

Adult and Tertiary Teaching of Mātauranga Māori: Qualifications Needs Analysis

Introduction

Existing qualifications in teaching mātauranga Māori are being reviewed as part of the mandatory review of Teacher Education qualifications within the wider Targeted Review of Qualifications¹.

Teacher Education qualifications within the mandatory review have been grouped into two broad categories: (i) Adult and Tertiary Teaching (ATT), and (ii) Education Specialisation and Support (ESS).

Qualifications in teaching mātauranga Māori have been included within the Adult and Tertiary Teaching grouping, with the target audience being practitioners who teach or intend to teach mātauranga Māori in Adult and Tertiary education settings² where the teaching and learning is underpinned by kaupapa Māori.

The following analysis provides evidence for undertaking the development of New Zealand qualifications in teaching mātauranga Māori and supplements the needs analysis for Adult and Tertiary Teaching qualifications produced by Ako Aotearoa. It is intended both to inform the sector and to support the quality assurance process.

The teaching mātauranga Māori qualifications are being developed using the Mātauranga Māori Evaluative Quality Assurance (MMeQA) process³.

This needs analysis looks at the need for qualifications from the top down by largely focusing on the strategic and workforce development needs, supported by community response to consultation. It should be noted however that development of the qualifications is occurring from the bottom up. This means that decision making and design of the qualifications is occurring at the flax-roots and based on community feedback, within the framework of Te Hono o Te Kahurangi⁴.

It is acknowledged that focussing on workforce development needs risks ignoring the notion that gaining a qualification can have an intrinsic value beyond employment. As noted in early discussion document feedback from Te Wānanga o Aotearoa:

“...becoming an educator has societal, community, and self-satisfying benefits as well. Being an educator is a great way to meaningfully contribute to the future and well-being of one’s community. It is often its own reward.”

However, it was clear from the consultation conducted during the development of the qualifications that the sector does see value outside employment to whānau,

¹ See <http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/targeted-review-of-qualifications/>

² Adult and Tertiary education settings includes both formal and non-formal settings.

³ See <http://www.nzqa.govt.nz/maori/mm-ega/>

⁴ See Appendix 1 for more information about the framework of Te Hono o Te Kahurangi

hapū, iwi, and hapori in qualifications in teaching mātauranga Māori. They specifically identified several potential benefits including:

- improving the knowledge base of the hapū,
- fulfilling cultural and community responsibilities and obligations, and
- having the knowledge to be involved in discussions that affect Māori people, for example with government and iwi organisations.

Research method and approach

This analysis has used both primary and secondary research to identify and provide evidence of the need for these qualifications.

An initial discussion document, based on earlier sector discussions, was circulated on a proposed suite of Adult and Tertiary Teaching qualifications. Feedback on this document was a key source of primary data and support for the development of a level 5 certificate and level 6 diploma in teaching mātauranga Māori. The discussion document was distributed to all current qualification owners and stakeholders who had expressed an interest in the review, with a request to further forward to their networks.

Following initial development of the qualifications and quality assurance feedback, further data was then sought in late 2014 in a targeted consultation. The consultation was circulated to a wide pool of individuals, community organisations and PTEs who have an interest in or involvement with teaching mātauranga Māori. Analysis from both this consultation and the earlier discussion document is included in the body of the report.

Secondary research involved the analysis of various strategy documents and reports focussed on Māori education strategy.

Analysis

THE STRATEGIC NEED

This section of the analysis focusses on two key strategic documents, the *Tertiary Education Strategy 2014-2019* (TES) and *Ka Hikitia – Accelerating Success 2013-2017*.

The TES provides the strategic direction and clearly supports the need to develop teaching mātauranga Māori qualifications.

The TES (p. 7) recognises the role of Māori as tangata whenua and Crown partners under the Treaty of Waitangi and indicates that Tertiary Education Organisations (TEOs) must:

- enable Māori to achieve education success as Māori,
- protect Māori language and culture,
- contribute to the survival and wellbeing of Māori as a people.

Moreover, the TES highlights that, “tertiary education contributes to Māori cultural outcomes – such as greater knowledge and use of Māori language and tikanga Māori, and development of mātauranga Māori” (p. 7).

The TES recognises the Crown's responsibilities to work collaboratively with iwi:

- to help improve Māori achievement, and recognise the economic benefits to individuals, groups, and society from improved levels of skills and education
- under the Treaty of Waitangi to support Māori aspirations, such as strengthened Māori language and mātauranga Māori research.

Priority area 3 of the TES focusses on boosting achievement of Māori and Pasifika. It notes that by 2030 30% of New Zealanders will be Māori or Pasifika (p. 12). The TES emphasises the need for TEOs to improve culturally responsive provision by “making a commitment to Māori learner success, focusing on increasing the number of Māori teaching staff within TEOs, improving culturally responsive teaching practices, and delivering programmes that are relevant to Māori and communities” (p. 13).

Furthermore the TES notes that, “TEOs' contribution to growing and developing mātauranga Māori will provide greater opportunities for Māori to achieve in research and development, building from their unique cultural strengths” (p. 13).

Ka Hikitia is a strategy to guide action to make a significant difference for Māori students in education (p. 6). Focus area 4 of the strategy relates to tertiary education, with the outcome that Māori succeed at higher levels of tertiary education.

Ka Hikitia notes that while the proportion of Māori students studying at New Zealand Qualifications Framework (NZQF) level 4 and above has increased, the total number remains constant. In order to improve system and institutional performance and accelerate progress for Māori, Ka Hikitia sets 4 goals and a series of proposed actions to achieve the goals (pp. 46-48).

The goals:

1. Māori participate and achieve at all levels at least on a par with other students in tertiary education.
2. Māori attain the knowledge, skills and qualifications that enable them to participate and achieve at all levels of the workforce.
3. Grow research and development of mātauranga Māori across the tertiary sector.
4. Increase participation and completion in Māori language courses at higher levels, in particular to improve the quality of Māori language teaching and provision.

The actions (abridged):

- looking for opportunities for better inclusion of mātauranga Māori in tertiary programmes,
- growing the research available on effective teaching and learning for Māori students so providers know what they can do to support students,
- providing professional development for tertiary educators and introducing culturally responsive teaching pedagogies.

SUPPORTING RESEARCH

A 2012 review of the literature in this sector by the Tertiary Education Commission, entitled *Doing Better for Māori in Tertiary Settings*, further supports the strategic direction found in the TES and Ka Hikitia. The literature covered by the review

showed that effective teacher delivery by well trained teachers is one of the five components that are “fundamental to Māori doing well in tertiary settings” (p. 11). In addition, qualifications in teaching mātauranga Māori will also allow for the creation of programmes relevant to Māori learners and communities that “enable learners to develop their cultural knowledge and identity” (p. 12).

The effectiveness of the learning environments facilitated by teaching staff is also identified as crucial to Māori learner engagement in tertiary education. In the tertiary education literature, several core elements identified as important to Māori learner success within this area of focus are:

- effective teacher relationships and interactions
- Māori cultural values and tikanga being central to learning
- integration of Te Ao Māori in assessment (p. 59).

One of the factors that research has shown encourages Māori learner participation in tertiary education is providers offering programmes that allow learners to develop or enhance Māori identity and knowledge of te ao Māori (p. 15). In addition, programmes that have cultural values and tikanga embedded in the curriculum and that advance Māori research and knowledge (p. 58) make a big contribution to effective learning environments. Qualifications at level 5 and 6 in teaching mātauranga Māori could provide a base for journeys that help prospective teachers create the same environment for a new generation of students.

Conversely two of the key factors identified in the literature review as being underlying barriers to Māori learner success include poor learner interactions by teaching staff, and staff who are not culturally competent and lack academic and cultural knowledge (p. 56). Qualifications in mātauranga Māori at sub-degree levels will go some way to addressing this.

LEGISLATIVE MANDATE

This section focuses on the legislative mandate and Government expectations for wānanga.

Wānanga are described in the Education Act (1989, section 162(4)(b)(iv)) as being “characterised by teaching and research that maintains, advances, and disseminates knowledge and develops intellectual independence, and assists the application of knowledge regarding āhuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom). The three wānanga are designated under the Education Act 1989 as unique organisations who offer quality education based on Māori principles and values.

The Government expects wānanga to:

- Create and share new Māori knowledge that contributes to whanau, hapū and iwi prosperity, and New Zealand’s economic, social, cultural and environmental development.
- Make an increasing contribution to sector-wide leadership through advancing mātauranga Māori at all qualification levels and across all fields of study.
- Enable students to complete a range of sub-degree, degree and postgraduate qualifications, with clear study paths to higher levels of learning through a Māori paradigm.

WORKFORCE DEVELOPMENT

As already noted, there are benefits outside of employment to having qualifications in teaching mātauranga Māori. However, there is also a clear and pressing need to further develop the workforce in this area. This message came from both the literature and from the community engaged in this sector.

The *Māori Tertiary Education Framework* is a report produced by the Ministry of Education's Māori Tertiary Reference Group that draws on the work of Sir Mason Durie. In the report, three of the areas identified as being key to workforce development are:

- Increasing the number of Māori working within the tertiary system and developing strong career pathways for Māori in TEOs (p. 21).
- Developing “the workforce of kaupapa Māori providers to ensure the capacity exists to continue to provide high-quality education for future generations” (p. 27).
- Developing appropriate qualifications (p. 32).

Another Ministry of Education report, *The changing structure of the public tertiary education workforce*, sets out data related to the numbers in the wānanga workforce. However, it should be noted that the teaching mātauranga Māori qualifications would be relevant to a wider teaching workforce such as Māori faculty staff within education organisations, Māori PTEs, and iwi education organisations.

There are limitations on this data as the MoE report does not distinguish by faculty or ethnicity in its analysis of universities and Polytechnics. As such it is not possible to distinguish Māori staff or staff involved in delivering programmes based on mātauranga Māori in universities and Polytechnics from the data available. Furthermore the report does not indicate if wānanga staff are employed to deliver programmes of learning involving mātauranga Māori, although this could be assumed. Staff turnover rates are also not provided.

The Ministry of Education report indicates that Academic staff at wānanga numbered 955 in 2011⁵, of which 728 staff held positions as tutors or senior tutors; lecturers or senior lecturers; heads of department; or deans/heads of school.

Undertaking further primary research to quantify and classify the wider teaching workforce would require significant resourcing and is beyond the scope of this review.

COMMUNITY RESPONSE

Sector consultation included surveys, and stakeholder meetings held in Auckland, Wellington and Christchurch. Feedback received through this process identified a need and support for the development of Ngā Tohu mo Te Ako me Whakangungu Pākeke.

Consultation on the initial Landscape Discussion document in March 2014 asked stakeholders for their thoughts on the need for separate specialist qualifications in teaching mātauranga Maori, distinct from the proposed Adult and Tertiary Teaching qualifications.

⁵ Deans and heads of school, department heads, lecturers, tutors, tutorial assistants and 'other' academic staff

There were 32 feedback submissions received on the Landscape Discussion document. The feedback signalled significant initial support for the proposed specialist qualifications, with 94.7% of those with a view agreeing there was a need for such qualifications.

Feedback further confirmed that there was a need for capability within the sector, particularly for those within Maori organisations or who teach from a kaupapa Maori perspective. There was an appreciation of the language, culture and theoretical differences that are inherent in a Maori world view of teaching.

A number of responses expressed concern that developing separate teaching mātauranga Māori qualifications risked mātauranga Māori not being included in the other ATT qualifications. This response that was mirrored in the consultation as well and was taken into account by the groups responsible for developing those qualifications.

A detailed summary of stakeholder feedback can be found as *Appendix 2 – Stakeholder Response to Landscape Discussion for Mātauranga Maori Qualifications*

Initial consultation

Consultation on the draft qualifications in preparation was undertaken in July 2014 asked stakeholders to consider the draft level 5 certificate and level 6 diploma in mātauranga Maori Adult and Tertiary Teaching qualifications.

There were 76 feedback submissions received on the draft qualifications. There was reasonable support for the draft qualifications with 73.1% of those with a view agreeing that the proposed qualifications met the needs of stakeholders.

Feedback indicated that stakeholders still saw a need for basic knowledge of Māori teaching and learning concepts for those working in non-mātauranga Māori as well, and a basic understanding of how cultural diversity contributes to an inclusive learning environment. Further to this they queried the pathways between the level 4 Assessment & ATT, and ALNE and Language Teaching to the level 5 mātauranga Māori Adult and Tertiary Teaching qualifications.

Second consultation

Further consultation was then carried out in November-December 2014, which asked stakeholders to provide more specific details around the need for Ngā Tohu mo Te Ako me Whakangungu Pākeke.

There were 22 feedback submissions received on this second round of consultation, and again there was significant support for tertiary qualifications in teaching mātauranga Māori with 91.7% of those with a view agreeing there was a need for these qualification.

There was also explicit support for qualifications at levels 5 and 6. It should be acknowledged that there was also a large amount of support for qualifications at Level 7 or above but that lies outside the scope of this review. One respondent noted that, in their experience, there is a “serious lack of mātauranga Māori competent tutors currently.” They also felt that these qualifications could help non-Māori to work more consciously with Māori students.

Context

Feedback indicated qualifications should be able to be delivered equally at marae, wānanga, PTEs and workplaces, which aligns well with the principles of the Targeted

Review of Qualifications. The target audiences proposed by the consultation included tertiary students, professional development for public sector organisations and existing teachers in both Māori medium and other medium schools, and workplace trainers.

Qualification content

A large list of skills and knowledge that was considered necessary in teaching mātauranga Māori qualifications in general were provided. Some key ones were:

- understanding of Te Ao Māori (including, for example, kaitiakitanga, whakapapa, ako, reo, aroha, kotahitanga, and whakapono)
- traditional Māori methods of knowledge transmission and learning
- culturally responsive frameworks for teaching
- student centred learning
- creating a comfortable and safe learning environment
- literacy and numeracy from a Māori perspective
- communication skills
- human development theories
- facilitation and relationship management

More specifically, at level 5 sound knowledge of curriculum development was considered essential. Meanwhile at level 6 the additional skills and knowledge that consultation respondents thought the qualification should cover included a wide range of relevant theories and research; multiple literacies; the Treaty of Waitangi; and selecting relevant, engaging and appropriate content.

Identified benefits

Some of the benefits of these qualifications identified by survey respondents included:

- “Assist non-Māori tutors to work more consciously with the Māori population, and [...] assist Māori tutors to integrate mātauranga Māori into their courses/programmes.
- “Integration of mātauranga Māori, kaupapa Māori, mātauranga Māori into mainstream ATT Māori.”
- “Produce graduates who are agile and responsive to the changing needs of learners, communities, and our world”
- “Produce Māori tertiary teachers who are able to embed [local tikanga and kawa] into their teaching.”
- “Produce graduates who have empathy, understanding, and commitment to the success of tauira.”

A short summary of the key points from the November/December consultation can be found in Appendix 3. A more detailed summary of stakeholder feedback (*Summary of Stakeholder Feedback on the Need for Mātauranga Māori ATT Qualifications Nov-Dec 2014*) can be found on the Teacher Education review page on the NZQA website.

Appendix 1 – Mātauranga Māori Evaluative Quality Assurance (MM EQA)

The epitome of Māori culture, traditional whareniui represents perhaps the fullest and most tangible expression of the beauty, depth and uniqueness of a Māori worldview: the concepts, values, philosophies, beliefs, practices, processes, skills, histories and aspirations.

Illustrated below, a concept based on the whareniui has been developed, in collaboration with the sector, for use specifically in a quality assurance context.



In Te Hono o Te Kahurangi, eight key kaupapa Māori principles considered most relevant in a quality assurance context, are associated with key parts of the whareniui.

Whanaungatanga	The care of ākonga, whānau, hapū, iwi and mātauranga Māori relationships will be a fundamental outcome of the review.
Manaakitanga	The duty of care and expression of mana-enhancing behaviours and practices will be evident between all review participants.
Pūkengatanga	The skills and knowledge of those directly involved in the review will ensure the values, beliefs, needs and aspirations of all participants are respected.
Kaitiakitanga	All review participants will ensure that the authenticity, integrity and use of mātauranga Māori is protected, maintained and transmitted appropriately.
Rangatiratanga	The review will reflect a unique and distinctively Māori approach to ensure the needs of ākonga, the wider community and other key stakeholders are met.
Tūrangawaewae	The review process will ensure all stakeholders are engaged, able to contribute and their contributions are acknowledged.
Te reo Māori	Te reo Māori, as the co-leading means for expressing and transmitting Māori knowledge, values and culture, will be practiced, promoted and celebrated.

Tikanga Māori

Tikanga Māori, as the co-leading means for preserving, protecting and transmitting ngā tuku ihotanga, will be practiced, promoted and celebrated.

For listing qualifications on the New Zealand Qualifications Framework (NZQF), there are six pātai tuakana (key evaluation questions (KEQs)) that directly and elegantly enquire into the expression of the kaupapa (the fifth and sixth questions are focused on the extent to which the qualification is distinctly and recognisably Māori in shape and form and its contribution to preserving, promoting and advancing te reo Māori and tikanga Māori). These questions are supported by a number of tools evaluators can use to support their decisions⁶.

1. E tautoko ana te hunga e tika ana hei tautoko?
To what extent have relevant stakeholders influenced/contributed to the qualification design?
2. He aha ngā tūmomo whāinga a ngā ākongā, whānau, hapū, iwi, hapori e tutuki ai i tēnei tohu?
How well does the qualification's strategic purpose match the needs of learners, whānau, hapū, iwi, hapori and other relevant stakeholders?
3. He aha te momo ka puta i tēnei tohu?
To what extent will the qualification enable graduates to pursue intended educational, employment, community and/or cultural outcomes?
4. He aha ngā painga ka riro i te whānau, hapū, iwi, hapori me ētehi atu inā tutuki ai ngā whāinga i te ākongā?
What is the value of the qualification for key stakeholders including whānau, hapū, iwi, hapori and learners?
5. E taea rānei te kī, he rangatira, he whai-mana, he Māori tonu te hanga o te tohu nei?
To what extent is the qualification unique, distinctly Māori in shape and form and have mana?
6. He aha ngā āhuetanga o te tohu nei e ora ai te reo, e mana ai ngā tikanga?
To what extent does the qualification contribute towards the preservation, promotion and advancement of te reo Māori and tikanga Māori?

⁶ <http://www.nzqa.govt.nz/maori/mm-ega/nga-taputapu-arotakenga/>

Appendix 2 – Stakeholder Response to Landscape Discussion for Mātauranga Maori Qualifications

There were 32 responses to the discussion document, with all but one response coming from organisations or individuals engaged in tertiary education. Of these, 19 specifically responded to the question:

What are your thoughts on the need for separate specialist qualifications in teaching Mātauranga Māori?

Of those who responded to this question, 18 responses supported development of teaching mātauranga Māori qualifications, while one did not. A number of responses expressed concern that developing separate mātauranga Māori qualifications risked mātauranga Māori not being included in the other ATT qualifications. This response that was mirrored in the consultation as well and was taken into account by the groups responsible for developing those qualifications. Verbatim responses to the question included:

From a kaumātua for a regional Polytechnic:

*“It is a good thing to have a separate specialist qualification in teaching mātauranga Māori, and separate specialist qualifications in assessment. There is a māori proverb that says “by Māori for Māori”. It is only when you are born a Māori and been nurtured in things Māori, like whakapapa (**geneology**), hītori (**history**), karakia (**prayers & incantations**), waiata (**songs**) that you can genuinely speak as someone who has authority on te Ao Māori. And so for those that want to teach Māori and assess Māori must have these attributes that I speak of”.*

From a wānanga:

“Fully agree but would also ask what place mātauranga Māori has in non-mātauranga Māori adult education qualifications? What gives it the NZ flavour?”

From a private training establishment (PTE) focussed on trades training:

“All teachers of adults in Aotearoa New Zealand need some grounding in Māori concepts, teaching and learning methodologies etc. The TES prioritises Māori achieving success as Māori. (Te Reo) Māori is an official language and under the Treaty of Waitangi, Māori are tangata whenua. For all these reasons and more, at least a basic knowledge of Māori teaching and learning concepts is essential in all ATT qualifications. Further, these concepts are good practice for all learners – not just Māori, so there is ‘no harm’ in knowing and applying these concepts in the wider education sector.

However, for those teaching in a Māori organisation or from a kaupapa Māori perspective may need or want a deeper

knowledge of tikanga, Te Reo, theories knowledge and techniques applicable to the context of their practice. It may then be appropriate to have specialist qualifications at the higher levels”.

From an education faculty in a metropolitan Polytechnic:

We have concerns that with the separate qualifications these areas may be dropped from the mainstream ATT programme. One option would be to have L5 ATT to have 30 credits as a core plus 15 credits mātauranga Maori and 15 credits numeracy and literacy. The proposed specialist qualifications would remain but these topics would be safeguarded in the ATT.

From a social services tutor in a regional Polytechnic:

“This would be beneficial for the learners as it will enable the framework to come under Te Ao Māori rather than mātauranga Māori being taught from a western framework, and safeguarding potential loss of integrity. All learners particular Māori will gain a greater understanding of their own culture references and ideologies rather than over attempt to integrate Mātauranga Māori into a western framework”.

Appendix 3 – Key Points from Stakeholder Feedback on the Need for Mātauranga Maori ATT Qualifications November/December 2014

What qualifications at which levels?	Mode of Delivery & Content	Who for? (Target Audience)	What skills and Knowledge?		Pathways			General Outcomes of the Mātauranga Māori TEd Qualifications
			Generic – across all	Qualification Specific	Education	Employment	Hapū/iwi outcomes	
<p>Qualification at Tertiary (Certificate) Level</p> <p>NZ CERTIFICATE LEVEL 5</p>	<ul style="list-style-type: none"> • Marae • Wānanga • PTE • Workplace 	<ul style="list-style-type: none"> • Tertiary students • Local Bodies • Government Agencies (Professional Development) • Pākeke • Secondary School Students • Those wanting to work with indigenous people, youth 	<ul style="list-style-type: none"> • Understanding of Te Ao Māori – whakapapa, ways of knowing, and ways of being • Kaitiakitanga – responsible guardianship • Knowledge of our heritage, our reo (kōrero, pānui, tuhituhi, whakarongo), our tikanga • Knowing of the self, the whakapapa of ako, and the engagement with āria (theory) • Understanding how a principled framework informs practice, rangahau through the engagement with Kaupapa Māori intervention to bring about a new body of knowledge 	<ul style="list-style-type: none"> • Sound knowledge of curriculum development 	<ul style="list-style-type: none"> • Level 6 qualifications 	<p>Graduates will be equipped for employment in the following roles:</p> <ul style="list-style-type: none"> • Tutors, Kaiako, or Teachers <ul style="list-style-type: none"> - in wānanga at marae and hapū level - in Kura Kaupapa Māori - in the tertiary sector and Wharekura - in the Wānanga sector - in PTEs • involvements in whānau, hapū, iwi developments • Kaiarahi i te reo in secondary or primary schools • People currently working in the education and health sectors. 	<p><i>Graduates will be able to contribute to whānau, hapū, iwi, and hapori Māori in the following ways:</i></p> <ul style="list-style-type: none"> • Qualifications give confidence and credence to the work they are currently involved in • Take up roles within hapu, and iwi post settlement • To make contributions of consequence, to care, to make our world a better place. • Creates opportunities to empower and excite • Capable to deliver to the expectations of the kaupapa/whānau, hapū, iwi • Run Marae-based wānanga • Improve the knowledge base of the hapū • Have the knowledge to be involved in discussions that affect Māori people – Health Boards, MoE, NZQA, Iwi Organisations etc • Fulfil cultural and community responsibilities and obligations to whānau, marae, or community forums and activities. • He tangata whai mōhio ki te whakapapa, ki te manaaki tangata, ki te noho pūmau ki te kaupapa. • Hui facilitation. 	<p><i>Whaia te iti kahurangi, ki te tuohu koe me he maunga teitei</i></p> <ul style="list-style-type: none"> • To provide an education that best fits the aspirations of this generation; enhances the dreams of the future generations; and prepares for understanding the essence of past generations. • Produce graduates who have empathy, understanding, and commitment to the success of the taurira. • Produce graduates who have a good grounding in how to teach Māori learners including qualities like ngākau māhaki, aroha tētahi ki tētahi. • Provide understanding of the Māori youth demographic, and how the younger generations process information and operate from both rural and urban areas. • Assist non-Māori tutors to work more consciously with the Māori population, and could assist Māori tutors to integrate mātauranga Māori into their courses/ programmes. • Produce Māori Tertiary Teachers with qualifications who are able to embed [local kawa and tikanga] into their teaching • Integration of mātauranga Māori, kaupapa Māori, mātāpono Māori into mainstream ATT Māori. • Become more Māori centric • Education for Adults and specifically education that is informed by mātauranga Māori is the future direction not just for Māori but for all. • Produce graduates who are agile and responsive to the changing needs of learners, communities, and our world. <p><i>The importance of placing the learner at the centre changes the approach to ako - the learner becomes the kaitiaki with obligations and responsibilities to the kaupapa that they are engaged in; they will name their rangahau, they will name their goals, and they will know the reason why they are engaged in this form of study.</i></p>
<p>Qualification at Tertiary (Diploma) Level</p> <p>NZ DIPLOMA LEVEL 6</p>	<ul style="list-style-type: none"> • Marae • Wānanga • PTE • Workplace 	<ul style="list-style-type: none"> • Tertiary students • Local Bodies • Government Agencies (Professional Development) • Pākeke • Secondary School Students • Teachers with existing expertise/degrees in other disciplines who are wanting to teach adults within wānanga and/or mainstream universities • Those wishing to teach a programme in their area of expertise, but who do not have a teaching qualification. 	<ul style="list-style-type: none"> • Student-centred learning • Creating a comfortable learning environment • Confidence and self-determination • Whakaako tamariki, mokopuna hei oranga whānau • Māori methods of knowledge transmission • Research traditional Māori learning practice • How to teach Māori learners • Ko ngā hua ko te whiwhi i te mohiotanga me pehea te whakaako, te tautoko, te manaaki i te tangata me tana whai i te tohu matauranga, me tana whai i a ia anō hoki • Assessing against Unit standards. • Tātaiako – cultural competencies for teaching Māori students • Financial literacy & ICT • Literacy and Numeracy specific knowledge and skills should be included from the Māori world view • Human Development Theories • Communication Skills – verbal & non-verbal • Māori Pedagogy, Andragogy, and epistemology • Facilitation and relationship management • Analysis and interpretation of learning outcomes • Culturally responsive frameworks. • Aroha, kotahitanga, Ngā Ture, Te Whakapono. • Use of learning and teaching technologies. 	<ul style="list-style-type: none"> • knowledgeable, highly skilled and critically reflective in curriculum content and pedagogical content knowledge • Have knowledge and understanding of a wide range of relevant theories and research and be able to justify, critique, and critically reflect on their effectiveness with respect to learners and learning areas • recognise multiple literacies and capacity to locate, evaluate, report and use these literacies effectively. • Knowledge about the treaty of Waitangi and understanding of institutional, professional, and personal commitments • select relevant, engaging and appropriate content when planning, teaching and evaluating • Compliance of Registered Teachers Criteria, National Admin Guidelines, National Education Goals • Teaching Practice/Practicum • Teaching in context. 	<ul style="list-style-type: none"> • Level 7 Degree level study • He Korowai Akonga – Degree in Adult Education (TWoA) 	<p>Graduates will be equipped for employment in the following roles:</p> <ul style="list-style-type: none"> • Tutors, Kaiako, or Teachers <ul style="list-style-type: none"> - in wānanga at marae and hapū level - in Kura Kaupapa Māori - in the tertiary sector and Wharekura - in the Wānanga sector - in PTEs • involvements in whānau, hapū, iwi developments • Kaiarahi i te reo in secondary or primary schools • People currently working in the education and health sectors. 	<p><i>Graduates will be able to contribute to whānau, hapū, iwi, and hapori Māori in the following ways:</i></p> <ul style="list-style-type: none"> • Qualifications give confidence and credence to the work they are currently involved in • Take up roles within hapu, and iwi post settlement • To make contributions of consequence, to care, to make our world a better place. • Creates opportunities to empower and excite • Capable to deliver to the expectations of the kaupapa/whānau, hapū, iwi • Run Marae-based wānanga • Improve the knowledge base of the hapū • Have the knowledge to be involved in discussions that affect Māori people – Health Boards, MoE, NZQA, Iwi Organisations etc • Fulfil cultural and community responsibilities and obligations to whānau, marae, or community forums and activities. • He tangata whai mōhio ki te whakapapa, ki te manaaki tangata, ki te noho pūmau ki te kaupapa. • Hui facilitation. 	<p><i>Whaia te iti kahurangi, ki te tuohu koe me he maunga teitei</i></p> <ul style="list-style-type: none"> • To provide an education that best fits the aspirations of this generation; enhances the dreams of the future generations; and prepares for understanding the essence of past generations. • Produce graduates who have empathy, understanding, and commitment to the success of the taurira. • Produce graduates who have a good grounding in how to teach Māori learners including qualities like ngākau māhaki, aroha tētahi ki tētahi. • Provide understanding of the Māori youth demographic, and how the younger generations process information and operate from both rural and urban areas. • Assist non-Māori tutors to work more consciously with the Māori population, and could assist Māori tutors to integrate mātauranga Māori into their courses/ programmes. • Produce Māori Tertiary Teachers with qualifications who are able to embed [local kawa and tikanga] into their teaching • Integration of mātauranga Māori, kaupapa Māori, mātāpono Māori into mainstream ATT Māori. • Become more Māori centric • Education for Adults and specifically education that is informed by mātauranga Māori is the future direction not just for Māori but for all. • Produce graduates who are agile and responsive to the changing needs of learners, communities, and our world. <p><i>The importance of placing the learner at the centre changes the approach to ako - the learner becomes the kaitiaki with obligations and responsibilities to the kaupapa that they are engaged in; they will name their rangahau, they will name their goals, and they will know the reason why they are engaged in this form of study.</i></p>