opportunities for reo learning in context</li> <li>– Application language in context</li> </ul> </li> <li>• Ko te reo Māori te waka o te whakaaro Māori</li> <li>• Tikanga vehicle for reo</li> </ul>		<p><b>Be</b></p> <ul style="list-style-type: none"> <li>• confident in communication / use the reo in a range of contexts applicable to tikanga Māori</li> </ul> <p><b>Do &amp; Know</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Pānui – Comprehension <ul style="list-style-type: none"> <li>▪ Tu Tangata</li> </ul> </li> <li>• Tahitahi – Composition</li> <li>• Whakarongo</li> <li>• Korero <ul style="list-style-type: none"> <li>– oral presentation</li> <li>– 2 way process <ul style="list-style-type: none"> <li>▪ Know ka mōhio</li> <li>▪ Ka Mahi</li> </ul> </li> </ul> </li> <li>• Is apply to apply language in a range of context where tikanga is applicable</li> </ul> <p><b>Know</b></p> <ul style="list-style-type: none"> <li>• Reo / tikanga / kaupapa</li> </ul> <p><b>Mana Reo</b></p> <ul style="list-style-type: none"> <li>• Express tikanga thru kawa</li> <li>• State of knowledge</li> <li>• Communication using te reo</li> <li>• Reo parāoa</li> <li>• Deeper meaning/ understanding <ul style="list-style-type: none"> <li>– Inferred versus literal</li> </ul> </li> </ul>		
<p><b>Mana tangata</b></p> <ul style="list-style-type: none"> <li>• Practise of the practice (Te Ao Maori)</li> <li>• Prestige</li> <li>• Te reo me ngā tikanga</li> <li>• Authority</li> <li>• Doing</li> <li>• Status</li> <li>• Innate abilities</li> <li>• Acknowledging multiple literacies</li> </ul>		<p><b>Be</b></p> <ul style="list-style-type: none"> <li>• confident in cultural identity</li> </ul> <p><b>Do</b></p> <ul style="list-style-type: none"> <li>• Ability to develop and Sustain relationships</li> <li>• Practice / Practise <ul style="list-style-type: none"> <li>– Training Ongoing</li> </ul> </li> </ul> <p><b>Know &amp; Do</b></p> <ul style="list-style-type: none"> <li>• Mauri Ora – Wellbeing</li> <li>• Understanding/ Comprehension of</li> </ul>		

<ul style="list-style-type: none"> <li>• Ideas presented</li> <li>• Forms of expressions</li> <li>• Literary forms – is it more than this</li> <li>• Application (tikanga / reo)</li> <li>• Appropriate             <ul style="list-style-type: none"> <li>– Way</li> <li>– Context</li> <li>– Level</li> </ul> </li> <li>• Tikanga</li> <li>• Te ao Māori ---- relationships</li> </ul>		<p>whakapapa, identity, etcetera</p> <p><b>Mana Tangata</b></p> <ul style="list-style-type: none"> <li>• Self confidence</li> <li>• Cultural identity</li> <li>• Interpret whakapapa</li> <li>• Atuatanga</li> <li>• Mātauranga</li> <li>• Prep to seek a resolution – rapu, kimi, kōrero</li> <li>• Training / ongoing</li> </ul>		
<p><b>Rangatiratanga/ Mana Motuhake</b></p> <ul style="list-style-type: none"> <li>• Share</li> <li>• Responsibility</li> <li>• Confidence             <ul style="list-style-type: none"> <li>– Cooperate</li> </ul> </li> <li>• Safety</li> <li>• Matatau wisdom</li> <li>• Contributing</li> <li>• Kawa Atua</li> <li>• Agency             <ul style="list-style-type: none"> <li>– Decision making                 <ul style="list-style-type: none"> <li>– Managing</li> <li>– Mentoring</li> <li>– Apprenticeship</li> </ul> </li> <li>– Critical thinking                 <ul style="list-style-type: none"> <li>– Visionaries that can interpret whakapapa</li> </ul> </li> </ul> </li> <li>• Sometimes Leader, Sometimes Follower</li> <li>• Both Worlds</li> </ul>		<p><b>Be</b></p> <ul style="list-style-type: none"> <li>• Independent in practising whaikōrero</li> </ul> <p><b>Do</b></p> <ul style="list-style-type: none"> <li>• practising whaikōrero etc. in a variety of context</li> </ul> <p><b>Know</b></p> <ul style="list-style-type: none"> <li>• has advanced / continues to advance knowledge in Te Reo and the art of whaikōrero</li> </ul> <p><b>Rangatiratanga/ Mana Motuhake</b></p> <ul style="list-style-type: none"> <li>• Oho</li> <li>• Iwi</li> <li>• Poutama</li> <li>• Rangatiratanga</li> <li>• To understand and apply leadership.</li> <li>• Know Ka Mōhio</li> <li>• Ka Mahi</li> <li>• Tu tangata</li> </ul>		

**Appendix B:**

**QUALIFICATION LANDSCAPE**

Ngā Reanga	Te Ao Tawhito	Te Ao Tūroa	Te Ao o Mua / Anamata
Ka tū Rangatira	120 Credits	120 Credits	120 Credits
Ka tū Tangata	120 Credits	120 Credits	120 Credits
Ka mātātāu	60/120 Credits	60/120 Credits	60/120 Credits
Ka marama	60/120 Credits		
Ka mōhio	60/120 Credits		
Ka ako			