



Te Pūrongo Aromātai me te Arotake  
ā-Waho

## Te Wānanga o Raukawa

Kua eke ki te taumata **pounamu whakairo** mō ngā mahi.

*“Kua eke pānuku, kua eke tangaroa ngā kaupapa.  
Ko ngā kaupapa te tuāpapa o tōna whare”*

Tihore ai te rangi, ka ngaehe kei raro  
Tararua maunga, Ōtaki awa, mātike mai rā, pārara atu ana  
He pari kārangaranga, he whare iringa kupu  
He rerenga wai, he pūkenga korero paratī kau atu e

Ko te toto ō te Māori, he wai  
Erangi ia te wai oranga, ko te whenua  
E horapa ana te ūkaipō o ngā mātua ki a Tainui, ko Tokomaru  
Ko ngā tūmanako e horahia tonu ana  
Arā te tangata he taonga, arā te reo he whai oranga  
Arā te marae te mana Māori motuhake  
Arā te kotahitanga hei aka matua e

Ko tā te rangatira kai, he kupu kōrero hei whakatira i te iwi  
Ko tā te rangatira mahi, he manaaki, ā, tē oti atu ai

Tē oti atu te kapua tīhae e rere ana  
Kia whiti ko te rā ki Te Wānanga o Raukawa  
Kia whakahau ake ai  
*“Ka pō, ka ao, ka awatea”*  
Ati hoki, e kore au e ngaro, he kākano i ruia mai i Rangiātea  
Kei Hikurangi, kei te whai ao, kei te ao mārama

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<sup>1</sup> Tāhuhu o te Mātauranga

# Te Hono o Te Kahurangi

Ko te whakakotahitanga o ngā mātāpono me ngā ariā i ahu mai i te ao Māori, he āhuatanga ahurei e tū nei te whare o Te Hono o Te Kahurangi (THTK). E pā ana te tino ngako o THTK ki ngā hua e uaratia ana e te ākonga, ki te āhei o te ākonga ki te takoha atu ki tōna iwi, ki te takoha anō hoki a te Kura Mātauranga Pakeke (KMP) ki te mātauranga Māori.

He tikanga aromātai a THTK i takea mai i te whakatinanatanga o ngā kaupapa, he mea waihanga hoki kia kitea ai te pono, te kounga, te hua hoki o ngā tohu mātauranga Māori, o ngā hōtaka ako, o ngā kura mātauranga pakeke i runga i ō rātou ake mana. He whānui tonu ngā hua e uaratia ana, e āhukahukatia ana e THTK, pēnei i te whanaungatanga, i te manaakitanga, i te pūkengatanga, i te kaitiakitanga, i te rangatiratanga, i te tūrangawaewae, i te reo me ngā tikanga Māori<sup>2</sup>. Ko te roanga ake o ngā whakamahuki mō THTK kei te hononga ipurangi, kei <http://www.nzqa.govt.nz/maori/mm-ega/>.

## Te aromātai me te arotake ā-waho

Ko tā te aromātai me te arotake ā-waho (AAW) ko te whakatakoto i tētahi kōrero tōkeke hei taunaki i te motuhenga o tā te KMP mōhio ki āna anō mahi, ā, ka pūrongotia te āhua o tā te whakahaere whakatutuki, hāpai tonu, whakapai ake hoki i āna mahi e puta ai i a ia ngā hua e uaratia ana e nga ākonga, e te hunga whai pānga anō hoki. Me raranga te AAW a Te Mana Tohu Mātauranga o Aotearoa (TMTMA) me te aromatawai whaiaro a te KMP kia taea ai.

Ehara hoki i te mea e hāngai pū ana ngā mahi ki te mātauranga ake (pērā i ngā pūrongo maha o ngā EER) engari ia ka ranga ngā hua o te mātauranga Māori tae noa ki ōna āhuatanga, ki ōna tikanga hoki. Ka whai mana hoki ngā āhuatanga whai mahi, whai tohu mātauranga ake, whai pūkenga ako, whai pānga ki te hapori.

Kua rangitāmirotia ngā hua katoa ki te kaupapa, ka mutu, ka noho ngātahi hoki te aromatawai whaiaro i ngā whakatau katoa ka kore e noho wehewehe.

## Te Take o Tēnei Pūrongo

Ko te whāinga o tēnei pūrongo aromātai ā-waho me te arotake (AAW) he tuku i tētahi taukī tūmatanui mō ā Te Wānanga o Raukawa mahi, mō tōna āhei hoki ki te pēpeha - E kore au e ngaro, he kākano i ruia mai i Rangiatea. E whai wāhi ana tēnei arotake ki te tukanga tūtika a te Kāwanatanga hei whakamārama ake ki te hunga whakangao pūtea, ki te iwi whānui, ki ngā tauira o nāianeī, ki ngā tauira ā raurangi pea, ki ngā hapori, ki ngā rangatira mahi, me te hunga e whai pānga ana ki tēnei horopaki. Ko te tūmanako hoki mā te KMP (Kura Mātauranga Pakeke) tonu te arotake nei e whakamahi hei whakapakari ake i te kounga.

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<sup>2</sup>Āpitianga 1 - ngā whakamahuki mō ngā kaupapa

Koinei tonu te pūrongo ōkawa mō Te Wānanga o Raukawa, ā, kei te whārangi ipurangi a TMTMA e iri ana, arā, kei <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/ee-reports/>. He mea tuhi te pūrongo reo Pākehā hei tohutohu i ngā kōrero o roto i te pūrongo reo Māori. Ehara pea i te mea e tino hāngai pū ana ia kupu reo Pākehā ki ō te pūrongo reo Māori, engari i tuhia hei āwhina i te hunga kāore e mārama ana ki te reo Māori.

# He Whakataki

## 1. Te Wānanga o Raukawa

Ingoa o te KMP:	Te Wānanga o Raukawa
Momo:	Wānanga, e ai ki te Ture Mātauranga 1989
Wāhi:	144 Tasman Road, Ōtaki
I rēhita tuatahitia:	1993
Ngā ākonga:	Kei Aotearoa: 1,327 ākonga taurite ako ukiuki (ATAU, 2013); e 94 ōrau, he Māori; e 6 ōrau, he Pākehā; e 2 ōrau, he uri nō Te Moana-nui-a-Kiwa. Ko ētahi o ngā ākonga whai pānga atu ki ngā tūmono iwi whānui o te ao. E 26 ōrau, he tamariki ake i te 25 ngā tau; e 28 ōrau kei ngā tau 25-39; e 45 ōrau he pakeke ake i te 39 tau; ko te pakeke tau waenga o ngā ākonga, ko te 36 tau.
Ngā kaimahi:	194 katoa (e 62 ngā kaimahi tūranga mātauranga, 132 ngā kaimahi tūranga whānui). Kei tōna 118 ngā kaiāwhina (he pūkenga manuhiri) e koha ana i ō rātou haora me ō rātou mōhiotanga.
Ngā Papa:	Te Wānanga o Raukawa i tohua ai ki mua ake nei: <ul style="list-style-type: none"><li>• Huakina Development Trust, Pukekohe</li><li>• Tūranga Ararau, Tūranganui-ā-Kiwa</li><li>• Te Pito o Ngai Tawake, Kaikohe</li><li>• Whakatū Marae, Whakatū</li><li>• Te Mauri o Ngā Puhī, Te Whanga-a-Rei</li><li>• E 62 ngā marae</li><li>• E 20 ngā kura</li></ul>
Te whānui o ngā tohu whai mana:	Kua whakaae a TMTMA e whai mana ana a Te Wānanga o Raukawa ki te whakaako i: <ul style="list-style-type: none"><li>• poupou (te whānui o ngā pōkaitahi) me ngā heke (pōkairua) a Te Wānanga o Raukawa</li><li>• poutuarongo (ngā tohu paetahi 16)</li><li>• poutāhū (ngā tītohu paerunga e 4)</li><li>• tāhuhu (ngā tohu paerua e 5).</li></ul>

Ko ngā wāhanga matua o ēnei tohu he pēnei i te mātauranga

Māori, i te Ture me te Mātauranga Whakaaro, i ngā Toi Auaha, i te Mahi Kaute, i te Hauora, i te Hākinakina, i te Whakahaere Taiao, i te Whakahaere Pārongo, me te Mātauranga.

Ko te tohu tiketike rawa a Te Wānanga o Raukawa e whakaaetia ana, ko Te Kāurutanga (kāore i whakamanatia e TMTMA). E ai ki a Te Wānanga o Raukawa, he tohu kairangi tōna rite, ā, kei raro i te mana o Te Wānanga o Raukawa me ōna rōpū tuku iho - whānau, hapū, iwi.

Te Hītorio te Whakaū  
Kounga:

I arotakehia te kounga o te whakahaere nei e TMTMA i te tau 2007 i raro i te mana o te pūnaha tātari i whakaaetia, ā, i ea katoa ngā tikanga.

Nā te mea e 75 ōrau te nui o ana hōtaka ako kei ngā taumata o te tohu paetahi me te tohu paerunga, ā, nā te mea hoki me aroturuki ngā tohu pae runga katoa, ko te nuinga o ngā hōtaka a Te Wānanga o Raukawa me aroturuki ā-waho. Ka arotakehia ngā tohu paerunga e tētahi nā TMTMA rānei i tohu, ā, ina whakaaetia e TMTMA, ka riro mā te aroturuki whaiaro e tutuki ai mā tētahi Pūrongo ā-Tau mō te Aromātai Hōtaka. Koinei te tukanga whai tikanga mō te whakaū i te kounga o ngā kura whakaako tohu paetahi, ahakoa he kura whakangungu motuhake (KWM), he Pūtahi Hangarau, he Takiura (PHT), he wānanga rānei.

I whai wāhi a Te Wānanga o Raukawa ki te whakamātautanga tuatahi a TMTMA i ngā āhuatanga aromātai, arotake hoki o THTK i te tau 2011.

## 2. Te whānui o te aromātai me te arotake ā-waho

He mea whiriwhiri ngā hōtaka mai i ngā taumata katoa e whakaakona ana, arā, mai i te pōkaitahi ki te paerua, ā, mai i te whānui hoki o ngā marau, ka mutu, ka whai wāhi ngā hōtaka i whakaakona i te papa matua tonu me ngā marae. Ko ēnei ngā hōtaka e āta whakaatu mai ana i te āhua tonu o ngā whare me ngā momo whakaakoranga a te whakahaere nei. Ko ngā wāhi i arotahingia i roto i tēnei AAW ko ēnei, e whai ake nei:

- **Poupou Karanga (Taumata 3)**

Whakaakona ai tēnei hōtaka pōkaitahi ki te papa matua me te marae. Ko tana whāinga ko te whakaputa wāhine kua eke ki ngā taumata māhuri o te mōhio, o te whai pūmanawa, o te whai pūkenga ki ngā tikanga me ngā mahi o te karanga. 110 katoa

ngā ATAU o tēnei hōtaka, ā, e āhei ana te hunga ka puta ō rātou ihu i tēnei hōtaka ki te kauneke ki ētahi hōtaka tohu paetahi a Te Wānanga o Raukawa.

- **Poutuarongo Te Rangakura Kaiwhakaako (Taumata 7)**

He tohu paetahi mātauranga ā-kaiwhakaako tēnei e whakaakona ana ki te papa matua, ki Ōtaki, ki ētahi atu papa e rua hoki (Tūranga me Pukekohe). He mea aroturuki ā-waho tēnei hōtaka e TMTMA me te Kaunihera o Ngā Kaiwhakaako.

- **Tāhuhu Whakaakoranga (Taumata 9)**

Koinei tētahi o ngā tohu e rima teitei rawa ka whakaakona e te wānanga nei, e whakamanatia ana e TMTMA. He hōtaka tohu paerua tēnei e arotahitia ana. I kōwhiringia mō tēnei arotake i runga i te whakaaro koinei tētahi huarahi tohu paerunga mō te hunga ka puta ō rātou nei ihu i te hōtaka tohu paetahi mātauranga ā-kaiwhakaako. E whakaakona ana tēnei hōtaka ki te papa matua, ki Ōtaki.

- **Heke Mātauranga Māori (Taumata 5)**

He pōkairua tēnei hōtaka e pā ana ki ngā pūnaha mātauranga Māori, ka mutu, koinei te tau tuatahi o te tohu Pou Tuarongo Mātauranga Māori. 116 katoa ōna ATAU. ā, ko tēnei tētahi o ngā hōtaka e whāia nuitia ana e te tokomaha. Whakaakona ai tēnei ki runga i te papa matua, me ngā marae. Ko te nuinga o ngā hōtaka 'heke' ka noho hei tau tuatahi mō tētahi tohu paetahi.

- **Poutuarongo Mātauranga Māori (Taumata 7)**

He tohu paetahi tēnei e pā ana ki ngā pūnaha mātauranga Māori, ka mutu, ka ako hoki te ākongi ki te whakamahi i aua pūnaha kia ea ai ngā take ka tū ki mua i te Māori ināianei, ā haere ake nei hoki. He nui ngā huarahi ka wātea ki te ākongi ka puta i tēnei o ngā hōtaka, pēnei i te Tāhuhu Mātauranga Māori. Whakaakona ai tēnei ki te papa matua, ki Ōtaki, ki te marae anō hoki.

- **Tāhuhu Mātauranga Māori (Taumata 9)**

Koinei tētahi o ngā tohu e rima teitei rawa ka whakaakona e te wānanga nei, e whakamanatia ana e TMTMA. He hōtaka tohu paerua. I kōwhiringia mō tēnei arotake i runga i te whakaaro koinei tētahi huarahi tohu paerunga mō te hunga ka puta ō rātou nei ihu i tētahi hōtaka tohu paetahi a Te Wānanga o Raukawa tonu. Whakaakona ai te hōtaka nei ki te papa matua, ki Ōtaki, ki te marae anō hoki.

I tua atu i ēnei, ko ngā wāhanga i arotahingia ngā wāhanga matua o te mana whakahaere, o te whakahaere me te rautaki.



### 3. Te Whakahaere i te Aromātai me te Arotake ā-Waho

*Katoa ngā aromātai me ngā arotake ā-waho ka whakahaeretia i raro i ngā kaupapa here me ngā tikanga a TMTMA kua oti kē te tā mai. Otirā, ko te huarahi i whāia mō te AAW nei, ko Te Hono o Te Kahurangi, arā, Te Aromātai Kounga Mātauranga Māori (hei tāpiritanga ki ngā Tohutohu a TMTMA mō te Aromātai me te Arotake ā-Waho), ā, kei te hononga ipurangi nei:*

<http://www.nzqa.govt.nz/maori/mm-eqa/te-hono-o-te-kahurangi/>

He mea kawē tēnei AAW o Te Wānanga o Raukawa ki tōna papa matua, ki Ōtaki e tētahi rōpū aromātai tokoono, i roto i ngā rā e rima. I reira hoki tā TMTMA Kaitohutohu Matua o te AAW. I tūtaki ngā kaiaromātai ki ētahi o Ngā Purutanga Māuri, ki Te Mana Whakahaere, ki te Tumuaki, ki te Pōari Akoranga, ki ngā Pou me ngā Kaihautu, ki ngā kaiako me ngā kaimahi tautoko, ki ngā ākonga, ki ngā tauira, me te hunga whai pānga o waho.

Ko ētahi o te hunga whai pānga e kōrerotia nei, ko ērā nō ngā papa o te wānanga (Pukekohe, Kaikohe me Tūranga), ko ngā kanohi o ngā whānau, o ngā hapū me ngā iwi i ngā marae, ko ngā kura whakaako, ko ngā tumuaki ā-kura me ngā kaiwhakaako e whai wāhi atu ana ki te hōtaka mātauranga ā-kaiwhakaako.

Ko te arotahitanga ki te wāhanga mō te mana whakahaere, mō te whakahaere me te rautaki i ea nā ngā hui ki ngā kanohi o Ngā Purutanga Mauri, o Te Mana Whakahaere, ki te Tumuaki, ki ngā Pou, ki ngā kanohi hoki o te Pōari Akoranga i rangona ai te mauri o te iwi, me te mahinga ngātahitanga a ngā mana whakahere me ngā kaiwhakahaere.

I roto i te aromātai i ngā hōtaka, i āta takoto ngā uiui, i āta matapaki tahi hoki me ngā kaihautū, ngā kaiako me ngā kaimahi tautoko, ngā ākonga, ngā tauira me te hunga whai pānga o waho.

I homai ki te rōpū te mahere mātāi whakamua i whakaaetia ai e TAMM mō ngā tau e 2013-2015, me te pūrongo ā-tau, 2012, i mua i te taenga ki Ōtaki. I whakatakotohia ngā pūrongo aromatawai whaiaro mō ia wāhanga e arotahingia ana - e ai ki ngā kaupapa e waru o Te Hono o te Kahurangi. E pai ai te matapaki kōrero aromātai, he mea arotake anō hoki ētahi momo tuinga i te wā i te wānanga tonu te rōpū aromātai, pēnei i ngā pūrongo a Te Mana Whakahaere, a te Pōari Akoranga, a ngā Kaihautū hoki; i ngā āmiki hui; a ngā pūrongo arotake hōtaka; i He Aratohu Tuhi me ētahi atu tuinga e hāngai pū ana ki ngā hōtaka, kia pai ai te rangahau kōrero aromātai.

Kua whai wāhi atu Te Wānanga o Raukawa ki te whakauru i ā rātou kōrero kia noho tika, kia noho pono te pūrongo matua.

# Ngā Hua

Kua eke ā Te Wānanga o Raukawa mahi ki te taumata **POUNAMU WHAKAIRO**

**"Orooro ana koā te toki whao pounamu a Tāne-te-wānanga"**

Ko ngā take matua i pēnei ai te whakatau, e whai ake nei:

- Pūrangiāho ana te kitea, i ngā āhuetanga katoa puta noa i Te Wānanga o Raukawa, tāna kawē i ngā tikanga hāpai mātauranga i runga i āna ake kaupapa. Ko ngā kaupapa te tūāpapa o tōna whare.
- E whaihua ana, e whaitake ana hoki ngā whakahaere i te wānanga nei e tutuki ai i a ia tana pēpeha - *E kore au e ngaro, he kākano i ruia mai i Rangīātea* - me te whakapikinga anō hoki o te mātauranga o ngā ākonga ki ngā taumata o te angitu.
- E tino whaihua ana ngā mahi e mahia ana i te huhua o ngā kaupapa whānui, pēnei i te waihanga, i te tāpui me te tohatoha i ngā taonga o te mātauranga Māori, me te aha, ka piki ko te mana o te ākonga, o te whānau, o te hapū me te iwi.
- Mārama kehokeho ana te mahi a te taunaki e whakaatu ana i tā te wānanga nei whakatāiritanga, penapena, pupuri hoki ki te reo Māori.
- I ngā tau e whā kua mahue ake nei, kua kitea e pai noa iho ana, kua pai ake rānei te hāpai i ngā mahi mō te āhua ki te whakatutuki i ngā akoranga me ngā tohu, ā, kua pēnei anō te āhua e pā ana ki te kauneketanga o ngā ākonga ki akoranga taumata teitei ake, me te noho tonutanga o aua ākonga ki ngā akoranga.
- Nā te mārō o te taura here tangata i waenga i ngā iwi ahikā e toru (ART), me ngā whānau, hapū, iwi o rohe kē e whakatū akoranga ana, e whaihua nei ngā ākonga e noho ana ki aua rohe rā. He taunakitanga anō tēnei e whakaatu ana i tā Te Wānanga o Raukawa whai kia tutuki ai i a ia tana whāinga matua, e kī nei, *"E kore au e ngaro, he kākano i ruia mai i Rangīātea."*
- E whaitake ana, e pūmau ana hoki te aromatawai whaiaro, me te aha, kei te puta mai ngā hua i te whānuitanga o ngā wāhanga matua o ngā whakahaere o roto i te wānanga. He kounga ngā kōrero e kohikohia ana mō te aromatawai whaiaro, ā, nā te āta tātari, me te tino mātau anō hoki ki aua kōrero, e mau tonu ana, e piki ake ana rānei te kounga o tā te wānanga hāpai i ngā kaupapa matua, otirā, ngā mea e hāngai ana.
- I eke ai ki tēnei taumata nā te ihu oneone, nā ngā whakaaro rangatira me te tōngakingaki anō hoki o te hunga e whai wāhi ana ki te wānanga - ngā kaiako me ngā kaimahi, ngā ākonga, ngā rangatira, ngā kaiwhakahaere, tae atu hoki ki ngā pou o te kāhui o Ngā Purutanga Mauri.

Kei te roanga ake o te pūrongo arotake ā-waho nei ngā pitopito kōrero e whakamārama ana i te take i whakatau ai a TMTMA kua eke a Te Wānanga o Raukawa ki te taumata o te 'POUNAMU WHAKAIRO'. Ka tautuhia ngā wāhanga maha e whakaatu ana i tō te wānanga angitu ki te "whakatinana i ana kaupapa", ā, ka pērātia hoki ngā wāhanga kei reira ōna wāhi e taea ana te whakapai ake, me whakapai ake rānei. Ko te mahi mā te

wānanga ā haere ake nei, ko te whakakaha tonu i a ia, ko te "hoe tonu i te waka" me te hāpai tonu i ngā mahi pai e mahia ana e ia, mai i ngā tau tata nei, ā moroki noa.

***Me hūkere te hoe, kia eke panuku rā anō***

## Ngā Whakatauranga<sup>3</sup>

### 1.1 Tūrangawaewae

***Ina whitawhita te ahikā, pūmau ana te tūrangawaewae***

Ko Te Wānanga o Raukawa tētahi o ngā wānanga e toru o te wā e whakaahua mai ana i ngā momo wānanga i whakahaeretia ai e ngā tūpuna, puta noa i Aotearoa, i ngā tau o uki rā anō.

I whakatūria a Te Wānanga o Raukawa i te tau 1981 e ngā iwi ahikā, e Te Āti Awa, o Ngāti Raukawa, o Ngāti Toa Rangatira (ART). He mea i hua mai i te whakaritenga o te kaupapa 'Whakatupuranga Rua Mano' (WRM), i runga i te whakaaro mā te whakatutuki i ngā whāinga mātauranga a aua iwi e toru rā, ka nui ake ngā hua ā-pāpori, ā-ōhanga hoki ka puta ki a rātou.

E tū nei a Te Wānanga o Raukawa i runga i te Ture Mātauranga 1989 me ōna panonitanga e kī nei he kura taumata pakeke te wānanga "e kawea ana i ngā mahi whakaako, i ngā mahi rangahau hei pupuri, hei hiki, hei tohatoha i ngā mātauranga, hei whakapakari hoki i te tuakiri punenga, ā, hei tautoko anō hoki i te whakatinanatanga o ngā mātauranga e pā ana ki ngā āhuatanga Māori me ngā tikanga Māori." Nō reira, e whai mana ana a Te Wānanga o Raukawa i raro i te ture e pā ana ki ngā 'kura taumata pakeke', i raro anō hoki i ngā whakaritenga e tika ana mō te whakahaere tikanga kawea mātauranga, pēnei i ngā kaunihera me ngā kaiwhakahaere matua. Ko ōna hoa e rite ana ki a ia, i raro i te ture, ko ērā atu wānanga, ko ngā Pūtahi Hangarau me ngā Whare Takiura, tae atu hoki ki ngā whare wānanga o Aotearoa.

I whakatūria e Te Wānanga o Raukawa tana kaupapa matua "E kore au e ngaro, he kākano i ruia mai i Rangiātea" i runga i ngā mātāpono o te Whakatupuranga Rua Mano:

- Ko te tangata tonu tō tātou oranga: whakapakaringia, pupuritia
- He taonga te reo: whakapikingia, whakarauoratia
- Ko te marae te kāinga matua: tiakina, manaakitia
- Te tino rangatiratanga.

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<sup>3</sup> Katoa ngā whakatauranga i tēnei pūrongo i ahu mai i tētahi tukanga whai tikanga, ā, e pā kaha ana ki tētahi wāhanga o ngā mahi a te whakahaere i āta arotahingia.

E whakahaeretia ana a Te Wānanga o Raukawa i runga i ēnei matapono, he hua nō te kaha o te mahi, nō te āta mahi anō hoki, mai i te wā i whakatūria ai i te tau 1981, ā mohoa nei. E kitea ana te horahanga o ngā kaupapa tekau a te wānanga i roto i ngā āhuatanga o ana whakahaere katoa. Ko aua kaupapa rā, ko te: manaakitanga, ko te rangatiratanga, ko te whanaungatanga, ko te kotahitanga, ko te wairuatanga, ko te ūkaipōtanga, ko te pūkengatanga, ko te kaitiakitanga, ko te whakapapa, me te reo Māori.

E whai ana te wānanga nei ki te whakatutuki i tana whāinga matua mā te whakatinana i ēnei kaupapa, ā, e whakapae ana ia ka kitea tērā i roto i ngā whakahaere a ngā rangatira, a ngā kaiwhakahaere, i roto hoki i te rautaki, tae atu ki ana hononga ki ngā whānau, ki ngā hapū, ki ngā iwi, ki ngā ākongā, me ngā pūtahi Kāwanatanga anō hoki. Mā te whakatinana i ngā kaupapa ka ea te wāhi ki ngā tukanga, ka puta hoki ngā hua e tōminatia ana. Nō reira, ko ngā hua e tino uaratia ana, ko ērā e puta mai ana i ngā hiahia o te whānau, o te hapū, o te iwi hoki (pēnei i te tāpui me te whakahou i ngā mātauranga o te wā, pēnei hoki i te waihanga me te tohatoha i ngā mātauranga hou), ko te hāpai hoki a te wānanga i āna mahi kia hāngai ai ki ngā whāinga ā-motu. Ko ēnei āhuatanga katoa kei te taunaki i tāna whai ki te whakatutuki i te koromakinga o te "tū rangatira hei iwi".

## 1.2 Rangatiratanga

### ***Ki ngā whakaeke haumi***

E whaihua ana ngā whakahaere a ngā rangatira me ngā kaiwhakahaere nā te roa o te tōngakingakitanga ki te koromaki o te kawē mātauranga i runga i ngā kaupapa, ka tahi; nā te tika hoki o ngā wāhanga whakahaere ā-roto, ka rua.

E nahanaha ana, e rangā ana, e tapatahi ana, e pakari ana te rautaki, ngā whakahaere hoki a ngā rangatira me ngā kaiwhakahaere o Te Wānanga o Raukawa ki tā rātou whai i te angitu o te tino rangatiratanga i raro i te kaupapa o te wānanga.

E whakahaeretia ana te wānanga nei kia puāwai ai ngā kaupapa tekau i roto i ngā mahi katoa a te wānanga. E tapatahi ana, e kotahi ana ngā whakaaro me ngā mahi a Ngā Purutanga Mauri, a Te Mana Whakahaere, a ngā kaiwhakahaere matua, a te Pōari Akoranga, a ngā kaimahi me ngā kaiako (tae atu hoki ki ngā ākongā, ki ngā māngai o ngā whānau, o ngā hapū me ngā iwi). Ko te hua nui hoki ka puta, ko te raranga haeretanga o tēnā, o tēnā o ngā wāhanga whakahaere ā-roto e whakatutuki ana i āna anō mahi, me te whaihua anō hoki.

E tino pakari ana, e tino hāngai ana hoki ngā tikanga whakamahere, ngā tikanga kawē mātauranga, ngā pūrongo hoki a Te Wānanga o Raukawa i runga anō i te anga kaupapa. E whaitake ana ngā rautaki me ngā mahere pakihi e whai ana kia piki tonu ngā taumata mahi me te whai i ōna huarahi tika e tutuki ai tērā whāinga. He whānui, he hāngai ngā pūrongo ā-tau a Ngā Purutanga Mauri, a Te Mana Whakahaere, a te Tumuaki, a te Pōari Akoranga, a Ngā Kaihautū, a Te Kāhui Akoranga, a ētahi atu wāhanga hoki o roto o te wānanga me ētahi rōpū whakahaere.

E āta aroturukitia ana ngā taumata mahi i ngā wāhanga katoa o ngā tikanga kawē ā-kaupapa mā te papatau 'Kaupapa, Tikanga, me te Mahi' kua whakaurua ki te pūrongo whai tikanga ā-tau. Whakamahia ai ngā hua ka puta i ngā pūrongo ā-roto, ā-waho hoki, ā, ka tātaringia e Audit New Zealand i ia tau mō ngā take pūrongo ā-tau.

Ko ēnei āhuatanga katoa e whakaatu mai ana i te houtupu o tā te wānanga nei whakahaere i a ia anō i runga i ana kaupapa. E tino mārama ana ngā taunaki e whakaatu ana i tā Te Wānanga o Raukawa āta aro ki ngā hua o te papa kōrero (me ētahi atu ngohe arotake whaiaro i roto i te huhua o ngā hōtaka), me te aha, ka whai ia ki te whakatika ake i ngā take i tautuhia ai. I roto i ngā tau e rima, e whā ā moroki nei, ka āta aro a Te Wānanga o Raukawa ki te whakatairanga i ana mahi ā-mātauranga ki taumata kē, ka mutu, ka āta whai hoki ia kia piki ake ngā tatauranga mō te whakatutukitanga o ngā hōtaka, te pupuri ki ngā ākongā, me te kokenga o aua ākongā - e tika ana kia mihia ēnei āhuatanga. E ai ki ngā raraunga i kohia i ngā tau e toru ki muri nei, nā aua āhuatanga rā, kua pai ake aua tatauranga.

### 1.3 Te Reo me ngā Tikanga Māori

#### ***Mā tōu reo, mā ō tikanga ka rangona, ka kitea tōu rangatiratanga***

I roto i ngā wāhanga katoa o te Wānanga, he rōpū whai pānga nui, whai mana nui hoki te rōpū o Ngā Purutanga Mauri e pupuri nei, e whakapakari nei i tā Te Wānanga o Raukawa kawē i a ia anō i runga i ngā tikanga me ngā kaupapa. Whai wāhi ai ngā mema ki te huhua o ngā hui me ētahi mahi anō hei whakapūmau, hei whakakaha hoki i ngā hononga ki ngā kaupapa, hei tohutohu hoki i ngā wā e tika ana. Ka whakaako hoki ētahi mema i ētahi wāhanga mātaunga o roto i te mātauranga Māori.

He nui ake te mana o Ngā Purutanga Mauri i ō te rōpū tohutohu noa iho nei, inā hoki, ko ā rātou kupu he kupu tautoko, tohutohu, whakaū, whakaae, whakatau hoki i ngā take matua e pā ana ki Te Wānanga o Raukawa. Mārama kehokeho ana te pānga o te whai wāhi a ēnei rangatira ki ngā āhuatanga katoa o te wānanga nei nā tōna kaha ki te ū me te whai i ngā tikanga Māori, me te aha, e rangiwhāwhā ana ngā tikanga ki ngā wāhi katoa o te Wānanga.

E mōhiotia ana tō Te Wānanga o Raukawa whakaaro ki te reo Māori me tōna wāhi ki te oranga tonutanga o tōna iwi nā te mea ko te reo Māori tētahi o ngā kaupapa here i te nuinga o ngā hōtaka.

Kua takoto i a Te Wānanga o Raukawa ngā huarahi reo maha hei takahi mā te ākongā e hiahia ana ki te whakapakari ake i tōna mōhio ki te reo; mai i te taumata o te pōkaitahi ki te tohu paerua. Ahakoa ko te reo Māori tētahi o ngā take nui e uru ai te tangata ki te wānanga, ko te here i ngā ākongā katoa ki tēnei kaupapa tētahi o ngā pānga nui ki te āhua o te whakatutukitanga o ētahi tohu. E mōhio tonu ana te wānanga me arotake ia i ngā wāhanga reo i roto i ētahi o ana tohu, otirā, i ērā o ngā tohu e raru ana ngā tatauranga whakatutukinga tohu, inā rā, i tētahi tohu, e 40 ōrau te nui o ngā ākongā kei te puta ō rātou

nei ihu i ngā pepa reo Māori, ā, e 66-86 ōrau te nui o ngā ākongā e puta nei ō rātou ihu i ērā atu pepa o taua tohu.

Ka ākina hoki ngā kaimahi ki te whakapakari i ō rātou pūkenga reo mā te uru ki ngā kaupapa whakawhanake ngaio a Te Wānanga o Raukawa tonu e whakahaeretia ana i te paenga, mā te whai hoki i ngā kaupapa angitu mō te whakaako i te reo, e mōhio whānuitia ana e te motu, pēnei i te Kura Reo, i Te Panekiretanga o Te Reo me Te Mata Punenga.

O ngā tohu paerua wha tekau i whakatutukihia ai i te tau 2013, e toru tekau ngā tuinga roa o aua tohu i tuhia ki te reo Māori, me te aha, ka noho ērā hei taunakitanga mō te punenga, hei tauira hoki mō te reo Māori me ngā reo ā-iwi o te wā, hei waka huia mō ngā mātauranga ā iwi, hei koha hoki ki te penapenatanga, ki te whakatāiritanga me te kauneketanga o te reo Māori e whai painga ai a Ngāi Ihu Puta, ngā whānau, ngā hapū me ngā iwi.

## 1.4 Pūkengatanga

### ***He pūkenga mātauranga, he pukenga tangata***

Ahakoā ngā uauatanga i hua ake mai i ngā tau i nā noa nei, kua whakatau te wānanga me arotake, me whakapakari tonu ia i ana kaupapa, ā, me hāngai hoki te kaha ki te whakatika i āna mahi ā-mātauranga. Ko te ākinga matua hoki, ko te whakaaro me eke ngā āhuatanga katoa ki te pae o angitu. Kua āta whakamaheretia ngā rautaki, ā, e whakaurua haeretia ana ki ētahi wāhanga matua o ngā whakahaere o te wānanga, me te aha, e tāpua ana te pikinga ake o te pai.

Hei tauira, i kitea whaiarotia e Te Wānanga o Raukawa me piki ake ngā tatauranga mō te angitu ā-matauranga i muri mai i ngā tau nihoroa o te 2009/2010. Mai i taua wā, e kaha haere nei, e mahi tahi haere nei te wānanga ki te whakatika anō, ki te whakarite anō i a ia kia piki ai te kounga o ana mahi. Ko te ia o ngā tatauranga mai i te tau 2010 ki te tau 2013 e whakaatu ana kua whaihua, ā, he maha hoki ngā wāhanga kua pai ake. Nā te āta whai kia kaurera ake te taumata o ngā tohu mahi ā-mātauranga (TMM) e whāia nei e Te Amorangi Mātauranga Matua (TAMM), kua tino piki ngā tatauranga - he hua nō te āta tohe a Te Wānanga o Raukawa ki te "whakatairanga i ōna taumata".

E rua tonu ngā take i hiahia ai te wānanga ki te rangahua i ana tatauranga whakatutuki hōtaka, arā, ko tētahi ko te whai kia kounga ake ngā mahi, ko tētahi atu ko te whai kia ea tā te wānanga koromakinga matua o te whai wāhi ki te oranga me te angitu o te iwi. Me mihi a Te Wānanga o Raukawa, inā hoki, nō te huringa o te rāngai kura mātauranga pakeke ki te aro ki "te urunga o ngā ākongā ki ngā hōtaka, te kawenga me te whakatutukitanga o ngā hōtaka" kua urutau te wānanga nei.

### Ngā hua ki te whānau, ki te hapū, ki te iwi

Ko ētahi o ngā hua e pai tonu ana, kua pai ake rānei i tēnei wā, he pēnei i ēnei e whai ake nei:

- Kua whānui ake te waihanganga, te kohinga me te tohanga o te mātauranga nā te pikinga ake o te nui o ngā ākonga i uru ki ngā hōtaka Tāhuhu (e 40 katoa i te tau 2013, ā, e 30 o aua ākonga i tuhi i ā rātou tuhinga roa ki te reo Māori) - "hei pātaka mātauranga Māori".
- Hei uruparetanga ki ngā tono a ngā iwi, kua ara ake ētahi mātauranga hou e hāngai pū ana ki ngā hītori ā-iwi nā ngā mahi rangahau e mahia ana i roto i te akoranga rangahau iwi/hapū e whakahaeretia nei i ngā marae e 62 puta noa i Aotearoa.
- Nā ngā mahi rangahau hoki e mahia ana i roto i te akoranga rangahau iwi/hapū kua whakahoutia, kua whakatāpuatia hoki ngā mātauranga Māori o te wā (he uruparetanga ki ngā tono ā-iwi i kitea i ngā rangahau).
- E ai ki ngā kōrero e puta mai ana i ngā pūrongo arotake whaiaro, kua piki te tokomaha o te hunga e kaha ana ki te kawē i ngā tikanga o runga i ngā marae.
- Kua pakari ngā hononga i waenga i Te Wānanga o Raukawa me ngā iwi, nā te whakatūtū haere i ngā hōtaka ki ngā marae maha.
- Kua piki ake te nui o ngā ākonga e whakatutuki ana i ngā hōtaka nā te nui o ngā kaupapa manaaki e whakaritea ana hei tautoko i a rātou ki te whakaoti i ngā mahi.
- He kounga nō ngā mātanga whakaako, kua hōhonu ake te mōhio o ngā ākonga ki ngā reo me ngā tikanga ā-iwi.
- Kua pai ake ngā huarahi e uru ai, e angitu ai hoki ngā ākonga e mātua whāia ana e te wānanga.

E uariatia nuitia ana ēnei hua e ngā ākonga, e ngā whānau, e ngā hapū me ngā iwi e manaakitia nei e te wānanga, ā, e taunakitia ana ēnei whakaaro e ngā kōrero e puta mai ana i ngā momo huarahi rangahau.

Ko tētahi o ngā wāhanga matua i tautuhia rā e te wānanga hei whakapakari ake māna i tāna whakatinana i te pūkengatanga, ko te āta kohikohi i ngā kōrero mō te angitu o ngā ākonga kua puta nei ō rātou ihu i ngā kaupapa Māori a Te Wānanga o Raukawa, pēnei i ngā kōrero mō ngā tūranga mahi me ngā kaupapa ā-iwi e kawea ana e rātou. E taunaki ana te rōpū arotake i te whakaaro, ahakoa ia e mōhiotia whānuitia ana ngā kōrero, koinei tētahi o ngā kaupapa me mātua whai e te wānanga. Mā te aroturuki ka pai tā te wānanga whakanui i te kauneketanga o ngā ākonga kua puta nei ō rātou ihu, ka pai ake hoki tana mōhio, tana whakawhānui hoki i tana koha ki te rāngai mahi me te whanaketanga o te ahurea i roto i te iwi.

#### Ngā raraunga mō ngā tohu mahi ā-mātauranga a Te Amorangi Mātauranga Matua (TAMM)

Ahako ko ngā TAMM a TAMM tētahi wāhanga noa iho o ngā take e uariatia ana e Te Wānanga o Raukawa, e āta whai whakaarohia ana e Te Wānanga o Raukawa i roto i āna mahere e hāngai ana ki te aromatawai whaiaro me te whakapiki kounga. Nō te tautuhinga a Te Wānanga o Raukawa me āta whai whakaaro ia ki te whakapiki ake i ngā tatauranga e pā ana ki te whakaotinga ā-hōtaka, ā-tohu hoki, kua kaha ia ki te whakatutuki i taua whāinga e nahanaha ai, e whaitake ai aua whakapikinga.

E pā ana enei whanaketanga ki te arotake ā-wānanga whānui i te anga tikanga/kaupapa, ki te mahere mātai whakamua mō ngā tau 2013-2015 e hāngai ana ki ā Te Amoranga

Mātauranga Matua me ā Te Wānanga o Raukawa mahere ā-roto mō te rautaki, mō te pakihi, me ngā mahi.

<b>Papatau 1. Ngā kōrero mō ngā raraunga TMM e pā ana ki Te Wānanga o Raukawa.</b> (Ehara i te mea kua toka ngā raraunga mō te tau 2013. Kua tuhia ngā tau-waenga mō ngā wānanga katoa ki waenga i ngā taiapa)				
	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013<sup>4</sup></b>
	%	%	%	%
Te whakatutukinga ā-akoranga	43 (76)	58 (79)	61 (81)	67
Te whakatutukinga ā-tohu	44 (48)	56 (56)	54 (64)	69
Te pupuri ākongā	61 (64)	58 (58)	69 (69)	55
Te kauneketanga ki taumata kē	36 (35)	37 (37)	46 (36)	34

E kitea ana, i roto i ngā tau e whā kua mahue ake nei, he rite tonu te pikinga ake o ngā tatauranga, otirā, ki te wāhanga matua o te whakatutukinga ā-akoranga, arā, te wāhi kāore nei ngā mahi i tino eke i ngā tau o mua. He tino pai ēnei raraunga, nā te mea, e whakaatuhia ana te auau me te whakauka o ētahi āhua i roto i ngā tau e whā, ā, e ai ki te papatau nei, i te tau 2010 me te tau 2011, i tino piki ngā tatauranga mō te taha ki te whakatutukinga ā-tohu me te pupuri ākongā, ka mutu, he pai noa ake ēnei tatauranga i ngā tatauranga o ngā tau tōmua.

Waihoki, e pai ana te kitenga o te wāhi ki te whakatutukinga ā-tohu e whakaatu mai ana i te auau tonu o te pikinga o ngā tatauranga i roto i ngā tau e whā, me te aha, ki te whakataurientia ngā tatauranga nei ki ērā e pā ana ki te rāngai whānui (mō ngā kura o te motu e 29, pēnei i ngā whare wānanga, i ngā Pūtahi Hangarau, i ngā Whare Takiura me ngā wānanga), e autai tonu ana a Te Wānanga o Raukawa.

Ahakoia kei reira ngā raraunga e whakaatu ana i te haurakiraki o ngā tatauranga mō ia tau e pā ana ki te kauneketanga o ngā ākongā ki te taumata kē, me te pupuri ki ngā ākongā, ina whakatauritea ki ngā tatauranga o te tau 2012 mō ērā atu kura taumata pakeke, ka kitea ake kei te autai tonu a Te Wānanga o Raukawa. He kōhikohikotanga i puta i ngā tau, nā te mea tū noa ai ngā rā whakaputa ākongā i te pito o te tau tuatahi me te tau tuatoru o ngā akoranga, ā, he tokoiti hoki ngā ākongā o ētahi akoranga.

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<sup>4</sup> 2013 raraunga TMM - e ai ki ngā tatauranga o te Single Data Return (SDR) o te marama o Hakihea, 2013. Hei te Paenga-whāwhā o te tau 2014 rā anō totoka ai ēnei raraunga, ā, hei a Hōngongoi o taua tau anō ka whakaputaina hei raraunga pūmau. Heoi anō, me kī koinei tonu ngā tatauranga, i runga i te mōhio, ka whakaputaina e TWR ana ākongā i te Hakihea, ā, me uua ka whakaputaina ētahi ākongā i muri mai i tērā.



### Nā te aha i piki ake ai ngā taumata?

Kua whāia whakaukatia ngā whakaritenga whitake e tika ai ngā wāhanga me whakatika. Ko ngā raraunga mō te painga ake o ngā mahi, ko te pīnakitanga hoki o aua raraunga, kei te whakaatu i te pikinga o te kounga o ngā hōtaka mō te āhua ki te whakatutuki i ngā hiahia matua me ngā tūmanako o ngā ākonga, o ngā whānau, o ngā hapū me ngā iwi. Ehara ngā painga i te tohu noa i te pai o te whakahaere me te pūrongo rongotanga o aua raraunga, eoia, he hua whaikiko tonu i puāwai i te kaha me te whakauka o te tohe, i te kounga o ngā pārongo me te whitake o te aromatawai whaiaro. Ko te pūmanawa tonu o Te Wānanga o Raukawa, ko te whai kia nui tonu tana takoha ki te "oranga tonutanga o te Māori hei Māori".

Ko ngā whakaritenga i whāia ko ngā mea pēnei i te:

- whakanui ake i te tautoko i ngā ākonga e angitu ai, arā, te taha ki te ako, tae atu hoki ki ngā āhuatanga o waho i te ako
- āta aroturuki i te ako me te kauneke a ngā ākonga
- waihanga i ētahi atu rautaki whakaako e mahi tahi ai te kaiako me ana ākonga
- whakapakari i ngā pūkenga o ngā kaiako.

Kei te wāhanga 'manaakitanga', me ētahi wāhanga o tēnei pūrongo, te roanga ake o ngā pitopito kōrero.

### Ngā take hei whakapakari tonu - ngā wāhi ki ngā kaupapa e taea ana te whakapakari tonu

Ahakoia e meka ana ngā kōrero mō te tino pikinga ake o ngā tatauranga e hāngai ana ki te whakatutukinga ā-akoranga, ā-tohu anō hoki, ina whakaritea ngā tatauranga mō te whakatutukinga ā-akoranga ki ērā mō te rāngai wānanga me ērā atu kura taumata pakeke, kei te paeraro kē. Nā tēnei, nā ētahi atu take hoki, kua oti i a Te Wānanga o Raukawa te tautuhi, te whakarite mahere hoki e piki ake ai ēnei tatauranga i te tau 2014 me te tau 2015.

E taea ana ngā whāinga i whakaritea ai te whakatutuki (e 73 ōrau te nui o ngā ākonga me whakatutuki i ngā akoranga i te tau 2014), manohi anō, he piere nuku (e 83 ōrau te nui o ngā ākonga me whakatutuki i ngā akoranga i te tau 2015). E whai ana te wānanga kia piki ana tatauranga ki te taha paerunga o ngā tatauranga mō ngā kura taumata katoa, ka mutu, me mihi tēnei āhuatanga nā te mea ko tētahi wāhanga o taua whāinga rā ko te whakaputa tauira punenga. Heoi anō, kāore e kore ka uaua haere, ka papatoiake haere te tohe kia pērā rawa te nui o te piki o ngā tatauranga mō te whakatutukinga ā-akoranga, otirā, ka uaua kē atu te whakatutuki i ngā tūmanako i whakaritea ai mō te tau 2015. Ko te painga pea mēnā ka whāia te whakaaro kia āta haere te pikinga kia "totoka rā anō" ai, ka mutu, ko te painga atu mēnā ia ka whakahāngaitia tēnei whakaaro ki nga hōtaka kei ngā paeraro ngā tatauranga mō te whakatutukinga ā-akoranga.

E ai ki ngā tatauranga hukihuki o te tau 2013, he āhua nui tonu te hekenga o ngā Ākonga Taurite Ako Ukiuki (ATAU) kāore i whakatutuki i ngā hōtaka i ngā tau e toru kua hipa ake nei, ki te 45. He tohu tēnei, he nui ake ngā ākonga e rongono ana i te angitu, me te aha, kāore e kore ka kaha ake rātou ki te noho ki te ako, ki te kauneke rānei ki ngā taumata ako teitei ake. Ko tētahi o ngā mahi nui hei whai mā te wānanga, ko te whakapai tonu i ngā hōtaka katoa, tae atu hoki ki ērā hōtaka kāore i te pērā rawa te pai, manohi anō, kia kaua

ngā wāhanga e pakari ake ana e raruraru i tērā whāinga. Kei reira ōna huarahi e pai ai tā ngā hōtaka e pakari ana whakauru i ā rātou tikanga whaitake ki hōtaka kē.

Ko tētahi atu wāhanga i tautuhia hei whakapakari ake ko te aroturuki i ngā tohu paerunga me te whakaōrite aromatawai e rite ai ngā whakataunga mō ngā aromatawai, ā, e hāngai ai hoki te āhua o ngā ākonga ka puta ō rātou ihu ki ngā whakamārama mō ngā ākonga ka puta ō rātou ihu. Ko te tūtohunga ki a Te Wānanga o Raukawa, me whakakaha me whakaū i ēnei pūnaha, ka mutu, kua angitu tana pērā i ētahi atu wāhanga o ana whakahaere i uaua ai tāna mahi tahi me ngā pūtahi Kāwanantanga. Ina mahi tahi ngā taha e rua, he kaupapa whakapiki mana tēnei mea, te arohaehae ā-waho, otirā, mā te whakapai ake i ngā pūnaha ka paingia noatia ake ngā whakahaere e pā ana ki ngā tohu paerunga me te taha aromatawai.

#### Te eke panukutanga o ngā ākonga o Te Moana-nui-a-Kiwa

1327 katoa ngā ATAU i tukuna ki Te Wānanga o Raukawa i te tau 2013, ā, e 2420 ākonga tērā. E iwa tekau mā whā ōrau o ēnei ākonga he Māori, ā, ko te toenga he Pākehā rānei (e 6 ōrau), he uri rānei nō Te Moana-nui-a-Kiwa (e 2 ōrau).

E mihia ana tā te wānanga whakawehewehe i ana raraunga ki ngā ākonga e mātua whāia ana e te wānanga, pēnei i ngā uri Māori, i ngā uri o Te Moana-nui-a-Kiwa me ngā ākonga tamariki ake i te 25 tau, e pai ai tāna whai haere i ā rātou mahi. He tokoiti noa iho ngā ākonga nō Te Moana-nui-a-Kiwa, engari, ina whakatauritea ngā tatauranga mō rātou ki ngā tatauranga mō te Wānanga whānui, ka kitea ake, he paku iti iho ngā ākonga o Te Moana-nui-a-Kiwa e whakatutuki ana i ngā hōtaka, i ngā tohu hoki. Me aroturuki tonu te wānanga i ngā take eke panuku mō ēnei ākonga, ka mutu, me kaha tohe ia, ki te whakaea i ō rātou hiahia ako matua.

## 1.5 Manaakitanga

### ***Nā ngā pakiaka i tū ai te rākau Nā te rākau i ora ai ngā pakiaka***

Kitea ai te whakatinanatanga o te 'Manaakitanga' i roto i te tiaki me te whakautē i te mātauranga Māori tonu, i roto i ngā whanonga me ngā tikanga a te hunga e whai ana ki te whakawhānui ake i tana mōhio me tana mārama anō ki te whakatutuki i ngā hiahia matua me ngā tūmanako o ngā ākonga, o ngā whānau, o ngā hapū me ngā iwi.

Mā te auau tonu hoki o te arotake whaiaro, ka kitea anō tētahi wāhanga o te whakatinanatanga o te 'Manaakitanga'. E kitea ana he autai tonu te whakapikinga ake o te kounga o ngā huarahi tautoko i te ākonga, pēnei i te kura tautoko, i te taituarā ākonga, i te tautoko ā-ipurangi, i ngā momo tautoko mō te ako, mō tua atu hoki i te ako.

He rautaki hoki kua whakaritea e te wānanga hei tautoko i tā te akonga whakatutuki i ngā paearu āhua teitei tonu mā tana 'tauirā mātauranga' (he maha tonu ngā aromatawai, me tae atu ki te 100 ōrau o ngā akoranga, kua totoka ngā hōtaka ako, he iti ngā akoranga ā-

ipurangi). Whakaritea ai he wānanga ā-noho anō mā ērā kāore i wātea ki te haere ki te/ngā wānanga i tū ai nā te ngarohanga ki te tangihanga, nā te māuiuitanga rānei, kia pai tā rātou 'whaiwhai akoranga' e tutuki tonu ai ngā paearu mō te tae ki ngā akoranga, mō te aromatawai hoki.

Nā ērā rautaki katoa kua piki ake ngā taumata tatauranga e pā ana ki te eke panuku ā-ākonga, me te whakawhānuitanga ake o te mātauranga Māori i tuhia ai ki te pūrongo nei. Ko whaihua ngā mahi a te wānanga mō ēnei take.

E tautuhia ana, i roto i te 'Mahere Mahi' o tēnei wā, ētahi atu wāhanga me whakapai tonu ake kia pakari ai te wāhanga ki te tautoko i ngā ākonga me ngā kaimahi. Kei te arotakengia, kei te kawea hoki ēnei whakaritenga katoa, ā, ko ētahi he pēnei i ēnei:

- te kaupapa here 'waka eke noa'<sup>5</sup>, e whai wāhi ai te katoa o ngā ākonga i tonu ki ngā hōtaka paeraro.
- me whakatutuki e ia ākonga ētahi wāhanga matua o te 'akoranga mō te hapū me te iwi' me te reo Māori, ahakoa he aha te hōtaka, ā, ina tāpiri ērā wāhanga ki ngā wāhanga e hāngai pū ana ki te kaupapa matua o te tohu, inati ana ngā mahi a te ākonga.
- te teitei o te taumata mō te tae ki ngā akoranga katoa (100 ōrau) me te eke panuku i ngā aromatawai katoa.
- te tukanga whakauru ākonga (i ngā rāngahau i ngā whakaaro o ngā ākonga ka tautuhia ko tēnei wāhanga o te 'Manaakitanga' me whakapakari ake')
- te whakahāngai ake i ngā hōtaka ki ngā hiahia matua o tēnā, o tēnā o ngā ākonga.
- te aromatawai ākonga, pēnei i te whakarite huarahi kē hei aromatawai i te kauneketanga me ngā hua e pā ana ki te ākonga.
- te tikanga kia mātua whakapakari tonutia ngā pūkenga o ngā kaimahi, ā, kia whakarite huarahi hei tautoko i te whakawhanaketanga o ngā kaimahi.
- te whakapiki ake i te kounga o ngā taiao ako me ngā rauemi ako. Me āta whai whakaaro ki te whakawhanake me te whakapakari i ngā huarahi e ahu ana ki te mahi, arā, i te hōtaka tonu ki te mahi.
- ngā tikanga o te whakaako me te aromatawai – he wāhanga ēnei e hāngai ana ki te whakapikinga o te kounga o ngā mahi a te wānanga, me te eke panuku ā-ākonga.
- te whakawhanake i ngā rautaki ako-tawhiti, ako ā-ipurangi hoki, tae atu anō ki ētahi atu huarahi ako pīngore/whenumi e taea ai e ētahi te ako mā te ipurangi, arā, kia kaua ai e mate ki te āta tae ā-tinana atu ki te akoranga.
- te nui o ngā mahi a ngā kaimahi me ngā ākonga, i te nuinga o te wā.

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<sup>5</sup> Ko te paearu whakauru a te wānanga e 'wātea' noa ana ki te marea, arā, ehara i te mea me whai tohu kura e uru ai te ākonga ki ngā hōtaka tohu paeraro. Nā konei e wātea ai te ākonga e whirwhiri ana i TWoR, ki te kuhu ki tēnei wānanga i runga i tā TWoR nei hāpai i ngā tikanga, i te āhua o tana whakaako, me te huhua o ngā hōtaka. He huarahi hoki tēnei e whai wāhi ai te hunga mai i ngā momo ao katoa. Kāore tēnei paearu whakauru e pā ana ki ngā hōtaka e whai paearu whakauru ōkawa ana, pēnei i te hōtaka whakaako, i te hōtaka mahi ā-papori me ērā momo, inā rā, me tino ea ngā paearu ōkawa ā-waho e uru ai ki ēnei hōtaka.

- me kaha ake ngā tukanga tika ake, whaihua hoki mō te tango i ngā ākongā kāore i te whai-wāhi atu.
- kia nui ake te tatuoko i ngā kaupapa mō te tatau me te pānui.
- te whai i ngā hononga i waenga i ngā wāhanga o te hōtaka me kore noa e heke iho te nui o ngā mahi mā te ākongā ki tētahi taumata e tika ana.

He nui ngā taupatupatutanga ana i roto i tā te wānanga whakatutuki i ana whāinga ā-kaupapa me ngā whāinga ā-kāwanatanga e pā ana ki ngā rauemi, ki te wā, ki ngā mahi hoki a ngā kaimahi me ngā ākongā. Waihoki, e mārama ana ki te rōpū arotake, me uaua ka kitea he rongoa. Ahakoa tonu, pūrangiaho ana te kitea o ngā whāinga matua o runga ake nei, ka mutu, me kaha whai kia pakari ake ai te taha manaaki i ngā kaimahi me ngā ākongā, e whai hua ai hoki te taha ki te eke panuku ā-ākongā me ngā mahi tonu a te wānanga.

Kei te mahere ā-mahi e miramira ana te wāhi ki te tautoko i ngā kaimahi ki te whakapakari i ō rātou pūkenga (penei i ā rātou tohu) mō te reo me te whakaako. Ahakoa te nui o te mahi me ngā kawenga kei runga i ngā kaimahi, o te wā hoki me whakapau e rātou ki ā rātou mahi, he kaupapa kua whakaritea e Te Wānanga o Raukawa hei tautoko i ngā kaimahi, pēnei i te whakapakari pūkenga me te whai utu tonu, me te whai wāhi ki te whare whakapakari tinana mō te utukore.

## 1.6 Whanaungatanga

### ***He hono tangata e kore e motu, kāpā he taura waka ka motu noa***

Kitea rawatia ai te whakatinanatanga o te whanaungatanga i roto i te whakarite hōtaka e whai wāhi atu ai ngā iwi o ART, me ētahi atu iwi, hapū, whānau anō hoki.

Mārō ana ngā taura whanaunga i waenga i te wānanga me ētahi iwi nā ngā hononga, nā te whakawhanaunga, nā te āta whakawhānui haere hoki i ngā hōtaka e whai huarahi kauneke ai ngā uri o aua iwi. Kua whaihua ngā uri, ahakoa ākongā, kaiako rānei, nā te mea e tutuki ana i ngā ākongā ngā kaupapa matua o te huarahi ako (mai i te taumata o te pōkaitahi ki te taumata o te tohu paerua, ki ētahi wāhi whakaako), ā, e whaihua ana hoki ngā kaiwhakaako o aua iwi rā, nā te mea e hāngai rawa atu ana ā rātou tohu ki ō rātou tūrangā, ki te whāinga hoki e kī ana me mātua kotahi te pikinga ake o te taumata o ngā kaiako i tō te hōtaka e whakaakona ana. Ko te painga ki te wāhi whakaako, ko te whakaako i te whānui o ngā hōtaka mātauranga, o ngā taumata hoki ki ngā rohe.

Nā te herea o ngā ākongā ki te ako i ētahi wāhanga o ngā hōtaka reo, rangahau iwi/hapū anō hoki, me whakawhanunga rātou ki ngā whānau, ki ngā hapū, ki ngā iwi hei taunaki i ngā hononga whanaungatanga.

E rua hautoru o te tohu e whakawehea nei ki ngā wāhanga here nei, nō reira, he kaupapa matua te whakawhanaunga e tutuki ai ngā whāinga o te hōtaka e hāngai ana ki ngā tikanga me te mātauranga tahi. He taonga ngā kōrero ā-waha e pā ana ki ngā hua ka puta i ēnei

momo akoranga ki ngā ākonga me ō rātou whānau whānui, e pā ana hoki ki te angitu o te hunga kua puta ō rātou ihu. Mā te āta kohikohi, mā te whaiwhai rawa hoki i ngā kōrero mō te hunga kua puta ō rātou ihu, ka tino mōhiotia te whānui me te hōhonu o ngā mahi ā-tikanga, ā-mātauranga e mahia nei e Te Wānanga o Raukawa i tana tohe kia tutuki ana whāinga.

Kei te anipā a Te Wānanga o Raukawa i te hekenga o ngā tatauranga whakauru – tuatahi, nā te hekenga o te whakaurunga o ngā uri o ngā iwi ahikā (ART) ki raro iho o te 20 ōrau o ngā whakaurunga katoa; tuarua, kua tokoiti haere te hunga e tutuki ai i a ia tana whāinga pae-tawhiti. Ko tētahi rongoā pea kei te pae tata, ko te whakaaro anō ki te whakatika i te hekenga o ngā whakaurunga i puta ai ngā hōtaka pōkaitahi utukore. Ahakoa te pikinga ake o ngā tatauranga whakauru, kāore ētahi o ngā ākonga i puta nei ō rātou ihu i aua pōkaitahi i kauneke ki te taumata o te pōkairua (heke), ā, ko ngā tatauranga kauneke a Te Wānanga o Raukawa te papa. Mā te whakanui haere tonu i ngā hōtaka pōkaitahi ka raru pea tana whāinga kia tino mōhiotia ia hei whare whakawhiwhi tohu paerunga. Kei te mōhio a Te Wānanga o Raukawa, kei te whakatewhatewha hoki ia i ētahi atu rautaki e hiahia ai ngā ākonga ki te ako ki reira, otirā, e tokomaha ake ai hoki ngā ākonga i ahu mai i ngā iwi o ART. Me whai wāhi, ka tika, te kauneketanga o ngā ākonga ki aua rautaki.

## 1.7 Kaitiakitanga

### ***Iti te matakahi, paoa atu anō, nā, potapota noa***

Kohikohi taunakitanga ai a Te Wānanga o Raukawa e pā ana ki te kaitiakitanga mā ngā huarahi ōkawa, ōpaki anō hoki, pēnei i ēnei:

- te whakatū hui kia mōhiotia ai mena e tukuki ana ngā hiahia matua, me ngā take kua ara ake.
- he pūrongo ōkawa ka tukuna ki Te Wānanga o Raukawa e ngā hui whakahaere marae.
- he rite tonu tā ngā ākonga whakatakoto kōrero e pā ana ki te whaihua o ngā hōtaka, i te roanga o te tau.
- te kohikohi rangahau mai i a PITO (tētahi whakatōpūtanga o ētahi māngai o ngā marae) e mārama ai ki ngā kōrero e pā ana ki tā te hōtaka whakatutuki i ngā hiahia matua ā-rohe.
- te hōhonu o te tātari i ngā tatauranga ā-mahi mā roto i te papatau kaupapa/tikanga.

E ai ki ngā rangahau i te ākonga, i ngā whānau, i ngā hapū me ngā iwi ā-whaitua, e tino riro ana mā ngā hiahia matua e tohu ka pēhea tā te wānanga tuku hōtaka o te wānanga, ka mutu, koinei tētahi o ōna kura nui.

### **Te kōunga o ngā raraunga me te whakamāoritanga o aua raraunga**

He mana nui ō ngā raraunga ā-tatauranga, ā-whakamārama hoki e kohia ana, e whakamāoritia ana e pā ana ki ngā wāhanga matua katoa o ngā whakahaere a te wānanga i a ia anō, i ōna whare, i ana taumata hōtaka anō hoki, kei ngā papatau tikanga/kaupapa e

noho ana. E tino whakamahia ana i roto i ngā pūrongo, engari tērā pea ka whaitake nui ake ina whakamahia ki te whakapiki ake i te kounga o ētahi hōtaka takitahi nei. He tino nui te uaratia o ēnei kohikohinga, ka mutu, he whānui ngā raraunga o roto.

He mea kohikohi ngā raraunga mā ngā momo huarahi, ka mutu, he tohu tēnei i te āhua o te 'kanohi ki te kanohi' ka whāia i roto i te nuinga o ngā mahi. Ka āta matapakingia ngā raraunga me ngā whakamāoritanga. Nā tērā, e mārama ake nei, e whaimana nei ngā raraunga.

Koinei te huarahi e pai nei tā Te Wānanga o Raukawa whakamahi i ngā urupare kia whaihua ai, kia whaitake ai, me te aha, nā konei kua tahuri ngā whakaaro me ngā mahi i roto i ngā tau tata nei.

He whānui tonu ngā momo huarahi ka whāia e puta ai he kōrero whaitake hei taunaki i a Te Wānanga o Raukawa ki te aromatawai whaiaro. Ko ngā kōrero i taka mai i te raraunga ā-tatauranga, ā-whakamarama hoki he hua i puta i te mahere whakatutukitanga o ngā hōtaka me te pupuri i ngā ākongā. I āta whakaarotia, i whakahoungia hoki, ā, ka whai atu i tērā ko te mahere ā mahi 2014. E tohu ana i ngā whāinga hei whakapai ake, i ngā tikanga anō hoki e tutuki ai aua whāinga. He whakatauiratanga tēnei i te aromatawai whaiaro e whaihua ana - ka tautuhia, ka whāia ngā hiahia matua me ngā tūmanako; ka kohikohia ētahi raraunga whaitake mai i ngā wāhanga matua hei āta tātaritanga, hei āta whakatinanatanga mā Te Wānanga o Raukawa, me te aha, he hua whaikiko e puta ana.

#### Te whakapūmautanga anamata

He whāinga teitei kua whakaritea kia kua ai te tatauranga mō te whakatutukinga hōtaka e heke iho i te 45 ōrau, ā, kia hāngai ai te taumata o ā Te Wānanga o Raukawa mahi katoa ki te wāhanga paerunga kei reira rā ngā tatauranga mō ērā atu kura e 29 (koinei te pae whakataurite o te wānanga nei). E tohe ana a Te Wānanga o Raukawa kia eke ana tatauranga mō te whakatutukinga hōtaka ki te taumata o te 73 ōrau i te tau 2014, ā, kia piki tērā ki te 83 ōrau ā te tau 2015.

E hāngai ana te teitei o taua taumata 73 ōrau rā ki te āhua o ana pikinga i ngā tau tata kua pahure ake nei, engari he tino teitei te 83 ōrau. Ka whakamanatia e Te Mana Whakahaere te mahere mahi ā-tau e aro ana ki ngā whāinga me ngā huarahi hei takahitanga e tutuki ai aua whāinga. Nā runga i ngā taunaki i reira i te wā o tēnei aromātai, o tēnei arotake, e whaitake ana ēnei whāinga e whāia nei e ia. Hei painga tonu ēnei mō ngā ākongā, mō ngā whānau, mō ngā hapū me ngā iwi.

Kāore anō tā Te Wānanga o Raukawa aromatawai whaiaro kia eke ki te taumata paruhi, kāore anō hoki ōna pānga kia kitea whānuitia. E ea ai ngā hiahia matua o ngā ākongā, o ngā whānau, o ngā hapū, o ngā iwi, ko te mahi nui mā te wānanga, ko te "hoe tonu i te waka", ko te takahi tonu kia kaha, kia totoa i te huarahi kua tīmata kē te takahia, kua oti kē rānei te whakarite mō te tau 2014, ā haere ake nei.

Pono ana, rangatira ana, pukumahi rawa atu ana tā Te Wānanga o Raukawa tū ki mua i ngā taunahua nui tonu kua ara ake ki mua i a ia. Nā te kaha whaikiko o tana tohe kia piki ake ai te kounga o āna mahi puta noa, nā te pai o te pitomata o ōna hua, nā tana māia hoki

ki te whakapiki i ngā taumata o ana whāinga mō ngā tau tata e heke mai nei, e whakaae a TMTMA kua eke te kounga o tā Te Wānanga o Raukawa aromatawai whaiaro ki te taumata o te **POUNAMU WHAKAIRO**.

# Ngā Wā Arotahi

*Hei konei ka puta ngā kōrero mō ngā kitenga tāpua e pā ana ki ia wāhanga e arotahingia ana, otirā, ngā kōrero kāore anō kia puta i te wāhanga 5 & 6.*

## 2.1 Poupou Karanga (Taumata 3)

Mō te taha ki ngā mahi i tēnei wāhi e arotahingia ana, kua eke ki te taumata o te **POUNAMU WHAKAIRO**.

Mō te āhei ki te aromatawai whaiaro i tēnei wāhi e arotahingia ana, kua eke ki te taumata o te **POUNAMU WHAKAIRO**.

### Te Reo me ngā Tikanga Māori

He mea āta whakarite tēnei hōtaka pōkaitahi mā te wāhine, ā, ko tana whāinga ko te whakaputa tauira me ōna mōhiotanga, ōna pūmanawa, ōna pūkenga hoki e pā ana ki te karanga hei hāpai i te whānau, i te hapū, i te iwi. E tino kitea ana te whakatinanatanga o te Reo me ngā Tikanga Māori i tēnei hōtaka. He hōtaka tēnei e whai ana ki te tautoko i te ākongā/wāhine e mātau ana, he iti rānei tōna mōhio, kārekau rānei ōna mōhio ki te reo, kia mau ai i a ia te reo, kia pakari ake ai hoki ōna pūkenga reo. I tēnei hōtaka, ko te mahi matua ko te whakatipu pā kaikaranga ki ngā marae kua roa e whirinaki ana ki ngā kaikaranga o marae kē atu ki te kawē i tēnei tikanga i ngā hui ōkawa. Ko tētahi o ngā hua ko te hoki a te ākongā ki te tuitui, ki te whakamārō rānei i ngā hononga ki tōna whānau, hapū, iwi. He mea nui tēnei nā te mea e whai pānga ana tēnei ki ngā kaupapa whakaora, whakamana, whakarewa hoki i te reo me ngā tikanga Māori.

### Manaakitanga

E hāngai ana te hanga o te hōtaka ki ngā hiahia matua o te wāhine, ā, e whai pānga ana ngā akoranga ki te oranga tonutanga me te pupuritanga o ngā taonga o te karanga. E kitea ana te mārō hītarari o ngā hononga i waenga i Te Wānanga o Raukawa me te haporī o ART, ā, e pērā haere ana i waenga i iwi kē puta i te motu. Kua whakatinanatia tā te hōtaka whakaea i ngā tūmanako o ngā whānau, o ngā hapū, o ngā iwi, otirā, o ngā wāhine hoki. He take nui tēnei nā te mea e whakarauoratia ana tētahi tikanga kāmehameha e raruraru ana i runga i ngā marae e noho ana hei marae whai pānga ki Te Wānanga o Raukawa.

### Rangatiratanga / Pūkengatanga

E kī ana a Te Wānanga o Raukawa, i te nuinga o te wā, he 'mātanga' nō roto i te whānau, i te hapū rānei, te hunga e whakaako ana i ngā mātauranga me ngā pūkenga o ō rātou ake rohe, me te aha, he takoha tēnei ki te mātauranga Māori. Ko ngā kōrero a ngā ākongā, a ngā kaiako me te hunga whai pānga e kī ana, kei te whakapakari rawa atu te hōtaka nei i ngā hononga ki waenga i ngā whakatipuranga e whai wāhi atu ana ki ngā noho i runga i



ngā marae tonu o te kāinga, arā, i waenga i ngā kuia, heke iho ki ngā whaea, heke tonu iho ki ngā tamāhine, ā, ki ngā mokopuna anō hoki. E kōrerotia ana hoki ngā hononga pūmau i waenga i ngā ākonganga me te kaiako, inā hoki, i te nuinga o te wā, he uri kē te kaiako me te ākonganga nō te whānau kotahi, nō te hapū kotahi, nō te iwi kotahi hoki rānei. Ka hua i ēnei hononga ko te mahere piki tūranga hei tiaki i te tikanga o te karanga hei ngā rā ka tū mai. E whakaauria ana tā Te Wānanga o Raukawa uara, whakanui hoki i ngā wheako ahurei, e Māori nei tōna hanga me tōna āhua, ā, he hōtaka whakamana hoki tēnei i te wāhine.

I tino eke rawa atu ngā taurira i te tau 2011, inā hoki, i hipa rātou i ngā whāinga i whakaritea ai e Te Wānanga o Raukawa mō te taha ki te whakatutukinga hōtaka (64 ōrau), ā, i rite ōna tatauranga ki ngā whāinga i whakaritea ai mō te tau 2012 (61 ōrau), me te tau 2013 (67 ōrau). Ko te whāinga kua whakaritea mō te tau 2014 ko te 73 ōrau, otirā, e whaitake ana tēnei whāinga nā te mea kei te whai haere tonu i ngā taurira mō te pikinga ake o ngā tatauranga o te tau 2012-13.

<b>Papatau 2. Te whakatutukinga hōtaka, 2011-2013 (he rarunga takitaro)</b>			
	2011	2012	2013
PPK (Te whakatutukinga ā-akoranga)	64%	61%	67%
TWoR (Te whakatutukinga ā-TWoR)	58%	61%	67%

### Whanaungatanga / Pūkengatanga

Pūrangiaho ana te kitea o ēnei kaupapa i te āhua o te whakaakoranga o tēnei hōtaka noho marae. Nā te kōtuitanga o ētahi wāhanga o ngā kaupapa e rua e hono nei te hanga o te hōtaka ki tōna whakaaroanga. E whakaakona ana te hōtaka nei ki ngā marae maha o te motu kia mārō ai ngā herenga whanaungatanga ki ngā hāpori, ā, ko ngā iwi, ngā hapū, ngā whānau o aua rohe kei te noho hei taituarā, hei kaitohutohu mō te ākonganga. He take nui tēnei nā te mea koinei te āhuru mōwai mō te wāhine e pai ai tana ako, tana whakawhitiwhiti whakaaro, tana whai wāhi ki ngā matapakī mō te karanga, tana whakamārō hoki i te taura here tangata.

He Maioha Ūkaipō me whakatau i waenga i a Te Wānanga o Raukawa me ōna nei papa katoa, marae mai, kura mai, rōpū tuku iho mai, ā ka whakamanatia ki ngā tikanga mātauranga. Mā konei te taura here tangata e mārō ai ka tahi, ka rua e āta whai ana a Te Wānanga o Raukawa kia auau tonu te whakaoti i ngā mahi whakaōrite puta noa i ngā wāhi whakaako kia rite tonu ai ngā hua kounga e puta haere ana. He take nui tēnei nā te tere o te tipu o te hunga whakauru ki tēnei hōtaka, me te nui haere hoki o ngā wāhi whakaako. He mea nui kia whakapakaritia te whakatinanatanga o tēnei kaupapa (pūkengatanga) e angitu ai te ākonganga o tēnei hōtaka.

I ia toru tau, whakahaeretia ai tētahi arotake kia whaitake tonu ai te hōtaka. I tino kitea ngā kōrero e whāki mai ana i te tino tohe o te hunga o tēnei hōtaka ki te hāpai i ngā tukanga whakahaere whaiaro e whaitake ana. He rite tonu tā ngā kaiako o Ōtaki arotake i ā rātou tikanga mā te aromatawai whaiaro, mā te pāhekohekotanga hoki i ngā noho marae me ngā

wānanga, pēnei i te aromātaītanga ā-noho marae, i te rangahau i te pito o te tau, i ngā kōrero arotake a ngā ākonga i ngā kohinga kōrero ā-ākonga. He kōrero whaitake ka puta hei kohikohi mā te kaiako e whaimana ai tana panoni, tana paku rāwekeweke i te āhua o te whakaako i te hōtaka. Hei tauira, kua tautuhia e ngā kaiako he roa rawa te nuinga o ngā tuhinga, ā, ko tā ngā arotake inamata, me whakaaro huarahi anō hei aromatawai. E tika ana kia arotahingia tēnei wāhanga e Te Wānanga o Raukawa, kia kimihia hoki e ia ētahi huarahi kē hei aromatawai.

E kaha ana tā mātōu tūtohu kia whakapakaritia tonutia ake ngā tikanga aromatawai, te āhua o te whakaako, me te tautoko puta noa i ngā marae e noho nei hei wāhi whakaako, kia kounga tonu ai ngā hua, ā, kia tutuki tonu ai hoki ngā hiahia matua me ngā tūmanako o ngā whānau, o ngā hapū me ngā iwi.

## 2.2 Poutuarongo Te Rangakura Kaiwhakaako (Level 7)

Mō te taha ki ngā mahi i tēnei wāhi e arotahingia ana, kua eke ki te taumata o te **POUNAMU KAHURANGI**.

Mō te āhei ki te aromatawai whaiaro i tēnei wāhi e arotahingia ana, kua eke ki te taumata o te **POUNAMU KAHURANGI**.

### Whanaungatanga

Ko te whanaungatanga te tino tūāpapa o tēnei hōtaka. I te tau 2000 i tū te kaupapa i Te Kuratini o Whanganui i raro i te maru o ngā iwi whai pānga o Te Āti Haunui-a-Pāpārangi, o Ngā Rauru me Ngāti Apa. Nō te tau 2004 ka noho ko te Te Wānanga o Raukawa te kaitiaki o tēnei hōtaka otirā i waihanga he hōtaka hōu. E mau tonu nei te hononga o Te Wānanga o Raukawa ki ngā iwi whai pānga nei i ngā pūrongo e tukua atu ai ki ngā iwi e toru mō te whanaketanga o te hōtaka. E toru anō ngā papa e whakahaere ana i tēnei hōtaka (Tūranga-nui-a-Kiwa, Pukekohe me Te Pūaha-o-Waikato), hei whakawātea i te huarahi ki ngā ākonga o rohe kē. Ka pai tēnei hōtaka ki ngā ākonga huhua nā te mea he reorua.

Nō te tau 2004, ā mohoa noa nei e noho tonu nei aua kaiako i tēnei hōtaka, nā reira i pūmau ai te hononga i waenganui i te kaiako me te ākonga. E ahu mai ana ngā kaiako i te rohe e tū ai te wāhi whakaako, me te aha e whakahāngaitia ana ngā whakahaere ki ngā tikanga o taua rohe. E whakatītina ana a Te Rangakura i ngā hononga whakapapa o ngā ākonga ki ō rātou marae mā roto mai i te wāhanga rangahau ā-iwi, ā hapū anō hoki. Ka nui ngā painga kua puta ki ngā ākonga i tō rātou mōhio ki ngā hononga whakapapa ki ō rātou rohe nā te whānui o ngā mahi rangahau me ngā huarahi i takoto i roto i tēnei wāhanga. I puta i ngā ākonga ō rātou māharahara ki te nui o ngā mahi o tēnei wāhanga, manohi anō i āta kī hoki rātou he taonga hei whakahīhītanga mā rātou, mā ō rātou whānau anō hoki ngā kohikohinga taumahi whakamutunga. E kī ana ngā ākonga nā Te Rangakura i rerekē ai tā rātou titiro ki te ao, ko ngā tikanga i mau i te hōtaka kua takoto i ō rātou ake kāinga, ā, kua tū pakari anō i tō rātou mōhio ki ō rātou ake whakapapa me ō rātou hononga ki ērā atu ākonga o te hōtaka.

### Manaakitanga

E kaha hāpaitia ana ngā wawata o ngā ākongā i te hōtaka nei. Ko tā Te Kawa o te Ako he hāpai i te oranga ā-pāpori, he whakapūmau i ngā mātāpono kia whāia ngā ture e hāngai nei ki te katoa. I āta kī mai ngā ākongā he wāhi haumarū e taunga ana ki te Māori te wāhi ako e mau tonu ai rātou ki tō rātou Māoritanga, ā, kāore e whakawākia. Ko Te Taituarā Ākongā te ratonga tautāwhi ākongā e wātea ana ki a rātou. Mā konei ka wātea ngā huarahi whakawhitiwhiti kōrero, ka whai tautoko anō rātou i ngā kaiako me ērā atu ākongā. He rite tonu te tuku urupare a ngā tauira ki ngā kaiako mā ngā aromātai ā-noho ka whakahaerehia hei te mutunga o ia noho. Ka tū he kura tautoko whai i muri mai i ia noho hei tautoko i tēnā me tēnā. Kei te wātea anō hoki ngā kura reo hei whakapakari ake i te reo Māori. E āhei ana anō te ākongā ki te kawē tamariki mai kia tutuki i ā rātou mahi. Ahakoa kāore e whakatenatenahia ana, e tino mōhio ana a Te Wānanga o Raukawa ki tēnei take ka pā ki ngā ākongā, ā, e wātea ana te whare kōhungahunga He Iti nā Mōtai hei kāinga mō ēnei tamariki i ngā noho marae. E tautokona ana ngā ākongā e māuiui ana kia tae ki ngā noho. I kī mai ngā kaimahi o ngā wāhi whakaako ka tīkina ngā ākongā i ō rātou kāinga hei tautoko i ā rātou mahi ako. He pēnei anō te kōrero a ngā kaimahi o te papa matua i Ōtaki e tiki ana i ngā ākongā i te taunga pahi.

### Pūkengatanga

Kua eke panuku, eke Tangaroa ngā ākongā. Kua eke a Te Rangakura ki tua atu i ngā whāinga i whakaritea ai e Te Wānanga o Raukawa i roto i ngā tau e toru. E tohu mai ana tēnei ina whāia tonutia tēnei huarahi ka taea noa ihotia e Te Rangakura te whāinga whakatutukitanga e 73 ōrau hei te 2014.

<b>Papatau 3. Te Whakatutukinga ā-hōtaka, 2011-2013 (he raraunga takitaro)</b>			
	2011	2012	2013
PTRK (Te whakatutukinga ā-akoranga)	67%	80%	73%
TWoR (Te whakatutukinga ā-TWoR)	58%	61%	67%

Kua toko ake ētahi māharahara mō te āhua ki te nui o ngā mahi a ngā kaimahi me ngā ākongā. Ka ora ngā ākongā i te arotake tauira mātauranga kua āta whakaritea hei whakamāmā i te nui o ngā mahi a ngā ākongā me ngā kaimahi. Ko te whakatau me wawe te whakarite i tēnei take e ū tonu ai ki ngā keokeonga kua kakea e ngā ākongā.

E kaha nei te tautuhia o ngā kaupapa whakawhanake pūkenga e wātea ana. Hei tā ngā kaimahi o ngā wāhi whakaako, mā Te Wānanga o Raukawa e pīkau te utu mō ngā kaupapa whakawhanake pūkenga kia kaha ake te whāia o ēnei huarahi. Nā konā e eke panuku ā-mātauranga nei ngā kaimahi. He mea nui whakaharahara tēnei te whakawhānu i ake i ngā mōhioatanga o te kaimahi ki muri, ki mua o tāna e whakaako ai. Kua kōrerotia e ngā ākongā te awenga mai o ngā kaiako me ngā kaimahi. I mihia e ngā ākongā te ngaio me te tōngakengake o te kaimahi ki te mahi. I mihia ngā kaimahi e ako ana, e mahi ana, i

te wā e tiaki tonu ana rātou i ō rātou whānau me ngā tauira. E ai ki ngā ākonga he iho pūmanawa ō rātou kaiako me ngā kaikōkiri.

E āritarita ana ngā ākonga ki te tuku i ngā mōhiotanga i riro i a rātou i tēnei hōtaka ki ō rātou hapori. Koinei tētahi o ngā take matua i tautuhia ai e uru mai ai te ākonga ki tēnei hōtaka. Kua auaha te whakamahia o te mātauranga Māori kia pakari ake ai te wāhanga ki te reo Māori. Nā ngā kaimahi o ngā wāhi whakaako i kōrero mō ā rātou ākonga e whakaakona nei ki te whaikōrero, ki te karanga me ētahi atu mahi toi, me te aha, e whakamahia ana ngā ākonga i runga i ō rātou ake marae ki te kawē i ēnei tūmomo mahi.

I ngākau titikaha, i mōhio hoki ngā ākonga kua riro mā rātou ēnei tikanga e kawē. E ai ki ngā kaimahi o ngā wāhi whakaako, he mihi whakanui tēnei āhuetanga i te eke panukutanga o ngā ākonga, ka mutu, ko te nuinga kua hoki pakeke atu ki te ako.

He tukanga hei aromātairua, hei aroturuki i tēnei hōtaka a Te Wānanga o Raukawa. Ka arotakengia ngā tikanga whakaako, ngā whāinga a ngā kaimahi mō ngā ākonga, ngā whāinga a ngā ākonga mō ngā kaimahi me ngā take ka ara ake i te roanga o te hōtaka.

#### Kaitiakitanga

I āta kōrero ngā ākonga mō te pakari haeretanga o te tū nā te whai wāhitanga o rātou ki ngā huarahi i wātea ki a rātou i te roanga o tēnei hōtaka. I pakari ai te tū nā te mōhio ki ō rātou whakapapa me te wāhi anō ki a rātou i waenganui i ō rātou iwi. Nā te āheinga o rātou ki te kawē i te whaikōrero me te karanga i whakamanawa ai rātou, ā, i āta whakapuakina tēnei whakaaro e ngā marae i kawē ai ēnei mahi e ngā ākonga. He nui ngā hua pai kua puta ki ngā marae i ngā rangahau ā-iwi, ā-hapū anō hoki a ngā ākonga, kua tīmata te whakahaumanu i ngā waiata tawhito kāore i rangona i runga anō i ngā marae. Kua huri kē ētahi atu ki te arotake me te whakatakoto anō i ngā tikanga me ngā kawā o mua i runga i te marae. Hei tā ngā ākonga he kaha tā rātou whakatairanga i tēnei hōtaka i waenganui i ō rātou whānau, ā, e mihi ana tēnei āhuetanga e ngā kaimahi o ngā wāhi whakaako i te kitenga o rātou i te nui o ngā ākonga e uru mai ana nā tō rātou kite i ngā whanaunga e puta nei o rātou ihu i tēnei hōtaka.

#### Rangatiratanga/Tūrangawaewae

E kī ana ngā kaimahi o ngā wāhi whakaako i whakatūria ai tēnei hōtaka hei tāpae i te mātauranga ki tō rātou iwi. Nā te whakatūnga o tēnei hōtaka i runga i ō rātou marae huhua i mahea ai te huarahi ki te ako, kāore nei he tauārai, ko te angitutanga i whāia, i tautokona, i whai wāhi anō hoki te hunga kaumātua me te hunga tamariki ki ngā mahi, me te aha rangatira ana te wāhi ako i tō rātou noho mai. I kitea te hiranga o te tuku ki te marae te tikanga ki te whiriwhiri i ngā kaiako e whai pānga ana ki taua marae, mā tēnei ka whai mana te hau kāinga ki te hōtaka. Ko te hua i puta, i hāngai ngā tikanga o te hōtaka ki tēnā marae, ki tēnā marae, me te aha e ora ana ngā tikanga ā-iwi. E ai ki ngā ākonga me ngā kaimahi o ngā wāhi whakaako nā te wāhanga ki te reo Māori i whakatakoto te huarahi kia āhei ai te ākonga ki te ako i te reo Māori i runga i ngā tikanga a ō rātou anō hapū, iwi e whakatauria ana e te marae tuku mātauranga.

## Te Reo me ngā Tikanga Māori

I whakamāramatia mai e ngā kaimahi me ngā ākonga o te papa matua i Ōtaki e ū ana ngā ākonga ki ngā whāinga o te wāhanga reo Māori o te hōtaka. Ahakoa he reorua te hōtaka, kei te pūmau TE WĀNANGA O RAUKAWA ki te whakatakoto i tētahi wāhanga reo Māori e kouna ana, e whakaaetia ana tēnei e ngā ākonga. I kī hoki ngā ākonga, arā ngā piki me ngā heke o te ako i te reo Māori, aua atu ka nui ngā hua kua puta mai, ā, nā ngā akoranga o tēnei hōtaka i āhei ai rātou ki te kōrero i te reo Māori me te hāpai i te reo i ō rātou kāinga ake me te hāpori. Kua mihi hoki ngā pūkenga reo Māori o ngā ākonga e ō rātou whānau, kaumātua, hāpori anō hoki. Nā ngā ākonga te kōrero ko tētahi o ngā take matua i uru ai rātou ki tēnei hōtaka i ahu mai i ō rātou māharahara ki te āhua o te reo Māori e kōrerotia ana i ngā kura o ā rātou tamariki. Ko te whāinga a ngā ākonga kia whakatikaina ai tēnei āhuatanga, ā, kua oti i a rātou te whakatakoto mahere e ea ai tēnei take.

### 2.3 Tāhuhu Whakaakoranga (Taumata 9)

Mō te taha ki ngā mahi i tēnei wāhi e arotahingia ana, kua eke ki te taumata o te **POUNAMU WHAKAIRO.**

Mō te āhei ki te aromatawai whaiaro i tēnei wāhi e arotahingia ana, kua eke ki te taumata o te **POUNAMU WHAKAIRO.**

He tohu paerua tēnei hōtaka te Tāhuhu Whakaakoranga, ka whakawhanake, ka whakapakari anō hoki i ngā pūkenga whakaako me ngā pūkenga whakahaere ā-mātauranga o ngā kaiako e whakaako ana i ngā kura ako rūmaki. He tino take tō Te Tāhuhu ki ngā wharekura, kura kaupapa me ngā kura ā-iwi mō te taha ki te whakapakari i ngā tikanga whakaako hei painga mō ngā ākonga o te kura. Kua aukumetia te Karahipi a Ākona a Aotearoa, i wātea ai ki te ākonga o te tau tuatahi o tēnei tohu, ki te tau tuarua hoki.

#### Whanaungatanga

E rīrā nei te hononga o Te Wānanga o Raukawa ki ngā kura o te rohe, o te motu anō hoki i te hunga kua puta ngā ihu i tēnei hōtaka, ā, kua whai mahi i roto i ngā kura huri noa. E kitea ana anō hoki kei te tohua e ngā kura rūmaki te hōtaka, Te Tāhuhu Whakaakoranga hei kaupapa whakawhanake i ngā pūkenga o ō rātou kaimahi.

Ko tā Te Tāhuhu Whakaakoranga he hāpai ake i ngā hononga whakapapa o ngā ākonga ki ō rātou marae mā roto mai i te wāhanga ki ngā rangahau ā-iwi, ā-hapū anō hoki. Ka whai hua te ākonga me tōna iwi, hapū, whānau anō hoki. E tutuki ai te hōtaka, me tautoko ngā ākonga e ō rātou whānau, hapū, iwi anō hoki, ka kōtuia ngā hononga whakapapa i ngā mahi rangahau me te whakaemi i ngā kōrero tātai ā-iwi. E kitea ana ngā taunakitanga kei te whakawhānui tēnei i te puna mātauranga me te māramatanga o te hunga e whai pānga ana.

Hei āpiti atu, ka renarena te taura here i ngā ākonga o tēnā rangapū, o tēnā rangapū i ngā noho marae, i runga i a murau me ngā mahi pāpāho ā-pāpori. Mārakerake ana te kitea o te

whanaungatanga i waenganui i te ākongā me te kaiako. Hei tā ngā ākongā he mea nui tēnei hei hāpai i ā rātou mahi ako.

### Manaakitanga

Mā roto mai i te whakatakoto huarahi hei whai mā ngā kaiako e whanake ake ai ō rātou pūkenga whakaako me ō rātou pūkenga whakariterite e ea nei i te tohu ngā hiahia o te iwi me te hapū. He mahi whakamana i te tangata te whakauru ki te hōtaka ka mau tonu i te ākongā, ā, tutuki noa. E kaha tautokona ana ngā wawata o ngā ākongā e te tohu nei. I whakaari mai ngā ākongā i tō rātou hiahia ki te tuku i ngā pūkenga kua mau i a rātou ki ō rātou hapori. He kura tautoko ka tū i muri mai i ia noho marae hei tautāwhi i tēnā me tēnā, waihoki e wātea ana ngā kura reo ki ngā ākongā me whakapakari ake te reo Māori. I puta i ngā ākongā ētahi kōrero mō te korenga i āhei ki te whakapā atu ki ngā pūkenga matua me te pānga o tērā āhuatanga ki te hōtaka me te manaakitanga o ngā ākongā. No nā tata nei i whakatauria ai tēnei take e Te Wānanga o Raukawa i te whakatūnga mai o tētahi kaiako hou.

### Pūkengatanga

I whakamānawa ngā ākongā kua puta ō rātou nei ihu i Te Tāhuhu Whakaakoranga i ngā hua pai i ahu mai i tēnei hōtaka. I te tau 2013 i eke ngā ākongā ki ngā taumata keokeo kāore nei i ekea i ngā tau e rua o mua atu. Me matatū tonu ngā kaimahi e tutuki ai te whāinga whānui a te wānanga kia 73 ōrau ngā whakatutukitanga (2014), ā, kia 83 ōrau (2015) kia tika ai ngā kaupapa o te manaakitanga me te pūkengatanga.

I ngā tau e toru kua hipa kāore i papatairite ngā hua o te hōtaka. Kāore kau he tangata i puta i te 2011 me te 2012. He hangere nō te noho mai a ngā ākongā i pēnei ai (nā te korenga o ngā karahipi i te tau tuarua), heoi anō nō te 2013 tokorima ngā ākongā i puta. Kua wātea mai anō ngā karahipi ki ngā ākongā e whakatutuki nei i te tau tuarua o te hōtaka Te Tāhuhu Whakaakoranga. Nā te wātea o te karahipi i āhei ai ngā ākongā ki te uru ki te tau tuarua o te hōtaka, me te aha e ora nei te kaupapa. Hei āpiti atu, e whakapakarihia ana ngā mahi whakaako i waenganui i te hapori whakaako i ngā kura rūmaki ki te reo Māori. Me matatū ngā kaimahi ki te whakatutuki i tā te wānanga whāinga o te whakapiki i ngā taturanga mō te whakatutukinga ki te 73 ōrau mō te tau 2014, ki te 83 ōrau anō hoki mō te tau 2015.

<b>Papatau 4. Whakatutukitanga ā-akoranga, 2011-2013 (he raraunga takitaro)</b>			
	2011	2012	2013
Te Wānanga o Raukawa (Te whakatutukinga ā-akoranga)	25%	22%	69%
Te Wānanga o Raukawa (Te whakatutukinga ā-TWoR)	58%	61%	67%

Ahakoia kua whakahaere ōpakihia te aromātauria e ngā kaiako me te tuku i ngā kōrero, nō te tau 2011 kāore anō kia whakahaere ōkawahia tētahi aromātauria ā-waho, ā-roto anō hoki. Kua whakaritea e te hōtaka kia tū te aromātauria ā-waho me te aromātauria ā-roto hei te 2014. Mā te pūrongo aromātauria, aroturuki e mana ai ngā hua, e kite anō ai hoki a Te Wānanga o Raukawa i te papatairite o te whakaako me te arotake.

He nui ngā mahi hei pīkau mā te kaimahi i tēnei hōtaka, pēnei i ētahi atu o ngā hōtaka a Te Wānanga o Raukawa, ā, me whakatika tēnei take i runga i te whakaaro ka whanake ake ngā whakatutukitanga hei ngā tau kei te tū mai. Kua kōrero hoki ngā ākonga mō te āhua ki te taumaha o ngā mahi e whakararu nei i ngā whakatutukitanga i ōna wā. E kimi huarahi ana a Te Wānanga o Raukawa ki te whakatika i tēnei take puta noa i te wānanga. Me wawe te whakatika i tēnei take e whai hua ai te hōtaka.

#### Kaitiakitanga

Ahakoia te nui o ngā mahi, e whakaaturia mai ana ngā uapare a ngā ākonga kua puta i te hōtaka e noho nei ngā taumahi rangahau hei pūtea mātauranga e kaingākauria ana e te ākonga me tō rātou whānau, hapū, iwi anō hoki.

E whakaaturia ana te nui o te hōtaka ki ngā wāhi ako rūmaki i te kitenga o te hiranga o te whanake haeretanga o ngā whakatutukitanga ā-akoranga. E tohu ana ngā whakatutukitanga o te tau 2013 he wāhi tonu hei whakapakari ake, ā, e tino ākina ana te wānanga ki te kimi huarahi e tika ake ai te nui o ngā mahi ka tau ki ngā kaimahi me ngā ākonga, e tū tonu ai te hōtaka nei ā haere ake nei.

#### Rangatiratanga / Turangawaewae

E ahu mai ana, e tautoko ana anō hoki te aronga o te wānanga i tā te Māori titiro ki te ao kia ea ai ngā hiahia o ngā ākonga me ō rātou whānau, hapū, iwi anō hoki. I ngā rangahau ā-iwi, ā-hapū ano hoki ka whakaūngia ngā hononga, ka whakamanahia hoki ngā mātauranga ā-iwi. E whakatauiratia ana tēnei whakaaro i te tauākī; mō te kāinga, mā te kāinga, nā te kāinga.

## Te Reo me ngā Tikanga Maori

Kua rangitāmirotia ki te kaupapa o te hōtaka tēnei tauākī, ā, e whakatinanahia ana i roto i ngā akoranga rūmaki, te marautanga me ngā mahi whakaako. Mā te whakaako me te arotake ki te reo Māori e whakatairangatia ai, e pakari haere ai, e ora tonu te reo Māori.

Kua whakatōkia ngā tikanga Māori ki te uho o te hōtaka hei whakamana i tēnei kaupapa. Waihoki, kei te tihi o ngā whakaaro o Te Wānanga o Raukawa ngā tikanga me te kaupapa i roto i ngā mahi katoa.

### 2.4 Poutuarongo Mātauranga Māori (Level 7) and Heke Mātauranga Māori (Level 5)

Mō te taha ki ngā mahi i tēnei wāhi e arotahingia ana (Poutuarongo), kua eke ki te taumata o te **POUNAMU WHAKAIRO**.

Mō te āhei ki te aromatawai whaiaro i tēnei wāhi e arotahingia ana (Poutuarongo), kua eke ki te taumata o te **POUNAMU KAHURANGI**.

Mō te taha ki ngā mahi i tēnei wāhi e arotahingia ana (Heke), kua eke ki te taumata o te **POUNAMU WHAKAIRO**.

Mō te āhei ki te aromatawai whaiaro i tēnei wāhi e arotahingia ana (Heke), kua eke ki te taumata o te **POUNAMU KAHURANGI**.

Ko te pōkaitahi o te Heke Mātauranga Māori te tau tuatahi o te tohu paetahi o te Poutuarongo Mātauranga Māori. I whakaatuhia ngātahitia ngā hōtaka e rua ki te rōpū aromātai, ā, e pūrongotia ngātahitia ana. Ko te tohu paetahi tētahi huarahi e ahu atu ana ki te tohu paerua o te Tāhuhu Mātauranga Māori.

## Whanaungatanga

E ai ki ngā kōrero a ngā ākonga, he kaupapa matua tēnei e tino kaha ana te kitea i roto i te huhua o ngā tikanga a Te Wānanga o Raukawa. Ko ngā taunakitanga e kitea ana ko te whakamārōtanga o ngā taura here, i te āhua o te kawenga me te whakaakoranga o te hōtaka nei ki waenga i ngā iwi ahikā o ART, ki waenga anō hoki i ētahi atu whānau, hapū, iwi. E tutuki ana ngā hiahia o te iwi, ā, he tokomaha ake ngā ākonga ka whai wāhi atu.

He nui tonu ngā pānga ki tēnei hōtaka ka hua ake i te whanaungatanga. E tika ana te whai whakaaro atu a tētahi kura ā-kaupapa ki ngā iwi ahikā. Waihoki, e whātoro atu ana te hōtaka nei ki hapori kē, ā, e nanaohia atu ana e ngā whānau, e ngā hapū, e ngā iwi kāore i whai wāhi atu ki ēnei momo kaupapa i mua. E whakahōhonutia ana, e whakawhānuitia ana hoki ngā mātauranga ā-rohe nā te whakatūnga o te hōtaka ki ngā rohe, nā te whakaakona hoki o te hōtaka e ngā uri o aua rohe rā. E ora mai ana anō, e whānui atu ana anō hoki ngā reo ā-iwi nā te whakamana, me te whakautetanga o te reo Māori, ā, e whai wāhi atu ana tēnei ki te oranga tonutanga o te reo Māori hei taonga tuku iho ki ngā whakatipuranga e haere ake nei.



E tino kitea ana ngā taunakitanga e kī ana kei te kaha ngā mahi aromatawai whaiaro, inā hoki, i ia toru tau ka whakahaerehia te arotake ā-hōtaka, arā, he tukanga e aro ana ki ngā mea me panoni, me whakapai ake rānei; he arotake ā-waha i muri i ia noho; me te arotake ā-tuhi i muri i ia noho. I muri i te aromatawai whaiaro, ka oti i muri i ia noho, ka tukuna atu ki ia marae ngā pūrongo kia hāpaitia ai te wāhanga ki te whanaungatanga, kia mōhiotia ai hoki ngā kōrero i puta i te aromatawai whaiaro rā.

Me whai a Te Wānanga o Raukawa kia mau kē i ngā ākongā ka whakaurungia ki te hōtaka, ngā pūkenga, ngā pūmanawa e tika ana kia angitu ai rātou i tēnei hōtaka. Me whai tukanga kōwhiri ākongā pakari ake, pēnei i te tohutohu ā-mātauranga. Kua tautuhia whaiarotia tēnei tūāhuatanga, me te aha, e pai haere ake ana, ā, e whai hua ana, engari me āta whakatinana e kitea rawatia ai te tino tikanga o te whanaungatanga.

### Manaakitanga

He huhua tonu ngā kaupapa tautoko e whakahaeretia ana, pēnei i te tūranga waka utukore hei turaki i ngā taunahua ā-utu; i te rēhita utukore mō te whare whakapakari tinana hei hoa haere i te taha o te whakapakari i te hinengaro i te wā o te ako; i te whare pukapuka hou ka oti te hanga ā te pito o tēnei tau; i ngā wāhi noho, i ngā wāhi whakatau mauri; i ngā papa tākaro; i ngā kaiwhakatika i ngā rorohiko a ngā ākongā; i te tautoko ā-mātauranga; i te kura tautoko; i te momo tautoko mō tua atu i te ako; i te tautoko hoki i ngā ākongā ka mate ki te haere ki ngā tangihanga.

Kei ia papa whakaako tētahi komiti mātauranga e arotake ana i ngā ngohe me ngā mahi o roto i ngā hōtaka. Katoa ngā take me ngā huarahi e wātea ana ka tirohia ki te taumata e tika ana. Ko te whāinga kia whai tohu paerua ngā Pūkengā, ā, ka whakaritea tētahi mahere whakapakari kaimahi hei āwhina i a rātou ki te whakatutuki i tēnei whāinga.

Mā ngā Pūkenga e tautoko ngā ākongā, ā, me whai haere hoki te Pūkenga i ngā ākongā i te huarahi o te ako. Ko ngā hiahia matua ā-ako, ā-tua atu rānei i te ako ka tautuhia i konei, ā, ka whākina ki ngā kaimahi matua o te wāhanga tautoko ākongā kia pai ake ngā hua ki ngā ākongā.

He nui ngā painga kei ngā taumata maha, pēnei i te turaki i ngā taunahua i ngā huarahi e anga ana ki te angitu mō te ākongā. Nā te whakapakaritanga o ngā kaupapa tautoko i te ākongā, pēnei i te whai haere i te āhua ako o te ākongā, kua piki te taumata o te manaaki, me te aha, e piki haere ana hoki ngā taturanga mō te pupuri ākongā me te angitu.

Me whai wāhi atu hoki te āhua o te manaakitanga ki ngā Pūkenga ko ngā pīkaunga ā-whakaako, ā-tautoko anō hoki kei te whakataumaha i a rātou, ā, kei te aukati ērā pīkautanga i ā ngā kaimahi whai i ngā kaupapa whakapakari pūkenga.

### Pūkengatanga

E kitea ana te whakakotahitanga o te whakaako me te ako i ngā wāhanga katoa: i te wāhi; i ngā whakahaere me te whakaakoranga; i ngā kaimahi; i ngā whāinga me ngā aromatawai. Ka whai wāhi ngā mātauranga me ngā ākongā o ngā rohe ki te matapaki me te whakatōpūtanga o ngā mātauranga ā-whānau, ā-hapū, ā-iwi anō hoki.

Ko te āta aro a Te Wānanga o Raukawa, i ēnei toru kua hipa ake nei, ki te pupuri ki ngā ākongā, me te angitu, ko te āta whakarite whāinga hoki e pā ana ki ngā tatauranga whakaputa ākongā mō te tau 2014, me te tau 2015, ngā take e pūmau nei tēnei aronga, ka mutu, e tika ana kia pērā i te āhua o te ao o te mātauranga pakeke o nāiane.

I ngā wā o te waihanga hōtaka, o te arotake anō hoki, ka whāia ngā tikanga Māori, pēnei i te whakatū hui, i te whakatū wānanga hoki. Kua whakaritea mā te wānanga whānui e arotake te taura ā-mātauranga, ā, e haere ana taua arotake ināiane. Ko ngā āhuatanga e arotakehia ana ko ngā āhuatanga pēnei i te ngako o te hōtaka; i te pāhekohekotanga o ngā wāhanga here me ngā wāhanga e hāngai pū ana ki te uho o te hōtaka; i ngā hāora o te hōtaka; me ngā momo huarahi aromatawai ka pā ki te hōtaka. Ka riro mā te hunga e tika ana, kei ōna taumata e tika ana, e whaiwhai ngā take ka puta i ēnei arotake. Koinei tētahi o ngā wāhanga o te rautaki hei whakapiki, hei whakapai i ngā hua mō te hōtaka, mō te hunga hoki ka puta ō rātou ihu, i ngā mahi ā-mātauranga. Ko te hua ka puta ko te whakapiki i te tokomaha e 'tū Māori ana'.

<b>Papatau 5. Ngā whakatutukinga ā-hōtaka (he raraunga takitaro)</b>			
	2011	2012	2013
Heke MM (PMM tau 1) (Te whakatutukinga ā-tau 1)	45%	59%	61%
PMM tau 2 (Te whakatutukinga ā-tau 2)	55%	54%	59%
PMM tau 3 (Te whakatutukinga ā-tau 3)	79%	58%	76%
Tapeke: PMM (Te whakatutukinga ā-akoranga)	50%	59%	64%
TWoR (Te whakatutukinga ā-TWoR)	58%	61%	67%

Kua piki ake, kua pai ake ngā tatauranga mō te whakatutukinga hōtaka i tēnei hōtaka, i roto i ngā tau e toru. Kua piki ake ngā whakatutukitanga o te tau tuatahi i te 44 ōrau i te tau 2011, ki te 61 ōrau i te tau 2013, ka mutu, e 4 ōrau te pikinga ake o ngā tatauranga mō te tau tuarua, ā, ahakoa i heke ngā tatauranga mō te tau tuatoru i te tau 2012, kua piki anō te kaha ki te 75 ōrau. Hui katoa ngā tatauranga mō ngā mahi o te hōtaka, kua piki ake i te 49 ōrau i te tau 2011, ki te 63 ōrau i te tau 2013. 14 ōrau te pikinga atu o ngā tatauranga mō ngā mahi. Heoi anō, kāore anō te tapeketanga o ngā tatauranga mō ngā whakatutukinga ā-hōtaka i eke ki te tau e whāia ana e Te Wānanga o Raukawa i roto i ngā tau e toru kua hipa ake nei, ka mutu, ko te whāinga mō te tau 2014 kei te tohu me 10 ōrau anō te pikinga atu - ka uua tēnei. Kua oti i te Kaihautū te whakatau ā te tau 2014 ka tae atu tētahi rāwaho ki te aroturuki i te hōtaka. Hei konei ka whakaūngia ngā tikanga pai, ka kitea hoki ētahi rautaki hei whakapai ake i te kounga. He tino pai ngā tikanga aromatawai whaiaro e tautuhi ana i ngā wāhanga e tika ana kia whakapai ake, ā, kāore e kore ka pai ake te wāhanga ki te eke panukutanga. Engari, ka pā ngā panonitanga nei ki ngā whare o roto i

te wānanga nei, ā, kāore anō kia whakatinanatia, pēnei i te arotakenga o te tauira ā-mātauranga. Kāore hoki e kore mā te kaiaroturuki ā-waho e tohutohu me tere te whakapainga ake o ngā wāhanga i tatutuhia kia whakapai ake.

### Kaitiakitanga

E whakaatu ana, e kawea ana ngā ākongā i ō rātou pūkenga ki ētahi horopaki, pēnei i te marae, i ngā whare ako, me ngā wāhi mahi. Nō reira, e kitea ana, kei te whakatake ngā mātauranga me ngā pūkenga i ākona ai i te hōtaka ki te ao o te mahi, o te hāpori, o te ao Māori hoki, e mōhiotia ai he hua ō tēnei hōtaka ki waho atu i te wānanga, ahakoa i te ao Pākehā, i te ao Māori rānei. Ka panoni ngā ākongā i ngā wheako, ā, ka whakamahia e rātou aua wheako rā me ngā uaratanga Māori i ō rātou pāhekohekotanga i te ao, ki te ao anō hoki. Ko ngā uaratanga e kōrerotia nei, ko ngā mea pēnei i te manaaki a te tangata i a ia anō; ko te manaaki i ētahi atu; ko te whakawhanaunga ki ētahi atu; me te whai kia pai ake, kia angitu.

E kitea ana te whakatinananga o te kaitiakitanga i tō ngā ākongā māia ki te mahi, ki te whai whakaaro hoki ki ngā marae, ki ngā whānau, ki ngā hapū, ki ngā iwi, ki te hāpori o Aotearoa, ki te ao whānui anō hoki. E ai ki ngā kōrero ōpaki, kei te angitu te hunga kua puta ō rātou ihu, kei te whakapiki tūranga mahi ētahi, ka mutu, he hua ēnei nō ngā pūkenga me ngā mātauranga i mau i a rātou i te wā i noho ai rātou hei ākongā. Ko te tino painga atu mena ka āta kohia ōkawatia ēnei kōrero kia pai ai tā Te Wānanga o Raukawa whakatau he pēhea oti tana whakatutuki i tāna pēpeha.

### Rangatiratanga

E ākina ana ngā ākongā ki te whakawhānui i ō rātou mōhiotanga, ā, kia whāia ngā rangahau e puta ai, e koke ai hoki te mātauranga Māori hei painga mō ētahi atu. He mea hanga, he mea whakaahua te hōtaka me ngā tikanga i ngā kaupapa e hāngai ana ki ō te Māori whakaaro, ā, nā tēnei ka puta te auahatanga, ka puta ētahi whakaaro e whai wāhi ana ki te āhua o te whakaako me te ahurea o Te Wānanga o Raukawa, pēnei i tāna ake pūnaha tohutoro, i ngā tikanga whakaputa ākongā motuhake, i te tono i ngā kaumātua hei āwhina ki te whakaako, i te kaha ki te whakawhanaunga atu ki ngā marae, ki ngā whānau, ki ngā hapū e whai mana ai rātou. Koinei te whakatinananga o te rangatiratanga.

Ko te hua o te ū ki te rangatiratanga, ko te pai o te kokenga o te mātauranga Māori, me te mātauranga hou e takohangia ana ki te ao. Mā te pupuri a Te Wānanga o Raukawa ki te rangatiratanga, e whai whakaaro ana ia ki te mauri ora o te Māori e whai kaha ana ki te manaaki i a ia anō i te wā o te ako. Nāwai, ā, ka purena tēnei āhuatanga ki ētahi atu o te whānau o te ākongā. E whakamahia ana, e whaitake ana hoki ngā mātauranga nō ngā marae, nō ngā kaumātua, nō ngā tūpuna ki te ao hou.

### Tūrangawaewae

E whakarirātia anā ngā hononga o ngā ākongā ki ō rātou marae, whānau, hapū, iwi, ka mutu, e kitea ana te hiranga o te wā me te wāhi e pai ai tā ngā ākongā whakatinana i ō te Māori whakaaro me ōna mātauranga. Ko te hua ka puta, e whakamahia ana, e whaitake ana hoki ngā taonga a te hāpori kua roa pea e moe noa iho ana. He nui ngā rongoa ā-

hapori e puta ana hei hiki i ngā raruraru, nā te pai o te mahi tahi i waenga i ngā ākonga me ngā kaiwhakaako ā-rohe. E pakari ake ana ngā hononga o ngā ākonga ki ō rātou ake wāhi, ki ō rātou ake mokowā e hiki ai ō rātou mauri, e pai ai tā rātou manaaki i ētahi atu, e puāwai ai hoki ētahi tāngata, ētahi hapori hauora.

### Te Reo me ngā Tikanga Māori

E āhukahuka ana a Te Wānanga o Raukawa ki te hiranga o te whai wāhitanga, o te whakamahinga hoki o te reo me ngā tikanga Māori ki te oranga tonutanga o te iwi Māori. He tino taonga ngā mahi a ngā ākonga e tuhia ana ki te reo Māori e whakaatu ana i ngā momo reo ā-whānau, ā-hapū, ā-iwi anō hoki. E whakanuia ana, e manaakitia ana anō hoki ngā reo ā-iwi, ka mutu koinei tētahi o ngā take matua e whai atu ai ētahi ākonga i ngā tikanga Māori. Mā te pēnei ka ora te reo Māori me ngā reo ā-iwi.

Whakaakona ai ngā pūkenga ako, me ngā pūkenga kawē i ngā tikanga, inā hoki, e kore te tikanga e ora ki te kore ōna tāngata hei kawē - e kore hoki te tāngata e ora ki te kore āna tikanga. Tae atu ai ngā kaumātua me ngā kaipupuri i te mātauranga ki ngā noho ki te wānanga tahi i ngā tikanga e hāngai ana ki te hau kāinga, ki hea atu rānei. I roto i ēnei wānanga ka whai wā rātou ki te matapakī, ki te tautohetohe, ki te whakaū, ki te whakapūmau anō hoki i ngā tikanga.

Ko ngā hua ka puta i tēnei hōtaka e whai wāhi ana ki te oranga tonutanga o te reo me ngā tikanga Māori, ā, ka noho hei taonga kōrero whakahirahira mā ngā whānau, mā ngā hapū, mā ngā iwi o te wā kāinga. Ko ngā mahi e whakaatu ana i ō te wā nei, i ō te wāhi nei kōrero e tohu ana i ngā āhuatanga, i ngā whakaaro mā ngā whakatipuranga o nāianei, o anamata anō hoki. E whai wāhi tonu ana ēnei ki te oranga tonutanga o te iwi Māori mā tōna reo me āna tikanga Māori, mā ōna reo me āna tikanga ā-iwi anō hoki.

## 2.5 Tāhuhu Mātauranga Māori (Level 9)

Mō te taha ki ngā mahi i tēnei wāhi e arotahingia ana, kua eke ki te taumata o te **POUNAMU KAHURANGI**.

Mō te āhei ki te aromatawai whaiaro i tēnei wāhi e arotahingia ana, kua eke ki te taumata o te **POUNAMU KAHURANGI**.

He hōtaka tohu paerua tino whaitake te Tāhuhu Mātauranga Māori (TMM), ā, e tino kitea ana te nui o te uaratia o ngā hua ki ngā tauira me ō rātou whānau whānui. He iti noa iho te pikinga o te tokomaha o ngā ākonga, tae noa ki te te tau 2012-13, i te wā i kitea ake kua tino piki te tokomaha nā te mea kua haria te hōtaka ki ētahi wāhi whakaako e toru atu anō i te tau 2012. Kua piki ake te tokomaha o te hunga ka whakauru, i te 10 i ia tau, iti iho rānei, ki te 40. E pai ana ngā tatauranga mō te whakatutukinga, ka mutu, koinei tētahi o ngā hōtaka whaihua e whakaakona ana e Te Wānanga o Raukawa. Ko ngā hua, he pēnei i ngā tuhinga roa e 30 kua oti te katoa i tuhia ki te reo Māori, ā, kei roto i aua tuhinga ngā kōrero hei takoha ki te mātauranga Māori ki Aotearoa, ki te whakaaro hoki kia "tū rangatira te Māori".

E tino whaitake ana ngā tikanga aromatawai whaiaro o te hōtaka o te Tāhuhu Mātauranga Māori, inā hoki, e kitea ana kua pai ake ngā hua i roto i ngā tau tata nei. He tohu tēnei i te auau tonu o te aro ki te kounga me te whakapikinga o taua kounga.

### Whanaungatanga

I te tīmatanga ake i whakahaerehia ai te hōtaka i te papa i Ōtaki hei huarahi e wātea ana ki ngā iwi e toru nā rātou te kaupapa, ko Te Āti Awa, ko Raukawa me Toa Rangatira, ā, i wātea hoki ki ngā kaiwhakauru o iwi kē. Nō te tau 2012 ka hora te hōtaka ki ngā papa tuku mātauranga o rohe kē, o iwi kē (Ngāti Pōrou, Maniapoto-Waikato-Tainui me Ngāpuhi) hei whakawātea i te huarahi ki ngā ākonga o ēnei rohe. E tutuki ai te hōtaka, me tautoko ngā ākonga e ō rātou whānau, hapū, iwi anō hoki, ka kōtuia ngā hononga whakapapa i ngā mahi rangahau me te whakaemi i ngā tātai kōrero ā-iwi. E kitea ana ngā taunakitanga kei te whakawhānui tēnei i te puna mātauranga me te māramatanga o te hunga e whai pānga ana.

Nā te āhua o te whakaako 'mō te kāinga, nā te kāinga, mā te kāinga' e mārō nei ngā hononga i waenga i te whānau, i te hapū, me te iwi, ka mutu, whai wāhi ai ngā kaumātua ki te takoha atu ki te kete o te mātauranga Māori. I tua atu i tērā, nā te āhua o te whakaako hoki i whai huarahi ai ki te whakawhānau me ētahi atu hapū, iwi anō hoki. E angitu ai ngā ākonga me te hōtaka nei, me mātua whakatinana tēnei kaupapa.

### Manaakitanga

Nā te haringa o tēnei hōtaka kia whakaakona ai ki ngā rohe, i ea ai ngā hiahia matua o ngā whānau, o ngā hapū, o ngā iwi, me te aha, i piki ake te tokomaha o ngā tatauranga whakauru ākonga, whakaputa ākonga hoki. Nā te whakaakoranga ki ngā rohe ka nui ake te rōpū ākonga e pai ai tā rātou mahi tahi, tautoko hoki i a rātou anō, ā, koinei hei kīnaki i te kaha o ngā kaupapa tautoko ā-mātauranga, ā-tua atu hoki o te mātauranga e tino kitea nei. I muri mai i ia noho ka tū tētahi kura tautoko hei huarahi āwhina atu anō, ā, ka tukuna ērā tauira e hiahia ana ki te whakapakari ake i ō rātou mōhio ki te reo, ki ngā kura reo. Nā ēnei huarahi tautoko i te ākonga i eke panuku ai ngā tatauranga mō tēnei hōtaka.

He rite tonu te rangahau i ngā whakaaro o ngā ākonga me te hunga whai pānga. E rua ngā kaupapa i hua ake ai he kōrero hei matapakitanga. Ahakoa tokorua noa iho ngā māharahara i ara ake, i te taha o te huhua o ngā kōrero tino pai, e kīia ana kei te raruraru ngā tukanga whakauru me te taha ki te kimi whakamārama mō te hōtaka, ā, e taupatupatu ana tēnei ki te whakatinanatanga o te manaakitanga. Tōna tikanga, me whai mana te ākonga i tana whakaurunga, ā, ka whai pānga tēnei āhuatanga ki te āhua o ōna wheako. Ko tētahi o ngā kaupapa e hono ana ki te whakauru, ko te āhua o ngā whakamārama mō te hōtaka e mōhio ai ngā ākonga mena e tika ana āna kōwhiringa. E whaiwhai haere ana ngā kaimahi i ētahi huarahi e noho ai ngā tukanga whakauru ki Te Whare Kōkiri, kia pai ai te whakatikatika i tēnei raruraru.

### Pūkengatanga

Kua piki ake ngā whakaurutanga me ngā whakaputanga i te haringa o te hōtaka ki ētahi atu rohe, kāore i eke ki te toru i puta i ia tau i roto i ngā tau 17 kua hipa, haunga te tau 2000 i

eke ki te whitu, nō te 2013 e 30 i puta. E 30 o ngā tāngata 40 i whakatutuki i te tohu paerua a Raukawa i whakaputaina i te hōtaka nei i te tau 2013, te katoa o ngā tuhinga whakapae i tuhia ki te reo Māori, ā, e takahia tonutia ana te ara e hipa ai ngā whāinga whakatutukitanga ā-tohu. E tohu mai ana tēnei i te pai o ngā whakahaere. Waihoki, e kōpakina ana i ēnei tuhinga whakapae ngā kōrero tātai ā-iwi o ngā ākongā e whakatūturu ana i te maru o te ao Māori ki te mātauranga Māori.

<b>Papatau 6. Ngā whakatutukitanga ā-hōtaka, 2011-2013 (he raraunga takitaro)</b>			
	2011	2012	2013
Tāhuhu Mātauranga Māori (Te whakatutukinga ā-akoranga)	76%	82%	71%
Te Wānanga o Raukawa (Te whakatutukinga ā-TWoR)	58%	61%	67%

He taumaha ngā mahi hei pūkai mā ngā kaimahi i tēnei momo hōtaka, ā, me whakatika tēnei i runga i te whakaaro ka ora tonu tēnei hōtaka whakahirahira. Nā ētahi kaiako whai tohu i whakahaere ngā mahi whakaako me ngā mahi tiro-tiro i te pikinga o ēnei hua. Heoi anō i te poto o te wā hei arotake i ngā tuhinga whakapae e 30 i tukua ka nui ngā mahi hei kawea mā te kaimahi. E ū ai te tukanga arotake ki te pono, i āta whakawehea ngā ākongā ki ngā kaiako mō te taha ki te arotake me ngā mahi arataki. Hei whakamāmā i te nui o ngā mahi kua whakatakoto mahere te rōpū ki te whakaoti i ngā wāhanga hei te mutunga o ia noho kia kore ai e pokea e ngā mahi arotake hei te mutunga rā anō. Mā te whakatutuki i tēnei mahere e kitea ai te manaakitanga o ngā ākongā e ngā kaimahi.

Hei āpiti atu, e kimi tikanga arotake kē atu ngā kaimahi, hāunga ngā tuhinga whakapae koia tonu nei te toi o ngā whakatutukitanga ako. E tika ana kia tautehia ngā tauira aromatawai auaha i whakaatuhia ai ki ngā kaiaromātai.

Kei te whakawātea tēnei hōtaka i te huarahi e whai akoranga anō ai, e whai mahi ai rānei te ākongā. Ko te hōtaka Te Kāurutanga tētahi huarahi hei whakapakari i ngā whakaakoranga. I kitea i ngā matapakihana i waenganui i te hunga kua puta i te tohu paerua kei te whai mahi te hunga kua puta kē ngā ihu i mua, i muri, i te wā tonu rānei e kawea ana ngā mahi ako. Ahakoa kei te mōhiotia tēnei, ka whai painga te hōtaka ina āta whāia te hunga kua puta kē ngā ihu kia kitea whānuitia ai tō ngā koha ā-mātauranga, ā-ahurea wāhi ki tā Te Wānanga o Raukawa whakatutuki i ana whāinga.

### Kaitiakitanga

E whakatinanahia ana i ngā tuhinga whakapae a ngā tāngata kua puta i ngā hōtaka te puna o te mātauranga e uaratia ana e ngā ākongā me ō rātou whānau, hapū, iwi anō hoki. Ko te wānanga te kaitiaki o tēnei kohinga, pēnei i ngā whānau whānui, ngā kaitiaki i ngā tuhinga

whakapae a tēnā ākonga, a tēnā ākonga. He mea whai tikanga tēnei, he rokiroki ngā tuhinga whakapae o ngā tātai kōrero ā-iwi, he tauira ēnei mō ngā ākonga o āpōpō, he take anō tō ngā tuhinga whakapae kua tuhia ki te reo Māori hei penapena, hei whakatairanga, hei whakapakari anō i te reo Māori.

Mā te kawē i te kaitiakitanga e mōhio ai te wānanga e kounga ana te whakaako me te arotake. Kua tonoa e te kaiwhakahaere o te hōtaka tētahi kaiaromātairua ā-waho me tētahi kaiaroturuki hei arotake i te hōtaka i ia tau. Ka āta whakaarohia ēnei kawenga e te rōpū aromatairua, ā, mā te tukanga o te aromātairua me te aroturuki e mōhio ai te kaihautū me te wānanga ki te pai o ngā whakahaere, ki ngā wāhanga rānei hei whakapakari ake hei āwhina i ngā ākonga ki te whakatutuki i ō rātou whāinga.

#### Rangatiratanga / Tūrangawaewae

E ahu mai ana, e tautoko ana anō hoki te aronga o te wānanga i tā te Māori titiro ki te ao kia ea ai ngā hiahia o ngā ākonga me ō rātou whānau, hapū, iwi anō hoki. Nā te whakanui i ngā papa tuku mātauranga e whakahaerehia ai te hōtaka i wātea ai te ako i te wā kāinga, i nui ake ai ngā ākonga hei tautoko, hei whakatenatena i a rātou anō, waihoki e kaingākauria ana ngā mōhioanga o te rohe.

#### Te Reo me ngā tikanga Māori

Ka tae ngā kaumātua me ngā kaipupuri i ngā mātauranga ki ngā noho, ā, ka mahi ngātahi rātou ko ngā ākonga, ko ngā kamahi ki te tūhura i ngā tikanga o te rohe whānui. He wāhi tēnei hei matapaki, hei wānanga, hei whakatūturu i ngā tikanga. Mā te whakaako me te arotake ki te reo Māori i waenganui i ngā rohe e whakatairangatia ai, e pakari haere ai, e ora tonu ai te reo Māori me ōna tangongitanga ā-iwi.

He wāhi nui tō ngā tuhinga whakapae 31 kua whakatakotoria ki te puna o te mātauranga Māori.

# Ngā Tūtohunga

Ko ngā tūtohunga ki Te Wānanga o Raukawa, e whai ake nei:

- Me kaha, me tere hoki te whakatinana i te 'Mahere ā-Mahi', nā te mea e tino mau ana ngā mahi aromatawai whaiaro ā-hōtaka, ā-wānanga whānui hoki e tika ana kia whāia e totoka ake ai te angitu o ngā ākonga, ka mutu, ko te hua ka puta, ko te whakatutukitanga a Te Wānanga o Raukawa i tana whāinga matua. He take nui te whakatutuki i ngā whāinga kua whakaritea e Te Wānanga o Raukawa mō te tau 2014 me te tau, i roto i te poto o te wā kei mua i a ia.
- Me whakapakari ake ngā huarahi ōkawa whaiwhai i te hunga kua puta ō rātou nei ihu, e mōhiohia ai ngā tūranga mahi i riro i a rātou, ngā kaupapa Māori hoki rānei e kawea ana e rātou. Ka noho ēnei taunakitanga hei kīnaki i ngā kōrero ā-waha e mōhiohia kētia ana. Mā tēnei momo whaiwhai i te hunga kua puta ō rātou ihu, ka mārama ake a Te Wānanga o Raukawa ki āna koha ki te ao o te ahumahi me te whanaketanga o te ahurea i waenga i ngā iwi, ā, ka mārama ake hoki ia me pēhea tana whakakaha ake i aua koha rā. Mā tēnei hoki e mōhio ai a Te Wānanga o Raukawa mena e tutuki ana i a ia tāna pēpeha.
- Whakapakarihia ake ai te aroturukitanga o ngā tohu paerunga me te aromātautanga o ngā aromatawai, kia ōrite ai ngā whakataunga aromatawai, kia hāngai ai hoki te āhua motuhenga o te hunga ka puta ō rātou ihu i ngā hōtaka ki ngā whakamārama ōkawa mō te hunga ka puta ō rātou ihu. Mā te whakakaha ake i te pūnaha e kaha ake ai te whakapono ki ngā whakahaere a te wānanga e pā ana ki ngā tohu paerunga me te aromatawai. He tautoko hoki tēnei i te kaiako mā te whakaū i ngā tikanga pai hei tohatohanga atu ki te wānanga whānui, ā, ka tautuhia hoki ērā wānanga me whakapai ake hei painga mō ngā kaimahi me ngā ākonga hoki.



# Nga ĀpitiHanga

## ĀpitiHanga 1 - Ngā Kaupapa o Te Hono o te Kahurangi

The following are the MMEQA kaupapa Māori principles that describe the philosophical base for mātauranga Māori.

<i>Whanaungatanga</i>	<ul style="list-style-type: none"><li>• Mā te whanaungatanga te iwi e kōtuitui, e whakatairanga, e manaaki, hei painga mō te katoa. <i>Connecting, fostering and maintaining relationships for the benefit of all.</i></li></ul>
<i>Manaakitanga</i>	<ul style="list-style-type: none"><li>• Ka rahi ake te mana o te tangata, o te whānau, o te hapū, o te iwi. <i>The presence and expression of mana-enhancing behaviour and practices.</i></li></ul>
<i>Pūkengatanga</i>	<ul style="list-style-type: none"><li>• He toi mātauranga, he pūkenga tangata. <i>The presence and expression of knowledge, which has been cared for, promoted and appropriately handed on.</i></li></ul>
<i>Kaitiakitanga</i>	<ul style="list-style-type: none"><li>• Ko te tiaki i te ao me ngā taonga katoa hei oranga mō tātou, mō ngā uri whakatupuranga. <i>Presence and expression of the preservation, guardianship and enhancement of what you have for the future benefit of all.</i></li></ul>
<i>Rangatiratanga</i>	<ul style="list-style-type: none"><li>• E rangatira ai te whare, me Māori tōna hanga, āna whakahaere. <i>Expression of a worldview that is distinctively and uniquely Māori.</i></li></ul>
<i>Tūrangawaewae</i>	<ul style="list-style-type: none"><li>• Ko te wāhi e tū rangatira ai te tangata. <i>Presence and expression of one intimately connected to the land, people, their needs and aspirations.</i></li></ul>
<i>Te Reo Māori</i>	<ul style="list-style-type: none"><li>• Mā te wairua e ārahi te reo. <i>Presence and expression of a language that is alive, vibrant and flourishing.</i></li></ul>
<i>Ngā Tikanga</i>	<ul style="list-style-type: none"><li>• Mā ngā tikanga Māori te arongaaronga Māori e whakatinana. <i>Processes, practices, procedures that are consistent with a Māori world view.</i></li></ul>

## Āpitihanga 2: Ngā take ā-ture mō te aromātai me te arotake ā-waho

He mea whakahaere te aromātai me te arotake ā-waho i raro i ngā Ture Aromātai me te Arotake ā-Waho (TAAW) 2013, i whakaritea ai e TMTMA mā te wāhanga 253 o te Ture Mātauranga 1989, ā, he mea whakaae e te Poari o TMTMA me te Minita o te Mātauranga, o ngā Pūkenga me te Whaimahi e pā ana ki te Pakeke.

E herea ana ngā KMP katoa, atu i ngā whare wānanga auraki, ki te aromātai whaiaro me te whai wāhi ki ngā aromātai me ngā arotake ā-waho kia whai mana ā-ture ai rātau ki te whakaako hōtaka e whakaaetia ana. I whakatauria aua herenga i raro i ngā Whakaaetanga ā-Hōtaka me ngā Ture Whaimana a Te Taura Here Tohu Mātauranga o Aotearoa (TTHTMA) 2013, i whakaritea hoki ērā e TMTMA mā te wāhanga 253 o te Ture Mātauranga 1989, ā, he mea whakaae e te Poari o TMTMA me te Minita o te Mātauranga, o ngā Pūkenga me te Whaimahi e pā ana ki te Pakeke.

Waihoki, hei tā ngā Ture Rēhita Wāhi Whakangungu Motuhake 2013, e whai mana ā-ture ai ngā wāhi whakangungu motuhake, me aromatawai whaiaro, me whai wāhi hoki ki te aromātai me te arotake ā-waho, e ai ki ngā Ture Aromātai me te Arotake ā-Waho (TAAW) 2013. I whakaritea hoki ngā Ture Rēhita Wāhi Whakangungu Motuhake 2013 e TMTMA mā te wāhanga 253 o te Ture Mātauranga 1989, ā, he mea whakaae e te Poari o TMTMA me te Minita o te Mātauranga, o ngā Pūkenga me te Whaimahi e pā ana ki te Pakeke.

Ko tā TMTMA he whakahau i ngā KMP, ehara i te whare wānanga auraki, kia ū ki ngā ture i muri i tā te ture whakaae, whakamana hoki i ngā hōtaka, i te rēhitanga hoki rānei. Nō te Komiti Pōkai Tara (KPT) tōna anō mana ki te whakaū i tā ngā whare wānanga auraki whai i ngā ture.

E whakaaturia ana, i tēnei pūrongo, ngā kitenga me ngā whakataunga i hua ake i te tukanga aromātai me te arotake ā-waho, ā, i whakahaeretia kia hāngai ai ki ngā Ture Aromātai me te Arotake ā-Waho (TAAW) 2013.

Kua tuhia ngā wāhanga e pakari ana me ngā wāhanga me whakapakari ake mō te āhua ki ngā mahi ā-mātauranga, ki te aromatawai whaiaro hoki.

Whai wāhi ai ngā kōrero o te pūrongo aromātai me te arotake ā-waho ki ngā whakataungā ā-pūtea mō te KMP i whakarite i tētahi mahere mātai whakamua i whakaaetia ai e rāua ko TAMM.

He kōrero tūmatanui ngā pūrongo aromātai me te arotake ā-waho, ā, kei te whārangi ipurangi a TMTMA e takoto ana, arā, kei [www.nzqa.govt.nz](http://www.nzqa.govt.nz).

Ko ngā Ture Aromātai me te Arotake ā-Waho (TAAW) 2013 e takoto ana ki: <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, ā, ko ngā kōrero mō te whakahaerenga me ngā tikanga e pā ana ki te aromātai me te arotake ā-waho ka kitea ki: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

# Te Pūrongo Aromātai me te Arotake ā-Waho

## **Te Wānanga o Raukawa**

Wānanga performance: he pounamu whakairo

(Confident)

*“Kaupapa is clearly expressed and strongly evident  
throughout the Wānanga”*

Date of report: May 2014

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# Te Hono o Te Kahurangi

## Mātauranga Māori Evaluative Quality Assurance

A distinct combination of principles and concepts from Te Ao Māori realised in the form of Te Hono o Te Kahurangi sits at the heart of Mātauranga Māori Evaluative Quality Assurance (MM EQA). MM EQA is about the valued outcomes for the learner, their ability to contribute back to their community, and the TEO's contribution to Mātauranga Māori itself.

MM EQA is an evaluative methodology founded on clear expressions of kaupapa, designed to reflect the integrity, quality and value of Mātauranga Māori qualifications, programmes of study, and tertiary education providers, on their merits. MM EQA recognises a range of valued outcomes including fostering whanaungatanga, manaakitanga, pūkengatanga, kaitiakitanga, rangatiratanga, tūrangawaewae, te reo Māori, and ngā tikanga Māori.<sup>6</sup> MM EQA is explained in full at <http://www.nzqa.govt.nz/maori/mm-eqa/>

### External evaluation and review

MM EQA external evaluation and review (MM EQA EER) provides an independent verification of the validity of the TEO's understanding of its own performance, and reports on how successful the organisation is at maintaining and improving that performance in achieving 'valued outcomes' for ākonga and stakeholders. MM EQA EER by NZQA and self-assessment by the TEO are interdependent in these regards.

'Wānanga performance' includes but is not restricted to 'educational performance' (as reported in regular EER reports) and also involves the distinctive outcomes associated with tikanga Māori, āhuatanga Māori and mātauranga Māori. Other outcomes relating to employment, progression to further study, personal development and skills for learning, and contribution to community, are also relevant.

Because the outcomes are holistic in nature, often integrated with each other and complex to ascertain, the concept of self-assessment is integrated throughout the findings rather than reported as a separate topic.

### Te Take o Tēnei Pūrongo

The purpose of this report is to provide a public statement about the performance of Te Wānanga o Raukawa in contributing to its mission: "the long-term survival of Māori as a people". It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

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<sup>6</sup> Appendix 1: Kaupapa principles explained

The report written in te reo Māori is the official report on Te Wānanga o Raukawa and is available on the NZQA website <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/eer-reports/>. This English-language report is provided as a detailed guide to the content of the te reo Māori report. It is not a literal translation but serves as a reasonable approximation for the English language reader.

# He Whakataki

## 1. Te Wānanga o Raukawa

Name of TEO:	Te Wānanga o Raukawa
Type:	Wānanga, a tertiary institute as defined under the Education Act 1989
Location:	144 Tasman Road, Ōtaki
First registered:	1993
Number of students:	Domestic: 1,327 equivalent full-time students (EFTS, 2013); 94 per cent Māori, 6 per cent European, 2 per cent Pasifika. Some students affiliate to more than one group. 26 per cent are under 25 years of age, 28 per cent 25-39 years, 45 per cent aged over 39 years; average age of students is 36 years
Number of staff:	194 (62 academic staff and 132 general staff). In 2013 118 kaiāwhina (guest lecturers) gave their time and shared their expertise voluntarily.
Sites:	In addition to the Ōtaki campus as noted above: <ul style="list-style-type: none"><li>• Huakina Development Trust, Pukekohe</li><li>• Tūranga Ararau, Gisborne</li><li>• Te Pito o Ngai Tawake, Kaikohe</li><li>• Whakatū Marae, Nelson</li><li>• Te Mauri o Ngā Puhī, Whangarei</li><li>• 62 marae-based study sites</li><li>• 20 sites based at kura/schools</li></ul>
Scope of accreditation:	Te Wānanga o Raukawa has NZQA approval and accreditation for the following active qualifications that it is currently delivering: <ul style="list-style-type: none"><li>• A range of Te Wānanga o Raukawa poupou (certificates) and heke (diplomas)</li><li>• 16 poutuarongo (bachelor's degrees)</li><li>• Four poutāhū (postgraduate diplomas)</li></ul>



- Five tahūhū (Master's degrees)

The specialisation areas for these qualifications include Mātauranga Māori, Laws and Philosophy, Creative Arts, Accounting, Health, Sport, Environmental Management, Information Management and Education.

Te Kāurutanga is a Te Wānanga o Raukawa approved qualification. Te Wānanga o Raukawa deemed this qualification to be at doctoral equivalent. It is the responsibility of Te Wānanga o Raukawa and the ART Confederation.

Previous quality assurance history:

The organisation was previously quality assured in 2007 by NZQA using the then-agreed quality audit system, and met all requirements at that time.

As 75 per cent of Te Wānanga o Raukawa provision is at degree and postgraduate level, and all degree provision is subject to monitoring, the majority of the organisation's provision is subject to external scrutiny. The degrees are monitored by an NZQA-appointed monitor or, on application to NZQA, by delegated self-monitoring through an Annual Programme Evaluation Report. This is the standard quality assurance process for all degree providers in the private training establishment (PTE), institutes of technology and polytechnics, and wānanga sectors.

Te Wānanga o Raukawa participated in the 2011 NZQA pilot to trial MM EQA external evaluation and review tools and methodology.

## 2. Te Whānui o te Aromātai me te Arotake ā-Waho

Programmes were selected from all levels of provision, from certificate to postgraduate degrees and across subject areas, and included programmes offered on campus and by marae-based studies. These programmes were considered representative of the organisation's whare (departments) and delivery modes. The focus areas selected for this EER were:

- Poupou Karanga (Level 3)

This certificate-level programme is offered on campus and at marae. It aims to graduate women with intermediate levels of knowledge, attributes and practical skills on the tikanga and practice of karanga. The programme has 110 EFTS, and graduates can pathway to a number of Te Wānanga o Raukawa undergraduate degree programmes.

- Poutuarongo Te Rangakura Kaiwhakaako (Level 7)

This is a teacher education Bachelor's degree offered at the Ōtaki campus and two additional sites (Gisborne and Pukekohe). It is externally monitored by both NZQA and the New Zealand Teachers Council.

- Tāhuhu Whakaakoranga (Level 9)

This Master's level programme is one of the five highest-level NZQA-approved qualifications offered at the Wānanga. It was selected for the evaluation as an example of a postgraduate pathway for teacher education graduates. The programme is offered at the Ōtaki campus.

- Heke Mātauranga Māori (Level 5)

This diploma-level programme based on Māori knowledge systems is year one of the Poutuarongo Mātauranga Māori. The programme has 116 EFTS and is one the organisation's largest offerings. It is offered on campus and at marae. Many of the heke programmes comprise the first year of study to an undergraduate degree.

- Poutuarongo Mātauranga Māori (Level 7)

This is a Bachelor's degree programme about Māori knowledge systems and how to apply these systems to address issues before Māori, now and into the future. It provides students with pathway opportunities that include the Tāhuhu Mātauranga Māori. It is offered on campus and at marae.

- Tāhuhu Mātauranga Māori (Level 9)

This is one of the five highest-level NZQA-approved qualification offered at the Wānanga. It is a Master's-level programme. It was selected for evaluation as an example of a postgraduate pathway for Te Wānanga o Raukawa graduates. The programme is offered on campus and at marae.

In addition, the scope of the MM EQA EER included the mandatory focus area of governance, management and strategy.

### 3. Te Whakahaere i te Aromātai me te Arotake ā-waho

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used for this evaluation was Te Hono o Te Kahurangi: Mātauranga Māori Evaluative Quality Assurance (EER). The document is published at <http://www.nzqa.govt.nz/maori/mm-ega/te-hono-o-te-kahurangi/>.

The MM EQA EER of Te Wānanga o Raukawa was conducted at its Ōtaki campus by a six-person evaluation team over a five-day period. The NZQA Principal Evaluation Advisor was also in attendance. The evaluators met with representatives of Ngā Purutanga Mauri (those kaumātua from the three founding iwi of the Wānanga who have wide-ranging roles in addition to those of senior scholars and advisors), Te Mana Whakahaere (Council), the chief executive, the Academic Board, ngā pou and kaihautū (senior management, programme managers and leaders), teaching and support staff, students, graduates, and external stakeholders.

Stakeholder groups included representatives from three other recognised sites of the Wānanga (Pukekohe, Kaikohe and Gisborne), representatives from whānau, hapū and iwi engaged in marae-based studies, kura delivery sites, and school principals and associate teachers involved in the teacher education programme.

The governance, management and strategy focus area was addressed through meetings with the representatives of Ngā Purutanga Mauri, Te Mana Whakahaere, the chief executive, ngā pou, and Academic Board members together providing an iwi presence and a collective approach to governance and management.

The programme focus areas included an evaluative enquiry and conversations with ngā kaihautū, teaching and support staff, students, graduates, and external stakeholders.

The investment plan agreed with the Tertiary Education Commission for 2013-15 and the 2012 annual report were provided prior to the visit. Self-assessment reports for each focus area – based on the eight kaupapa from Te Hono o te Kahurangi – were presented at the visit. A range of documents was also reviewed on site, including Te Mana Whakahaere, Academic Board and ngā kaihautū reports and meeting minutes, programme review reports, He Aratohu Tuhi (academic writing guide), and a range of programme-specific documents, to triangulate the evaluative conversations.

The Wānanga has commented on the accuracy of the draft report and its submissions have been taken into account in this final version of this report.

# Ngā Hua

NZQA is **Confident** in the performance of **Te Wānanga o Raukawa**.

Key reasons include:

- The kaupapa-centric approach to educational delivery is manifest in everything Te Wānanga o Raukawa does. This is a genuinely ‘kaupapa-driven’ institution. Kaupapa is clearly expressed and strongly evident throughout the Wānanga.
- The Wānanga is effectively and efficiently governed and managed to achieve both its broader mission – the survival and success of Māori as a people – and academic success for its students.
- Performance across broader measures such as Mātauranga Māori knowledge generation, reclamation and dissemination, represent high value, mana-enhancing outcomes for students, whānau, hapū and iwi.
- There is clear evidence of substantial contribution to the promotion, preservation and maintenance of te reo Māori.
- Performance on conventional academic measures of course completions, qualification completions, progression to higher study and retention in study, are all either at least satisfactory or have shown worthwhile improvement over the last four years.
- Strong relationships between the three founding iwi and whānau, hapū and iwi at other delivery sites support successful outcomes for local students. This constitutes important evidence of the Wānanga’s contribution to its goal of the survival and success of Māori as a people.
- Self-assessment is realistic and purposeful, contributing to worthwhile improvements across most key dimensions of the operations of the Wānanga. The self-assessment information gathered is of good quality, is well analysed and understood, and used constructively to maintain or improve key areas of Wānanga performance, as appropriate.
- The performance reflects the hard work, vision and commitment by those associated with the Wānanga – teaching and non-teaching staff, students, governors, managers and members of Ngā Purutanga Mauri. The Wānanga has made a major effort to lift its performance based on solid and sustained effort, good-quality information and effective self-assessment. The trend is rising across most key indicators of performance.

This EER report details the reasons why NZQA is confident in the performance of Te Wānanga o Raukawa. Many areas where the Wānanga is successfully expressing its kaupapa are identified, as are several where improvements are still possible or needed. The challenge now is for the Wānanga to maintain the impetus, advance forward and continue the very good progress of the last few years.

## 1.1 Turangawaewae

Te Wānanga o Raukawa is one of the three wānanga giving contemporary expression to the ancient tradition of wānanga within Aotearoa New Zealand.

Te Wānanga o Raukawa was established in 1981 by the three iwi – Te Āti Awa, Ngāti Raukawa, and Ngāti Toa Rangatira (the ART confederation). Born out of the implementation of the 'Whakatupuranga Rua Mano (WRM): Generation 2000' project, the intention was to improve the social and economic prospects of the three iwi by helping them to achieve their educational goals.

The legislative base of Te Wānanga o Raukawa is the Education Act 1989 and its subsequent amendments, which establish that a wānanga is a type of tertiary institution '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 traditions) and tikanga Māori (Māori custom)'. As such, Te Wānanga o Raukawa is mandated by the legislation applying to 'tertiary institutes' in terms of councils, chief executives and arrangements for managing academic delivery. In a regulatory sense, its peers are the other wānanga, the institutes of technology and polytechnics, and the New Zealand universities.

Te Wānanga o Raukawa has dedicated itself to 'the long-term survival of Māori as a people' guided by the principles:

- The people are our wealth: develop and retain
- The reo is our taonga: halt the decline and revive
- The marae is our principal home: maintain and respect
- Self-determination

Te Wānanga o Raukawa is a kaupapa-driven institution, the result of consistent and deliberate actions leading up to and since its inception in 1981. The Wānanga operates according to its 10 kaupapa, which permeate all aspects of its operation. These are: manaakitanga, rangatiratanga, whanaungatanga, kotahitanga, wairuatanga, ūkaipotanga, pūkengatanga, kaitiakitanga, whakapapa, and te reo Māori.

The Wānanga intends to achieve its mission by expressing kaupapa and expects that this will occur throughout its operation, from governance, management and strategy through to its relationships with whānau, hapū, iwi, students and government agencies. Expressing kaupapa means that what is achieved includes both the desired outcomes and the means by which they are attained. Consequently, what is valued includes whānau, hapū and iwi needs-based outcomes (such as reclamation and revitalisation of existing knowledge and the generation and dissemination of new knowledge), and the Wānanga's performance on standard academic measures. Together, these are directed

to the Te Wānanga o Raukawa mission of ensuring the long-term 'survival of Māori as a people'<sup>7</sup>.

## 1.2 Rangatiratanga

Te Wānanga o Raukawa has effective governance and management, in part the result of long-term commitment to a driving vision to deliver kaupapa-based tertiary education, and in part from coherent internal organisational structures.

Governance, management and strategy are well organised, integrated, consistent and assertive in the pursuit of self-determined success under the Wānanga kaupapa.

The institution is governed and managed to give expression to the 10 kaupapa through everything that the Wānanga does. Ngā Purutanga Mauri, Te Mana Whakahaere, senior managers, the Academic Board, teaching and non-teaching staff (and students and representatives of whānau, hapū and iwi) are all well aligned and integrated in their thinking and approach. The net effect is that of an interwoven structure with each part playing its role and influential in its effects.

Te Wānanga o Raukawa has well-established and relevant planning, delivery and reporting procedures based on the kaupapa framework. Strategic and business plans are realistically focused on continually lifting performance and taking specific steps to achieve that goal. Annual reporting by Ngā Purutanga Mauri, Te Mana Whakahaere, Tumuaki, the Academic Board, Ngā Kaihautū, Te Kāhui Akoranga and various other organisational and management groups, is comprehensive and frank.

Performance is closely monitored across all aspects of the kaupapa-based delivery through the 'Kaupapa, Tikanga and Performance' matrix included in the formal annual report. The results are used to report internally and externally, and are audited by Audit New Zealand each year for annual reporting purposes.

These mechanisms collectively act to ensure that the Wānanga is genuinely driven by its kaupapa base. There is clear evidence that Te Wānanga o Raukawa takes the results of the matrix (and other self-review activities within the various programmes) seriously and acts to improve identified issues. To its credit, Te Wānanga o Raukawa prioritised the need to lift academic performance some three to four years ago and has worked systematically to improve completions, retentions and progression statistics since that time. Data for the last three years shows a consistent pattern of improvement, due in large part to these efforts.

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<sup>7</sup> Survival as a people (TWR Governance, Management & Strategy self-assessment report March 2014)

### 1.3 Ngā Tikanga Māori/Te Reo Māori

Ngā Purutanga Mauri is a highly influential body for maintaining and strengthening the kaupapa and tikanga-driven approach of the Wānanga throughout all aspects of the institution. Members participate in a diverse range of hui and other activities to maintain and strengthen the links with kaupapa and to provide wise counsel as and when required. Some members also teach specialist aspects of mātauranga Māori.

Ngā Purutanga Mauri is much more than an advisory group. The group's wisdom is used to support, guide, endorse, approve or validate all major decisions. The group's impact is evident through the strong attention paid to ngā tikanga Māori throughout the institution. As a result, tikanga permeates to all areas of the Wānanga.

Te reo Māori is a compulsory component of most Te Wānanga o Raukawa programmes and attests to the value the Wānanga places on the contribution of the Māori language to Māori surviving as a people.

Te Wānanga o Raukawa has provided numerous opportunities for students to develop language capability in te reo Māori with programmes that range from certificate to Master's levels. The reo Māori compulsory component of all qualifications is a strong drawcard for wānanga study, and can also influence the successful completion of qualifications. The Wānanga acknowledges the need to review reo components within qualifications, especially as they relate to qualification completions overall, for example a reo paper achieving at 40 per cent while the other papers within the qualification range from 66-86 per cent.

Staff are encouraged to improve their own language abilities through professional development opportunities on campus via Te Wānanga o Raukawa programmes and at Kura Reo, Te Panekiretanga o te Reo and Te Mata Punenga, to name a few nationally acknowledged, successful reo Māori proficiency programmes.

Of the 40 Master's qualifications awarded in 2013, 30 theses were written in te reo Māori, providing very strong evidence of scholarship, exemplars of the language and reo ā-iwi. The theses are rich repositories of tribal knowledge and an exceptional contribution to the preservation, promotion and advancement of te reo and mātauranga Māori, benefitting the graduates, whānau, hapū and iwi.

### 1.4 Pūkengatanga

In the face of some significant challenges in recent years, the Wānanga has chosen to review and strengthen its kaupapa base and also to tackle directly its academic performance. The driving force has been to succeed on all fronts. These endeavours have been well planned and are being progressively implemented. Results across several important areas of the operations of the Wānanga are now showing significant improvement.

In particular, Te Wānanga o Raukawa self-identified the need to raise academic achievement results following disappointing outcomes in 2009-2010. Since that time

there has been a progressive and coordinated effort to restructure and re-organise to lift performance. The trend from 2010 to 2013 is positive, with many improvements occurring. The Tertiary Education Commission's educational performance indicators show confidence-boosting progress – the result of a concerted effort by Te Wānanga o Raukawa to improve its performance and likewise results.

The motivation to improve course completions (in particular) was two-fold, in part a pragmatic response to the need to focus more directly on performance and in part the aspirational need to maximise the contribution to the Wānanga's wider mission of contributing to the survival and success of its people. As the emphasis in the tertiary education sector has shifted to participation, performance and achievement, Te Wānanga o Raukawa, to its credit, has adapted in response.

### Whānau, hapū and iwi-based outcomes

Important outcomes that have been maintained or improved in recent years include:

- An increased body of knowledge generated and disseminated through a significant and increasing number (40 in 2013, 30 of which were written in te reo Māori) of Tāhuhu (Master's) theses – 'storehouses of Māori knowledge'
- Specific new knowledge generated about tribal histories through the 62 marae delivery sites across Aotearoa in response to local requests and through research assignments undertaken as part of iwi and hapū studies
- Revitalisation and reclamation of existing Māori knowledge (in response to local iwi needs identified through surveys), through research assignments undertaken as part of iwi and hapū studies
- Whakakīkī marae (whaikōrero, karanga) – an increase in the number of capable people contributing to marae tikanga as evidenced through self-review reports
- Strengthened whanaungatanga relationships through increased numbers of marae training sites interacting with Te Wānanga o Raukawa
- Additional manaaki support initiatives for ākonga to help complete studies, with subsequent improvements in those completions
- Enriched local knowledge of te reo Māori dialects and tikanga through engagement with expert local tuition
- Improved access and success for nationally identified priority group learners.

These outcomes are highly valuable to the ākonga, whānau, hapū and iwi that the Wānanga serves, and are clearly identified as such through the various feedback mechanisms employed.

An important area identified by the Wānanga for strengthening the expression of pūkengatanga is through more formal tracking of employment/vocational destinations and valued cultural achievements of the graduates of Te Wānanga o Raukawa. The evaluation team agrees that this should continue to be a priority, acknowledging that there is significant anecdotal information already available. Such monitoring would



enable the Wānanga to celebrate graduate achievement post-study and better understand and strengthen its contribution to employment and vocational and cultural development, wellness and well-being within hapū.

#### Tertiary Education Commission educational performance data

Although the Tertiary Education Commission's educational performance indicators deal with only part of what Te Wānanga o Raukawa considers to be important, the indicators have nevertheless been taken seriously as part of the self-assessment and improvement plans of the Wānanga. Te Wānanga o Raukawa identified the need to improve, in particular, course and qualification completions and has worked hard to achieve systematic and worthwhile improvements.

These developments are in the context of the internal strategic, business and performance plans and an overall Wānanga-wide review of the tikanga/kaupapa framework. The consequent 2013-2015 investment plan was agreed with the Tertiary Education Commission.

#### Te Wānanga o Raukawa educational performance data, 2010-2013, commentary

Data over last four years (Table 1) shows a pattern of improvement, most notably in the important area of course completions, where historically performance had been low.

<b>Table 1. Course and qualification completions, retention, progression, 2010-2013 (Wānanga sector median in brackets)</b>				
	<b>2010</b> %	<b>2011</b> %	<b>2012</b> %	<b>2013<sup>8</sup></b> %
<b>Course completions</b>	43 (76)	58 (79)	61 (81)	67
<b>Qualification completions</b>	44 (48)	56 (56)	54 (64)	69
<b>Retention in study</b>	61 (64)	58 (58)	69 (69)	55
<b>Progression to higher study</b>	36 (35)	37 (37)	46 (36)	34
2013 results are provisional only.				

These improvements are particularly positive in that they reflect a consistent and sustained pattern over four years and within the data it is clear that retention and completion rates in study years one and two have significantly improved with much lower dropout rates at these levels compared to earlier years.

Similarly, qualification completions have shown a pleasing and consistent increase over the last four years and compare satisfactorily with the sector (and also with the 29 relevant institutes in general, i.e. universities, institutes of technology and polytechnics, and wānanga).

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<sup>8</sup> 2013 educational performance data, based on the December 2013 Single Data Return (SDR), is provisional only and will not be confirmed until the April 2014 SDR, and published as final data in July 2014. However, the figures are unlikely to change significantly because TWoR students graduate in December, with few if any subsequent completions occurring.

Progression and retention, although somewhat variable from year to year for a variety of reasons, nevertheless compare satisfactorily in relation to the 29 tertiary institutes for 2012 (the most recent year confirmed data is available). The variations across years in some cases reflect that graduation typically occurs at the end of years one and three of study, thus contributing to some peaks in progression rates, and in others the relatively small size of some programme cohorts contributing to statistical anomalies.

#### How have the improvements been achieved?

Constructive steps have been taken over a sustained period to address performance issues. The enhanced performance data and the trend both reflect improvements in the underlying quality of programmes in addressing identified needs and aspirations of ākonga, whānau, hapū and iwi. The improvements are not just better management and reporting of the data, but are real gains, based on effective planning, solid and sustained effort, good-quality information and effective self-assessment. The motivation for Te Wānanga o Raukawa has been to maximise the contribution to 'Māori living as Māori'.

Steps taken include greater learning and pastoral support for students to succeed, closer monitoring of student learning and progress, developing more engaging teaching strategies, and teacher professional development. Details are listed under 'Manaakitanga' (Findings 1.5 below) and elsewhere in this report.

#### Remaining challenges – areas where the expressions of kaupapa can be strengthened

Although course and qualification completions have improved significantly, course completions in 2012 remained relatively low compared with the rest of the wānanga sector and the other tertiary institutions. For this and other reasons, Te Wānanga o Raukawa has identified and planned to make ongoing improvements through 2014 and 2015.

The set targets of 73 per cent completions in 2014 and 83 per cent completions in 2015 are challenging. The goal of the Wānanga is to match the performance of the top half of all tertiary education institutes. This is a laudable aim as part of its goal to produce top scholars. It is likely that large gains in completion rates will become more difficult as progress continues, especially in such a major step as that intended for 2015. It will be important to also maintain and consolidate the improvements already made to ensure they are 'bedded in' and, in particular, to focus on those programmes where completions still remain relatively low.

There has been a significant reduction in course non-completions per EFTS over the past three years, down to 45 based on provisional 2013 data. This means that more students are experiencing success and are more likely to be motivated to stay in study or progress to higher-level study. An ongoing challenge for the Wānanga is to continue to work on improving all programmes, including the relatively poorly performing, without losing the good gains made in higher-performing areas. There are opportunities to embed the effective practices from programmes that are now relatively highly performing into other programmes.

Another acknowledged area to be strengthened is degree monitoring and assessment moderation to ensure consistency of assessment judgements and the match of graduates of the qualification to the formal graduate profile. It is recommended that Te Wānanga o Raukawa strengthen its degree monitoring system and to work more effectively for it. This has been done successfully in other areas where engagement with Crown agencies has been challenging. External critiquing can be a mana-enhancing exercise when both parties engage on that basis. In particular, an improved system will enable increased confidence in the operations of the Wānanga in relation to degrees and assessment more generally.

#### Achievement of Pasifika students

Te Wānanga o Raukawa in 2013 had an allocation of 1,327 EFTS, which translated into 2,420 students. Ninety-four per cent of these students were Māori, the remainder European (6 per cent) and Pasifika (2 per cent).

Commendably, the Wānanga uses disaggregated data to track the performance of all priority group learners as distinct groups, namely Māori, Pasifika and 'under-25s'. The total number of Pasifika students is small; however, their course and qualification completions are a little lower than the overall figures. The Wānanga should continue to monitor achievement for these students to support their particular learning needs.

### 1.5 Manaakitanga

Manaakitanga is expressed through the care and respect demonstrated for mātauranga Māori itself and through the behaviours and practices of the people who work to enhance that knowledge and understanding in meeting the needs and aspirations of ākongā, whānau, hapū and iwi.

Manaakitanga is given expression, in part, through a culture of self-review. Substantive improvements to ākongā support mechanisms have been made, including but not limited to kura tautoko, Te Taitūara Ākongā services, online support, academic and pastoral support.

The Wānanga also has various strategies in place to help with the particularly demanding requirements for learner success through its 'academic model'<sup>9</sup> (high assessment workload, 100 per cent attendance, prescriptive programmes of study, minimal online delivery). Alternative noho (intensive study programmes held on marae or the Ōtaki campus) are held for those who have missed components due to tangihanga or illness, to catch up in order that participation and assessment requirements are met.

Collectively, the above measures have contributed to the improved levels of ākongā achievement and the enhanced body of Māori knowledge detailed in this report. The efforts of the Wānanga in these regards have proven effective.

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<sup>9</sup> 'Academic model' (Te Wānanga o Raukawa Performance Plan 2014)

The current Performance Plan identifies further and ongoing areas for improvement to strengthen the support for students and staff. These are all currently under review and/or being implemented and include:

- The open-entry<sup>10</sup> policy that enrolls all prospective students into undergraduate programmes
- The requirement to complete significant iwi and hapū studies and te reo Māori components in all programmes, that, when combined with the specialist component, produce an excessive student workload
- The high bar set for students to meet in terms of attendance (100 per cent) and assessment (must pass all assessments)
- The enrolment process (identified from student surveys as an area where manaakitanga can be strengthened)
- Programmes targeted more directly to individual student needs
- Student assessment, including more varied methods of assessing learner progress and outcomes
- High expectations for ongoing staff training allied with strengthened support for staff development
- Improvements to the physical learning environment and learning resources
- A more focused approach to developing and strengthening vocational/employment pathways (from programmes to employment)
- Teaching and assessment practice as part of the drive to improve Wānanga performance and ākonga achievement
- Greater development of distance and online learning strategies and other flexible/blended learning approaches, enabling some study online as an alternative to physical attendance
- Staff and student workloads, which are both generally high
- More efficient and effective processes for withdrawing non-participating students
- Greater support for numeracy and literacy initiatives

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<sup>10</sup> Entry criteria at the wānanga are 'open' in nature, and may not require formal qualifications to enter undergraduate degree programmes. This enables entry for students who choose to study at Te Wānanga o Raukawa as a tikanga Māori institute for its model of delivery and selection of programmes. It also enables provision to students from a range of backgrounds to apply to study to access tertiary education. Teaching, social work and other programmes with formal entry requirements are not affected by this policy, i.e. the formal external requirements must be met.

- Seeking synergies between various components of study as a means of reducing the study workload on students to a more manageable level.

The Wānanga faces significant tensions in managing competing pressures on resources, time, and staff and student workloads. The evaluation team acknowledges that there are few easy remedies. Nevertheless, it is clear that the activities listed above are appropriate priorities and should continue to be 'pursued with vigour' in the interests of strengthening manaaki for students and staff and enhancing the subsequent benefits for ākonga achievement and Wānanga performance.

The performance plan also emphasises that supporting staff should upskill (including their qualifications) in te reo Māori fluency and teaching skills. Although workload expectations are high and provide significant demands on staff commitment and time, Te Wānanga o Raukawa supports its staff through a range of initiatives ranging from paid professional development to gym membership.

## 1.6 Whanaungatanga

The expression of whanaungatanga is especially evident in programme delivery that has provision to the ART confederation and beyond to other whānau, hapū and iwi.

Strong whanaungatanga relationships and engagement have occurred over time, with some iwi systematically developing their programme offerings to provide local pathway programme progressions. This has benefitted the students to meet study pathway needs (from certificate and, at some delivery sites, to Master's levels) and their teaching staff with higher qualifications (to ensure staff are well qualified, at least one level higher than the qualification being taught). The benefit to the delivery site is that it can continue to offer a range of education programmes and levels locally.

Compulsory reo, iwi and hapū programme components require students to engage with whānau, hapū and iwi, furthering these whanaungatanga connections. Compulsory components generally make up two-thirds of the qualification, therefore this engagement is fundamental to meeting the programme's cultural and educational outcomes. Rich anecdotal information shows the benefit of these studies to students and their whānau whānui and graduate success. More systematic recording and tracking of graduates would demonstrate the full significance of educational and cultural contributions to Te Wānanga o Raukawa achieving its goal.

Declining enrolment numbers are causing concern for Te Wānanga o Raukawa, not only because the contribution to its founding iwi has decreased (ART has now less than 20 per cent of enrolments), but also because of the effect on the capacity of the Wānanga to achieve its long-term goal. A short-term solution to address the decline in enrolments led to a boost in fee-free certificate programmes. However, despite the increasing enrolments, certificate graduates did not progress to diploma (heke) level, and this has affected progression rates at Te Wānanga o Raukawa. The continued increase in certificate-level programmes may also affect the preferred profile of Te Wānanga o Raukawa as a degree-conferring institute. The Wānanga is aware of and is exploring other strategies to attract students to wānanga studies in general and specifically to

grow ART enrolments. Consideration of student progression pathways should feature as part of this planning.

## 1.7 Kaitiakitanga

Te Wānanga o Raukawa gathers evidence of its effectiveness through both formal and informal means including:

- Hui post-noho to identify how well needs are met, including any issues arising
- Marae management meetings to produce formal reports back to Te Wānanga o Raukawa
- Student feedback about the effectiveness of programmes – regularly through the year
- Surveys from pito (collective groups of individual marae) to elicit comment on the effectiveness of programmes in meeting local needs
- In-depth analysis of performance statistics through the tikanga/kaupapa matrix.

A notable strength of the delivery is the extent to which it is driven from a base of identified needs through surveys and hui with both students local whānau, hapū and iwi.

### Quality of data and its interpretation

The tikanga/kaupapa matrix gathers and interprets valuable data across all key areas of the operations of the Wānanga at institutional, whare and programme levels, both quantitative and qualitative. It is used extensively for reporting purposes, but perhaps could be used more purposefully to inform the improvement in individual programmes. It is a highly valuable tool with a wealth of useful data available within it.

The quality of the data gathered through the various means reflects the kanohi ki te kanohi nature of much of the activity. Data and its interpretation are thoroughly discussed. This helps with understanding and contributes to the 'real-world' validity of the information, and the understanding gained. This approach allows Te Wānanga o Raukawa to use feedback constructively and purposefully and has contributed significantly to the turnaround in emphasis and performance in recent years.

These mechanisms provide a broad range of good information to inform self-assessment at Te Wānanga o Raukawa. The 'connected-up' approach is the result of thoughtful planning through the refreshed completions and retentions plan leading to the current performance plan that specifies challenging targets for improvement and the mechanisms to achieve them. This is an example of effective self-assessment in action – needs and aspirations identified and responded to, and good information gathered across the key dimensions, thoughtfully analysed, and meaningfully acted on with consequent worthwhile improvements.

### Sustainability into the future

Ambitious targets have been set to ensure that no course has completions of less than 45 per cent and that overall performance continues to improve, to take the Wānanga into the top half of the tertiary institutes. Te Wānanga o Raukawa aims to have 73 per cent course completions in 2014 and 83 per cent by 2015.

Te Mana Whakahaere approves an annual performance plan that sets out both the targets and the steps to be taken to achieve them. Based on the evidence available during this evaluation, Te Wānanga o Raukawa has reasonable prospects for achieving its goals. If successful, this can only benefit the students, whānau, hapū and iwi.

Self-assessment at Te Wānanga o Raukawa is not yet fully comprehensive in its effects. The challenge for the Wānanga now is to continue to strive forward and pursue with vigour and urgency those steps already underway and those planned for 2014 and beyond – in the best interests of meeting the needs of ākonga, whānau, hapū and iwi.

Te Wānanga o Raukawa has faced up to some large challenges with honesty, integrity and sheer hard work. Te Wānanga o Raukawa has made major and realistic efforts to lift Wānanga performance across the board, and there are promising lifts in results and further stretch targets for immediate future years.

For these and the other reasons outlined throughout this report:

**NZQA is confident in the capability in self-assessment of Te Wānanga o Raukawa.**

# Ngā Wā Arotahi

*This section reports significant findings in each focus area, not already covered in Part 1.*

## 2.1 Te Wā Arotahi: Poupou Karanga (Level 3)

The rating in this focus area for performance is: **He pounamu whakairo.**

The rating for capability in self-assessment for this focus area is: **He pounamu whakairo.**

### Te Reo Māori/Ngā Tikanga Māori

This certificate-level programme is specifically designed for women and aims to produce karanga graduates with intermediate levels of knowledge, attributes and practical skills to support whānau, hapū and iwi. Te reo and tikanga Māori underpin this programme. While some women who enrol have a very high standard of te reo Māori, the programme also provides a starting point for women/ākonga who may have limited reo Māori knowledge to acquire and strengthen their reo Māori ability. This is significant as it contributes to the preservation, promotion and advancement of te reo Māori and tikanga.

The programme grows kaikaranga capacity on marae that may have relied on neighbouring marae to provide kaikaranga to fulfil this important role on ceremonial occasions. Other benefits of this programme include ākonga discovering or re-affirming connections with their iwi and hapū.

### Manaakitanga

The programme design matches the needs of women, whānau, hapū and iwi, and the learning contributes to the survival and maintenance of an important cultural taonga, the karanga art form. This is further demonstrated in the widespread karanga networks that Te Wānanga o Raukawa developed initially in the community of ART, and extended throughout the country. This is significant because it is reviving a treasured art form that stakeholder marae have identified as being in crisis.

### Rangatiratanga/Pūkengatanga

Te Wānanga o Raukawa identified that in many cases the delivery 'experts' are sourced locally within hapū and iwi, affirming localised knowledge and skills and contributing to mātauranga Māori. Feedback from ākonga, kaiako and stakeholders affirmed that the programme develops strong intergenerational relationships between attendees of noho, (kuia, mokopuna, whaea, tamāhine) at hau kāinga marae. Of note were many examples of strong relationships between ākonga and their kaiako. Often this was because the kaiako and ākonga were from the same whānau, hapū or iwi groupings, establishing succession plans and thereby safeguarding the karanga art form. This demonstrates the value and significance that Te Wānanga o Raukawa places on the unique learning experience, distinctly Māori in shape and form, and which is mana-enhancing for women.



Graduates achieved very well in 2011, exceeding the Te Wānanga o Raukawa achievement targets for all course completions (64 per cent), and matching the overall Te Wānanga o Raukawa targets for 2012 (61 per cent) and 2013 (67 per cent) (Table 2). The Te Wānanga o Raukawa completions target for 2014 is 73 per cent, which appears attainable as it is the same incremental increase to that from 2012-13.

<b>Table 2. Course completions, 2011-2013 (provisional)</b>			
	2011	2012	2013
PPK completions	64%	61%	67%
Te Wānanga o Raukawa overall completions	58%	61%	67%

### Whanaungatanga/Pūkengatanga

Poupou karanga programme design and delivery link elements of these kaupapa. Delivery is taking place on marae nationwide, affirming far-reaching whanaungatanga connections with hāpori. Local iwi, hapū and whānau provide a strong network of support and guidance for ākongā. This is significant because the result is an āhuru mōwai/safe haven for women to learn, share experiences, and to be a part of the karanga conversation, strengthening the taura here tangata.<sup>11</sup>

The programme provides a balance of practical and theoretical studies of karanga-associated tikanga and kaupapa Māori. Ōtaki-based kaiako interviewed during the evaluation are all graduates of the programme and current practitioners. They are holders of Te Wānanga o Raukawa tohu mātauranga or are engaged in higher study, keeping their knowledge current and relevant.

Written Mutual Recognition Agreements (MRA) are negotiated with marae to promote and foster iwi relationships to ensure the academic integrity of the programme is maintained and that administrative processes on marae provide a safe and appropriately resourced learning environment.

There was strong evidence provided of self-management processes in place. Ōtaki kaiako are regularly reviewing their practice through self-assessment. This includes noho evaluations, end-of-year surveys, and student feedback through ākongā compendiums. This provides rich information from which kaiako are making valid changes and adjustments to programme delivery. For example, staff have identified that the majority of assignments are lengthy written pieces. Recent reviews recommended that other forms of assessment be considered, and Te Wānanga o Raukawa should consider some appropriate assessment options. Te Wānanga o Raukawa should also ensure that moderation activities are actioned on a regular basis across all outpost sites. This would assure the Wānanga that quality delivery, support, assessment and outcomes are consistent and continue to meet the needs of whānau, hapū and iwi. This is especially

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<sup>11</sup> Taura here tangata (people's inter-connectedness and collaboration)

significant with the speedy growth of this programme in both enrolments and delivery sites.

## 2.2 Te Wā Arotahi: Poutuarongo Te Rangakura Kaiwhakaako (Level 7)

The rating in this focus area for performance is: **He pounamu kahurangi.**

The rating for capability in self-assessment for this focus area is: **He pounamu kahurangi.**

### Whanaungatanga

Whanaungatanga underpins this programme. Originally the programme was based at the Whanganui Community Polytech (in 2000) under the mantle of the stakeholder iwi Te Āti Haunui-a- Pāpārangī, Ngā Rauru and Ngāti Apa. Te Wānanga o Raukawa became kaitiaki of the programme in 2004 and has since designed a completely new programme. Te Wānanga o Raukawa maintains a relationship with the stakeholder iwi. The programme is also delivered at two other sites (Gisborne and Pukekohe), increasing access to students from other regions. As a bilingual programme, it is also very attractive to a wider range of students.

The tutors of this programme have remained constant since 2004, which is an important reason for how tutor and student relationships have been successfully maintained. The tutors are sourced from within the locality of the delivery site, which localises the delivery in accordance with the tikanga of that location. Te Rangakura actively promotes the whakapapa connections of its students to their marae through the compulsory iwi and hapū studies programme component. Students have relished the rekindling of whakapapa links from their own rohe through the research and contact opportunities obtained through this component. Students expressed concerns relating to workload in this particular component, but clearly stated that the final compendium of assignments was a taonga that the students and their families were very proud of. Students acknowledged that Te Rangakura has changed their lives, enabling them to implement tikanga learnt from the course into their own homes as well as obtaining a strong grounding in knowing their personal whakapapa and how they relate to other students in their programme.

### Manaakitanga

Student aspirations are strongly supported by the programme. Te Kawa o te Ako<sup>12</sup> promotes social well-being and establishes the principles of respecting the rules of study and engagement as they apply to everyone. Students clearly articulated how the learning environment is a safe learning space familiar to Māori, where they can express their Māoritanga without judgment. Students have access to all student support services through Te Taituarā Ākonga.<sup>13</sup> This provides a wide range of tools for communicating

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<sup>12</sup> Te Kawa o te Ako (student code of conduct)

<sup>13</sup> Te Taituarā Ākonga (student support services team)

with and obtaining support from tutors and fellow students. Students provide regular feedback to tutors through noho evaluations conducted at the completion of each noho. Each noho is followed by kura tautoko, providing individual support. Kura reo opportunities are provided in order to build the proficiency of te reo Māori. Although this is not encouraged, students can bring their children with them to the noho ensuring continued study. Te Wānanga o Raukawa offers the early childcare centre He Iti nā Mōtai as a place for these children during noho marae. Further pastoral care is provided to unwell students so that they can attend noho. Marae-based delivery site staff outlined how they would collect students from their homes in order to support their learning. This was also reiterated by staff at Ōtaki main campus who often collected students from the local bus stop.

### Pūkengatanga

Students have achieved very good results. Te Rangakura has exceeded course completion targets set by Te Wānanga o Raukawa for the past three years. This gives much confidence that, if present trends continue, Te Rangakura will be in a strong position to meet the 2014 completion target of 73 per cent (Table 3).

<b>Table 3. Course completions, 2011-2013 (provisional)</b>			
	2011	2012	2013
PTRK completions	67%	80%	73%
Te Wānanga o Raukawa overall completions	58%	61%	67%

There have been concerns about staff and student workloads. Students and staff will welcome the planned academic model review to reduce these workloads. It is highly encouraged that this be addressed quickly in order to maintain or further extend the levels of achievements attained.

Professional development opportunities are present and highly encouraged. Delivery site staff stated that Te Wānanga o Raukawa pays for professional development, which encourages these opportunities. Hence, there has been a substantial increase in academic achievement among staff. This is imperative to ensure staff are qualified in advance of the programme they deliver, and that they remain current with teacher education developments. Students say their tutors and staff are very inspiring, and acknowledge their expertise and work ethic. It was acknowledged that staff study and work while managing the needs of their own whānau as well as the needs of students. Students considered their tutors and kaikōkiri to be role models.

Students are keen to give back to their own communities the knowledge they have gained from this programme. This was a key reason for students enrolling in this programme. Mātauranga Māori has been used innovatively in upskilling the students reo Māori skills. Delivery site staff reported that students are taught whaikōrero, karanga and other art forms. Students use these skills to support their own marae. Students feel confident and develop a sense of responsibility for fulfilling these mentoring roles in their own

communities. This was identified by delivery site staff as an important acknowledgement of how far the students – who were generally second-chance learners – had come in their learning journeys.

Te Wānanga o Raukawa has an established moderation (mātairua) and monitoring process for this programme. This reviews delivery styles, staff expectations of students, and student expectations of staff, as well as any issues arising during the course of the programme.

#### Kaitiakitanga

Students clearly expressed how their confidence had grown substantially as a result of opportunities afforded to them during the programme. Students felt confident in knowing their whakapapa and their place within their iwi. The students' abilities to perform formal roles of whaikōrero and karanga instilled confidence, and this was also affirmed by the marae in which these students carried out these roles. Students' iwi and hapū research also had a positive impact on the livelihood of their marae with the re-invigoration of waiata tawhito on the marae. Other examples given by students related to the review and re-establishment of traditional customs and protocols on the marae. Students also expressed how they actively promote this programme within their whānau. This was also acknowledged by delivery site staff, who have seen a growing number of students enrol as a result of whānau members graduating from this course.

#### Rangatiratanga/Tūrangawaewae

Delivery site staff noted that this programme was established in order to bring learning to their people. Establishing this programme at additional delivery sites offered a unique learning experience which had no pre-determined barriers. It also supported success and provided opportunities for kaumātua and tamariki to participate in the learning, as well as providing a rich learning environment. The importance of the delivery sites selecting appropriate tutors who are affiliates to their marae and the local community was acknowledged as being empowering, and conferred the mana of the programme to the hau kāinga. As a result, the practice of tikanga within the programme is unique to respective marae, and hence promotes cultural wellness. Students and delivery site staff acknowledged that the te reo Māori component enriched students' abilities to learn te reo Māori from their own hapū or iwi perspective.

#### Te Reo Māori/Tikanga Māori

Ōtaki campus staff and students reported that students are clearly engaged in the expectations of the reo Māori component of the programme. Despite it being a bilingual programme, Te Wānanga o Raukawa is very committed to providing a rich and robust reo Māori component, as affirmed by the students. Students said learning te reo Māori had been a difficult but ultimately rewarding journey, and that the programme has enabled them to speak te reo Māori and to promote the language within their own home and community. Students commented that their own whānau, kaumātua and community have positively acknowledged their reo Māori capability. Students said an additional reason for enrolling in this course was because they were concerned about the reo Māori acquisition practices in their children's schools. This was an issue that the students wished to

address; they have now implemented measures that are addressing their concerns. This is significant as graduates can contribute to strengthening positive practice in schools.

## 2.3 Te Wā Arotahi: Tāhuhu Whakaakoranga (Level 9)

The rating in this focus area for performance is: **He pounamu whakairo.**

The rating for capability in self-assessment for this focus area is: **He pounamu whakairo.**

Tāhuhu Whakaakoranga is a Master's-level programme that develops and strengthens the teaching and educational managerial skills of kaiako (teachers) based in te reo Māori immersion environments. This programme is seen as an integral part of many wharekura, kura kaupapa and kura ā-iwi in the strengthening of their educational delivery, thereby benefitting school students. A TeachNZ scholarship initially available for year one only of the two-year programme has latterly been extended to the second year of study.

### Whānaungatanga

The programme provides strong links between Te Wānanga o Raukawa and kura locally and nationally, as its graduates are employed in various kura throughout the country. There is also evidence that immersion schools view the Tāhuhu programme as a key professional development option for their staff.

The programme actively promotes the whakapapa connections of ākonga to their marae through the iwi/hapū studies component, providing benefits to both the student and to their whānau whānui.<sup>14</sup> To complete the programme, students require the support of their whānau, hapū and iwi, re-engaging and strengthening whakapapa connections while completing research collating and documenting tribal histories. There is good evidence that this strengthens accumulated knowledge and understanding for all those involved.

Furthermore, ākonga establish strong relationships within their cohort, through noho, murau (Moodle) and social media activity. There were many examples provided of positive relationships between ākonga and kaiako. This is important as students mentioned that these positive relationships supported their learning and achievement.

### Manaakitanga

The programme meets the needs of iwi and hapū by providing a way for teachers to upskill and develop their teaching abilities and managerial skills. Enrolment is viewed as a mana-enhancing act that has an impact on student success. Ākonga aspirations are strongly supported by the Tāhuhu programme. Ākonga showed a strong desire to contribute their newly acquired skills to benefit to their communities.

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<sup>14</sup> Whanau whānui (in this instance whānau, hapū and iwi)

Each noho is followed by kura tautoko, providing individual support, and kura reo opportunities are provided for those students requiring further proficiency in te reo Māori.

Ākonga expressed their concern about not being able to contact pūkenga matua<sup>15</sup>, and the way this prevented the programme from giving full effect to the manaakitanga of students. Te Wānanga o Raukawa has taken steps to address this issue with the recent appointment of a new kaiako.

### Pukengatanga

The programme has had mixed results over the past three years (Table 4). There were no graduates in 2011 and 2012, and course completions were well below the Te Wānanga o Raukawa completion rates (Table 4). This was attributed to students attending part-time (a result affected by no scholarships being available for year two). In 2013, students achieved much improved results, including celebrating five graduates. Scholarships are once again available to those ākonga completing year two of the Tāhuhu Whakaakoranga programme. The availability of the scholarship has encouraged students to attend the second year of the programme, ensuring its survival and strengthening teaching practice in the reo Māori immersion teaching community. Staff will need to remain vigilant to meet the Wānanga-wide target of 73 per cent completions (2014) and 83 per cent (2015).

<b>Table 4. Course completions, 2011-2013 (provisional)</b>			
	2011	2012	2013
TWh completions	25%	22%	69%
Te Wānanga o Raukawa overall completions	58%	61%	67%

Although kaiako have conducted informal moderation and have shared information, no formal external and internal moderation (mātairua) has been completed since 2011. The programme has scheduled internal and external moderation for 2014. An up-to-date moderation and monitor's report would assure Te Wānanga o Raukawa of the consistency of delivery and assessment and the external validity of results.

As with other Te Wānanga o Raukawa programmes, the workload for staff in such a demanding programme is very high and should be addressed in the interests of sustaining the improvement in completions longer-term. Ākonga have also expressed concerns about a heavy workload which has sometimes placed completions at risk. Te Wānanga o Raukawa is actively seeking ways to address this issue Wānanga-wide. A solution would be beneficial to the programme and its students.

### Kaitiakitanga

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<sup>15</sup> Pūkenga matua (senior teaching staff)

Feedback from graduates says that although research assignments add to the heavy student workload, they embody a significant body of knowledge valued by the students and their supporting whānau, hapū and iwi.

The importance of the programme in the reo Māori immersion teaching arena underscores the significance of continued improvement in programme completions. The 2013 completions show the potential for ongoing improvement in achievement, and the Wānanga is strongly encouraged to address student and staff workload issues to ensure the future of this programme.

#### Rangatiratanga/Turangawaewae

The direction of the Wānanga is driven from and actively supports a distinctive Māori worldview matching the needs of students, their whānau, hapū and iwi. Hapū/iwi studies strongly affirm connectivity while endorsing iwi knowledge as living and utilised. This is epitomised by the Wānanga marae based studies catch-phrase: 'about home, for home, by home'.

#### Te Reo Māori/Tikanga Māori

The manifestation of the kaupapa is interwoven into the reo Māori medium of delivery, the curriculum and the delivery practices. Delivery and assessment through the medium of te reo Māori provides the additional benefits of preserving, promoting and advancing te reo Māori. Tikanga Māori is integrated throughout the programme.

### 2.4 Te Wā Arotahi: Poutuarongo Mātauranga Māori (Level 7) and Heke Mātauranga Māori (Level 5)

The rating in this focus area (Poutuarongo Mātauranga Māori) for performance is: **He pounamu whakairo.**

The rating for capability in self-assessment for this focus area (Poutuarongo Mātauranga Māori) is: **He pounamu kahurangi.**

The rating in this focus area (Heke Mātauranga Māori) for performance is: **He pounamu whakairo.**

The rating for capability in self-assessment for this focus area (Heke Mātauranga Māori) is: **He pounamu kahurangi.**

The diploma-level Heke Mātauranga Māori is year one of the Poutuarongo Mātauranga Maori bachelor's qualification. Te Wānanga o Raukawa presented the two programmes to the evaluation team in tandem, and they are reported likewise here. The degree is a pathway link to the Master's-level Tāhuhu Mātauranga Maori programme.

## Whanaungatanga

Whanaungatanga is a core and flourishing expression of the kaupapa and is portrayed within multiple Te Wānanga o Raukawa practices evident in the student experience. Programme delivery occurs within the ART confederation where due regard is given to the founding iwi as is appropriate for a kaupapa based institution. As well, delivery is extended to other iwi, hapū and whanau in response to student need and enabling increased participation. Localised delivery by home, for home, about home acknowledges and endorses local knowledge. Through localised delivery opportunities, te reo Maori dialects, acknowledged as taonga tuku iho are being invigorated and advanced contributing to the survival of te reo Maori. .

There is strong evidence of self-assessment activity in practice that include three yearly programme reviews, processes for addressing change and improvement and end of noho verbal reviews and written student evaluations. Reports provided back to each marae after the conclusion of the noho, the result of self- assessment, both strengthen communication with the marae and also provides valuable self-assessment information.

Ākonga enrolments are managed through a centralised Te Wānanga o Raukawa process. The Wānanga has self-identified that implementing a more discerning selection process positively impacts ākonga retention and completion. Initial improvements such as student counselling are in progress and having good effect. Te Whare Kōkiri is also keen to strengthen the selection process and is exploring the possibility of managing the enrolment process from within the whare. Whare staff could provide full programme information including discussing the likely workload so students make fully informed choices. Speedy implementation of a strengthened enrolment processes is required to better ensure that planned achievement targets are fully supported.

## Manaakitanga

A range of student support practices are in place to mitigate barriers to study and achievement. These include free carparking and gym membership, accommodation and meditation spaces, sport recreation facilities, computer technicians, academic support, kura tautoko and pastoral care. Acknowledgement of difficulties that may impact student progress in times of tangihanga ensure these are managed according to individual need. A new library set for completion this year will augment the current library provision.

Komiti mātauranga exists at each site to continuously review programme activities and performance. Issues and opportunities that may impact student support and achievement are systematically addressed at appropriate levels.

Pūkenga are assigned to cohorts of student providing support as they progress through their learning journey. This close association ensures that learning or pastoral care needs identified are shared with key support staff. This multi-levelled approach including ākonga progress tracking is expected to contribute to higher retention and success to improve outcomes for students.

Expectations of pūkenga holding a Master's degree is supported by a staff development plan. The full expression of manaakitanga should also be extended to pūkenga whose



heavy teaching and support workloads impact their availability to fully participate in staff development.

### Pūkengatanga

Well qualified pūkenga contribute to the complementary teaching and learning evident throughout extended delivery locations. Te Wānanga o Raukawa engage with marae and other knowledge holders. This enables the inclusion of local expertise, including the students to contribute to the sharing, discussion and collation of iwi, hapū and whanau knowledge. This cohesive approach also encourages student achievement.

The increased emphasis and focus placed by Te Wānanga o Raukawa on student retention and success evident over the last 3 years and strategically aimed to achieve set graduation goals for 2014 and 2015 is a catalyst for maintaining this focus, particularly in the current context of tertiary education.

The programme has experienced increases and improvements in ākonga completions over a 3 year period. Year one completions have risen from 44 per cent in 2011 to 61 per cent to 2013, similarly, year two has increased performance by 4 per cent and despite a drop in 2012 the year 3 performance is a healthy 75 per cent. The overall programme performance in 2011 was 49 per cent and at 2013 was 63 per cent. This is a positive shift in performance of 14 per cent. However the total course completions have not met the Te Wānanga o Raukawa completion rates for the last three years and the target for 2014 on current trends will require a completions increase of a challenging 10 per cent.

<b>Table 5. Course completions, 2011-2013 (provisional)</b>			
	2011	2012	2013
Heke MM completions (PMM year 1)	45%	59%	62%
PMM year 2 completions	55%	54%	59%
PMM year 3 completions	79%	58%	76%
Total PMM completions	50%	59%	64%
Te Wānanga o Raukawa overall completions	58%	61%	67%

Very strong programme review is evident. Some identified improvement strategies to address student and staff workloads will impact Wānanga-wide processes and are therefore in abeyance while these are worked through. A more Wānanga-wide review of the academic model is planned and in progress, including course composition, synergising compulsory and specialist areas, programme hours, attendance requirements and varying assessment methods. These matters have also been identified by Te Whare Kōkiri as impacting student achievement. These improvements are part of a strategy to increase and improve programme and graduate outcomes contributing to successful

fulfilment of both the Wānanga and students' goals. The evaluation team encourages the prompt implementation of these collective activities to promote student achievement contributing to the Wānanga goal also.

The kaihautū has confirmed that engagement of an external degree monitor and a visit is planned in 2014. This will affirm good practice and be beneficial in advising improvement strategies. The external monitor will likely give weight to the speedy need to action improvements already identified.

### Kaitiakitanga

Anecdotal information was provided to show ākonga are demonstrating and practicing their skills in a variety of contexts including marae, learning institutions and in employment areas. As a result the learning and skills that accompany graduates post completion are purposefully utilised in work, social and cultural settings to powerful effect in both te ao Māori and te ao Pākehā. Ākonga are transformed by their experiences and draw from these experiences and Māori values for engaging in the world. These include, self-respect, respect for others, strong interpersonal relationships and the desire to improve and succeed.

Kaitiaki roles and responsibilities are affirmed through the rich repositories of historical knowledge collated through the assessment assignments. Scrutiny of the programme alumni, noted graduates successfully achieving or being promoted in employment contexts contributed by the skills and knowledge gained while they were ākonga. It would be useful for the Wānanga to confirm this rich information to fully gauge their contribution to the Te Wānanga o Raukawa goal.

### Rangatiratanga

Ākonga are challenged to extend themselves and to base their studies in areas that will liberate and advance mātauranga Māori to benefit others. The shape and design of programmes and practices is framed from kaupapa that emanate from a Māori worldview, this provides for the innovation and initiatives that inform delivery practice and Te Wānanga o Raukawa culture. This includes distinctive graduation practices, a world class referencing system of original nature, the inclusion of kaumātua in delivery and the ability to relate with marae, whānau and hapū in mana enhancing ways that comes from a practice of rangatiratanga. Marae and kaumātua and ancestral knowledge is being utilised in contemporary contexts.

The effect of these commitments to rangatiratanga is that mātauranga Māori is being positively advanced and new scholarship is being contributed to the world. Te Wānanga o Raukawa is contributing to the wellness of Māori who during their studies gain and increase their self-respect. This often cascades across other members of the family of the ākonga through association.

### Tūrangawaewae

The context of ākonga studies supports connections to marae, whānau, hapū and iwi and advances the idea of the importance of space and place paramount in the expression of Māori worldview and mātauranga Māori. As a result, community and community

resources are being utilised to vibrant effect that might otherwise remain underutilised. Community solutions to challenges are enabled due to the engagement between ākonga and local delivery staff. Many ākonga are being connected more strongly to their space and place, enabling raised self-esteem and respect for others encouraging more healthy individuals and communities.

### Te reo Māori/tikanga Māori

Te Wānanga o Raukawa recognises that the contribution and practice of te reo and tikanga Māori is critical to the survival of Māori as a people. Student work produced in te reo Māori is a rich tapestry of various whanau, hapū and iwi dialects. Reo ā-iwi is acknowledged and encouraged and is the beacon, which ultimately pulls ākonga into tikanga Māori. This commitment contributes to the survival of te reo Māori and reo ā-iwi.

This programme facilitates the acquisition and practice of tikanga as the practitioners of it are inseparable from the practice – neither can fully exist without the other. Kaumātua and knowledge holders are present and collectively with ākonga explore more extensively tikanga as it pertains to hau kāinga. This engagement provides time and opportunity to discuss, debate, anchor and restate tikanga practice.

The results of this programme are contributing to te reo Māori and tikanga survival and present important narratives back to whanau/hapū and iwi. The works represent a précis on this time and place that marks the current situations and thoughts for this and future generations. These continue to contribute to Māori surviving as a people distinguished by reo Māori, reo ā-iwi and tikanga Māori and tikanga ā-iwi.

## 2.5 Te Wā Arotahi: Tāhuhu Mātauranga Māori (Level 9)

The rating in this focus area for performance is: **He pounamu kahurangi**

The rating for capability in self-assessment for this focus area is: **He pounamu kahurangi**

The Tāhuhu Mātauranga Māori (TMM) programme is a highly effective Master's-level programme with clear evidence of valued outcomes for graduates and their whānau whānui. The number of graduates increased minimally until the marked increase in 2012-2013, when the results reflected the addition of three further delivery sites in 2012. Enrolment numbers swelled from less than 10 annually to 40 in 2013. Outcomes include the 30 completed theses written in te reo Māori containing valuable tribal knowledge contributing to mātauranga Māori in Aotearoa and to 'Māori living as Māori'.

The Tāhuhu Mātauranga Māori programme has highly effective self-assessment practices, as reflected in the improved outcomes over recent years, the result of consistent attention to quality and its improvement.

### Whanaungatanga

This programme was initially based at the Ōtaki campus, providing ready access to the three founding iwi (Te Ati Awa, Ngāti Raukawa and Ngāti Toa Rangatira), while welcoming applicants from other iwi. In 2012, the number of delivery sites was expanded

to include delivery in other iwi rohe (Ngāti Porou, Maniapoto-Waikato-Tainui and Ngāpuhi), increasing access for students from these regions. To complete the programme, students involve the support of their whānau, hapū and iwi thereby re-engaging and strengthening whakapapa connections whilst completing the collation of research data and documentation of tribal histories. There is good evidence that these practices reinforce the accumulated knowledge and understanding for those involved.

The delivery extension is enabling delivery that is 'about home, by home, for home', affirming relationships with whānau, hapū and iwi, and with kaumātua, all contributing to the mātauranga Māori body of knowledge. While rekindling whakapapa ties, the delivery also provides opportunities to wānanga with other hapū and iwi. The strength of the expression related to this kaupapa is integral to the success of the students and the programme.

### Manaakitanga

The transportability and local delivery of the programme is in response to the needs of whānau, hapū and iwi aspirations, and has resulted in increased enrolments and graduation numbers. Delivery in the regions enables a greater critical mass of students, providing strong peer engagement and support, and complementing the highly visible academic and pastoral support. Each noho is followed by kura tautoko, providing individual support and kura reo opportunities for those students requiring upskilling in te reo Māori. This strong student support enables the very positive educational and mātauranga Māori achievements of this programme.

Regular feedback is sought from students and stakeholders. Of note were two areas that prompted further discussion. While there were only two items of concern within a large number of very positive statements, student feedback about the enrolment process and the seeking of clarity of course information challenges the expression of manaakitanga. Enrolment is viewed as a mana-enhancing act that affects the success of the student experience. Closely linked to enrolment is the provision of clear course information to enable students to make informed programme choices. Staff are exploring the relocation of all enrolment procedures to Te Whare Kōkiri to mitigate this anomaly.

### Pūkengatanga

The benefits derived from extending delivery to other regions has increased enrolments and graduations. Completion rates are positive with this programme, which is one of the most effective that Te Wānanga o Raukawa offers (Table 6). Over the 17-year period 1996-2012, graduate numbers increased from an average of three annually (with a peak graduate number of seven in 2000) to 30 in 2013. This programme successfully graduated 30 of the total 40 Master's graduands for 2013, continuing a trend of exceeding the Wānanga qualification completion targets. This represents very good performance. In addition, graduates' theses (30 theses written in te reo Māori) encapsulate and document the tribal histories of the students, advancing through mātauranga Māori the significance and validity of te ao Māori.

<b>Table 6. Course completions, 2011-2013 (provisional)</b>			
	2011	2012	2013
TMM completions	76%	82%	71%
Te Wānanga o Raukawa overall completions	58%	61%	67%

The workload for staff in such a demanding programme is high and should be addressed in the interests of sustaining this important programme longer-term. Well-qualified teaching staff managed the teaching and supervision responsibilities for these increased numbers. However, 30 theses submitted for marking within a short timeframe had a major impact on staff workload. To ensure the integrity of the assessment process, ākonga were divided among the teaching staff for the purposes of marking and supervision. To mitigate workload pressure, the team has resolved to schedule chapter submissions after each noho to alleviate the marking load. Successful implementation of this strategy will afford to staff the manaakitanga they fully express to their students.

In addition, staff are exploring alternative methods of assessment apart from theses, which will still exemplify the culmination of learning achieved. Assessment examples shared with the evaluators are worthy of further consideration.

This programme is meeting student needs for further study or employment opportunities. The programme, Te Kāurutanga is in place for progressing study for Master's graduates. Anecdotal data from the Master's alumni noted that graduates are gainfully employed before, during and after their study. While this is known informally, it would be beneficial to systematically record and track graduates to demonstrate the full significance of educational and cultural contributions towards Te Wānanga o Raukawa achieving its institutional goal.

#### Kaitiakitanga

The library of theses collated from all graduates of the programmes exemplifies a significant body of knowledge valued by the student and their supporting whānau, hapū and iwi. The Wānanga is responsible for this collection, just as each whānau whānui is responsible for the individual student's thesis. This is important as the theses are repositories of tribal knowledge, providing exemplars for future students. Additionally, those theses written in te reo Māori preserve, promote and advance te reo Māori.

Expressing kaitiakitanga assures the Wānanga of the quality of delivery and assessment. The programme leader has engaged an external moderator and monitor to review the programme annually. The evaluation team considers that these appointments and the moderation and monitoring processes assure the kaihautū and the Wānanga of good practice or can advise areas for improvement to help students achieve their goals.

### Rangatiratanga/Tūrangawaewae

The direction of the Wānanga is driven from or actively supports a distinctive Māori worldview, matching the needs of students, their whānau, hapū and iwi. Extending delivery sites has enabled study in the students' home regions, has provided a greater number of students for peer support and encouragement, and acknowledges local expertise and knowledge.

### Te reo Māori/Ngā tikanga Māori

Kaumātua and knowledge holders attend noho, and collectively with students and staff explore tikanga practices as they pertain to the region and more extensively. This provides an opportunity to discuss, debate, anchor and restate tikanga practices. Teaching and assessment using te reo Māori and delivery in regions provides additional benefits of preserving, promoting and advancing te reo Māori and, significantly, iwi dialects.

The submission of 30 theses in te reo Māori is a significant koha to mātauranga Māori.

# Ngā Tūtohunga

It is recommended that Te Wānanga o Raukawa:

- Pursue with vigour and haste the ongoing implementation of the Performance Plan 2014. This Plan, which follows the Completions and Retentions Improvement Plan 2010-13 clearly captures the self-identified, programme-specific and Wānanga-wide self-assessment actions required to better assure ākonga success, thereby enabling Te Wānanga o Raukawa to fulfil its goal. The timeliness of action is critical to Te Wānanga o Raukawa achieving the targets it has set for itself for 2014 and 2015.
- Strengthen through more formal tracking the employment/vocational destinations and cultural achievements of graduates. This would add considerably to the anecdotal information already available. Such monitoring would enable the Wānanga to celebrate graduate achievement post-study and to better understand and strengthen its contribution to employment, and vocational and cultural development within iwi. It would also provide a measure of how well Te Wānanga o Raukawa is meeting its goal.
- Prioritise the full implementation of the degree monitoring and assessment moderation system to ensure consistency of assessment judgements and the match of graduates of the qualification to the formal graduate profile. A fully operational system will enable increased confidence in the operations of the Wānanga around degrees and assessment more generally. It will also support teaching staff by affirming good practice which can be shared Wānanga-wide and identify areas for improvement that will benefit both staff and students.

## Appendix 1: Ngā Kaupapa o Te Hono o te Kahurangi

The following are the MMEQA kaupapa Māori principles that describe the philosophical base for mātauranga Māori.

<i>Whanaungatanga</i>	<ul style="list-style-type: none"> <li>Mā te whanaungatanga te iwi e kōtuitui, e whakatairanga, e manaaki, hei painga mō te katoa.</li> </ul> <p><i>Connecting, fostering and maintaining relationships for the benefit of all.</i></p>
<i>Manaakitanga</i>	<ul style="list-style-type: none"> <li>Ka rahi ake te mana o te tangata, o te whānau, o te hapū, o te iwi.</li> </ul> <p><i>The presence and expression of mana-enhancing behaviour and practices.</i></p>
<i>Pūkengatanga</i>	<ul style="list-style-type: none"> <li>He toi mātauranga, he pūkenga tangata.</li> </ul> <p><i>The presence and expression of knowledge, which has been cared for, promoted and appropriately handed on.</i></p>
<i>Kaitiakitanga</i>	<ul style="list-style-type: none"> <li>Ko te tiaki i te ao me ngā taonga katoa hei oranga mō tātou, mō ngā uri whakatupuranga.</li> </ul> <p><i>Presence and expression of the preservation, guardianship and enhancement of what you have for the future benefit of all.</i></p>
<i>Rangatiratanga</i>	<ul style="list-style-type: none"> <li>E rangatira ai te whare, me Māori tōna hanga, āna whakahaere.</li> </ul> <p><i>Expression of a worldview that is distinctively and uniquely Māori.</i></p>
<i>Tūrangawaewae</i>	<ul style="list-style-type: none"> <li>Ko te wāhi e tū rangatira ai te tangata.</li> </ul> <p><i>Presence and expression of one intimately connected to the land, people, their needs and aspirations.</i></p>
<i>Te Reo Māori</i>	<ul style="list-style-type: none"> <li>Mā te wairua e ārahi te reo.</li> </ul> <p><i>Presence and expression of a language that is alive, vibrant and flourishing.</i></p>
<i>Ngā Tikanga</i>	<ul style="list-style-type: none"> <li>Mā ngā tikanga Māori te arongaaronga Māori e whakatinana.</li> </ul> <p><i>Processes, practices, procedures that are consistent with a Māori world view.</i></p>



## Appendix 2 - Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.*

*The report identifies strengths and areas for improvement in terms of the organisation's performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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