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MANA TOHU MĀTAURANGA O AOTEAROA

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KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Te Pūrongo Aromātai me te Arotake ā-Waho

Te Whare Wānanga o Awanuiārangi

Te eke o ngā mahi a te Wānanga: **He Pounamu Whakairo**

*‘E mārama ana te whakapuaki i te kaupapa, e kitea ana
tēnei puta noa i te Whare Wānanga’*

Te rā o te pūrongo: Te 7 o Whiringa-ā-nuku 2016

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Te Hono o Te Kahurangi

Te Aromātai Whakaū Kounga Mātauranga Māori

Ko te kōtuituinga o ētahi mātāpono me ētahi ariā motuhake o Te Ao Māori kua ea nei i raro i Te Hono o Te Kahurangi kei te iho o Te Aromātai Whakaū Kounga Mātauranga Māori (MM EQA). E pā ana te MM EQA ki ngā putanga e uaratia ana mō te taura, tō rātou kaha ki te whakahoki painga ki te hapori, me ngā tāpaenga a te whakahaere mātauranga kura tutoru (TEO) tonu ki te Mātauranga Māori.

He tikanga aromātai te MM EQA, kei tōna tūāpapa ko te mārama o te whakapuaki i te kaupapa, kua waihangatia hei whakaahua i te mana, i te kounga me te uara o ngā tohu Mātauranga Māori, ngā hōtaka akoranga me te eke o ngā mahi a te wānanga me tōna whai takenga. E whakaae ana te MM EQA he maha ngā hua ka puta pērā i te hāpai i te whanaungatanga, i te manaakitanga, i te pūkengatanga, i te kaitiakitanga, i te rangatiratanga, i te tūrangawaewae, i te reo Māori me te tikanga Māori (tirohia te Āpitianga 1). Ko te roanga atu o ngā kōrero mō te MM EQA kei te <http://www.nzqa.govt.nz/Māori/mm-eqa/>

Te aromātai me te arotake tarāwaho

Ko tā te MM EQA aromātai me te arotake tarāwaho (MM EQA EER) he whakaū motuhake i te pono o te noho mārama a te TEO ki te eke o tāna i mahi ai, he kōrero anō hoki i te pai o te whakahaere ki te mau tonu, ki te whakapai ake rānei i tāna i mahi ai e ea ai ngā 'putanga e uaratia ana' mō te taura me te hunga whai pānga. Mō te āhua ki ēnei take, e haere kōtui ana te MM EQA EER a NZQA me te arotake-whaiaro a te TEO.

Ka uru atu ngā 'mahitaha wānanga' ki ngā 'mahitaha mātauranga' (e kōrerohia ana i ngā pūrongo auau a EER) heoi, kāore e whāiti mai ki tēnei. Waihoki, ka uru atu anō ngā putanga motuhake e pā ana ki te tikanga Māori, ki te āhuetanga Māori me te mātauranga Māori. Kei te hāngai hoki ngā putanga e pā ana ki te whai mahi, ki te piki haere tonu i ngā taumata o te mātauranga, ki te whakapakari i te tangata ake, tae atu ki ōna pūmanawa ako me ngā painga ka puta ki te hapori.

Ko te pūrongo kua tuhia ki te reo Māori te pūrongo mō Te Whare Wānanga e whai mana ana, ka mutu ka taea tēnei te tiroiro i te pae tukutuku a NZQA. Kua whakairia anō ki reira te pūrongo reo Ingarihi kia taea ai te whaiwhai haere te pūrongo Māori. Kāore te pūrongo Māori i whakamāorititia i runga i te ū pūmau ki te takoto mai o te kōrero Ingarihi, engari e whai tata ana hei āwhina ake i te kaupānui reo Ingarihi.

He Whakataki

Te take o tēnei pūrongo

Ko tā tēnei pūrongo he whakaputa tauaki tūmatanui mō te āhua o ngā mahi a Te Whare Wānanga o Awanuiārangi e whai nei ki te whakatinana i tāna whakataukī, arā, kia “Rukuhia te mātauranga ki tōna hōhonutanga me tōna whānuitanga”. He wāhanga te pūrongo nei o te hātepe mō te pono o ngā kawenga e āta tonoa ana e te Kāwanatanga kia mōhio ai ngā hunga whai pānga, arā, te iwi nui tonu, te tauira¹, te hunga tērā ka noho tauira, ngā hapori, ngā kaituku mahi me ētahi atu tērā ka whai mai. Ka whakamahia hoki te pūrongo e te TEO tonu hei whakapiki ake i te kounga o tāna i mahi ai.

Te Whare Wānanga o Awanuiārangi

Ingoa o te TEO:	Te Whare Wānanga o Awanuiārangi (Awanuiārangi)
Te momo:	He wānanga e tohua ana i raro i te Ture Mātauranga 1989
I rēhita tuatahitia:	I rēhitatia hei wānanga i te tau 1991. I whakamanahia hei Wānanga e te Karauna i te tau 1997 e tohua ana i raro i te Ture Mātauranga 1989
Te Wāhi:	13 Domain Road, Whakatāne
Ngā papa whakaako:	Ko te papa matua o Awanuiārangi kei Whakatāne. E āhei atu ana ngā hapori ki āna kaupapa mātauranga i ētahi atu papa i Te Tai Tokerau (Whangārei), i Tāmaki Makaurau (Manukau, Tāmaki Makaurau), me ētahi kōtuinga marae, kōtuinga hapori puta i te motu.
Ngā akoranga e whakaakona ana:	E whai mana ana a Awanuiārangi ki te aromatawai i raro i ngā paearu waeine e whai ana i ētahi tiwhikete ā-motu. E whakaaetia ana, e whai mana ana anō a Awanuiārangi ki te whakaako i āna ake tiwhikete, tītohu, tohu paetahi, tohu paerua tae atu ki te tohu kairangi (e rārangi ana i raro nei): <ul style="list-style-type: none">• Te Ahu Taiao (Taumata 7)• Ngā Mana Whakairo a Toi (Taumata 7)• Te Tohu Toi Tangata (Taumata 7)

¹ I tēnei pūrongo ka kīia te hunga ako he tauira, koia nei hoki te kupu a Awanuiārangi

- Te Tohu Mātauranga Māori (Taumata 7)
- Te Ōhanga Mataora Paetahi (Tapuhi) (Taumata 7)
- Te Tohu Paetahi Ako (Whakaako) (Taumata 7)
- Master of Indigenous Studies (Taumata 9)
- Master of Māori Studies (Taumata 9)
- Doctor of Philosophy (PhD) (Taumata 10)
- Professional Doctorates (e rua nei ōna tohu) – ko te Doctor of Māori Development and Advancement me te Doctor of Indigenous Development and Advancement

Mō te whānuitanga atu o ngā tohu, toroa te pae tukutuku:

<http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=938680001&delSiteInd=0>

Kaihaina Tikanga
Whanonga:

He kaihaina mai i te tau 2003

Tauira:

O te motu (2015): 2226.9 me he tauira tūturu (ngā EFT)/5166 te katoa o ngā tauira i whakauru atu (me ngā tauira ACE). E 94 ōrau e tohu ana he Māori rātou, e 32 ōrau e 25 heke iho ngā tau; e 32 ōrau kua 25-39 ngā tau, ka mutu e 46 ōrau kua 40 neke atu ngā tau.

O te ao: e whitu (he tauira Tohu Kairangi ēnei kei ō rātou whenua ake e noho mai ana)

Ngā kaimahi:

173 me he kaimahi tūturu (2014)

Whānui o ngā mahi
tohutuku:

Tirohia te <http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=938680001&delSiteInd=0> mō te rārangi tohu mātauranga katoa.

Āhuatanga
motuhake:

Ko Awanuiārangi tētahi o ētahi Wānanga e toru² e mana ana i raro i te ture i Aotearoa. I poua i te tau 1992 e Te Rūnanga o Ngāti Awa (Te Rūnanga), ka mutu e whai ana a Awanuiārangi kia noho ko te whai i te mātauranga hei huarahi atu ki te hāpai ake i ngā hapori o Te Moana a Toi. O ngā mema 18 o te Kaunihera, e 6 ka kopoua e Te Rūnanga, ka mutu i raro i ētahi whakaritenga hou, e 6 o te 12 mema

² Ko Te Wānanga o Aotearoa me Te Wānanga o Raukawa anō ētahi

ka kopoua tonuhia e ia. Mā konei e hāngai tonu ai tāna whai wāhi atu ki te whakahaere apōpō, haere ake. He rite tonu te whakatakoto whakaaro a te toihau o te kaunihera me te tumuaki o te wānanga i ngā hui a te rūnanga.

Nō te tau 1997 i mana ai te noho Wānanga a Awanuiārangi, ka mutu i whakamanahia ā-ture i raro i te tekiona 162 o te Ture Mātauranga 1989. I raro i te Ture Mātauranga, ka tohua te Wānanga e tana whakaako me tana rangahau, e mau tonu ai, e haere whakamua tonu ai, e hōrapa ai te mātauranga, tae atu ki te whai kia noho tuwhera tonu te ngākau ki te ako, ki te whakatinana i te mātauranga e pā ana ki te āhuetanga Māori, e ai ki te tikanga Māori.

He mea āta kuhu tonu te kupu “whare” ki te ingoa o Te Whare Wānanga o Awanuiārangi hei tohu i te whānui o te mātauranga e whāngaihia ana, mai i te mātauranga hapori mā te hunga pakeke, tae atu ki ngā kaupapa o te taumata tuatahi, ahu atu ki te tohu kairangi. Ko ia tētahi o ētahi TEO e rua o waho atu o te rāngai whare wānanga e whai mana ana ki te tuku tohu kairangi. I tēnei wā e tautoko ana a Awanuiārangi i ētahi tāngata e whitu o Amerika ki te Raki, kua uru mai nei ki te whai i te Doctor of Indigenous Development me te Advancement. Tae atu ai he pūrongo ia marama i te taha whakahaere ki te Tumuaiki mō te āhua ki ēnei tauira. He haere tonu ngā kaimahi o Awanuiārangi ki te toro i ngā tauira tohu kairangi nei i ō rātou whenua ake, ka mutu ina hiahiatia, kua hui atu ā-ataata nei, kua kōrero ā-īmēra rānei.

Ko te koromakinga rautaki a Awanuiārangi kei te tohu i tōna āhua e whakaahuatia ana e tāna whakataukī, e āna whāinga, e ōna take rautaki me ōna uara. E kōkiritia ana tēnei ahunga, e tautokohia ana anō e te tirohanga motuhake a te Māori ki tōna ao kua whakahāngaitia nei ki ngā hiahia me ngā wawata o te tauira, o te whānau, o te hapū me te hapori. Ko ngā tauaki taumata tiketike nei e whakaū ana i te whāinga, i te ahunga me te motuhaketanga o Awanuiārangi. Neke atu i te 90 ōrau ngā tauira e kī ana he Māori rātou, ka mutu kāore he tohu, he hahaka rānei ngā tohu mātauranga ōkawa o tētahi 60 ōrau i mua i te urunga atu ki Awanuiārangi. E hanumi ana ngā huarahi whakaako, inā

rā, ka taea te ako i te wānanga tonu me te tautokohia anō ā-ipurangi/hanumi nei, i te hapori rānei, i te marae rānei.

Ētahi
whakarerekētanga
nui tonu:

I te tau 2016, ka whakarerekēhia ētahi āhuatanga taha whakahaere matua, ka kopoua ētahi tāngata hou, ko te Tumuaki, ko te Tumuaki Tuarua, ko Te Upoko o te Kura (Paerua) me te Kaiwhakahaere ā-Rohe (Tāmaki/Whangārei) ērā.

I te Poutūterangi 2014, i muri mai i tētahi arotakenga motuhake o te whakahaere i āta tonoa e Awanuiārangi, ka tahuri a NZQA me te Komihana Matauranga Kura Tuatoru (TEC) ki te tiro tiro i ētahi āwangawanga i puta muna. Kāore i kitea he tūturutanga mō te nuinga o ngā whakapae, atu i tētahi kaupapa kotahi, ko Hei Manaaki³ tērā. Ka tonu te TEC kia arotakea anō, nā Deloitte i mahi te mahi.⁴ E ai ki ngā kitenga o te arotakenga i nui rawa te pūtea i tukua e Awanuiārangi mō te whakaako i a Hei Manaaki. I puta anō i te pūrongo te ngoikore o te aroturuki, o te whakahaere i te kaupapa, ka tāpua mai hoki ngā ngoikoretanga tarāwhare e pā ana ki te whakahaere akoranga.

Kua tonoa hoki e Awanuiārangi ētahi arotakenga tarāwaho 17, ka mutu nāna tonu ēnei i utu. I te wā o te EER e 90 ōrau o āna hōtaka o nāianei i arotakea, me te aha, whakakahangia ana, whakapaihia ana ētahi o āna pūnaha me āna hātepe tarāwhare. He maha tonu ngā whakarereketanga i whāia, ko ētahi e kōrerohia ana i te puku o tēnei pūrongo.

³ Ka kitea te pūrongo a NZQA/TEC i konei. Te Whare Wānanga o Awanuiārangi Outcome of NZQA/TEC investigation following receipt of formal complaint.

⁴ Ka kitea te pūrongo whānui a Deloitte i te pae tukutuku a te TEC: Te Whare Wānanga O Awanuiārangi Investigation.

He kōrero heke
iho mō te whakaū
kounga:

Mai i te EER o te 2012 e haere tonu ana ētahi take whakaōritenga tarāwaho. Kāore a Awanuiārangi i tāpae ake i ngā hanga arotake e tika ana, kāore hoki i tutuki i a ia ngā paerewa whakaōrite tarāwaho. Ko ngā paerewa e whā e kōrerohia nei ko te Pāngarau (Taumata 1-4) e takoto ana i raro nei:

- 5236 Te whakamahi rautaki hei whakaoti raruraru tau
- 5241 Te whakamahi rautaki hei whakaoti raruraru ine
- 8492 Te whakamahi waeine aro whānui
- 91030 Te whakamahi inenga hei whakaoti raruraru

I te Hōngongoi o te tau 2015 ka utaina e NZQA he tikanga ki te whakaaetanga aromatawai mō ngā paerewa o runga ake nei. Ko tā ngā tikanga nei he tono i a Awanuiārangi kia tino kaha ake āna putanga whakaōrite. Kāore i tutuki i a Awanuiārangi tēnei tikanga. I te Whiringa-ā-rangi 2015 ka whakamōhio a Awanuiārangi i a NZQA e tapahia ana, e unuhia ana ngā hōtaka e raru nei te taha whakaōrite, ko te National Certificate in Building, Construction and Allied Trades Skills (Taumata 1 me te 2) tērā, me te unu anō i te whakaaetanga aromatawai i ngā paerewa kua huaina ake nei.

I te tau 2014 me te 2015 kāore i tutuki i a Awanuiārangi ngā tikanga whakaōrite mō ngā paerewa o te Ingarihi:

- US 90853 Te whakamahi i ngā pūkenga kimi kōrero e hāngai ana ki te whakatau take
- US 90854 Te waihanga whakaaro whaiaro mō ētahi kōrero kua pānui motuhaketia, ka tautoko ai ki ētahi taunakitanga

Me mātua whai hoki a Awanuiārangi i ngā tikanga whānui a NZQA e pā ana ki ngā hātepe aroturuki tohu. Kei ngā wā arotahi e hāngai ana ngā kōrero mō tēnei āhua.

I te aromātai me te arotake tarāwaho o mua atu i tēnei, ka aromātaihia a Awanuiārangi ki te anga whānui a EER. Hua mai ana ko te Tino Māia mō ngā Mahi Taha Mātauranga me te Māia mō te pai ki te Aromatawai-Whaiaro.

Kei raro nei ngā whiwhinga e ai ki ētahi pātai aromātai matua me ngā wā arotahi.

Tūtohi 1: Ngā hua o te Arotakenga Aromatai Tarāwaho o Awaniūrangi 2012		
Pātai Aromātai Matua (KEQs)/ Wā arotahi (FA)	Mahi Taha Mātauranga	Aromatawai-Whaiaro
KEQ1	Hiranga	Pai
KEQ2	Hiranga	Pai
KEQ3	Hiranga	Pai
KEQ4	Pai	Pai
KEQ5	Hiranga	Pai
KEQ6	Hiranga	Pai
FA1 – Mana Whakahaere, Taha Whakahaere, Rautaki	Hiranga	Pai
FA2 – Tiwhikete mō Te Pouhono	Pai	Āhua pai
FA3 – National Certificate in Māori Customary Fishing	Hiranga	Hiranga
FA4 – National Certificate in Tourism	Hiranga	Hiranga
FA5 – Te Tohu Paetahi Ako	Āhua pai	Āhua pai
FA6 – Ngā Mana Whakairo a Toi	Pai	Āhua pai
FA7 – Doctor of Philosophy	Hiranga	Hiranga

Te whakahaere i te Aromātai me te Arotake Tarāwaho

Katoa ngā aromātai me ngā arotake ka whakahaeretia e ai ki ngā kaupapa here me ngā tikanga a NZQA kua tāia. Ko te tikanga i kōwhiria mō tēnei aromātaaitanga ko te Arotake Aromātaaitanga Tarāwaho mō te Aromātai Whakaū Kounga Mātauranga Māori. Kua whakairia ōna kōrero ki <http://www.nzqa.govt.nz/maori/mm-eqa/>.

Ko ngā wā arotahi i kōwhiria i runga i te whakawhiti whakaaro ki a Awanuiārangi, e tohu ana i tētahi topenga hōtaka, topenga mahi i te whānuitanga atu o te whakahaere, tae atu ki ngā papa wānanga me ngā EFTS (me te aro anō ki te whāiti o ngā hōtaka motuhake e 24 e tāpaea ana e Awanuiārangi i te wā o te tirohanga).

I tēnei topenga ko ētahi hōtaka o taumata kē, o taumata kē, tiwhikete mai, tohu mai, ētahi akoranga i tutuki, he tohu mātauranga i tutuki me tētahi, ētahi hōtaka rānei o ngā Kura e toru me ērā e hanumi ana te āhua o te whakaako. Kei roto anō i tēnei tirohanga ētahi wā e toru i uru atu ki te EER o mua atu i tēnei. I whakaritea hoki tētahi atu rā hei arotake mā te kāhui aromātai i ētahi tānga matua tonu.

Tūtohi 2. Ngā Wā Arotahi mō Te Whare Wānanga o Awanuiārangi						
	Momo hōtaka	Taumata NZQA	Kupu whāiti	Ngā EFT	I mau tonu (2014)	I tutuki (2014)
1.	Te wā arotahi e whakahaua ana mō te mana whakahaere, te taha whakahaere me te rautaki (tae atu ki ngā take i ākona i a Hei Manaaki me te ū ki ngā ture)	1-10		3015	60%	82%
2.	Ngā tohu paerua - Master of Māori Studies - Master of Indigenous Studies	9	(a)	106	65% 62%	64% 59%
3.	Ngā Mana Whakairo a Toi:	7	(b)	767	67%	73%
4.	Te Tohu Paetahi Ako:	7	(c)	236	83%	75%
5.	Te Tiwhikete mō Te Pouhono	4	(d)	450	43%	96%
	<p>Kōrero whāiti:</p> <p>(a) Wā arotahi 2: Kei raro tonu mai te hōtaka paerua i te tiketiketanga o ngā tohu mātauranga, (ko ngā tohu kairangi te aranga o te EER o mua atu i tēnei nā) ko te Masters of Māori Studies (e 29 ngā EFT) me te Masters of Indigenous Studies (e 89 ngā EFT) ērā. Kei roto i te Kura Paerua te hōtaka e noho ana, ko te āhua o te whakaako ko te noho.</p> <p>(b) Wā arotahi 3: Kei tēnei hōtaka te nuinga atu o ngā EFT (767). I whakairia te hōtaka mō te ono marama kia pai ai te whakarerekē me te whakapai ake i te āhua o te whakaako i muri mai o te aranga ake o ētahi āwangawanga i ngā arotakenga tarāwaho (tae atu ki</p>					

	<p>ngā aromatawai tohu a NZQA). Kei te Kura Tohu Paetahi te hōtaka e noho ana, ko te āhua o te whakaako ko te noho me te akoranga whāiti (whakaako hanumi).</p> <p>(c) Wā arotahi 4: E aroturuki tahitia ana Te Tohu Paetahi Ako (e 235 ngā EFT) e NZQA me te Kaunihera Mātauranga. He tauira anō tēnei o te whakaakoranga hanumi, inā rā, ka haere he akoranga whāiti i te papa wānanga me te whāngaihia anō o te kōrero tautoko ā-ipurangi nei, ka tū anō ētahi noho e whitu i te roanga atu o te tau whakaako. E whakaakona ana te hōtaka mai i te Kura Tohu Paetahi. I arotake tarāwahotia Te Tohu Paetahi Ako i te tau 2015, ka whakapaihia te pūnaha kai pai ake ai te taha whakaako.</p> <p>(d) Wā arotahi 5: Ko Te Pouhono te hōtaka tiwhikete nui katoa a Awanuiārangi, e 450 ngā EFT. E uru mai ana tēnei ki te tirohanga hei whakatauirā ake i te whakaako i te marae i waihangatia hei tautoko i ngā hiahia o te whānau, o te hapū, o te iwi. Kei te Kura Whakapakari Iwi tēnei e noho ana.</p>
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I whakahaeretia te MM EQA EER mō Te Whare Wānanga o Awanuiārangi i ōna papa wānanga i Whakatāne me Tāmaki. I tae ake te kāhui arotake tokorima i kōwhiria e NZQA ki ngā papa wānanga tonu, tokotoru ngā kaiaromātai, kotahi te kaitiaki me tētahi kaiārahi reo. I hui atu te kāhui nei ki ētahi o te Kaunihera, ki te tumuaki, ki te tīma ārahi taha mātauranga, ki ngā kaikōtūi hōtaka, ki ngā pouako me ngā kaimahi tautoko, ki ngā tauira, ki ētahi o te paerua me ētahi hunga whai pānga tarāwaho.

Ko ētahi rōpū tautoko i haere ake i ngā marae, i ngā whānau, i ngā hapū, i ngā kapa haka tae atu ki ngā tumuaki kura me nga kaiako e whai wāhi atu ana ki te tautoko i te tohu mō te haere hei kaiako.

I tāpaea ki te tokorima ētahi momo tānga i mua i te taenga atu ki te arotakenga i ngā papa wānanga, ko te mahere whakangao 2016 e whakaaetia ana e te Komihana Mātauranga Kura Tuatoru tērā, ko te pūrongo ā-tau 2014 me ngā pūrongo aromatawai-whaiaro mō tēnā me tēna wā arotahi anō hoki. I āta arotakea anō ētahi tānga i te papa wānanga tonu hei tautoko ake i ngā kōrero aromātai, koia ēnei: Ko ngā mineti hui a te Kaunihera me ngā komiti whāiti o te Kaunihera, ko te pūrongo a te tumuaki ki te Kaunihera, ko ngā mineti hui a te komiti hōtaka me te komiti kura; ko ngā arotakenga hōtaka ā-tau, ko ngā pūrongo whakaōrite me ētahi tānga e pā ana ki ētahi hōtaka motuhake.

Ngā Hua

Ki a NZQA ko te **Pounamu Whakairo** te rite o ngā mahi taha mātauranga a **Te Whare Wānanga o Awanuiārangi**.

Koia nei ētahi take matua:

- E mārama ana te motuhaketanga, te whāinga me te ahunga a Awanuiārangi; e kite whāroa ana te mana whakahaere me te taha whakahaere i ngā take rautaki hira, me te pai anō o tā rātou whakahaere i ēnei take.
- E kitea ana te whakatinanahia o te kaupapa i ngā taumata katoa o te whakahaere e hua mai ai te tū tangata, he hua e uaratia ana e Awanuiārangi me Aotearoa. E whakaaturia ana tēnei e te hunga whai tohu paetahi:
 - e tino tata ana ki te whānau, ki te hapū, ki te iwi me tō rātou tuakiri Māori. E rongongā ana ngā taurira i te whakaūngia o tō rātou tuakiri Māori me tō rātou tangata whenuatanga; e ako tahi ana tēnā me tēnā reanga; e manawa reka ana te āhua o te ako, i ōna wā anō, ehara, whakakau ake he āhua kē.
 - e whakamahi ana i ō rātou pūmanawa me ō rātou mātauranga hou ki te hāpai i te ora o te katoa i te hapū me te iwi; ki te mau tonu ki ngā tikanga o te marae pērā i te pōwhiri, i te waiata tautoko, i te kapa haka, i te manaaki tangata.
 - e whakamahi ana i ō rātou pūmanawa me ō rātou mātauranga kia tāpua mai ai, kia kōrerohia hoki ngā take e pā ana ki te pāpori, ki te ohanga me te taiao i ō rātou hapori, hei taurira ko te rangahau i te roro ikura me ōna pānga ki ngā uri o Te Arawa; te tiaki i ngā wai tai me te kaitiakitanga, e ārahi ai ngā kitenga i ngā kaupapa here me te taha pūtea a te kaunihera ā-rohe.
- E ngata ana i ngā hōtaka ngā hiahia o te hunga whai pānga. E noho mai ana ngā kōrero me ngā mahi ki ōna anō horopaki kia hāngai ai te ako. E whakaakona ana ngā hōtaka i te marae, i te noho rānei, e wātea tonu ai te taurira ki te haere ki te mahi, ki te waha tonu rānei i ngā pīkaunga o te whānau. Haere tōtika atu ai ngā hua o ngā tuhinga roa a ngā paetahi ki te hapū, ki te iwi me te hapori, me te rawe anō o ngā hua ka puta.
- Inā te nui o ngā painga kua puta ki te whakatairanga, ki te whakarauora me te mau pūmau o te reo Māori. Hei taurira, ko te nuinga o ngā pouako he Māori, ka mutu he autai tonu ngā reo (e 83 ōrau); e whai wāhi atu ana ngā kaimahi ki ngā tānga reo Māori. Tekau mā iwa ngā tuhinga roa kua tuhia ki te reo Māori.
- Inā te nui o ngā painga e puta ana ki te ao mahi i ngā wāhi e whai hua ai te Māori pērā i te haere hei kaiako, i ngā mahi papa atawhai, i te taiao me te haere hei tapuhi.

- Ko te mau tonu ki te āhuatanga Māori, ki te reo me ngā tikanga Māori kei te iho o ngā mahi a te whakahaere, kei konei tōna mana motuhake. Ka kawea ngā tikanga pērā i te pōwhiri, i te mihi, i te whakatau, i te karakia, i te poroporoaki; kua noho māori noa mai ki ngā hōtaka te noho tahi, te wānanga, te hui, te kai tahi, te manaaki i te tangata.

I ngā tau e toru ka hipa nei (me te tau 2015), neke atu i te 80 ōrau o ngā akoranga a Awanuiārangi i tutuki, ka mutu me kōrero rā tēnei, ina hoki ngā whakarerekētanga e pīkauhia ana e Awanuiārangi. He tāpaenga nui hoki tēnei ki te whāinga a te kāwanatanga ki te whakakaha ake i te whai wāhi atu a te Māori me te puta o te ihu i ngā kura tuatoru, inā rā, neke atu i te 90 ōrau o ngā tauira he Māori.

E haere tonu ana ētahi mahi tae atu ki te arotake i te taha whakahaere o waenganui kia kitea ai te hāngai o ngā pūkenga ki te tūranga; te whakatinanahia o ngā whakahau a te Kura Whakapakari Iwi; te whai kia mārō te haere o ngā āhuatanga e kōkiri ana i te rautaki me ngā uara; te whai kia auau ngā mahi whakaōrite me ōna hua; te whakapai ake i te whakahiato, i te aroturuki, i te tātari i ngā whakaaro o ngā tauira me te puta o ngā tauira paerua i te taumata taha whakahaere me te whakaoti mai i ngā whakahau e toe ana i ngā arotakenga whakaharahara.

Ki a NZQA ko te **Pounamu Whakairo** te rite o te mōhio o **Te Whare Wānanga o Awanuiārangi** ki te aromatawai-whaiaro.

Mai i ngā raruraru o te tau 2014 (tirohia ngā kōrero a te TEO) kua whakapau kaha te mana whakahaere ki te whakahoki mai i te mana o te whakahaere me te whakatinana anō i āna kawenga taha rua nei, arā, ki te hunga whai pānga taha kāwanatanga tae atu ki ngā kaituku pūtea; ki ngā haporī hoki e manaakitia ana e ia, ki a Ngāti Awa hoki, tana kaitautoko matua. I mārama te kitea i ngā whakawhitinga kōrero me ngā mahi arotake e mōhio ana te Kaunihera me te taha whakahaere matua kei a rātou te kawenga mō ngā raru i pā, me te aha, e whai ana rātou ki te whakatau i ngā take nei i runga i te tika me te pono.

Atu i ngā mahi arotake-whaiaro kua arotakehia anō e Awanuiārangi tētahi 90 ōrau o ngā hōtaka e whakaakona ana e ia, ka mutu nāna tonu ngā utu mō tēnei i pīkau. Whai hua ana ngā whakarerekētanga nei ki ngā tauira me ngā kaimahi, ka mutu e tino kitea ana tēnei i Ngā Mana Whakairo a Toi me te Tohu Paetahi Ako (kaiako). Mō te wāhi ki te wānanga tonu, kua hurihia ētahi tikanga kia pakari ake ai te taha ārahi me te taha whakahaere; kia pai ake ai te tuku pūrongo ki te taha whakahaere me te Kaunihera; kia pai ake ai te whakauru tauira ki ngā mahi, te taha aromatawai me ngā mahi e pā ana ki te whakaōrite; kia ōrite anō ai te pai me te kounga o te wheako ki te tauira (ahakoa kei Tāmaki, kei Whangārei, kei te marae rānei). Kua oti anō te tātari tarāwhare i te ū o te whakahaere ki ngā tikanga e ai ki ngā tikanga o te ture, me te noho pai o te taha whakahaere mō tēnei āhua. Kua takoto he mahere mōrearea, e aroturukihia ana tēnei e ngā kaiwhakahaere matua.

Kua tata mutu te whakatinana i ngā whakahau i puta i ngā arotakenga tarāwaho 17 i tonoa e Awanuiārangi, ka mutu e pai ana te whakahaeretia o ngā mahi e toe ana.

E mōhio tūturu ana Awanuiārangi ki te āhua o āna mahi i raro i ngā tūtohi mātauranga a te TEC. I te whāiti o ngā hōtaka e tāpaea ana me te tokomaha ake o ngā EFT i ētahi hōtaka, ka kaha tonu te pāpātanga o te kawea o ngā mahi i ētahi hōtaka ki te kawea o ngā mahi a te whakahaere whānui. Nā konei i noho mataara ai te wānanga ki te takahi whakamua tonu o te tauira, me te tāpae kōrero anō mō tēnei ki te taha whakahaere i te roanga atu o te tau. E arotake ōkawatia ana ngā hōtaka i ia tau me te whakapaihia anō o ōna anō wāhi kia kaha ake ai te puta o te ihu tauira.

E noho mai ana ngā kaiwhakahaere me ngā kaimahi i ngā hāpori e manaaki ana rātou, waihoki, ko rātou e mōhio tūturu ana ki te te āhua o te noho a te hāpori; haere ai te Tumuaki me te Toihau ki te whakatakoto kōrero ki ngā hui a Te Rūnanga o Ngati Awa, tētahi o ōna kaitautoko matua; ahakoa ōkawa, ahakoa ōpaki, e whai wāhi atu ana te marae, te whānau, te iwi me ngā tauira ki te āhua o te whakaako i ngā hōtaka me te arotake anō i ēnei. E mōhio pai ana ngā kaimahi hōtaka ki ngā painga o te paetahi, ka mutu ki te āta tahuri te whakahaere tonu ki te āta whakatakoto me te āta tātari i ngā hua paetahi nei, kua tino kitea te nui o ngā painga taha mātauranga, taha Māori e puta ana i ngā paetahi o Awanuiārangi.

Haere ake nei, e arotahi ana a Awanuiārangi ki te whakapakari ake i āna mahi taha mātauranga. Kua tautuhia e ia ngā raru nui, kua takoto i a ia he mahere hei whakatika i ngā wāhi e hapa ana. He nui tonu ngā mahi kua mahia, engari kei reira tonu ētahi hei whaiwhai ake māna. Hāunga ia, kua kitea i ngā tau e rua ka hipa nei kei a Awanuiārangi ngā pūmanawa me ngā pūkenga ārahi ki te arotake i a ia anō i runga i te tika me te pono; ki te whakamahi raraunga ka whakatau take ai i runga i te mātau; me te kakama anō ki te whakatika i ngā wāhi e hapa ana e whai take ai ngā painga ka puta.

Ngā Kaupapa

Nā te kaupapa⁵ tonu i āki te aromātai me te arotake tarāwaho, ka mutu e tohu ana tēnei i te whai wāhi atu o te whakahaere ki te kōrero mō te āhua o te whakapuaki i te kaupapa i roto i ngā wā arotahi, puta atu ki te wānanga whānui. I tēnei wāhanga ka whakarāpopotohia aua whakapuakitanga kaupapa, heoi ko te kōrero pounamu whakairo i hua mai i ngā taunakitanga me ngā whiwhinga e takoto mai ana i ngā wā arotahi.

1.1 Te Rangatiratanga me te Tūrangawaewae

Rukuhia te mātauranga ki tōna hōhonutanga me tōna whānuitanga. Whakakiia ngā kete a ngā uri o Awanuiārangi me te iwi Māori whānui ki ngā taonga tuku iho, ki te hōhonutanga me te whānuitanga o te mātauranga kia tū tangata ai rātou i ngā rā e tū mai nei.⁶

E whakapuakihia ana te rangatiratanga me te tūrangawaewae i:

- Te whakataukī (i runga ake nei), i ōna wawata, i ngā kōkiritanga rautaki me ngā hōtaka e whakaakona ana e Awanuiārangi, ka mutu he Māori, Māori ake nei ēnei e whakaahua ana i ngā hiahia me ngā wawata o ōna hapori (tauirā mai, whānau mai, hapū mai, iwi mai).
- Te Kaunihera, ko tētahi haurua nei ōna e kopoua ana e Te Rūnanga o Ngāti Awa, me te whakamau o tā rātou titiro ki te tūrangawaewae me te kawē anō i ngā whakatau rautaki.
- Te aro nui a te taha whakahaere ki te ū ki ngā tikanga, ki te ārai mōrearea, ki te kounga. Kua pai ake te pūnaha pūrongo, ngā kaupapa here, engari ko te mea nui katoa ko te pai ake o te ahurea o te whakahaere.
- Te āhua o tana whakaako, e haria nei ngā whakaakoranga me te mātauranga 'ki te iwi tonu', otirā ki ērā whānau kei te tuawhenua e noho ana me ērā e noho mai ana i ō rātou tūrangawaewae.
- Te tō mai i te Māori ki ngā kura tuatoru, inā rā, e 92 ōrau o āna tauira he Māori (e 24.8 ōrau o ngā tauira nō Ngāti Awa/Mataatua) e 60 ōrau i tīmata ake i Awanuiārangi karekau ana, e hahaka ana rānei ngā tohu.
- Ngā hua ki ngā tauira (tirohia te Pūkengatanga i raro nei).

⁵ Ngā kaupapa e waru e tautuhia ana i te Aromātai Whakaū Kounga Mātauranga Māori 2012 (Tirohia te Āpitianga 1)

⁶ Whakapākehātanga - pursue knowledge to the greatest depths and its broadest horizons. To empower the descendants of Awanuiārangi and all Māori to claim and develop their cultural heritage and to broaden and enhance their knowledge base so as to be able to face with confidence and dignity the challenges of the future.

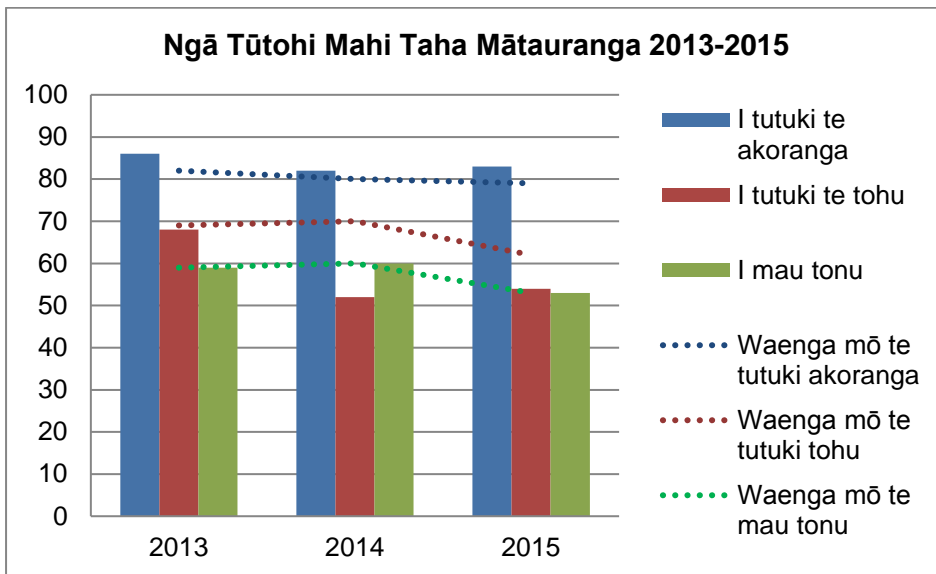
1.2 Pūkengatanga

E whai ake nei ngā whakapuakitanga o te pūkengatanga:

- E piki ana ngā tauira ki ngā taumata o te ako. 12 ngā tohu kairangi kua puta i Awanuiārangi, ka mutu i tīmata te whai i te mātauranga i ngā hōtaka mātauranga hapori mā te pakeke. E kite ana ngā tauira ka taea e te Māori ngā taumata tiketike o te mātauranga, inā rā, e ai ki tētahi tauira e whai ana i te Paetahi, i mua i tana haerenga atu ki Awanuiārangi, kāore ia i mōhio he pēnei rawa te maha o ngā Māori kua eke ki te tohu kairangi.
- Ka whiwhi tohu te tauira. I waenga i te 2012 me te 2015, e 7,200 nei ngā tauira i whiwhi tohu (e 87 ōrau i whai tiwhikete ki te taumata 4), e 60 ōrau i uru atu ki Awanuiārangi kāore he tohu, e hahaka ana rānei te tohu.
- E tū tangata ana ngā paetahi. E pakari ana te tū Māori mai, e pakari ana ngā pūmanawa me te kaha anō ki te hāpai, ki te whakapakari i ō rātou hapū me ō rātou iwi, me tā rātou whai pūkenga hoki ki te tautoko me te whakatutuki i ngā kawenga auroa i ō rātou marae. E whai mahi ana anō hoki (hei tauira, e haere ana hei kaiako i ngā kura).
- E eke ana ngā tohu a ngā kaimahi ki ngā taumata. 12 ōrau kua whai tohu kairangi (e 21 kaimahi), 19 ōrau kua whai Tohu Paerua (e 24 kaimahi); e 83 ōrau e autai tonu ana te matatau ki te reo Māori, o ēnei, e 32 e tino matatau ana.

E tino mātau ana te whakahaere ki te āhua o ana mahi ki ngā tūtohi taha mātauranga. Kei mua a Awanuiārangi i te rāngai wānanga e haere ana mō te taha ki te whakatutuki akoranga. (kauwhata 1), engari kei raro iho i te tau waenga mō te rāngai wānanga mō te whakatutuki tohu me te pupuri tonu i te tauira. Kua tātarhia e Awanuiārangi tāna i mahi ai me te noho mārama anō ki ngā hōtaka hei whakapai ake māna, ka mutu kua maheretia he whakarerekētanga (mō tētahi tauira tirohia te wā arotahi mō Te Pouhono).

Kauwhata 1: Ngā Tūtohi Mahi Taha Mātauranga a Awanuiārangi mō te 2013-2015



Pūtakenga: Ngā Pūrongo mō te eke o te mahi a te TEC 2013-2015

E noho taonga mai ana ngā kaumātua me ngā kaipupuri mātauranga o te hapori, e whai wāhi atu ana te hunga nei ki te whakaako hōtaka, ki te aromatawai me te whakaōrite i ngā mahi, otirā i ngā hōtaka e whakahaeretia ana i ngā marae. E whai huarahi ana ngā tauira ki te whakaatu i ō rātou mātauranga. Ka noho mātāmua tonu mai ngā mahi aromatawai me ngā mahi whakaōrite i te whakahaere, nō ngā momo hīkoi katoa hoki ngā tauira, ka mutu he whānui anō ngā hōtaka (mai i te taumata 1 ki te taumata 10) me ngā momo akoranga. E arotakehia ana ngā mahi whakaōrite kia kaha ake ai te ōrite o ngā mahi me ngā hua ka puta.

1.3 Whanaungatanga

E hia kē nei ngā tauira i tāpaea mai hei whakaatu i te whakapuakitanga o te whanaungatanga me te noho hira mai ōna ki te puta o te ihu tauira.

E atawhaitia ana te whanaungatanga ki ngā kaitautoko e hāngai ana, arā, ki ngā kaumātua; ki ngā marae, ki ngā hapū, ki ngā iwi; ki te hapori o reira (ina hoki te Chamber of Commerce kei te papa wānanga i Whakatāne), ki ngā kura o te rohe (tū ai anō i reira ngā mahi a Tech Pa i muri o te kura, tētahi kaupapa mā te taiohi); ētahi atu kura mātauranga tuatoru (tae atu ki Te Taihū o ngā Wānanga, te Bay of Plenty Tertiary Partnership, ka mutu i nā noa nei ko te Southern Institute of Technology) me te hunga whai pānga a te kāwanatanga.

E kitea ana te tautokohia o te whānau, o te hapū, o te iwi me te hapori i ngā hōtaka e toro atu ana ki te whānau, ki te hapū me te iwi i te rohe tonu, puta atu ki te motu. Ko te

marae o Omeka⁷ tētahi tauira o nā tata nei o te whakapā atu a te iwi me te hapū ki a Awanuiārangi kia mahi tahi ai rātou ki te whai i ngā wawata me ngā painga. Kua whakaakona hoki a Te Pouhono ki ētahi marae 180 i roto i ngā tau e toru ka hipa nei. E waihanga ngātahitia ana tēnei o ngā kauapapa, ka mutu e whakaakona ana e te iwi tonu kia tutuki tōtika ai ngā hiahia mātāmua (taha Māori – te toi, te reo, ngā tikanga; taha taiao rānei) o te katoa. Ka whiriwhiria anō hoki ngā hoa rautaki me te whāngai tahitia ki te rauemi kia tutuki ai ngā hiahia o te hapū me te iwi, me ētahi atu tāngata whenua.

E hono ana nga tauira me ngā kaimahi ki ō rātou hapori. He Māori te nuinga atu o ngā pouako (e 87 ōrau); e mārama ana rātou, e hono ana hoki ki te hapori, ka mutu ka whāia ko ngā hononga whakapapa hei whakatairanga ake i te puta o te ihu tauira. Waihoki, e 69 ōrau o ngā kaimahi Māori kei te whai wāhi atu ki ngā mahi whakapakari i te iwi/hapū/hapori, inā rā, e noho mai ana ētahi ki ngā rōpū kaitiaki, he kaiwhakahaere rānei, he toihau rānei i tēnā, i tēna poari. E whakaaetia ana, e tautokohia ana ngā hononga a ngā kaimahi me tā rātou whakatinana i ā rātou kawenga taha whakapapa, taha whanaungatanga, e te whakahaere.

E atawhaitia ana e te taha whakahaere me ngā pouako te whanaungatanga, inā rā, e tuwhera ana te ngākau, e tuwhera ana ngā tatau ki ngā tauira. Kāore he tiro tiro a te tauira ki te kimi āwhina i ngā kaimahi. Hei tā rātou, e whakatenatenahia ana, e manaakitia ana, e whakahaua ana rātou kia puta ai te ihu.

1.4 Manaakitanga

E tautokohia ana, e arahina ana ngā tauira e ngā pouako tonu, engari e āhei atu ana rātou ki ngā kaimahi o te Awhi Tauira ki te kimi āwhina taha wairua, taha mātauranga hoki. Mahi tahi ai ngā kaimahi ki ngā ratonga tautoko a te Wānanga (a awhi tauira, te wharepukapuka, te taha hangarau me te taha whakahaere) ki te haukotu i ngā āhuatanga ka ārai i te putanga o te ihu tauira. He wānanga a Awanuiārangi e arotahi ana ki te hunga ako. He maha tonu ngā āhuatanga kua pai ake mai i te EER o mua atu i tēnei, ka mutu i hua mai i ngā urupare a te tauira me te kaimahi, koia nei ētahi:

- Kua whakatuwherahia he whare pukapuka hou me tētahi whare putunga pārongo i te papa wānanga i Whakatāne⁸ hei whakarahi ake i te whare pukapuka; kua rahi ake hoki ngā pukapuka me ngā raraunga ipurangi; kua noho mai anō tētahi huarahi tono rauemi i whare pukapuka kē kia kauparehia atu ai ngā ārai o te ako. I ara ake he take e pā ana ki ngā haora e tuwhera ai te whare pukapuka nō reira e

⁷ E haere tonu ana ngā kōrero ki ngā māngai o te Marae o Omeka e whakatauhia ai te ara mātauranga mō rātou e arotahi ana ki ngā poropiti hāhi Māori me ā rātou whakaakoranga.

⁸ He wāhi anō kei te papa o Tāmaki kua whakaritea hei whare pukapuka; ka tohua he pūtea mō te hoko pukapuka hou, ka kopou anō ai i tōna anō kaitiaki tūturu ā te 2016.

whakamātauria ana te waiho mā ngā pouako e huaki, e tiaki te whare pukapuka mō ngā noho.

- E haere ana ngā kaimahi o Awhi Tauira ki ngā noho me ngā wānanga i ngā wāhi akoako katoa kia rite ai te tautokohia o ngā tauira ahakoa kei hea e ako ana, e pēhea ana rānei te ako. Heoi anō, ka pai tonu mehemea ka whakapikihia e Awhi Tauira te tautoko i ngā tauira e ako ana i ngā marae.
- E haere ana anō ngā kaitautoko taha hangarau ki ngā noho me ngā wānanga i ngā wāhi akoako katoa ki te whakahaere i ngā take hangarau (i whakahaeretia e ngā pouako i mua). E āhei atu ana ngā tauira katoa mō te kore utu ki te Wifi, kāore hoki he utu mō te Microsoft Office, (me tētahi pae īmēra) e āhei atu ana anō ki tētahi rorohiko kawē kua whakahoungia.
- Nā runga i ngā urupare a ngā tauira, kua pai ake ngā wāhi noho⁹ me ngā kai i ngā noho me ngā wānanga, kia ōrite ai te āhua o te tautoko me te manaaki i ngā tauira katoa a Awanuiārangi, ahakoa kei tēhea papa.¹⁰
- Kua whakakotahitia ngā kaimahi whakahaere me ngā ratonga, kua kopoua hoki tētahi Kairēhita Taha Mātauranga hei whakapiki ake i te kounga o ngā ratonga ki te tauira.

He mea nui whakaharahara te taiao ipurangi¹¹ e kīia nei ko E-Wānanga ki te akoako a te tauira. E haere tonu ana te whakangungu kaimahi ki te whakamahi i te E-Wānanga. E aroturukihia ana te whakamahinga o te E-Wānanga, e aromātaihia ana ōna painga. Ko te raru nui tonu ko te āhei atu ki te ipurangi me te aunui, kei Whangārei te raru nui. Kāore i pai te kounga o te ipurangi, me te aha, whakauaua ana tēnei i te huarahi ako a te tauira i Whangārei (ina koa te hui ā-ataata).

Kua takoto hoki i a Awanuiārangi he mahere whakapakari kaimahi mā te whānuitanga atu o te whakahaere; ka āta kōrero tonuhia te whakapakari taha ngaio e te kaimahi me te kaiwhakahaere. I whakaarahia e ētahi o ngā pouako ō rātou āwangawanga ki te wā e tohua ana mō te whakapakari taha ngaio me te rangahau. E mōhio ana te taha whakahaere o Awanuiārangi he take tēnei hei whaiwhai ake mā rātou.

⁹ I tēnei wā kāore e whakahaeretia ana he noho mō ngā tauira i Tāmaki me Whangārei.

¹⁰ Hei tauira, he pūtea kē, he pūtea kē e whakapaua ana i tēnā, i tēnā papa wānanga mō te kai, me te aha, he rerekē anō te kounga o te kai; kua whakatikaina tēnei, inā rā e āta whakaritea ana e te ratonga rangatōpū tētahi pūtea kai mō ngā papa me ngā hōtaka katoa.

¹¹ Kei te E-Wānanga anō te Moodle Learning Management System me te Zoom Video Conferencing.

I tana aromatawai-whaiaro, ka tohua e Awanuiārangi te whai reo o te tauira hei whakapai ake mā rātou, ina koa te kohikohi, te aroturuki, te tātari me te whakamahi i ngā urupare a ngā tauira hei whakapiki ake i te taha whakaako me te tuku ratonga.

1.5 Te Reo Māori me ngā Tikanga Māori

Kei te iho tonu o ngā mahi te reo me ngā tikanga Māori, waihoki e whakapuakina ana i:

- Te taumata reo o ngā kaimahi; e 83 ōrau e autaiā ana te matatau ki te reo, ka mutu e 32 ōrau e matatau ana, ko tētahi haurua o ēnei ko te reo Māori te reo taketake. Tokorima ngā pouako e whai tohungatanga ana ki te whakaako, ki te māka me te whakamātau i te tuinga paerua reo Māori, ka mutu ka whāia tonuhia rātou e te rāngai whare wānanga hei kaiwhakamātau. E tautokohia ana ngā kaimahi ki te whai i ngā ara whakapakari taha ngaio ki te whakapakari ake i ō rātou reo.
- Te Karahipi me ngā mahi rangahau; 19 ngā tuinga roa kua tuhia ki te reo Māori e te tauira. E whai wāhi atu ana ngā kaimahi ki ētahi tānga reo Māori. Tāpiri atu ki tēnei, e whakatairanga ana a Awanuiārangi i te kaupapa rangahau e kīia nei ko te “Mataatua Waka Millennium Literature”, ka mutu i roto i te 12 tau ka kohikohia, ka tāia ki te reo Māori ētahi rangahautanga ko te taunakitanga kei tōna tūāpapa.
- Te tautoko i ngā iwi ki te whakatakoto rautaki reo Māori. Ko Ngāi Te Rangi te tauira o nā tata nei, kua whakaurua e rātou ētahi tauira ki ngā hōtaka a Awanuiārangi kia pai ai te whakatipu ngā pūmanawa e hiahiatia ana hei tautoko, hei whakatairanga, hei whakatina i ā rātou rautaki reo.
- Me mātua whai te reo Māori i te nuinga o ngā hōtaka. E tohu ana tēnei i te uara nui o te oranga tonutanga o te reo Māori ki a Awanuiārangi. E rongono ana te tauira i tana māia ake ki te kōrero Māori me tō rātou matatau ake ki te reo.

1.6 Kaitiakitanga

Taha rautaki nei, he rahi tonu ngā wero kei mua i te whakahaere ki te hiki ake, ki te whakauka i āna mahi haere ake nei, ki te whakatinana tonu hoki i te ohākī mai a te hunga i oke ururoa ki te whakatū me te whakatipu i te whakahaere ki tēnei āhua ōna. E noho mātāmua mai ana te hiki ake i ngā raraunga EPI me te whakaoti ake i ngā arotake tarāwaho, ka whakapiki ake ai, ka whakapakari ake ai i ngā kaimahi kia eke ai te kounga o tā rātou i mahi ai ki ngā taumata, e ōrite ai te whakaako i ngā tauira katoa.

Kua pai ake a Awanuiārangi, me te tipu tonu o tōna pai ki te uiui, ki te whakamārama, ki te kōrerorero me te whakamahi raraunga, ina koa ngā raraunga putanga. I takoto i a Awanuiārangi ētahi whāinga rautaki mō te tau 2015, ka mutu iti iho i te haurua i tutuki. E whakapono ana ia ka pai ake i te 2016 i te mea he maha ngā āhuatanga kua oti te

whakapai ake, e pai haere ana rānei. Nā runga i ngā taunakitanga e tohu ana i ngā mahi kua pai ake i ngā tau e rua ka hipa, tērā tonu e tutuki i a Awanuiārangi ngā whāinga kua takoto i a ia.

E arotakehia ana ngā hōtaka ia tau, ia rima tau hei wāhanga o ngā mahi aromatawai-whaiaro, ka mutu e tautokohia ana ēnei mahi e te rere tonu o te pārongo i ngā hui a ngā komiti akoranga, i ngā komiti hōtaka e haere ana i te roanga atu o te tau. E tāupe ana te whakamōhio ake a ngā urupare a ngā tauira me te hunga whai pānga i ngā mahi aromatawai whaiaro. I te maha o ngā arotake and me te noho mataara tonu ki te mōrearea, ki ngā tikanga tūtohu me te kounga, kua whakaaroaro anō a Awanuiārangi ki te pai o ngā huarahi aromatawai i a ia anō e tutuki ai ōna wawata ā-wānanga nei. Ka tirohia tēnei ina takoto mai te anga QMS hou, Te Puku o Te Wheke, ko tāna he whai kia pai haere tonu te wānanga i runga i te titiro ki te katoa o ngā kaupapa Māori me ngā kōkiritanga uara katoa.

Kua kawea ake, kua whakatikaina e Awanuiārangi ētahi take taumaha tonu o te tau 2014, he take i whakahoro, i tānoanoa i te mana o te whakahaere. Heoi, hoea ana te waka e te mana whakahaere, e te taha whakahaere me ngā kaimahi i te āwhā kino, i te moana tūārangaranga i runga i te ngākau tuwhera, i te ngākau iti me te ngākau titikaha, me te aha, kāore te waka i riro ki te korokoro o te Parata. Ka nui te tāima, te kaha me te rauemi kua whakapaua ki te whakapiki ake, ki te whakapakari ake i te whakahaere, me te whakatutuki tonu i ngā hiahia o te hunga whai pānga maha tonu. Waihoki, kua puta rā a Awanuiārangi i te āwha kino ki te moana whakahotu; kua takoto he rautaki, he ahunga hou, he whāinga mō āpōpō, e kaha ana ōna pūnaha me ngā kaiārahi e takahi whakamua tonu ai te whakahaere.

Ngā Wā Arotahi

2.1 Te Wā Arotahi: Masters of Māori Studies/Master of Indigenous Studies (Taumata 9)

Ko te whiwhinga i tēnei wā arotahi mō ngā mahi taha mātauranga ko te **pounamu whakairo**

Ko te whiwhinga mō te pai o te aromatawai-whaiaro mō tēnei wā arotahi ko te **pounamu whakairo**

*Ka hoki tāua ki te whare hui ai ē!*¹²

E noho mai ana te kohinga hōtaka paerua (Master of Māori Studies and Master of Indigenous Studies) ki te Kura Paerua me te tāpaea anō o ētahi hōtaka kairangi e toru. E 89 te hunga kua puta ngā ihu i tēnei hōtaka i ngā tau e rima ka hipa. E hia kē ngā tauira i whakatakotohia mai hei whakaatu i te pai o te whakaputa a Awanuiārangi i te kaupapa, me te noho mātāmua mai o tēnei ki te puta o te ihu tauira.

I kitea te kaha whakaputanga o te pūkengatanga, inā rā:

- He tohu kairangi katoa ō ngā pouako e iwa; neke atu i te haurua o ēnei e whai tohungatanga ana ki te whakaako, ki te māka me te tiroiro tuhinga paerua, me te aha, e kaha whāia ana rātou e te rāngai wānanga hei kaitiroiro. E mahi rangahau ana ngā kaimahi, e taunakitia ana ngā putanga.
- Kei te kaha ngā hātepe whakaōrite¹³; ka riro mā waho e whakamana ngā māka; he auau tonu te haere a ngā kaimāka ki ētahi awheawhe kia ōrite ai tā rātou i mahi ai. E takoto ana he urupare mā ngā tauira mō te aromatawai. Ko tētahi whakarerekētanga matua taha whakaako ko te wāwāhi i te hōtaka i te tau 2015 kia whakaakona, kia whakaheretia i ngā pekanga e rua o te tau whakaako. Kua hua tonu mai i te whakarerekētanga nei te piki ake o te whakatutuki me te mau tonu a te tauira ki ngā mahi.
- E haere tika atu ana ngā painga o ngā tuhinga roa a te hunga paerua ki te whānau, ki te hapū, ki te iwi me te hapori, ko ngā rangahautanga whakarauora i te kōrero a ngā kaumātua kia mau roa ai ki ngā uri; ko te rangahau i te roro ikura me ōna pāpānga ki ngā uri o Te Arawa; ko te tiaki wai tai me te kaitiakitanga, e ārahi ai ōna kitenga i ngā kaupapa here me te taha pūtea a te kaunihera ā-rohe; me tētahi hōtaka whakaako ki te pānui me te tuhi e whakamātauria ana i tētahi kura i runga i te

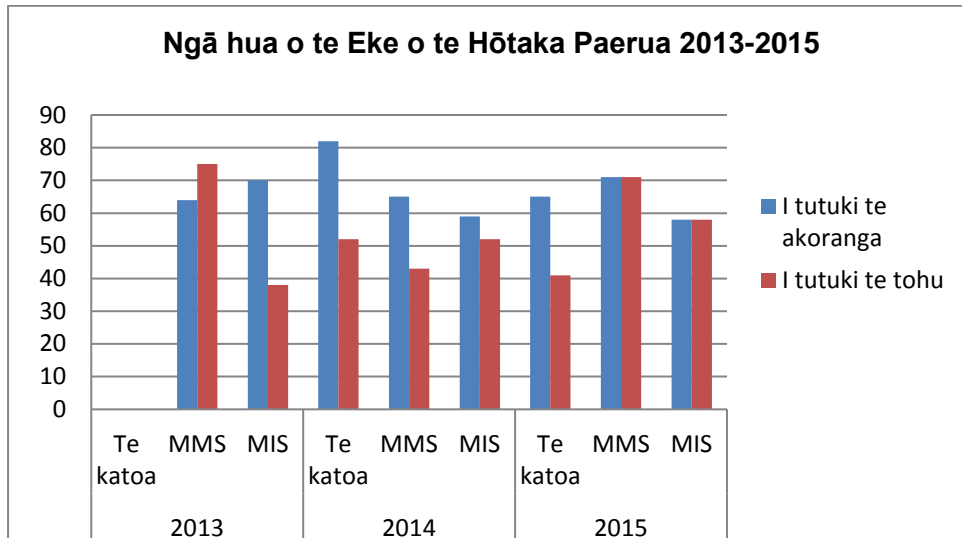
¹² E takoto mai ana he whakatauāki ki te tīmatanga o ia wā arotahi hei whakaahua i te tino o ngā kōrero kei ia wā arotahi. Ko tā tēnei whakatauāki he whakamihi i ngā mahi a ngā pouako me ngā tauira o te Paerua.

¹³ Pērā me ētahi atu wānanga, ka mākahia te tuhinga roa e tētahi pouako o te wānanga tonu me tētahi o wānanga kē.

tūmanako ka kawea whānuitia. He māturunga noa o te karahipi Mātauranga Māori ēnei kauapapa rangahau, ēnei tuhinga roa nei e whakaputaina ana e ngā tauira o te Paerua. Kātahi ka tino pai rawa atu i ngā tuhinga roa 19 kua tuhia mai ki te reo Māori.

E piki haere tonu ana ngā whakatutukinga akoranga me ngā tohu, heoi he mahi nui tonu kei te aroaro e tutuki ai te whāinga o te hōtaka, arā, kia 80 ōrau rawa, e whakaaturia ana i te kauwhata i raro nei.

Kauwhata 2: Ngā Hua o te Eke o te Hōtaka Paerua a Awanuiārangi 2013-2015



Takeanga raraunga: Ngā raraunga a Te Whare Wānanga o Awanuiārangi TEC

Kī:

Te Whare Wānanga o Awanuiārangi (Te katoa); Master of Māori Studies (MMS); Master of Indigenous Studies (MIS)

E tautoko ana hoki te hōtaka paerua i te pūmautanga, i te whakatairanga me te koke tonu o te reo Māori, o te tikanga Māori me ngā āhuatanga Māori, hei tauira:

- Ka tuhia e te tauira te tuhinga roa ki te reo Māori, ka tāia e te tauira me te kaiako te tānga ki te reo Māori (kua puta i tētahi kaiako tāna tānga ki te reo Māori, te mea tuatahi i Awanuiārangi i ngā tau e 20 ka hipa).
- He matatau tonu te nuinga o ngā kaiako ki te reo Māori, nō te rohe tonu rātou, ka mutu koia nei te mea matua e whakahau ana i ngā tauira ki te whakauru atu.
- E tāpaea ana ngā akoranga reo Māori ki te tauira hei whakapakari i ō rātou reo, kia tipu tonu ai tō rātou kaha ki te reo Māori, waihoki kua takoto mai he pepa hou hei tautoko i ngā hiahia o te tauira, ina koa Te Reo o te Tohunga, e 20 nei ngā tauira i whakauru atu ki tēnei o ngā pepa.
- Kotahi anō te pepa paerua me mātua tutuki, ko te Research and Research Methodology tērā, e whakaakona katoa ana ki te reo Māori.

Ko tētahi whāinga a Awanuiārangi ko te whakahaere rangahau ko tōna kounga kei ngā taumata tiketike, e whakakau ake ai te tauira me tōna hapori he āhua kē, e whai painga ai ngā mahi rangahau o te motu, otirā o te ao. E puta ana he painga i ngā tauira me ngā pouako ki tēnei whāinga. Ko tētahi tauira ko te kaupapa rangahau a “Mataatua Waka Millennium Literature”. I ngā tau 12 kei te tū mai ka kohia, ka tāia ki te reo Māori he pitopito kōrero kei mua noa atu e haere ana, ka mutu he taunakitanga kei tōna tūāpapa.

Neke atu i te 80 tauira kua puta ngā ihu i te hōtaka paerua me te tautokohia e te kaha o te whakapuakihia o te whanaungatanga me te manaakitanga, koia ēnei:

Ko ngā whakapapa o ngā kaimahi Māori e hono ana ki te whānau, ki te hapū me te iwi, ka mutu kei ngā komiti marae, kei ngā poari kaitiaki, kei ngā rūnanga anō rātou. Waihoki, e tānekaha ana ō rātou taura here ki ngā hapori, me te aha, he kawenga whaiaro ō rātou ki ngā hiahia o te whānau, o te hapū me te iwi.

E pai ana te whanaungatanga i waenga i ngā kaimahi me ngā tauira. He Māori tētahi 87 ōrau o ngā pouako, ka mutu e mārama ana, e mātau ana rātou ki ngā tātai whakapapa o ngā tauira. E tuwhera ana ngā tatau o Te Upoko o te Kura me ngā kaiako ki ngā tauira. E mauri tau ana ngā tauira ki te whakapā atu ki ngā kaiako ahakoa mā te eWānanga, te waea, te Īmēra rānei, me te wawe o te whakahoki kōrero atu a ngā kaiako. Kāore he tiro tiro a ngā kaiako ki te ārahi me te tautoko i ngā tauira kanohi ki te kanohi e whakatauirahia ana e tā rātou noho tonu i te ahiahi o ngā noho ki te āwhina tauira. He mea hira tonu tēnei hononga, inā rā, e whakaae ana ngā tauira katoa he kaha ngā kaiako ki te whakatenatena, ki te poipoi i tō rātou ngākau hīkaka kia puta te ihu.

Kāore he utu mō ngā noho i Whakatāne (te wāhi noho me ngā kai) ka mutu e kimi huarahi ana ngā kaiwhakahaere matua e taea ai tēnei i ngā papa i Whangārei me Tāmaki. Kua whakatakotohia tētahi rārangi mahi kia maheretia ai, kia aromatawaitia ai ngā āhuetanga katoa o te noho pērā me te whare tonu, te taha kai, te taha whakahaere me te taha tautoko hei whakatairanga tonu i te whakapuakitanga o te manaakitanga.

E kitea ana te whakapuakitanga o te kaitiakitanga i te kounga o te hōtaka e tautokohia ana e te kaha o te whakaōritenga tarāwaho; ngā urupare a te kaimahi me te tauira, ngā arotakenga ā-marama, ā-tau o ngā mahi; me ngā kaiaroturuki tarāwaho. E kawea ana ēnei āhuetanga e te Kura kia tika ai ngā mahi, kia whai take tonu ai ngā hua. Hei tauira, ko ngā āhuetanga whai take o nā tata nei ko te tūtohi rere kua whakaaehia mō te hātepe whakatutuki, te tauira tuhi tuhinga roa, te whakapai ake i ngā hātepe tikanga whakauru, tikanga whakahaere, te haere tonu o ngā awheawhe mō te tuhinga roa me te tiro tiro anō i ēnei tae atu ki te tōmua, te mārama hoki o te mahere hōtaka me te noho wātea o ngā pepa. Kua kaha ake hoki ngā pūkenga ārahi, ina koa te kopounga o te tumuaki i kopoua nei i te Kohitātea o tēnei tau, e āta arotake nei ia i ngā hātepe me ngā pūnaha tautoko i ngā mahi.

Ko ētahi o ngā wāhi kua tohua e Awanuiārangi hei whakakaha tonu māna ko:

- te whakaoti i ngā arohaehaenga kaimahi me ngā whakaaetanga whakapakari taha ngaio motuhake
- te mōhio me te āhei ki te noho hei kaiwhakahaere, tētahi ratonga ētita tuhinga roa me te noho wātea ki te whakamātautau, me
- te whakahiato ā-ōkawa nei i ngā urupare a te hunga whai pānga hei whakamōhio i ngā arotakenga hōtaka.

2.2 Te Wā Arotahi: Ngā Mana Whakairo a Toi: (Taumata 7)

Ko te whiwhinga i tēnei wā arotahi mō ngā mahi mātauranga ko te **Pounamu Whakairo**

Ko te whiwhinga mō te pai o te arotake-whaiaro i tēnei wā arotahi ko te **Pounamu Whakairo**

He toi tupu, he toi ora, he toi i ahu mai i Hawaiki. Ko te toi ka ora, ko te iwi ka toitū¹⁴

Kei te Kura Paetahi a Ngā Mana Whakairo a Toi (BMPA). Koia nei tētahi o ngā hōtaka paetahi e muia ana i Awanuiārangi, e kōpiupiu ana i waenga i te 400 me te 800 tauira me te 350-700 Efts i ngā tau e toru ka hipa. I āta tirohia te BMPA i te tau 2011 e EER, ka whakawhiwhia ki te pai mō ngā mahi mātauranga me te āhua pai mō te aromatawai-whaiaro.

Kua whakarerekēhia te BMPA kia kaha ake ai te piki o te kounga me te whai take o te hōtaka nā runga i ngā arotake tarāwaho, ngā tikanga ture me āna whakahau.¹⁵ I te 2015 ka tonoa a Awanuiārangi kia whakairia ake ngā whakaurunga hou ki te BMPA mō te ono marama kia arotakehia ai te hōtaka. Ka whakatau anō ia kia whakairia te whakaako i ngā tauira kua uru kē atu. I te Haratua o te tau 2015, ka whakaū a NZQA e ū ana a Awanuiārangi ki ngā tikanga mahi me nga whakahau. I te Hōngongoi o te tau 2015, ka tīmata anō te whakaako i te BMPA. I te wā ki te EER, ka whakaū anō a Deloitte i whakatinanahia e Awanuiārangi te katoa o āna whakahau, atu i tētahi kotahi nei i whakatinanahia ai tētahi wāhanga ōna.

Ko te hua o ngā arotakenga ko te mārama ake o te kite whāroa a te taha whakahaere i ngā mahi whakaako, i ngā hiahia me ngā tūmanako o te kaiako, o te tauira me te hunga

¹⁴ E whai ake nei te whakamārama o te whakatauāki – E maimoatia ana, e whakaukahia ana te toi, i ahu mai i te kāinga onamata, i Hawaiki. Ki te ora, ki te kaha te toi, waihoki te iwi.

¹⁵ Ngā pūrongo me ngā whakahau a ngā kaiaroturu ki tohu a NZQA; he pānui mō te kore e ū ki ngā ture kua takoto mai ki te NZQF Programme Approval and Accreditation Rules 2013; me nga tikanga i utaina ki tōna tohutuku i tukua atu e NZQA, me te arotakenga a Deloitte i tonoa e Awanuiārangi tonu e arotahi ana ki ngā wāhanga e rima (mō te mana whakahaere, mō te whakahaere kirimana, mō ngā pūrongo tarāwhare mō te noho tōkeke me te hātepe whakauru).

whai pānga. Waihoki, kua whakaritea tētahi kaimahi e whāiti mai ana āna mahi ki te Kōtuiti Hōtaka me tētahi Whakamāherehere Taha Mātauranga. Kua noho mai ētahi tikanga pūrongo pakari tonu e whakatakotohia ai e ngā kaiako he pūrongo ia marama mā te Kaikōtuiti Hōtaka me te Kaiwhakamāherehere Taha Mātauranga kia whāia ake ai ngā take ka ara ake inamata. E whakapono ana ngā kaiako kua pai ake te hanganga o te hōtaka, ka mutu e kaha ake ana te tautoko mai i a rātou ki te whāngai i te tino mātauranga o te hōtaka.

Ko ngā tauira te hunga e kaha whakamihi ana i te pai ake o ngā whakaakoranga hōtaka whai muri mai i te arotakenga; kua pai ake ngā rauemi pērā i te āhei atu ki te Wifi me te e-Wānanga; e ōrite ana te āhua o te whakaako, e mārama ana, e arotau ana hoki ngā urupare aromatawai. Kāore i pēnei i mua i te arotakenga.

Ko ētahi atu āhuetanga kua pai ake ko:

- Te here i te tokomaha whakauru (kia 650 ngā EFTS¹⁶) kia kounga ai te whakaako.
- Te mārama o ngā kōrero tūranga me ngā kirimana mā te hunga whakaako, ka mutu kua piki te tokomaha o ngā kaimahi ki te 14.6FTE. 10 ngā pouako, e toru kua whai tohu Paerua, e rima kua whakauru atu ki tētahi hōtaka Paerua.
- Kua whakahoungia, kua whakahāngaitia ngā pukapuka akoranga, ngā kōrero mō te akoranga me te āhua o te aromatawai.
- Kua tino kaha ake te hātepe whakauru kia tino mārama ai te hunga whakauru ki ngā hiahia o te hōtaka.
- Kua nekehia te hōtaka i Rotorua ki Whakatāne kia māmā ake ai te āhei atu a te kaiako ki ngā rauemi, kia māmā ake ai te hono tētahi ki tētahi, otirā ki ngā kaimahi whānui o Awanuiārangi (tae atu ki ngā kaiārahi matua me ngā kaimahi tautoko akoako (pērā i a Awhi Tauira)).

Ko ngā kaiako tonu kei te whakatauiria ake i te hiranga i ngā mahi kapa haka. E kaha ana te hononga me te manaakihia o ngā tauira i ngā noho tonu, i waho atu anō o ngā noho; ko ngā kaiako tonu te hunga mātāmua hei whakapā atu mā te tauira, ka mutu kāore te tauira e whakaaroaro ki te whakapā atu.

E whai ake nei he kōrero mō te kaha o te whakapuakihia o te kaupapa:

¹⁶ I eke rawa ngā Eft ki te 798 i te tau 2013.

Te reo me ngā tikanga Māori

- Kite ai ngā tauira i te hōhonutanga me te kaingākauria o te reo Māori. E ngākau tahi ana ngā kaiako me ngā tauira ki te uara nui taha mātauranga o te reo me ngā tikanga Māori. E āhei ana ngā tauira ki te tāpae ake i ā rātou mahi ki te reo, ka mutu e tino matatau ana te nuinga o ngā kaiako ki te reo Māori.

Pūkengatanga

- E whakapono ana ngā paetahi e whakaū ana te tohu mātauranga i ngā pūkenga me ngā mātauranga kua ako rātou i te roanga atu o tā rātou mahi i ngā mahi o te kapa haka, ka mutu e haere tonu ana te whāngai a te tokomaha i tā rātou i ako ai me ō rātou pūkenga i te marae (pērā i te pōwhiri, me te tautoko i te paepae) me ō rātou hapori. Kua māori noa te whai i ngā taumata o te mātauranga i ō rātou hapori. Ko ētahi atu putanga ko te whai tonu a ngā paetahi i te hōtaka paerua, kua whai i te tohu whakaako, kua whakatū hoki i ā rātou ake pakihi.
- E whakaae ana te hunga whai pānga matua ki te noho hira mai o te BMPA e ea ai ngā wawata o te hapori. Hei tauira, he wāhi tonu kei ngā tauira o te BMPA ki te whakapiki ake i te tokomaha e taea ana e rātou te Kīngitanga te tautoko.
- Kei te kaha ake te ōrite o te whakaako, o te māka me te whakahoki arotau i te urupare ki ngā tauira.¹⁷

Kaitiakitanga

- E whakawhānuihia ana ngā mātauranga o te tauira e hōhonu ai te mōhio ki ngā tikanga, ki ngā hītori me tā rātou i ako ai (ka mutu kāore tēnei e whāiti mai ki ngā whakataetae kapa haka). E uaratia ana te ako a tētahi reanga i tētahi, e kitea ana tēnei i ngā reanga e whai wāhi atu ana ki te hōtaka, ehara, mātāpuputu mai mātātahi mai. E tautoko ana ngā titonga a ngā kaiako i te mātauranga o te iwi. E noho tauira mai ana ngā tauira i ō rātou hapori.

Ko ngā wāhi e whakapakari tonuhia ana ko:

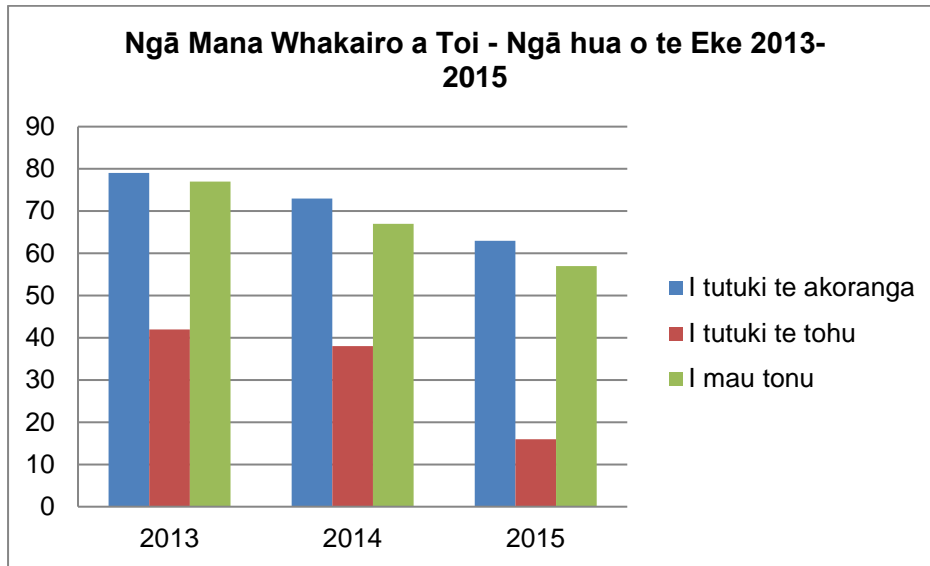
- Te whakakaha ake i te auau o ngā mahi whakaōrite, tarāwhare mai, tarāwaho mai.
- Te whakapakari ake i te ngaiotanga o ngā pouako katoa
- Te whakakaha ake i te tautoko i te hunga ako mai i tawhiti, ina koa te tautoko ki te tuhi tuhinga roa
- Te tautoko i ngā tauira ki te whakatutuki i ngā paerua kua takoto mō te matatau ki te reo Māori i te BMPA

¹⁷ E pai ana ki ngā tauira te aromatawaihia me te whakahokia atu o ā rātou mahi i roto i te 21 rā

- Ngā rauemi hei tautoko i te huri haere ki te whakaako i te hōtaka (pērā i te whakapai ake i te āheinga ki te Wifi, ki te e-Wānanga me te whai kāmera ataata) me ngā taputapu kapa haka (nā ngā kaiako tonu ngā rauemi i tēnei wā).

Kua ngoikore ake ngā raraunga EPI mai i te tau 2013, ka mutu kei raro rawa atu i te 80 ōrau i takoto i a Awanuiārangi hei whai māna. Kua whakahekea te whāinga tarāwhare ki te 65 ōrau mō te BIPA i te tau 2016 engari e whai ana ngā kaimahi o te BIPA kia neke atu i tēnei.

Kauwhata 3: Nga Hua o te Eke o te hōtaka BIPA a Awanuiārangi 2013-2015



*Pūtakenga raraunga: Ngā raraunga SDR a Te Whare Wānanga o Awanuiārangi

2.3 Te Wā Arotahi: Certificate of Te Pouhono (Level 4)

Ko te whiwhinga mō tēnei wā arotahi taha mātauranga ko **He Pounamu Hukihuki**.

Ko te whiwhinga mō te pai o te aromatawai-whaiaro i tēnei wā arotahi ko **He Pounamu Hukihuki**.

*Whakarongo a whare, whakarongo a marae*¹⁸

He hōtaka a Te Pouhono e whakahaeretia ana i te marae hei whakarauora i te reo, i ngā tikanga, i te kawa me ngā āhuatanga Māori. 120 ngā waetohu o te pepa, e ono ngā pepa (me mātua puta i ētahi pepa matua e rua). Kei tōna 19 ngā pepa e wātea ana hei kōwhiritanga mā te marae kia pai ai tā rātou hoahoa, tā rātou hanga hōtaka hei whakatutuki i ngā hiahia o te whānau. Tau atu, tau mai, e 500 te iti iho o ngā tauria e whai ana i te hōtaka (e 90 ōrau he Māori, neke atu i te 25 ngā tau) ka mutu kei waenga i te 50 me te 60 ngā marae e āta whai wāhi atu ana ki te hōtaka. He wā arotahi a Te Pouhono i te EER o te tau 2011, ka mutu i whakawhiwāia ki te pai mō te taha mātauranga, ki te āhua pai mō te taha aromatawai-whaiaro.

I tino kitea i ngā tānga i tāpaea mai me ngā uiuinga e tino uaratia ana tēnei hōtaka, me te ea anō o ngā hiahia tino hira o te whānau, o te hapū me te marae. E hia kē nei ngā taunakitanga o te whakapuakitanga o te pūkengatanga, koia nei ētahi:

- Te whai pūkenga, te whai mātauranga o te tauria i te putanga o te ihu e kaha ake ai, e taea ai e te tauria tonu, e te katoa rānei te whakahaere me te manaaki i ō rātou marae (tae atu ki te raranga, ki te whaikōrero, ki te waiata tautoko)
- Te hono anō a te tauria ki tōna whānau (te hunga rā kāore e noho ana i te haukāinga) me te ako mai i ngā kaumātua, ngā kaupupuri mātauranga o te hapū, o te iwi
- Te whai tonu a te tauria i te mātauranga ka piki tonu ai ki ngā hōtaka o runga atu i Awanuiārangī¹⁹
- Te noho mauri oho, te noho ngākau oho o te tauria me te pakari haere o te reo hei whakakaha ake i a rātou ki te whakapātari i ngā mahi e mahia ana e ora ake ai ō rātou whānau me ō rātou hapū. Hei tauria, i kōrero ngā tauria whai tohu mō tā rātou

¹⁸ Ko te pou tuarima te Whakarongo a whare, whakarongo a marae o te anga putanga a Ngā Pou Mana Akonga i whakatakotohia e te School of Iwi Development. E whakamārama ana i ngā putanga o Te Pouhono, arā te whakapakari i te tangata - “the potential to strengthen and advance individual knowledge, skills, self esteem, behaviour and well-being to higher levels. To increase individual capacity to confidently pursue personal vocational and academic goals and aspirations underpinned by mātauranga Māori, te reo me ngā tikanga”. (Te Pouhono, Document No.4 19 April 2016)

¹⁹ 12 ngā tauria kua piki i te Paetahi ki te Paerua, haere tonu ki te Kairangi. He hua tino nui tēnei, inā rā, ko te nuinga atu o ngā tauria o te Pouhono i tīmata ake i te kore tohu.

whakamahi i ō rātou mātauranga me te noho māia anō ki te whai wāhi atu, ki te kōrerorero me te whakatika i ētahi take pāpori e whakararu ana i ō rātou hapori, pērā i te kore e haere a te taiohi ki te kura, i te whakamomori a te taiohi me te kai waipiro. E tirohia ana te pai o Te Pouhono hei kaupapa haukoti i ēnei momo āhutatanga, e hoki ai te hunga ako ki te ao Māori ka whakaū ai i ngā āhutanga papai o te tū Māori mai.

E tū motuhake mai ana te whakaako i Te Pouhono, inā rā, e whakahaeretia ana e te marae me tā rātou whai wāhi atu anō ki te hoahoa tahi i te kiko o ngā mahi me te taha whakaako e ea ai ō rātou hiahia; mā te marae tonu e tautuhi āna kaikōtui me āna kaiako (pērā i te tautuhi i ngā mema o te hapori e hāngai ana ō rātou mātauranga, ō rātou pūkenga hei tautoko ake i te whakaako i ngā kiko o te hōtaka). E aromatawaihia ana ngā mahi e te tangata kotahi, e te rōpū anō hoki. I te wā e tuhia ana ngā aromatawaitanga, e āhei ana ngā tauira (e whakahautia ana hoki) ki te whakaatu atu i tā rātou i ako ai ki ō rātou whānau me ō rātou hapū. Haere atu ana, hoki mai ana he urupare i ngā kaumātua ki te hunga ako. E whakaatu ana tēnei āhua i te noho mārama me te whakatinana a te whakahaere i te:

- Tūrangawaewae – te tautoko i te marae koia nei te tūrangawaewae o te hapū, ko ia anō te wāhi tika mō te whakahuihui i ngā mema; te ū ki ngā tikanga i te taiao marumaru mō te ako; me te whakawhiti, te whakarauora mātauranga e motuhake ana ki tēnā, ki tēnā marae, ki tēnā, ki tēnā hapū. E tautoko ana tēnei tauira i te mana o te ahi kā²⁰, mā konei rawa hoki e āhei atu ai ki ngā mātauranga, e whai tohu anō ai me te kore e mate ki te haere tawhiti i ō rātou kāinga.
- Kaitiakitanga – te tautoko i ngā hiahia me ngā wawata o te marae ki te rauhi, ki te whakapūmau me te hāpai i ā rātou tikanga me tō rātou mana mātauranga motuhake e pā ana ki ō rātou marae, ki ā rātou mema me ngā reanga o āpōpō.
- Rangatiratanga – te whakatakoto tikanga e taea ai e ngā marae te tohu he aha ka whakaakona, me pēhea te hoahoa e ea ai ngā tūmanako kua roa e wawatatia ana hei whāngai, hei whakaora ake i ōna mema.
- Manaakitanga – Mā ngā whānau o te marae tonu e tautoko, e atawhai ā rātou ake tauira i runga i te tautoko atu a ngā kaikōtui ā-rohe. Ahakoa te tautoko atu a ngā kaimahi a Awhi Tauira taha mātauranga nei, e hapa ana te taha tautoko i te hunga ako, me te aha, kua kopoua e Awhi Tauira tētahi tangata ko tāna mahi matua he haere ki ngā marae ki te tautoko i te hunga tokomaha tonu e ako ana i ngā marae. E hanga ngātahi ana, e whai wāhi atu ana te hunga ako ki tā rātou i ako ai; he mātanga ngā kaiako ki ētahi kōrero motuhake o te akoranga; e mōhiotia ana ngā kaimahi ā-rohe o te Pouhono i ngā hapori e mahi ana rātou, tērā anō pea nō taua hapori tonu

²⁰ Ko te Ahi kā, ko ngā whānau e noho tonu ana ki ngā whenua ake o te hapū, ko rātou anō kei te pīkau, kei te whakapūmau i ā rātou tikanga me ngā kawenga a ō rātou marae me ō rātou hapū.

rātou. Kei a rātou ngā pūmanawa whakawhanaunga hei wawao ake i ngā kawenga taha ahurea, taha kirimana i ngā marae. Nō reira kei te iho tonu o te hōtaka te whanaungatanga me te manaakitanga e pai ai te huarahi ako, e hua mai ai he painga ki te hunga ako.

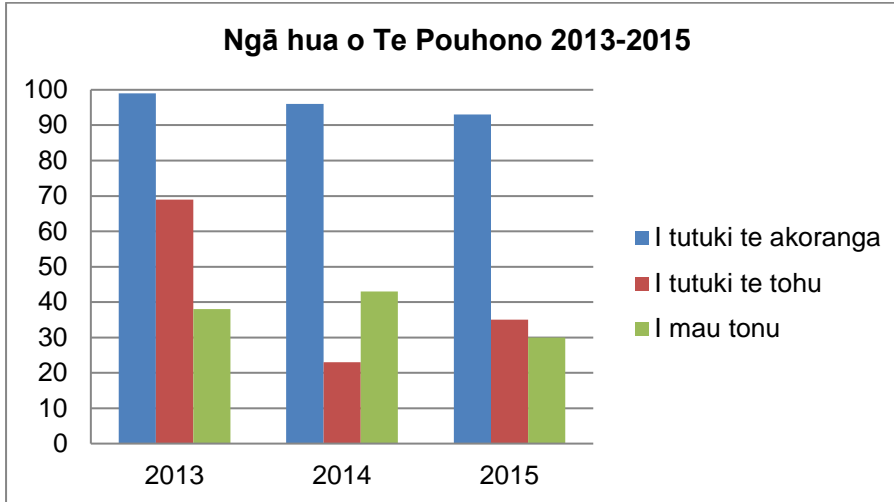
E noho hira mai ana ngā kaikōtūi ā-rohe o Awanuiārangi hei kawē pārongo i waenga i ngā kaikōtūi marae e noho mai ana i te whānuitanga atu o te motu me ngā kaikōtūi hōtaka a Awanuiārangi i Whakatāne. Ko tā rātou he hono atu, he kirimana i te marae e eke ana nei i a ia ngā paearu whakauru ki te hōtaka; he atawhai i te mahi ngātahi ki ngā marae i runga i te ngākau pai kia tutuki pai ai ō rāua tahi kawenga; te whai kia oti, kia whakaōritea ngā aromatawaitanga; me te whai kia tautuhia ngā take nui, ngā mōreareatanga rānei kua pā ka whakamōhio atu ai i ngā kaiārahi o te hōtaka.

Kua hangaia he hātepe whakaputa pūrongo e riro ai mā ngā kaikōtūi marae tonu e āta tautuhi, e āta whakaatu ngā āhuatanga papai me ngā take whakararu; ka whakaatu ai i ngā take whakararu ki ngā Kaikōtūi ā-Rohe, mā rātou ki te Upoko o te Kura. He piki, he heke tonu te kounga o te whakaputa pūrongo i waenga i te marae me te taha whakahaere, waihoki ko ngā raru e pā ana ki te whakaako i te hōtaka; ki te whakatutuki i te kirimana; ki te taetae atu a te hunga ako; ki te whakatutuki i te akoranga me te tohu/te tohu anahe rānei, kāore e tino whakaatuhia ana.

E teitei ana ngā whakatutukinga akoranga (kei te 90 ōrau piki ake) engari anō ngā whakaotinga tohu, e hahaka²¹ tonu ana (ahakoa te tautuhia hei take whakararu i te EER o mua atu i tēnei).

²¹ Atu i te tau 2014 i te pikinga o ngā whakaotinga tohu ki te 69% i muri mai o te whakapau kaha a te kura ki te tautuhi me te tautoko i ngā taura ki te whakatutuki i ngā pepa matua me mātua tutuki e puta ai i te tohu.

Kauwhata 4: Ngā Hua o te Eke o te Hōtaka Te Pouhono a Awanuiārangi 2013-2015



Pūtakenga raraunga: Ngā raraunga SDR a Te Whare Wānanga o Awanuiārangi

Ki te whakaarohia ake te rahi me te āhua o te whakaako i Te Pouhono, he hōtaka tino mōrearea tēnei. E mōhio ana te taha whakahaere me mātua whakakaha ōna pūnaha me ōna hātepe kia heke ai te mōreareatanga, nō reira i arotakea tarāwahotia te School of Iwi Development (SID) i nā tata nei. I te wā o te EER e whakaarohia ana te pūrongo me ōna whakahau e te Kaunihera.

Kua tautuhia ētahi rautaki hei hiki ake i ngā mahi, ka mutu nō nā noa nei i tīmata ai te whai kia pakari ake te tautoko i ngā kaiārahi taha mātauranga ki te SID; te whakahou i te āhua o Te Pouhono kia toru ōna kōwae, kia 40 ngā waetohu o ia kōwae kia tutuki ai i ngā tauira te tohu; te kōkuhu atu i ngā pepa matua (Te Reo Māori me te Iho Matua) ki roto i ngā kōwhiringa pepa²² katoa; te whakatakoto i tētahi hōtaka whakangungu mā ngā kaikōtūi marae katoa me ngā kaiako e whakaako ana i ngā marae hei tautoko i a rātou i roto i ā rātou mahi; me te whakapai ake i te pūnaha whakahaere tauira kia āhei atu ai ki ngā raraunga mataora e tutuki ai ngā hiahia o te tīma whakahaere. Kua tīmata te whaiwhai haere i ngā whakahounga nei, ka whakatinanahia ā te 2017.

²² E ngana ana ki te whakakore i te mātua whakatutukitanga o ngā pepa matua e puta ai i te tohu me te eke tonu o ngā whāinga o aua pepa. I tautuhia e Awanuiārangi ko te hinga o ngā tauira i ngā pepa me mātua tutuki tētahi o ngā take e whakararu ana i te whakatutukinga o te tohu.

2.4 Te Wā Arotahi: Te Tohu Paetahi Ako: (Taumata 7)

Ko te whakawhiwhinga mō tēnei wā arotahi taha mātauranga ko **He Pounamu Whakairo**.

Ko te whakawhiwhinga mō te pai o te aromatawai-whaiaro mō tēnei wā arotahi ko **He Pounamu Whakairo**.

*'Mā te huruhuru ka rere te manu'*²³

E toru tau te roa o Te Tohu Paetahi Ako ina whāia tūturuhia. Ka whakangungua te tauira ki te whakaako i te kura kōhungahunga (mai i te 0-5 tau) me ngā kura tuatahi. Ka haere ngā tauira ki ētahi noho e whitu i te tau kotahi wiki nei te roa, ki ētahi akoranga whāiti, ka haere hoki ki tētahi kura ki te whakamātau i te taha whakaako. E whakaakona ana te tohu nei i ētahi papa wānanga e toru, i Whakatāne, i Tāmaki me Whangārei, ka mutu ka whāngai tahitia ētahi āhutanga o te tohu ki ngā papa wānanga katoa mā te hangarau hui ataata. Ahakoa te whakaako a Awanuiārangi i tana tohu ako mō ētahi tau nei, nō te tau 2009 rawa i whakaaehia ai tēnei hōtaka nei nā (e whakakotahi ana i ētahi hōtaka e toru o mua) ka mutu nō te tau 2010 te kāhui tauira tuatahi ki tēnei nā. He wā arotahi Te Tohu Paetahi Ako i te EER o te tau 2011 EER, i whakawhiwhia ki te āhua pai mō te taha whakaako me te pai mō te aromatawai-whaiaro.

I te tau 2015 ka tīkina e Awanuiārangi tētahi mātanga o waho ki te whakahaere i tētahi arotake whakarahara o te hōtaka, ka mutu e 21 ngā whakahau i hua mai i te arotakenga. O aua whakahau e 21, e rima noa kāore anō i tutuki i te wā o te EER. He nui atu ngā whakatikatika kua whāia, engari mā te wā tonu, me te tika o te ārahi e taea ai te whakatina. E whai ana hoki te hātepe whakarereke i hua mai i te arotakenga kia āta whakahoutia, kia āta kōrerohia ngā uara me ngā mahi e kōkiri ana i te kounga i roto i te hōtaka.

Ko ngā wāhanga i pai ake ko te:

Manaakitanga me te whanaungatanga

Kei te tino pai ki ngā tauira te whakaako ā-noho nei, inā rā, e wātea tonu ana rātou ki te haere ki te mahi ki te hiahia rātou, ahakoa mahi tūturu, mahi rangi tahi rānei (ina koa ko ngā tauira he āwhina kaiako te mahi i te kura). Ka wātea tonu te tauira ki ngā mahi a te whānau; kua kore e mate ki te haere ia rā ki te akoranga. Kāore he utu ki te hunga ka noho atu ki ngā noho (kāore e taea te noho tonu ki te noho i te papa wānanga o Tāmaki), kāore hoki he utu tāpiri mō te kai me te wifi ki te tauira. I te hūnukutanga o te papa o Tāmaki mai i Tāmaki ki te Uru ki Tāmaki ki te Tonga, kāore he utu ki te tauira e

²³ Ko te whakapākehātanga o tēnei whakatauaiki ko te 'adorn the bird with feathers so it can fly'. E whakamahia ana i tēnei horopaki hei whakamihi i te kaimahi o te Paetahi Ako, i tīkina atu nei e rātou ko te manu hei tohu i te wāhi ki a rātou i te arotakenga; he mihi hoki i ngā mahi kua eke taka mai ki tēnei wā me ngā whakatikatika e haere tonu mai ana.

tae atu ai rātou ki te papa wānanga hou. I āhua pāpōuri ētahi tauira i te hūnukutanga o ngā mahi i te mea i mate rātou ki te whakariterite i a rātou anō e tae atu ai rātou ki te papa wānanga i Tāmaki ki te Uru. Hāunga ia tēnei, e ai ki ngā tauira e harikoa ana rātou i tō rātou papa hou. Kua whakatakotohia he hātepe aromatawai tauira, ka mutu e whāia inamatahia ana ngā urupare kia pai ake ai te taha whakaako. Kua whakaritea anō e ngā tauira te atawhai a te tuakana i te teina me tētahi māngai mō ia taumata hei hui atu ki te kaiwhakahaere ā-rohe i te paunga o ia noho ki te whakaputa i ō rātou āwangawanga.

I ngā tau ka hipa i tāupe te manaakitanga me te whanaungatanga, ka mutu i tino puta tēnei i te arotake tarāwaho. Hei tauira, i tohua e ngā tauira te tāupe tonu o te kounga o te whakaako i ngā noho (kāore i rite tonu te whakarite a ngā pouako i ā rātou mahi, i tōmuri te tīmata o ngā mahi, i tōmuri ake rānei te mutu i tērā kua whakaritea; kāore i whāia kia mātua taetae atu te tauira me te tāupe anō o te urupare aromatawai); i tāupe anō te kounga o ngā raeumi (pērā i te hui ā-ataata); me te mate anō ki te kōrerorero ki te pouako e tauhou ana ki a rātou. E ai hoki ki ngā pouako kāore i eke te taha rauemi, e pau ana te hau i te kaha pukumahi, ka mutu kāore rātou i tino wātea ki te whakapakari i a rātou anō taha ngaio, ki te whai anō i ngā mahi rangahau. Ko te kōrero i hoki ake i ētahi o te hunga whai pānga, i tōmuri te tae ake a ētahi o ngā pouako, ko ētahi kāore i puta ake²⁴ ki te aromatawai, ki te tautoko i ā rātou tauira e whakamātau ana ki te whakaako.

Kua whakarerekēhia ētahi āhuetanga hei whakatika i te maha atu o ēnei take. Heoi anō, nō nā tata nei i kopoua ai tētahi kaiwhakahaere ā-rohe (Tāmaki/Whangārei); ka mutu taihoa ka kopoua he kaikōtui hōtaka, me te aha, kei reira te whakapono kua noho mai he kaiārahi e tūturu whakatinahia ai ngā whakatikatika hei kawenga mō ia rā, e pai ake te mahi i ngā mahi.

Pūkengatanga

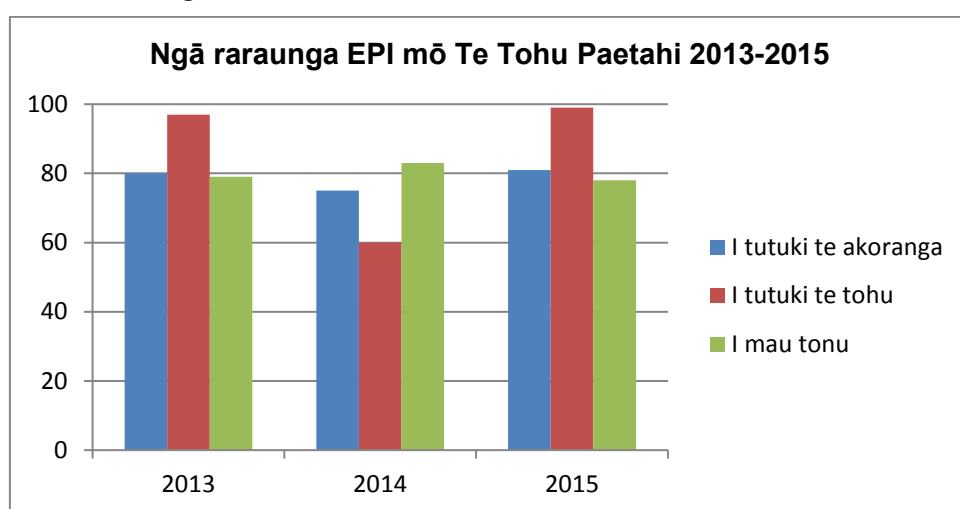
Me te āwhina atu a ā rātou taura tangata, e taki haere ana, e whakatakotohia ana e ngā kaimahi hōtaka ngā putanga o ā rātou tauira paetahi, ko te tokomaha atu kua haere hei kaiako. Nā ngā pārongo nunui nei i āhei ai ngā kaimahi hōtaka ki te kimi tonu i te urpare i ngā tauira paetahi me ngā kura mō te pai o te hōtaka ki te whakangungu tauira e haere ana hei kaiako. E whai tonu ana kia ōkawa, kia nahanaha tēnei āhua.

E noho tiketike mai ana ngā paetahi a Awanuiārangi ki te hunga whai pānga i te māmā o tā rātou mahi mai i ngā horopaki ahurea maha. E pakari ana ngā whakaaro; e tuwhera ana te ngākau, kua rite ki te whakaako. E mārama ana hoki ngā paetahi ki te hira o te ahurea, o te horopaki me te kanorau, me tō rātou noho rite tonu ki te whai wāhi atu ki ngā kōrerorero whakaako a te ngaio. E mea ana te hunga whai pānga o ngā kura koinei i paingia ai ngā tauira a Awanuiārangi (tēnā i ngā paetahi a whakahaere kē).

²⁴ I ngā rā me ngā wā kua tohua

E whakaaturia ana i te kauwhata i raro nei ngā raraunga EPI e pā ana ki te whakaoti akoranga me te pupuri tauira, ka mutu kua tau haere ēnei āhua. Kua āta tirohia ngā raraunga tutuki ā-pepa nei kia tautuhia ai ngā pepa kāore e eke ana i ngā tauira me ngā mahi kua whakaurua atu hei whakapai ake i tēnei āhua. E āta aroturukihia ana te taetae atu a te tauira ki ngā noho, inā rā, me mātua waitohu te tauira i tana ingoa i te taenga atu, me tae atu i te wā tika, kia weto tonu ngā waea kawē, kia āta tiakina hoki ngā tamariki i a rātou i te papa wānanga kia korekore ai ngā whakararu mai. He tino whakamihi te nuinga o ngā urupare a ngā tauira mō te hōtaka me te taha whakaako. Hāunga ia tēnei, e ai ki ngā tauira e whai ana kia haere hei kaiako i ngā kura kōhungahunga i ngā kura rumaki rānei, kāore e tutuki ana ō rātou hiahia katoa i te hōtaka.

Kauwhata 5: Ngā Hua o te Eke o te hōtaka o Te Tohu Paetahi a Awanuiārangi 2013-2015



Pūtakenga raraunga: Ngā raraunga SDR a Te Whare Wānanga o Awanuiārangi

E tiketike ana ngā tohu a ngā pouako (he tohu Paerua, he tohu Kairangi ō te nuinga, e whai ana rānei i te Kairangi); ko ētahi he kaiwhakahaere, he kaiwhakamātau tarāwaho, he kaiaromatawai anō mō ngā tauira o te tohu kairangi me te tohu paerua i ētahi atu whare wānanga o Aotearoa; ka mutu e whai wāhi atu ana te katoa ki te kōkiri i te Mātauranga Māori i ngā kauhau ka tāpaea i ngā hui nui, i ngā pukapuka me ngā kaupapa rangahau. Kāore ano pea i tau ngā take e pā ana ki te whakawātea i a rātou ki te whakapakari taha ngaio me te mahi rangahau, heoi e mārama ana te taha whakahaere ki tēnei. Kua whakahokia mai anō te mātakitaki a te kaikōtuiti hōtaka i te tauira e whakamātau ana ki te whakaako. I reira anō ōna taunakitanga o te urupare i hua mai ai ko te pai haere o te whakamātautanga whakaako. Ka nui te kaha kua whakapaua ki te aromātai me te whakaōritenga. I pai ngā hua i puta i te whakaōritenga tarāwaho o nā tata nei mō te tohu (inā rā, i tutuki ngā paerewa e tika ana). Kua whakatinanahia ngā whakahau o te pūrongo a te kaiaroturuki tarāwaho o te tau 2014, ka mutu ka hoki ake anō ia ā te 2016. E noho mātāmua tonu mai ana te whakangungutanga ki te whāwhā i te E-Wānanga, ki te whakaōrite me te noho mārama ki ngā raraunga EPI.

Ka whakamihi tonu ki te mana whakahaere, ki ngā kaimahi hōtaka me ngā kaiako o Awanuiārangi i tā rātou kawe ake i ngā take nei me te whai inamata tonu ki te whakatika e mōhio tūturu ai rātou kua pai. Mā te tangata māia tonu ngā whakawhitinga kōrero i whakahaeretia ki te whakatika i ngā mahi kāore nei e whakatutuki ana i ngā paerewa kounga kua tohua. E whakapono ana ka tino pai haere tonu ngā mahi i te taha whakahaere hou me ngā pūnaha kua whakapaihia.

2.5 Te Wā Arotahi: Te mana whakahaere, te taha whakahaere me te rautaki

Ko te whakawhiwhinga i tēnei wā arotahi mō te taha mātauranga ko **He Pounamu Whakairo**.

Ko te whakawhiwhinga mō te pai o te aromatawai-whaiaro mō tēnei wā arotahi ko **He Pounamu Whakairo**.

He nui whakaharaha, he taumaha hoki te hātepe whakarerekē kua pīkauhia e Awanuiārangi i ngā tau e rua ka hipa nei, ka mutu ko ōna taumahatanga kua pā ki te katoa o te whakahaere tae atu ki te Kaunihera me te taha whakahaere matua. I tīmata ake te hātepe whakarerekē nei i te tīmatanga o te tau 2014 i te tonotanga a te Kaunihera/taha whakahaere o Awanuiārangi i tētahi o waho ki te whakahaere i tētahi arotakenga rautaki whānui o te whakahaere. I tautuhia e te arotakenga kia whakapakarihia te taha rautaki me te hoahoatanga o te whakahaere me te tautuhi anō i ētahi raruraru e pā ana ki te ahurea o te whakahaere me te taha ārahi. Koia nei te kōrero kei muri i ngā take i āta tiroirohia ai a Hei Manaaki i waenga i te tau 2014. I tino kaha te pāpātanga o te āta tiroiro i a Hei Manaaki, heoi, i whāiti mai ngā raruraru ki te hōtaka kotahi, ki ētahi tāngata motuhake me ētahi kirimana. Kāore i kitea e ngā kaiarotake o taua wā ētahi taunakitanga e tohu ana kua hora ngā take e pā ana ki a Hei Manaaki ki ētahi atu hōtaka.²⁵

Ka whakahaeretia e Awanuiārangi me te pīkau anō i ngā utu, tētahi arotakenga whānui o āna hōtaka mātāmua, ōna pūnaha me ngā mahi kia mōhio tūturu ai ia e ū ana ia ki ngā ture, ka mutu e pakari ana āna pūnaha. Hei tāpiritanga tēnei ki āna mahi aromatawai-whaiaro i te whakahaere kua whakatinahia pērā i āna arotake aromātaaitanga tarāwhare, i ngā arotakenga hōtaka me ngā arotakenga kaupapa here o ia tau (ia rima tau hoki). Tekau mā whitu ngā arotake i tonoa i te tau 2014, tekau kua oti, kua tutuki (arā, kua whakatinahia ngā whakahau katoa o te arotakenga); ko ngā mea e whitu e toe ana kei ōna anō wāhi e whāia haerehia ana. He maha ngā momo take i tautuhia me ngā whakahau i takoto i ngā arotakenga, ka mutu i whāiti mai rānei ki ētahi hōtaka

²⁵ Ka kitea te pūrongo whānui a Deloitte i te pae tukutuku a te TEC. [Te Whare Wānanga O Awanuiārangi Investigation](#).

motuhake, i puta whānui rānei ki te whakahaere tonu (ina koa e pā ana ngā take ki te taha ārahi i te whakahaere, ki te pūkenga tangata me ngā take pūnaha).

Ko ētahi o ngā arotakenga nei he whakautu i āta maheretia e ia ki āna ake arotakenga i whakahaeretia e Price Waterhouse i te tōmuatanga o te tau 2014. Heoi anō, i whai mai te nuinga o ngā arotakenga i te tūhuratanga a NZQA/TEC ka mutu i āta whakapau kaha rātou ki te whakapai ake i tāna i mahi ai me te whakaū ki te hunga whai pānga o waho e mōhio ana a Awanuiārangi ki ōna kaha, ka mutu kua takoto he mahere hei whakatikatika i ōna ngoikoretanga.

I āta kōrerohia e te Kaunihera me te taha whakahaere te whiua o rātou ki te kupu me te hora whānui o ngā pāpātanga i hua mai i te tūhuratanga ki ngā tauira me te hunga whai pānga, tae atu ki tō rātou hoa whai pānga matua, ki Te Rūnanga o Ngāti Awa. Ka nui te kaha, te ngoi me te pūtea kua whakaritea hei whakaū i te pūmautanga o te whakahaere, haere ake nei: te whakahaere i ngā arotakenga kua huaina ake nei me:

- Te hiki anō me te tiaki i te mana o te whakahaere
- Te hāpai tonu i te mana o Awanuiārangi me te tikanga o te noho mai ki raro i te maru o Te Whare Wānanga o Awanuiārangi, me
- Te whakahāngai anō i te ahurea o te whakahaere kia rite ai ki tētahi e whakatinana ana, e whakaatu ana i ngā uara²⁶ e korowaitia ana e te pono, e te tika me te aroha.

E hia kē ngā āhuetanga kua whakatikaina i ngā tau e rua ka hipa nei pērā i te arotakenga o ētahi hōtaka motuhake e kōrerohia ana i ngā wā arotahi, ngā whakarerekētanga ki te Kaunihera me te taha whakahaere tae atu ki:

- Te kopou atu i te tumuaki tūturu me te tumuaki tuarua (i muri i te roa o te noho mai o tētahi piki tūranga ki ngā tūranga e rua)
- Te tautoko i te kopou atu i tētahi Upoko mō te Kura (Paerua)²⁷; me tētahi kaiwhakahaere ā-rohe (Tāmaki/Whangārei) i hua mai i te arotakenga o ngā kaiārahi mātāmua/tūranga whakahaere
- Te tautoko i te whakapau pūtea ki Tāmaki tae atu ki tana hūnuku ki papa kē
- Te whakahou i te Kaunihera kia mōhio ai tōna kakama me ōna pūkenga (kua whakahekea te tokomaha o ngā mema mai i te 18 ki te 12, ka mana tēnei ā te 1 o Pipiri 2016)

²⁶ Koia nei ngā uara o Awanuiārangi: ko te Whanaungatanga, ko te Manaakitanga, ko te Pūmautanga, ko te Kaitiakitanga me te Tumu Whakaara.

²⁷ E noho mai ana he Upoko Kura mō te Paetahi me te School of Iwi Development. Ka oti ngā whakatau mō ngā tūranga nei i muri i te whakaaro iho ki te pūrongo arotake tarāwaho o te School of Iwi Development.

- Te arotake i ngā komiti whāiti²⁸ a te Kaunihera me te whakatū i ētahi komiti hou e kaha ake ai te mātau ki ngā take e hira ana ki te Kaunihera²⁹
- Te whakapai ake i te tāpae pūrongo a te tumuaki ki te Kaunihera (tae atu ki te hanga tahi me te tumuaki i tētahi taura mō te whakatakoto pūrongo, i te hōhonutanga me te whānuitanga hoki o ngā pūrongo e hiahia ana te Kaunihera.

Kua arotakea anō e ngā kaiwhakahaere matua ngā kaupapa here e pā ana ki te haha me te whakahaere mōreareatanga; ngā pūnaha whakauru; ngā kaupapa here taha whakaako; me te tautuhi anō i ngā hiahia whakapakari taha ngaio i te whānuitanga atu o te whakahere. Kua tirohia anō te QMS, kua whakanohoia mai ko te anga hou e kīia nei ko Te Puku o Te Wheke. Ko tā Te Wheke he whakamahi i te āhua me ngā tohu o te wheke hei anga tino Māori nei te āhua me te hanga. Ko te hiahia ia kia mārama, kia māmā, kia kakama te anga o Te Puku o Te Wheke e māmā ai te whai pānga atu a ngā kaimahi hei tautoko ake i te whai hua o ngā whakatau, te eke o te kounga o ngā mahi me te ū tonu ki te pai o te mahi. E arotakehia ana anō e te taha whakahaere te katoa o āna hōtaka nā runga i te arotakenga whāiti o ngā tohu me te whai anō kia mau tonu te whānui o āna hōtaka e tino tutuki ai ngā hiahia o te hunga whai pānga. Hei taura, ko te whakatakoto akoranga kē hei whakapai ake i te huarahi mō ngā taura e hiahia whai ana i ngā āhuatanga taiao (mai i te tiwhikete ki te paerua).

Ahakoia ngā whakapaunga pūtea ki ngā arotake tarāwaho me te whakahokinga pūtea ki te TEC i te 2014, e hahaka ana tā Awanuiārangi i whiwhi ai mō te taha pūtea.

Kua noho mai he pūnaha, he hātepe whai painga e pono ai te ū ki ngā ture, e tautuhia ai, e whakahaeretia ai ngā mōreareatanga, e pono ai ngā kawenga, e puata ai ki te hunga whai pānga. I tae katoa ngā kaimahi ki ngā whakangungutanga mō te tinihanga me te matatika kia mōhio ai rātou ki te āhua o ngā whanonga o te tinihanga me te makihuhunu, kia mōhio ai hoki he aha ngā whanonga e whakaaehia ana. Heoi anō, he take pūkenga tonu kei te whānuitanga atu o te whakahaere tērā e whakararu ai i te kounga o ngā pūrongo e whakaputaina ana. Ka whakatikaina tēnei i ngā whakangungutanga me te whakahounga o ngā tūranga taha whakahaere o waenga kia noho mai ai ko te tangata whai pūmanawa tika ki te tūranga tika.

²⁸ He komiti whāiti katoa o te Kaunihera te Poari Mātauranga; te Tahua, te Tātari Kaute me te Mōreareatanga (arotake) me te Kopounga me ngā Utu ka mutu e arotakea ana i tēnei wā nei.

²⁹ Ngā komiti hou: Poari Kaitautoko (kia mātau ai, ki mārama ai te Kaunihera ki te whānui me te whāroa o te taura tangata e whai pānga ana ki a rātou); Ngā Mātanga o Awanuiārangi (hei tuku whakamāherehere ki te Kaunihera mō ngā take whānui i te iwi me te hapū e pā ana ki ngā hōtaka e tāpae ana); te Hauora me te Noho Haumarū (kia kite whāroa ai te Kaunihera i ngā take o te hauora me te noho haumarū i te wāhi mahi).

E mōhio ana te whakahaere he wero tonu kei mua i te aroaro, he wāhi tonu e hapa ana (ko ētahi i tautuhia i te EER o mua atu i tēnei) engari e whāia ana ēnei i tēnei wā. Koia ēnei:

- Te aroturuki i te haere whakamua ki Te Rautaki 2020
- Te whakapakari i ngā pūkenga kaimahi me te ahurea mā te hāpai tonu i ngā Uara (ngā uara o te whakahaere)
- Te whai tonu kia pai ake te pūnaha whakahaere tauira a te wānanga; me tana pūnaha whakaōrite e ōrite ai āna mahi, e pono ai ngā hua
- Te hiki ake i nga hua EPI ina koa te whakatutuki tohu
- Te āta whakatakoto i ngā putanga e uaratia ana kia whai tikanga ai, kia whai hua ai ki te whakahaere
- Te whakatinana i tana pūnaha whakahaere kounga kua whakahoutia, tae atu ki te whakaaroaro mehemea e tautuhia ana, e hāpaitia ana e ngā hātepe aromatawai-whaiaro o nāianei ngā take hira i te wā tika, e kitea ai ōna painga.

Ngā Whakahau

E whakahau ana a Awanuiārangi kia:

- Whakakahangia tana pūrongo i ngā raraunga mō ngā mahi taha mātauranga, mai i te taumata ki ngā hōtaka ki te Kaunihera
- Whakakahangia tana pūnaha whakahaere tauira hei āwhina i te arotau me te tika o ngā raraunga e whai take ana ki te noho mārama ki ngā mahi taha mātauranga
- Whakakahatia te kohikohi, te aroturuki, te tātari me te whakamahi i ngā urupare tauira hei whakapai ake i te taha whakaako me te whakatutuki i āna ratonga.
- Whakakahangia te taha aroturuki me āna mahi ki tana mahere rautaki me te eke o ngā mahi taha mātauranga tae atu ki, engari kāore e whāiti mai ki ngā KPI a te TEC (me te mōhio ka pai ake i ngā tūtohi mō te eke o ngā mahi a te wānanga i ngā rā tata e takoto ake nei).
- Whakakahatia te whakatakoto, te tātari me te pūrongo i ngā putanga raraunga tae atu ki tāna i tāpae ai, ki te tū tangata me te mātauranga Māori.
- Whakatinanahia tana pūnaha whakahaere kounga hou (Te Puku o Te Wheke) pērā i te arotake me te whakahou i ngā hātepe me ngā pūnaha aromatawai-whaiaro o tēnei wa, tētahi rānei o ēnei.
- Whakaotia ake ngā whakahau e toe mai ana i āna arotakenga whakaharahara, tae atu ki te whai tonu i ngā take i ara ake i te arotakenga o te School of Iwi Development.

Ngā ĀpitiHanga

ĀpitiHanga 1 - Ngā Kaupapa o Te Hono o te Kahurangi

E whai ake nei ngā mātāpono o te kaupapa Māori a te MMEQA e whakamārama ana i te tūāpapa taumauri o te mātauranga Māori.

<i>Whanaungatanga</i>	<ul style="list-style-type: none">• Mā te whanaungatanga te iwi e kōtuitui, e whakatairanga, e manaaki, hei painga mō te katoa. <p><i>Connecting, fostering and maintaining relationships for the benefit of all.</i></p>
<i>Manaakitanga</i>	<ul style="list-style-type: none">• Ka rahi ake te mana o te tangata, o te whānau, o te hapū, o te iwi. <p><i>The presence and expression of mana-enhancing behaviour and practices.</i></p>
<i>Pūkengatanga</i>	<ul style="list-style-type: none">• He toi mātauranga, he pūkenga tangata. <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">• Ko te tiaki i te ao me ngā taonga katoa hei oranga mō tātou, mō ngā uri whakatupuranga. <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">• E rangatira ai te whare, me Māori tōna hanga, āna whakahaere. <p><i>Expression of a worldview that is distinctively and uniquely Māori.</i></p>
<i>Tūrangawaewae</i>	<ul style="list-style-type: none">• Ko te wāhi e tū rangatira ai te tangata. <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">• Mā te wairua e ārahi te reo. <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">• Mā ngā tikanga Māori te aronga Māori e whakatinana. <p><i>Processes, practices, procedures that are consistent with a Māori world view.</i></p>

Āpitianga 2 – Te pūtake waetohu mō te aromātai me te arotake tarāwaho

Ka whakahaeretia te aromātai me te arotake tarāwaho e ai ki Ngā Ture mō te Aromātai me te Arotake Tarāwaho (EER) 2013, ka whakatakotohia e NZQA i raro i te tekiona 253 o te Ture Mātauranga 1989, e whakamanahia ana e te Poari o te NZQA me te Minister for Tertiary Education, Skills and Employment.

He whakaritenga te aromatawai-whaiaro me te whai wāhi atu ki te aromātaitinga tarāwaho me te arotakenga, e mana tonu ai te tohutuku ki te whakahaere i tētahi hōtaka kua whakaaehia mō te katoa o ngā TEO, atu i ngā whare wānanga. Ka whakaritea ngā hiahia i raro i Ngā Ture o te Whakaaetanga Hōtaka me te Tohutuku 2013 a te NZQF, e whakaritea ana e NZQA i raro i te tekiona 253 o te Ture Mātauranga 1989 e whakamanahia ana e te Poari o te NZQA me te Minister for Tertiary Education, Skills and Employment.

Tāpiri atu ki tēnei, e tono ana Ngā Ture Rēhitatanga Whakahaere Whakangungu Tūmataiti 2013 kia whakahaere aromatawai-whaiaro te whakahaere tūmataiti kua rēhitatia, kia whai wāhi anō ki te aromātaitinga me te arotakenga tarāwaho e ai ki Ngā Ture Aromātai me te Arotake Tarāwaho (EER) 2013 e mana tonu ai tōna rēhitatanga. E whakaritea ana anō e NZQA Ngā Ture Rēhitatanga Whakahaere Whakangungu Tūmataiti 2013 i raro i te tekiona 253 o te Ture Mātauranga 1989, e whakamanahia ana hoki e te Poari o te NZQA me te Minister for Tertiary Education, Skills and Employment.

Kei a NZQA te kawenga ki te whakaū i te mau tonu a ngā TEO ehara i te whare wānanga ki ngā ture i muri i te whakaaetanga me te tohutuku tuatahi i ngā hōtaka me te rēhitatanga, tētahi rānei o ēnei. Kei te New Zealand Vice-Chancellors' Committee (NZVCC) te kawenga taha ture mō te mau tonu a ngā whare wānanga ki ngā ture.

E whakaahua ana tēnei pūrongo i ngā kitenga me ngā whakatau o te hātepe aromātai me te arotake tarāwaho, e whakahaeretia ana e ai ki Ngā Ture mō te Aromātai me te Arotake Tarāwaho (EER) 2013.

E tautuhi ana te pūrongo i ngā wāhi e kaha ana me ngā wāhi hei whakapai ake mō te eke o ngā mahi taha mātauranga me te mātau ki te aromatawai-whaiaro.

He pārongo kotahi noa ngā pūrongo aromātai me te arotake tarāwaho e tau ai ngā whakataunga pūtea o āpōpō me he whakahaere te TEO e whāngahia ana ki te pūtea ina whakaae tahitia tāna mahere whakangao e te Komihana Mātauranga Kura Tuatoru.

He pārongo Tūmatanui ngā pūrongo aromātai me te arotake tarāwaho, ka mutu e wātea mai ana i te pae tukutuku a te NZQA (www.nzqa.govt.nz).

Ka taea hoki Ngā Ture mō te Aromātai me te Arotake Tarāwaho (EER) 2013 i <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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Te Whare Wānanga o Awanuiārangi

Wānanga performance: **He Pounamu Whakairo**

(Confident)

*‘Kaupapa is clearly expressed and strongly evident
throughout the Whare Wānanga’*

Date of report: 7 October 2016

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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 tertiary education organisation's (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 provider performance, on their merits. MM EQA recognises a range of outcomes including fostering whanaungatanga, manaakitanga, pūkengatanga, kaitiakitanga, rangatiratanga, tūrangawaewae, te reo Māori, and ngā tikanga Māori (refer Āpitihanga 1). MM EQA is explained in full at <http://www.nzqa.govt.nz/Māori/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 tauira 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.

The report written in te reo Māori is the official report on Te Whare Wānanga o Awanuiāraangi and is available on the NZQA website. The 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

Te take o tēnei pūrongo

The purpose of this report is to provide a public statement about the performance of Te Whare Wānanga o Awanuiārangi in contributing to its vision: 'Rukuhia te mātauranga ki tōna hōhunutanga me tōna whānuitanga – pursue knowledge to its greatest depths and broadest horizons'. It forms part of the accountability process required by Government to inform investors, the public, taurira³⁰, prospective taurira, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Te Whare Wānanga o Awanuiārangi

Name of TEO:	Te Whare Wānanga o Awanuiārangi (Awanuiārangi)
Type:	Wānanga as defined under the Education Act 1989
First registered:	Registered tertiary organisation in 1991. Recognised as a wānanga by the Crown in 1997 as defined under the Education Act 1989
Location:	13 Domain Road, Whakatāne
Delivery sites:	The main campus of Awanuiārangi is in Whakatāne. Communities can also access educational opportunities through additional campuses in Te Tai Tokerau (Whangārei) and Tāmaki Makaurau (Manukau, Auckland), and through marae and community networks throughout the country.
Courses currently delivered:	Awanuiārangi is accredited to assess against units standards that lead to national certificates. It also has approval and accreditation to deliver a range of Awanuiārangi certificates, diplomas, degrees, Master's and Doctorates (as listed below): <ul style="list-style-type: none">• Bachelor of Environment Studies (Level 7)• Bachelor of Māori Performing Arts (Level 7)• Bachelor of Humanities (Level 7)

³⁰ For the purposes of this report, students are referred to as taurira, the term used by Awanuiārangi.

- Bachelor of Mātauranga Māori (Level 7)
- Bachelor of Health Sciences Māori (Nursing) (Level 7)
- Bachelor of Education (Teaching) (Level 7)
- Master of Indigenous Studies (Level 9)
- Master of Māori Studies (Level 9)
- Doctor of Philosophy (PhD) (Level 10)
- Professional Doctorates (consisting of two degrees – Doctor of Māori Development and Advancement and Doctor of Indigenous Development and Advancement)

For a full list of qualifications visit the website:
<http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=938680001&delSiteInd=0>

Code of Practice signatory:

Signatory since 2003

Students:

Domestic (2015): 2,226.9 equivalent full-time students (EFTS)/5,166 total student enrolments (includes ACE (Adult and Community Education) students). Ninety-four per cent identify as Māori, 32 per cent are aged 25 years and under; 32 per cent are 25-39 years of age and 46 per cent are 40 years and over.

International: seven (these are PhD students living in their home countries)

Number of staff:

173 full-time equivalents (2014)

Scope of active accreditation:

Refer <http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=938680001&delSiteInd=0> for full list of qualifications

Distinctive characteristics:

Awanuiārangi is one of three³¹ legislated wānanga in Aotearoa New Zealand. Established in 1992 by Te Rūnanga o Ngāti Awa (Te Rūnanga), the aim of Awanuiārangi is to initiate positive change within

³¹ The other two are Te Wānanga o Aotearoa and Te Wānanga o Raukawa.

Bay of Plenty communities through education. The Rūnanga currently appoints six of the 18 members of Council, and under a revised structure will appoint six of 12 members, thereby maintaining a direct stake in the future of the organisation. The Council chair and the chief executive regularly report at Rūnanga meetings.

Awanuiārangi officially became a wānanga in 1997 and was given statutory recognition under section 162 of the Education Act 1989. Under the Education Act, a wānanga is characterised by teaching and research that maintains, advances, and disseminates knowledge as well as develops intellectual independence and assists the application of knowledge regarding āhuetanga Māori according to tikanga Māori (Māori custom).

The inclusion of the word 'whare' in the name Te Whare Wānanga o Awanuiārangi is intentional as it denotes the spectrum of learning offered by Adult Community Education and level 1 programmes through to programmes at PhD level. It is one of two TEOs outside of the university sector that are accredited to award doctoral qualifications.

Awanuiārangi currently supports seven North American doctoral candidates enrolled on the Doctor of Indigenous Development and Advancement. The chief executive receives monthly reports from management on the progress of these tauira. Awanuiārangi staff visit PhD candidates in their home countries regularly and also contact them via video-conference and email as needed.

The strategic intent of Awanuiārangi gives effect to its character as reflected in its organisational vision, mission, strategic drivers and values (Ngā Uara). This direction is driven by, and actively supports, a distinct Māori worldview aligned to the needs and aspirations of tauira, whānau, hapū, iwi and hāpori. These high-level statements reinforce the purpose, direction and distinctiveness of Awanuiārangi. More than 90 per cent of tauira identify as Māori, and at least 60 per cent had no, or low formal qualifications prior to enrolling at Awanuiārangi. Delivery is

mixed-mode and can be campus-based supported by online/blended delivery or community and marae centred.

Recent significant changes:

In 2016, a number of senior management changes and new appointments were made including the appointment of the chief executive, the deputy chief executive, the head of school (Graduate Studies) and the regional director (Tāmaki/Whangārei).

In March 2014, following an independent organisational review already commissioned by Awanuiārangi, NZQA and the Tertiary Education Commission (TEC) began a joint investigation into concerns raised through an anonymous complaint. The allegations were largely unsubstantiated with the exception of one programme area – the National Certificates in Māori Tourism (Hei Manaaki).³² A further review was commissioned by the TEC and undertaken by Deloitte.³³ The review found that Awanuiārangi was overfunded for the delivery of Hei Manaaki. The report also found that monitoring and oversight of the programme was poor and highlighted internal inadequacies in its academic oversight.

Awanuiārangi has also commissioned at its own expense 17 external reviews. At the time of the EER, 90 per cent of current programme provision had been reviewed, and as a result a number of internal systems and processes have been strengthened and enhanced. Significant changes have been made, some of which are reflected in the body of this report.

³² The NZQA/TEC report can be found at: [Te Whare Wānanga o Awanuiārangi Outcome of NZQA/TEC investigation following receipt of formal complaint.](#)

³³ The full Deloitte report can be found on the TEC website: [Te Whare Wānanga O Awanuiārangi Investigation.](#)

Previous quality assurance history:

Since the 2012 EER there have been ongoing issues with external moderation. Awanuiārangi did not submit assessment materials as required and did not meet external moderation standards. The four unit standards concerned are Mathematics (Levels 1-4) as set out below:

- 5236 Use strategies to solve number problems
- 5241 Use strategies to solve measurement problems
- 8492 Use standard units of measurement
- 91030 Apply measurement in solving problems

In July 2015, NZQA imposed conditions on the consent to assess the unit standards above. The conditions required Awanuiārangi to significantly improve its moderation results. Awanuiārangi did not meet this condition. In November 2015 Awanuiārangi informed NZQA that it was discontinuing and withdrawing the two programmes with moderation concerns, namely the National Certificate in Building, Construction and Allied Trades Skills (Levels 1 and 2) and withdrawing its consent to assess the aforementioned standards.

In 2014 and 2015, Awanuiārangi also did not meet moderation requirements for English unit standards:

- US 90853 Use information literacy skills to form conclusions
- US 90854 Form personal responses to independently read text, supported by evidence

Awanuiārangi is also subject to standard NZQA degree monitoring processes. The results of these are discussed in the relevant focus areas.

At the last external evaluation and review (EER) Awanuiārangi was evaluated against the standard EER framework. The results were Highly Confident for educational performance and Confident for capability in self-assessment. The ratings by key evaluation questions and focus areas are below.

Table 1. Results from the EER of Awanuiārangi 2012		
Key evaluation questions (KEQs) Focus areas (FA)	Educational performance	Self-assessment
KEQ1	Excellent	Good
KEQ2	Excellent	Good
KEQ3	Excellent	Good
KEQ4	Good	Good
KEQ5	Excellent	Good
KEQ6	Excellent	Good
FA1 – Governance, management and strategy	Excellent	Good
FA2 – Certificate in Te Pouhono	Good	Adequate
FA3 – National Certificate in Māori Customary Fishing	Excellent	Excellent
FA4 – National Certificate in Tourism	Excellent	Excellent
FA5 – Bachelor of Education	Adequate	Adequate
FA6 – Bachelor of Māori Performing Arts	Good	Adequate
FA7 – Doctor of Philosophy	Excellent	Excellent

Te whakahaere i te Aromātai me te Arotake ā-waho

All EERs are conducted in accordance with NZQA’s published policies and procedures. The methodology used for this evaluation was Mātauranga Māori Evaluative Quality Assurance for External Evaluation and Review. The document is published at <http://www.nzqa.govt.nz/maori/mm-eqa/>.

The focus areas were chosen, in consultation with Awanuiārangi, to represent a reasonable cross-section of programmes and activities across the organisation including campuses and EFTS (noting that Awanuiārangi was offering at the time of the scoping for this EER a limited suite of 24 niche programmes).

This sample includes programmes at different levels, certificates to degrees, course completions, qualification completions and at least one programme from each of the three schools and those with various modes of delivery. The scope also included three areas that were included in the previous EER. An additional day was set aside for the evaluation team to review key documentation.

	Programme type(s)	NZQA level	Notes	No. EFTS	Retention (2014)	Completion (2014)
1.	Governance, management and strategy Mandatory focus area (including lessons learned from Hei Manaaki and compliance)	1-10		3,015	60%	82%
2.	Master's programme suite - Master of Māori Studies - Master of Indigenous Studies	9	(a)	106	65% 62%	64% 59%
3.	Ngā Mana Whakairo a Toi: Bachelor of Māori Performing Arts	7	(b)	767	67%	73%
4	Te Tohu Paetahi Ako: Bachelor of Education	7	(c)	236	83%	75%
5.	Certificate in Te Pouhono	4	(d)	450	43%	96%
<p>Notes:</p> <p>(a) Focus Area 2: The Master's programme is the second-highest level of qualification (PhD programmes were a focus in the last EER) and comprises the Master of Māori Studies (29 EFTS) and Master of Indigenous Studies (89 EFTS). The Master's programme sits in the Graduate School and the mode of delivery is noho.</p> <p>(b) Focus Area 3: The largest programme in terms of EFTS (767). The programme was suspended for six months while several significant changes and improvements were made to improve programme delivery following concerns raised through external reviews (including NZQA degree monitoring). The programme sits in the School of Undergraduate Studies and is delivered through noho and tutorials (mixed-mode).</p> <p>(c) Focus Area 4: Te Tohu Paetahi Ako (235 EFTS) is jointly monitored by NZQA and the Education Council. It is another example of mixed-mode delivery comprising campus-based tutorials supported by online delivery of content and seven-week long noho throughout the academic year. The programme is delivered from the School of Undergraduate Studies. Te Tohu Paetahi Ako was externally reviewed in 2015 and a number of system improvements put in place to improve delivery.</p> <p>(d) Focus Area 5: Te Pouhono is the largest Awanuiārangi certificate programme, comprising 450 EFTS. It is included in the scope as an example of marae-centred delivery designed to meet the needs of whānau, hapū, iwi. It sits within the School of Iwi Development.</p>						

The MM EQA EER of Te Whare Wānanga o Awanuiārangi was conducted at its Whakatāne and Tāmaki campuses. A five-person panel appointed by NZQA attended the on-site EER, including three evaluators, a kaitiaki and a kaiārahi reo. The panel met with representatives of the Council, the chief executive and the

academic leadership team, programme co-ordinators, teaching and support staff, tauira, graduates, and external stakeholders.

Stakeholder groups included representatives from marae, whānau, hapū, kapa haka and included school principals and associate teachers involved in supporting the teacher education degree.

A range of documentation was provided to the panel prior to the on-site visit, including the 2016 investment plan agreed with the TEC, the 2014 annual report, and self-assessment reports for each focus area. A range of documents were also reviewed on site to support the evaluative conversations including: Council and Council sub-committee minutes, chief executive reports to Council, programme committee and school committee minutes; annual programme reviews, moderation reports and a range of programme-specific documents.

Ngā Hua

NZQA is **Confident** in the educational performance of **Te Whare Wānanga o Awanuiārangi**.

Key reasons include:

- The uniqueness, purpose and direction of Awanuiārangi is clear; governance and management have a clear line of sight to issues of strategic importance and are managing issues effectively.
- Expressions of kaupapa are evident at all levels of the organisation and are contributing to cultural citizenship as a valued outcome for Awanuiārangi and Aotearoa. This is demonstrated through graduates:
 - more closely connected to their whānau, hapū, iwi and to their cultural identity as Māori. Tauira felt affirmed in their identity as Māori and as tangata whenua; multiple generations participate in learning; the learning experience is positive and in some cases transformational.
 - using their skills and knowledge gained to support the collective wellbeing of their hapū and iwi; and to uphold marae practices e.g. pōwhiri, waiata tautoko, kapa haka, manaaki tangata.
 - using their skills and knowledge to highlight and address social, economic and environmental issues in their communities e.g. stroke research and its effects on Te Arawa uri; marine management and kaitiakitanga with the findings informing regional council policy and funding.
- Programmes meet the needs of stakeholders. Content and activities are contextualised so learning is relevant. Programmes are delivered at marae or through noho-based learning which enables tauira to maintain employment and/or family responsibilities. Graduates' theses directly benefit and produce excellent outcomes for whānau, hapū, iwi and hapori.
- Significant contributions have been made to the promotion, preservation and maintenance of te reo Māori. For example, teaching staff are mostly Māori and competent users of te reo Māori (83 per cent); staff contribute to te reo Māori publications. Nineteen theses have been written in te reo Māori by tauira.
- Significant contributions are being made to employment in areas that benefit Māori such as teaching, conservation, environment and nursing.
- Adherence to āhuetanga Māori, te reo and tikanga Māori is an inherent part of what the organisation 'lives' and 'breathes'. Protocols such as pōwhiri, mihi, whakatau, karakia, poroporoaki are observed; and practices such as nohotahi, wānanga, hui, kaitahi, manaaki tangata are normalised into the programmes.

Awanuiārangi has also maintained a course completion achievement rate of over 80 per cent for the last three years (including 2015). This is a very good result considering the change process Awanuiārangi is going through. This is also a significant contribution to the government goal of boosting Māori participation and achievement in tertiary education given that over 90 per cent of taura are Māori.

A number of initiatives are still in progress. These include the review of middle management to ensure skills match the requirements of the position; implementation of the recommendations from the School of Iwi Development; embedding the strategic drivers and Ngā Uara into practice; improving the consistency of moderation practice and results; improving the collation, monitoring and analysis of student voice and graduate outcomes at an organisational level; and closing off all remaining recommendations from extra-ordinary reviews.

NZQA is confident in the capability in self-assessment of Te Whare Wānanga o Awanuiārangi

Since the challenges of 2014 (refer TEO details) governance has proactively worked to restore the integrity of the organisation and fulfil its dual accountability obligations to key government stakeholders including funders, and to the communities it serves, including its primary stakeholder Ngāti Awa. It was clear from the discussions and reviews that Council and senior management have taken ownership of the issues they are responsible for and ensured issues are resolved appropriately.

In addition to business-as-usual self-assessment activities, Awanuiārangi has at its own expense reviewed 90 per cent of its current programme provision and made a number of worthwhile improvements for taura and staff, most evident in the Bachelor of Māori Performing Arts and the Bachelor of Education (Teaching). At an organisational level, changes have been made to strengthen leadership and management; improve reporting to management and Council; improve enrolment, assessment and moderation procedures and practices; and to improve the overall consistency and quality of the learning experience for all taura (irrespective of whether they are located in Tāmaki, Whangārei, or marae-based). An internal audit of compliance against legislative rules and regulations has also been completed and has provided assurance to the organisation about areas of compliance. A risk management plan is in place and is monitored by senior management staff.

The recommendations from the 17 reviews externally commissioned by Awanuiārangi are almost complete, with remaining action plans on task and being managed.

Awanuiārangi is acutely aware of its performance against TEC educational indicators. With a limited programme offering and some programmes having higher numbers of EFTS, the performance of certain programmes has a significant impact on overall organisational performance. Individual achievement of taura therefore is

closely monitored and reported to management throughout the year. Programmes are formally reviewed each year and changes are made to improve student success.

Management and staff are part of the communities they serve and are inherently culturally attuned to the realities of their community; the chief executive and chair attend and report to the meetings of Te Rūnanga o Ngati Awa as a key stakeholder; marae, whānau, iwi and taura formally and informally feed into programme delivery and programme review. Programme staff are aware of graduate outcomes. However, more systematic recording and analysis of graduate outcomes as an organisation would further demonstrate the full significance of educational and cultural contributions achieved by graduates of Awanuiārangi.

Going forward, Awanuiārangi is focused on improving its educational performance. It has identified significant issues and has plans in place to address areas that need to be improved. Significant blocks of work have been completed and some areas are still a work in progress. However, Awanuiārangi has demonstrated through its actions over the past two years that it has the skills and leadership to engage in self-assessment activities constructively; to use data effectively to make informed decisions; and to take decisive action that results in worthwhile improvements.

Ngā Kaupapa

The EER was kaupapa-driven³⁴, which means the provider was given the opportunity to talk to how it gives expression to the kaupapa within each of the focus areas, as well as organisation-wide. This section summarises the expressions of the kaupapa. However, the statements of confidence are informed by the evidence and ratings outlined in the focus areas.

1.1 Rangatiratanga and Tūrangawaewae

Rukuhia te mātauranga ki tona hōhonutanga me tona whānuitanga. Whakakiia ngā kete a ngā uri o Awanuiārangi me te iwi Māori whānui ki ngā taonga tuku iho, ki te hōhonutanga me te whānuitanga o te mātauranga kia tū tangata ai rātou i ngā rā e tū mai nei.³⁵

Rangatiratanga and tūrangawaewae are given expression through:

- The vision statement (above), mission, strategic drivers and programme offering of Awanuiārangi, which are distinctly Māori and reflect the needs and aspirations of its communities (taura, whānau, hapū, iwi).
- The Council, half of whom are appointed by Te Rūnanga o Ngāti Awa, ensure a strong tūrangawaewae lens and influence on strategic decision-making.
- Management attention to compliance, risk and quality. Improvements have been made to reporting systems, policies and, most importantly, organisational culture.
- The delivery model which takes learning and education ‘to the people’, in particular to those whānau who live in rural areas, and to those who have committed themselves to living on their tūrangawaewae.
- Contributing to Māori participation in tertiary education; 92 per cent of students are Māori (24.8 per cent of taura affiliate to Ngāti Awa/Mataatua), 60 per cent of whom started at Awanuiārangi with no or low qualifications.
- Outcomes for taura (refer Pūkengatanga below).

³⁴ The eight kaupapa are defined in Mātauranga Māori Evaluative Quality Assurance 2012 (Refer Āpitianga 1).

³⁵ English translation - pursue knowledge to the greatest depths and its broadest horizons. To empower the descendants of Awanuiārangi and all Māori to claim and develop their cultural heritage and to broaden and enhance their knowledge base so as to be able to face with confidence and dignity the challenges of the future.

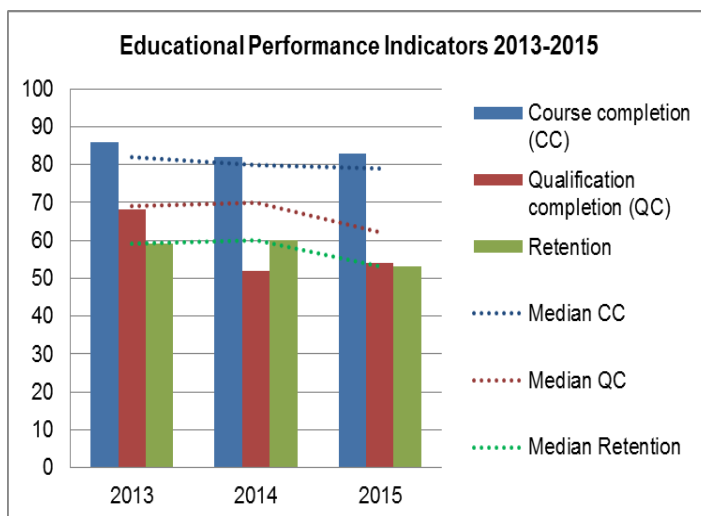
1.2 Pūkengatanga

Expressions of pūkengatanga are evident as follows:

- Taura progress to higher learning. Awanuiārangi has graduated 12 doctoral taura who started their education journey on Adult and Community Education programmes. Taura see postgraduate study as possible for Māori learners, most aptly expressed by a young Māori Bachelor's taura who commented that he did not realise there were so many Māori with doctorates before coming to Awanuiārangi.
- Taura gain qualifications. Between 2012 and 2015 approximately 7,200 students graduated with a qualification (87 per cent with certificates up to level 4), 60 per cent of whom entered Awanuiārangi with no or low qualifications.
- Graduates contribute to cultural citizenship. They gain a strong and positive identity as Māori, gain skills and confidence to contribute to the collective wellbeing of their hapū and iwi, and gain skills to support the functioning and sustainability of their marae responsibilities. They also gain employment (for example as teachers in kura/schools).
- Staff are highly qualified. Twelve per cent are PhD-qualified (total of 21 staff) and 19 per cent are Master's-qualified (total 24 staff); 83 per cent have a level of reo Māori competency, of whom 32 per cent are fluent.

The organisation is acutely aware of its performance against educational performance indicators. Awanuiārangi is leading the wānanga sector in terms of course completions (Figure 1), but is tracking under the wānanga sector median for qualification completion and retention. Awanuiārangi has analysed its performance, is clear about which programmes need to be improved, and has planned changes (for example, refer Te Pouhono focus area).

Figure 1. Awanuiārangi educational performance indicators 2013-2015



Source: TEC performance reports 2013-2015

Kaumātua and other expert knowledge holders from within the community are a valued part of programme delivery, assessment and moderation, particularly in marae-based programmes. Taurira have a range of opportunities to demonstrate their knowledge. Assessment and moderation is an ongoing priority for the organisation given the diverse range of learners and diverse programme portfolio (from level 1 to level 10) and academic disciplines. Moderation is under review in order to improve consistency of practices and results.

1.3 Whanaungatanga

Numerous examples were provided to demonstrate expressions of whanaungatanga and how integral it is to the success of the taurira.

Relationships are fostered with relevant stakeholders including kaumātua; marae, hapū and iwi; the local community (for example the Chamber of Commerce is co-located on the Whakatāne campus); local schools and kura (including hosting Tech Pa Studio, an after-school technology programme for young people); other tertiary educational institutions (including Te Taihū o ngā Wānanga, Bay of Plenty Tertiary Partnership and, most recently, Southern Institute of Technology); and government stakeholders.

Whānau, hapū, iwi and hāpori development is supported, as shown in programme delivery that reaches out to whānau, hapū and iwi both locally and nationally. Omeka Marae³⁶ is a recent example of Awanuiārangi being approached by hapū and iwi to collaborate to achieve shared aspirations and outcomes. Te Pouhono, for example, has been delivered to 180 marae over the past three years. The programme of study is co-constructed and locally delivered to ensure it directly meets the priority needs – cultural (arts, language, tikanga) or environmental – of the collective. Strategic partnerships are also negotiated and co-resourced to meet the needs of hapū and iwi and other indigenous peoples.

Taurira and staff are connected to their communities. Teaching staff are mostly Māori (87 per cent); they understand, relate to and draw on student whakapapa connections to promote student success. Furthermore, 69 per cent of Māori staff actively contribute to iwi/hapū/community development as trustees, directors, and/or chairs on various boards. Allowing staff to maintain their connections and fulfil whakapapa and whanaungatanga responsibilities is recognised and supported by the organisation.

³⁶ Discussions and ideas are evolving with Omeka Marae representatives to determine an educational pathway for its members with a focus on Māori religious prophets and their teachings.

Management and teaching staff foster whanaungatanga by forming close, open-door relationships with their tauira. Tauira are comfortable to engage with staff and ask for help. Tauira felt they were encouraged, nurtured and motivated to succeed.

1.4 Manaakitanga

Tauira are supported and guided by teaching staff in the first instance, but also have access to Awhi Tauira staff for pastoral and academic support. Staff work closely with wānanga support services (Awhi Tauira, library, IT and administration) to reduce any barriers to tauira success. Awanuiārangi is a learner-focused organisation. A number of improvements have been made since the last EER in response to student and staff feedback including:

- A new library and information commons building has been opened at the Whakatāne campus³⁷, improving the overall library space and complemented further with more books and online databases, and interloan facilities including free postage to reduce barriers to learning. Library opening hours have been an issue, so Awanuiārangi is trialling teaching staff opening and supervising the library during noho.
- Awhi Tauira staff now attend noho and wānanga at all locations to provide tauira with more equitable access to support irrespective of where and how they choose to study. However, Awhi Tauira support to marae-based tauira is an area that is yet to be improved.
- IT support people also now attend noho and wānanga at all locations to manage any IT issues (which were previously managed by teaching staff). All tauira have access to free Wi-Fi and free Microsoft office software (including an email address/account), and access to refurbished laptops.
- Kai and accommodation³⁸ provided for tauira at noho or wānanga has improved based on tauira feedback, to again ensure all Awanuiārangi tauira receive the same level of support and service irrespective of campus location.³⁹
- Administration staff and services have been centralised and an academic registrar has been appointed to improve the consistency of quality services to tauira.

³⁷ Tāmaki campus also has a dedicated library space, a budget for purchasing new books and a dedicated librarian to be appointed in 2016.

³⁸ Currently there is no noho option for Tāmaki and Whangārei tauira.

³⁹ For example, different programmes or campuses used different budgets for kai which led to differences in quality; this has now been rectified with corporate services negotiating a set budget for all campuses and programmes.

The eWānanga online environment⁴⁰ is a critical part of the taura learning experience. Staff training to use eWānanga is ongoing. Usage of eWānanga is monitored and its usefulness is evaluated. The main issue continues to be internet access and broadband provision, in particular in Whangārei. Internet quality is patchy, making the learning experience for taura based in Whangārei less than optimal (especially when using video-conferencing).

Awanuiārangi has also developed an organisation-wide professional development plan for all staff; individual professional development is still negotiated between staff and management. Some academic staff raised concerns about the time allocated for professional development and research. This is a matter Awanuiārangi management is aware of and needs to attend to.

Awanuiārangi has also, through its own self-assessment, identified student voice as an area to improve, in particular collecting, monitoring, analysing and using student feedback to improve teaching and service delivery.

1.5 Te Reo Māori and Tikanga Māori

Te reo and tikanga Māori are an implicit and explicit part of performance as expressed through:

- Te reo proficiency of staff. Eighty-three per cent have a level of reo Māori competency, of whom 32 per cent are fluent, with half of these being native speakers. Five teaching staff have the expertise required to teach, mark and examine Master's theses in te reo Māori and are sought after by the university sector as examiners. Staff are supported to improve their own language abilities through professional development opportunities.
- Scholarship and research activity. Nineteen theses have been written in te reo Māori by taura. Staff contribute to te reo Māori publications. In addition, Awanuiārangi is promoting a 'Mataatua Waka Millennium Literature' research project which will over 12 years collate and publish evidence-based enquiry research in te reo Māori.
- Support to iwi developing their te reo Māori strategies. A recent example was Ngāi Te Rangi who have taura enrolled in Awanuiārangi programmes to grow the capability needed to support, promote and cement their iwi reo Māori strategy.
- Embedding te reo Māori as a compulsory component of most programmes. This attests to the value Awanuiārangi places on the survival of the Māori

⁴⁰ eWānanga includes the Moodle Learning Management System and Zoom Video Conferencing.

language. Tauira felt that their confidence and competence to use te reo Māori had expanded.

1.6 Kaitiakitanga

Strategically, the organisation still has a number of challenges ahead to lift and sustain the performance of Awanuiārangi into the future, and also to honour the legacy of the founding members who overcame many challenges to establish and grow the organisation to its current state. Lifting educational performance indicator (EPI) data is a priority, as is the need to close out all external reviews and build capacity and capability of all staff to provide a high quality and consistent experience for all students.

Awanuiārangi has grown and is continuing to grow its capacity to interrogate, interpret, discuss and use data, especially outcomes data. Awanuiārangi set itself challenging strategic targets for 2015 and met less than half. It is intended that performance will be lifted in 2016 as a result of the many improvements completed and in progress. Based on the evidence of improvements made over the past two years, Awanuiārangi has reasonable prospects for achieving its targets.

Programmes are reviewed annually and five-yearly as part of regular self-assessment activities, supported by the flow of information through course and programme committee meetings throughout the year. The extent to which student and stakeholder feedback informs the self-assessment activities in a structured way is variable. Given the significant number of reviews, and the heightened attention to risk, compliance and quality, Awanuiārangi is reflecting on how well its current self-assessment processes are meeting its needs as a wānanga. This is being addressed through the development of the new quality management system framework, Te Puku o Te Wheke, which takes a holistic, kaupapa Māori and values-driven approach to continuous improvement.

Awanuiārangi undertook ownership of and addressed some significant challenges in 2014 which had undermined and compromised the integrity of the organisation. However, governance, management and staff have negotiated their way through what they described as a 'perfect storm' with openness, humility and fortitude. Much time, effort and resource have been invested in rebuilding capacity and capability in the organisation, while still meeting the needs of the many stakeholders. Awanuiārangi has 'weathered the worst of the storm'; it has a renewed strategy and direction, targets for the future and strong systems and leadership to move the organisation forward.

Ngā Wā Arotahi

1.1 Te Wā Arotahi: Master of Māori Studies/Master of Indigenous Studies (Level 9)

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

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

*Ka hoki tāua ki te whare hui ai ē!*⁴¹

The suite of Master's programmes (Master of Māori Studies and Master of Indigenous Studies) is located within the School of Graduate Studies which also offers three doctoral programmes. The programme has celebrated 89 graduates over the last five years. Numerous examples were provided to demonstrate how well Awanuiārangi is expressing kaupapa and how the strength of this expression is integral to the success of the taura.

Strong expressions of pūkengatanga were evident as follows:

- All nine teaching staff are doctoral qualified, with more than half having the acknowledged expertise to teach, mark and examine Master's theses in te reo Māori. They are sought after by the university sector as examiners. Staff are research active, with evidence of current outputs.
- Moderation processes are strong⁴²; marking is externally validated; markers attend regular workshops to ensure marking is consistent. Constructive written feedback is provided to taura on assessments. A major change to delivery was the semesterising of the programme in 2015, which has spread the teaching and administration across the year. This change has already led to improved completion and retention rates.
- Graduates' theses directly benefit and produce excellent outcomes for whānau, hapū, iwi and hāpori, including research on reo revitalisation of kaumātua kōrero to ensure longevity amongst uri; stroke research and its effects on Te Arawa uri; marine management and kaitiakitanga with the findings informing regional council policy and funding; and a Māori literacy programme being piloted in a school with the possibility of wider implementation. These research

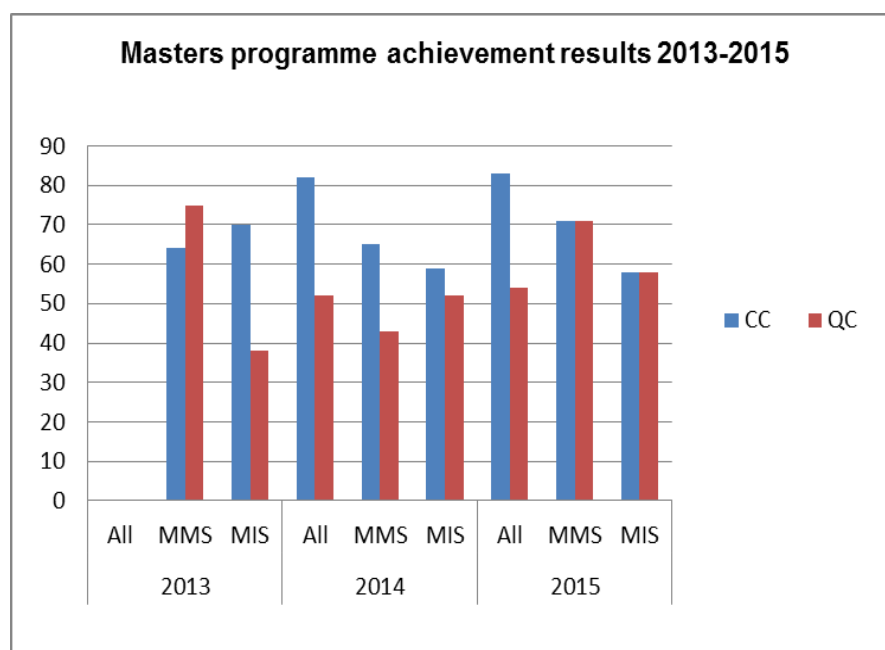
⁴¹ Whakatauaiki have been used at the beginning of each focus area to acknowledge the summation of contributions for each focus area. The use of this whakatauaiki is to specifically acknowledge the contributions of the Master's programme staff and students.

⁴² As with other institutes, at Awanuiārangi each thesis is marked by a wānanga lecturer and an external examiner from another institution.

projects and these are only some of the mātauranga Māori scholarship generated by Master's taura. Of added significance are the 19 theses submitted in te reo Māori.

Course and qualification completions have generally trended upward, although both programmes have some way to go to meet the programme's performance target of 80 per cent as shown in the graph below.

Figure 2. Awanuiārangi Master's programme achievement results 2013-2015



Data source: Te Whare Wānanga o Awanuiārangi TEC data

Key: Te Whare Wānanga o Awanuiārangi (All); Master of Māori Studies (MMS); Master of Indigenous Studies (MIS)

The Master's programmes also support the preservation, promotion and advancement of te reo Māori, tikanga Māori and āhuatanga Māori. For example:

- Taura write theses in te reo Māori, and taura and kaiako publish writings in te reo Māori (one kaiako has produced a publication in te reo Māori, the first of its kind at Awanuiārangi for 20 years).
- Most kaiako are proficient te reo Māori speakers from the region, which is a key factor influencing taura decision to enrol.
- Te reo Māori courses are offered to taura to expand their competency and confidence with te reo Māori, and new papers have been designed to support student needs, for example Te Reo o te Tohunga paper in which 20 students were enrolled.
- The only compulsory Master's paper, Research and Research Methodology, is delivered totally in te reo Māori.

A goal of Awanuiārangi is to carry out research of the highest quality that is transformative for taura and their communities and contributes to national and international research. The Masters' taura and teaching staff are active contributors to this goal. One example is the Mataatua Waka Millennium Literature research project which will over the next 12 years collate and publish advanced articles presented with evidence-based enquiry in te reo Māori.

More than 80 taura have graduated from the Masters' programmes supported by the strong expressions of whanaungatanga and manaakitanga as follows.

Māori teaching staff whakapapa to whānau, hapū and iwi and are actively engaged on marae committees, trust boards and rūnanga, and so strong relationships already exist with communities and there is a personal responsibility to respond to whānau, hapū and iwi needs.

Positive relationships exist between staff and taura. Eighty-seven per cent of teaching staff are Māori who understand and relate to student whakapapa connections. The head of school and kaiako form close, open-door relationships with taura. Taura were comfortable communicating with kaiako between noho via eWānanga, phone, email, and kaiako respond quickly. Kaiako offer face-to-face guidance and support as exemplified by staff staying on into the evenings of noho to assist taura. This connectedness is very important as taura all agreed that their kaiako are highly encouraging and nurture their motivation to succeed.

Noho facilities are free at Whakatāne (catered accommodation), and senior management is exploring how these facilities might be replicated at the Whangārei and Tāmaki sites. A noho check-sheet has been introduced to ensure that all aspects of the noho, including accommodation, catering, administration and support, are planned and monitored to further promote the successful expression of manaakitanga.

The expression of kaitiakitanga is evident in the quality of the programme, supported by robust external moderation, staff and taura feedback, monthly and annual reviews of performance, and external monitors. These mechanisms are used by the school to bring about actions and worthwhile improvements. For example, recent improvements include the agreed thesis completion processes flowchart, thesis writing template, improved enrolment and administration processes, continued thesis and supervision workshops and early, clear programme planning and paper availability. Leadership capability has also been strengthened with the appointment of a new head of school recruited in January this year (2016), who is systematically reviewing the processes and systems that support performance.

Areas identified by Awanuiārangi that require further attention include:

- Completing staff appraisals and individual professional development agreements
- Supervisor capability and capacity, a thesis editing service and examiner availability
- Formally collating feedback from stakeholders to inform programme reviews.

2.2 Te Wā Arotahi: Ngā Mana Whakairo a Toi: Bachelor of Māori Performing Arts (Level 7)

The rating in this focus area for educational performance is **Pounamu Whakairo**.

The rating for capability in self-assessment for this focus area is **Pounamu Whakairo**.

*He toi tupu, he toi ora, he toi i ahu mai i Hawaiki. Ko te toi ka ora, ko te iwi ka toitū*⁴³

The Bachelor of Māori Performing Arts (BMPA) is located within the School of Undergraduate Studies. BMPA is one of the largest undergraduate programmes at Awanuiārangi, fluctuating between 400 and 800 taura and 350-700 EFTS over the past three years. BMPA was a focus area in the 2011 EER and was rated good for educational performance and adequate for capability in self-assessment.

BMPA has undergone changes to significantly improve the quality and effectiveness of the programme in response to external reviews, statutory action and recommendations.⁴⁴ In 2015, Awanuiārangi was required to put new BMPA enrolments on hold for six months while the programme was being reviewed. It also decided to suspend delivery to existing students. In May 2015, NZQA confirmed that Awanuiārangi had complied with all required actions and recommendations. In July 2015, delivery of BMPA recommenced. At the time of the EER, Deloitte also confirmed that Awanuiārangi had implemented all but one of its recommendations, which was partially implemented.

As a result of the reviews, management has a much clearer line of sight to delivery and to the needs and expectations of the kaiako, taura and key stakeholders.

⁴³ The interpretation of the whakatauhāki is as follows: Artforms are nurtured and sustained, derived from the ancient homeland of Hawaiki. When artforms are alive and well, so too are the people.

⁴⁴ NZQA degree monitors' reports and recommendations; compliance notice for failure to comply with requirements set out in the NZQF Programme Approval and Accreditation Rules 2013; and conditions imposed on its accreditation by NZQA; and an Awanuiārangi-commissioned review by Deloitte which focused on five areas (governance, contractual management, internal reporting, conflicts of interest, and enrolment processes).

There is now an academic advisor and a staff member dedicated to the programme co-ordinator role. More robust reporting mechanisms are in place where kaiako provide monthly reports to the programme co-ordinator and the academic advisor who attend to issues immediately. Kaiako felt the programme is more structured and that they are better supported to deliver the academic rigour within the programme.

Overall, tauira in particular acknowledged that, post-review, programme delivery has improved. Resources have improved, including Wi-Fi and eWānanga access; teaching approaches are consistent and clear, and timely assessment feedback is provided. Pre-review this was inconsistent.

Further improvements include:

- Capped enrolments (650 EFTS⁴⁵) to manage quality delivery.
- Job descriptions and contracts for teaching staff are clearly defined and staffing has increased to 14.6 FTE (full-time equivalents). Of the 10 lecturers, three have a Master's degree and five are enrolled in a Master's programme.
- Course booklets, course outlines and assessments have been redeveloped and realigned.
- Enrolment processes are far more stringent to ensure candidates are fully aware of programme requirements.
- The programme has been relocated from Rotorua to Whakatāne, enabling kaiako to better access resources and form closer relationships with one another as well as the wider Awanuiārangi staff (including senior leadership and learning support staff (i.e. Awhi Tauira)).

Kaiako are exemplars of excellence in kapa haka performance. They build strong rapport and respect with tauira, during and outside of noho; they are also key contact people who tauira felt comfortable to contact at any time.

Strong expressions of kaupapa were evident as follows:

Te reo and tikanga Māori

- Tauira gain a rich insight and appreciation of te reo Māori. Kaiako and tauira recognise te reo Māori and tikanga Māori as having high academic value. Tauira can submit their assignments in te reo Māori, and most kaiako are highly competent speakers of te reo Māori.

Pūkengatanga

⁴⁵ EFTS were highest in 2013 at 798.

- Graduates felt that the degree validated the skills and knowledge they have accumulated over their lifetime as kapa haka practitioners, many of whom continue to share their learning and skills on their marae (i.e. pōwhiri, paepae support) and in their communities. Higher learning has become normalised within their communities. Other outcomes included graduates going into the Master's programme, into teaching qualifications, and starting their own businesses.
- Key stakeholders acknowledged the importance of BMPA to achieving their own community aspirations. For example, BMPA students contributed to building the capacity and capability to support the Kīngitanga.
- Kaiako have more consistent approaches to teaching and marking, and providing timely feedback to tauira.⁴⁶

Kaitiakitanga

- Tauira knowledge is expanded to incorporate a genuine understanding of tikanga, histories and learnings (and not solely on kapa haka competition performance). Inter-generational learning is valued as seen through the various age groups that participate in the programme. Kaiako compositions support iwi knowledge. Tauira are role models for their communities.

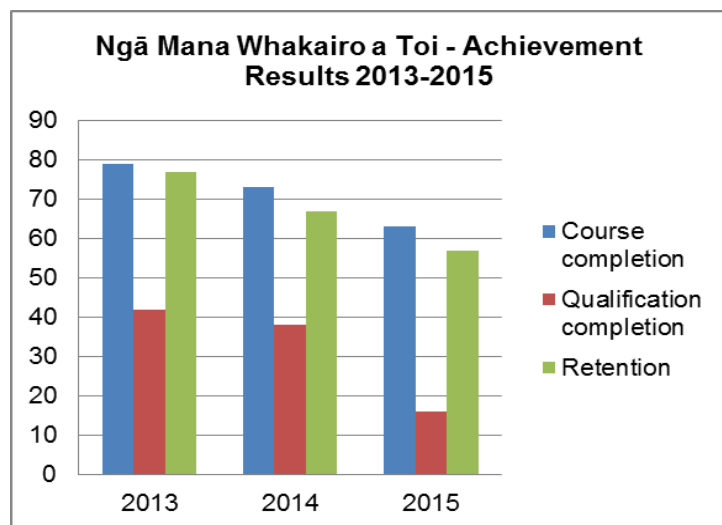
Areas of improvement still being attended to include:

- Improving the consistency of internal and external moderation
- Professional development of all lecturers
- More support for distance learners, in particular essay writing support
- Support for tauira to meet the expected criteria regarding te reo Māori competency within BMPA
- Resources to support the mobile delivery of the programme (i.e. better Wi-Fi and eWānanga access, video cameras) and kapa haka gear (currently kaiako use their own resources).

EPI data has weakened since 2013 and is well below the internal target set by Awanuiārangi of 80 per cent. The internal target has been re-set to 65 per cent for BMPA in 2016; however, BMPA staff aim to exceed this target.

⁴⁶ A 21-day turnaround of student assessment scripts has been well received by tauira.

Figure 3. Awanuiārangi BMPA programme achievement results 2013-2015



*Data source: Te Whare Wānanga o Awanuiārangi Single Data Return data

2.3 Te Wā Arotahi: Certificate in Te Pouhono (Level 4)

The rating in this focus area for educational performance is **He Pounamu Hukihuki**.

The rating for capability in self-assessment for this focus area is **He Pounamu Hukihuki**.

*Whakarongo a whare, whakarongo a marae*⁴⁷

Te Pouhono is a marae-centred programme designed to revitalise te reo, tikanga, kawa and āhuatanga Māori. It is a 120-credit programme comprising six papers (including two core compulsory papers). Marae have up to 19 elective papers they can choose from in order to design and construct a programme that meets the needs of their whānau. In any given year, the programme has at least 500 taura (of whom 90 per cent are Māori over the age of 25 years) and between 50 and 60 marae actively participating in the programme. Te Pouhono was a focus area in the 2011 EER and was rated good for educational performance and adequate for capability in self-assessment.

It was evident from the documentation and interviews that the programme was highly valued and met the most important needs of whānau, hapū and marae. Evidence of expressions of pūkengatanga were numerous and included:

⁴⁷ Whakarongo a whare, whakarongo a marae is the pou tuarima o Ngā Pou Mana Akonga outcomes framework developed by the School of Iwi Development. It describes the outcomes of Te Pouhono as personal development: 'the potential to strengthen and advance individual knowledge, skills, self esteem, behaviour and well-being to higher levels. To increase individual capacity to confidently pursue personal vocational and academic goals and aspirations underpinned by mātauranga Māori, te reo me ngā tikanga'. (Te Pouhono, Document No.4 19 April 2016)

- Taurira graduating with skills and knowledge that enhance their individual and collective capacity and capability to contribute to the functioning and sustainability of their marae (including raranga, whaikōrero, waiata tautoko)
- Taurira reconnecting with whānau (especially those not living in their haukāinga) and learning from kaumātua who are treasured repositories of hapū and tribal knowledge
- Taurira furthering their education by progressing to higher-level programmes within Awanuiārangi⁴⁸
- Taurira developing a critical consciousness, awareness and language that has empowered them to challenge practices and create positive change within their whānau and hapū. For example, graduates spoke of using their knowledge and confidence to engage in, discuss and address social issues affecting their community, including youth truancy, youth suicide and alcohol. Te Pouhono was therefore viewed as a valuable 'intervention' to reconnect learners back to their culture and reaffirm a positive cultural identity as Māori.

The delivery model of Te Pouhono is unique in that it is driven by marae which take an active role in co-designing content and delivery to meet their needs. Marae identify their own co-ordinators and kaiako (which includes identifying members in their community who have the appropriate knowledge and skills to support delivery of programme content). Assessments are completed individually and in groups. While assessments are written, taurira have opportunities (and are expected) to also demonstrate their learning in front of their whānau and hapū. Feedback and 'feed forward' are provided to learners by their elders. This devolved model demonstrates the organisation's understanding and enactment of:

- Tūrangawaewae – supporting marae as the tūrangawaewae of hapū and therefore the most appropriate place for the gathering of members; for the adherence to cultural rituals in a safe learning environment; and the exchange and revitalisation of knowledge unique to each marae and hapū. This model also supports ahi kā⁴⁹ to access knowledge and gain qualifications without having to travel far from their homes.
- Kaitiakitanga – acknowledging marae needs and aspirations to protect, maintain and promote their cultural and intellectual knowledge pertaining to their marae for their members and future generations.

⁴⁸ Twelve taurira have progressed through Bachelor's, Master's and on to PhD programmes. This is a significant outcome given the majority of Pouhono taurira have no prior formal qualifications.

⁴⁹ Ahi kā are whānau who choose to live within their traditional hapū boundaries and who therefore often bear and uphold the traditions and responsibilities of their marae and hapū.

- Rangatiratanga – enabling marae to determine their learning experience, design relevant content, and achieve long-held aspirations to nourish and enhance the wellbeing of members.
- Manaakitanga – marae whānau support and nurture their own learners, with support from regional co-ordinators. While Awhi Taurira staff provide academic support as needed, dedicated support has been identified as a gap and Awhi Taurira has recently appointed a person whose primary responsibility is to go to marae to support the large network of marae-based learners. Learners co-construct and participate in the learning; kaiako are expert in particular content; Pouhono regional staff are known to and/or from the communities they serve and have the relationship skills to mediate cultural and contractual obligations with marae. Whanaungatanga and manaakitanga processes are therefore intrinsic to the programme and contribute to positive learning experiences and outcomes for learners.

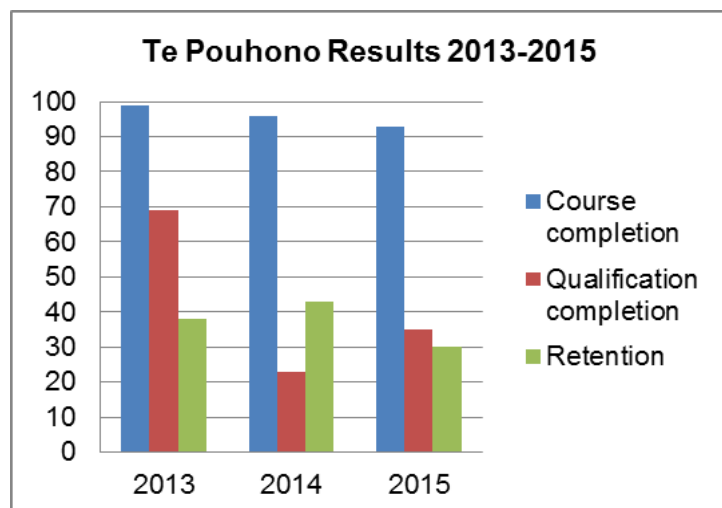
Awanuiārangi regional co-ordinators are important conduits of information between the marae co-ordinators located throughout the country and the programme co-ordinator based at Awanuiārangi in Whakatāne. They have a role to engage and contract marae who meet the criteria to enrol on the programme; to foster constructive working relationships with the marae co-ordinators to ensure the obligations of both parties are fulfilled; to ensure assessments are completed and moderated; and to ensure any issues of importance or risk are identified and alerted to programme leadership.

There is a structured reporting process which relies on marae co-ordinators to actively identify and highlight successes and issues; and for these issues to be made known via the regional co-ordinators to the head of school. The quality of reporting was variable between marae and management which meant any issues with programme delivery, contract performance, attendance, course and/or qualification completion may not be highlighted.

Course completions are high (at least 90 per cent). However, qualification completions continue to be low⁵⁰ (despite being identified as an issue at the last EER).

⁵⁰ An exception was 2014, where qualification completion increased to 69 per cent following a concerted effort by the school to identify and support taurira to complete core papers required to achieve the qualification.

Figure 4. Awanuiārangi Te Pouhono programme achievement results 2013-2015



Data source: Te Whare Wānanga o Awanuiārangi Single Data Return data

Given the size and delivery model of Te Pouhono, it is a high-risk programme. Management is aware of the need to strengthen its systems and processes to reduce risk and has therefore recently completed an external review of the School of Iwi Development. At the time of the EER, the report and recommendations were being considered by Council.

Some strategies to lift performance have been identified and are in their infancy, including increasing academic leadership support to the School of Iwi Development; restructuring Te Pouhono into three 40-credit modules to enable taura to achieve the qualification; embedding the core papers (Te Reo Māori and Iho Matua) within all the elective papers⁵¹; implementing a training programme for all marae co-ordinators and marae-based kaiako to support them in their roles; and improving the student management system to ensure live data access to meet the needs of the management team. Work has started on these changes which will be implemented in 2017.

⁵¹ The intent is to remove the necessity to complete the core papers in order to complete the qualification but still achieve the intended outcomes of those papers. Awanuiārangi identified that the non-completion of the core papers by taura has been one of the issues affecting qualification completion.

2.4 Te Wā Arotahi: Te Tohu Paetahi Ako: Bachelor of Education (Level 7)

The rating in this focus area for educational performance is **He Pounamu Whakairo**.

The rating for capability in self-assessment for this focus area is **He Pounamu Whakairo**.

*Mā te huruhuru ka rere te manu*⁵²

Te Tohu Paetahi Ako is a three-year, full-time programme which prepares taura for working in early year (0-5 years) and primary teaching. Taura attend week-long noho seven times a year, including tutorials, and also complete practicum requirements. The degree is delivered at three sites – Whakatāne, Tāmaki and Whangārei – with some content delivered to all sites simultaneously via video-conference. While Awanuiārangi has offered a teaching degree for many years, the programme (which combined three programmes on offer at that time) was approved in its current form in 2009 and the first intake was in 2010. Te Tohu Paetahi Ako was a focus area in the 2011 EER and was rated adequate for educational performance and adequate for capability in self-assessment.

In 2015, Awanuiārangi engaged an external consultant to undertake an extraordinary review of the programme, which resulted in 21 recommendations. All but five of the 21 recommendations had been completed at the time of the EER. Improvements put in place have been extensive but will require more time and leadership to become embedded. The change process resulting from the review has required a resurfacing and discussion of values and practices that drive quality within the programme.

Areas of improved performance include the following.

Manaakitanga and whanaungatanga

The current noho-based mode of delivery is working well for taura, allowing them to continue with full or part-time work if needed (especially those taura already in teacher-aide roles in their schools). It also allows taura to stay connected to their whānau; it has reduced the need to travel every day to class. Accommodation is free for those who live-in at noho (there is currently no live-in option at the Tāmaki campus). Meals and Wi-Fi are also provided to taura at no extra charge. Following the move of the Tāmaki campus from West Auckland to South Auckland, free transport was offered to taura to support them to transition to a new campus. Some students expressed their disappointment about moving to the new campus

⁵² This whakatauki literally means ‘adorn the bird with feathers so it can fly’. It is used in this context to acknowledge the Paetahi Ako staff who used the analogy of birds to frame their contributions to the review; and also to recognise the work achieved to date, and the improvements still to come.

as they had reorganised their personal circumstances to attend the campus in West Auckland. That said, tauira were happier with the new premises. New student evaluation processes have been put in place and feedback is acted on immediately to improve teaching. Tauira have also initiated tuakana-teina mentoring and also year-level representatives who meet with the regional director at the end of each noho to voice any concerns.

In past years, the demonstration of manaakitanga and whanaungatanga has been inconsistent, as highlighted in the external review. For example, tauira identified inconsistencies in the quality of delivery at noho (lecturers not always prepared, noho starting later or finishing later than scheduled, student attendance not enforced and variability in assessment feedback); inconsistencies in the quality of the resources (including video-conferencing); and engaging with lecturers they had never met before. Also, lecturers felt under-resourced and over-worked, with limited opportunities for undertaking professional development and research activities. Some stakeholders recounted experiences of lecturers arriving late or not arriving at all⁵³ to assess or support their tauira on practicum.

Changes have been made to address many of these issues, and given the recent appointment of the regional director (Tāmaki/Whangārei) and the soon-to-be-appointed programme co-ordinator, there is confidence that the leadership is in place to ensure improvements are embedded as part of normal practice and lead to improved performance.

Pūkengatanga

Through their own networks, programme staff track and document the outcomes of their graduates, most of whom are employed in teaching roles. This wealth of information provides an opportunity for programme staff to seek feedback regularly from graduates and schools on how well the programme is preparing tauira for teaching. This is still to be done in a formal, systematic way.

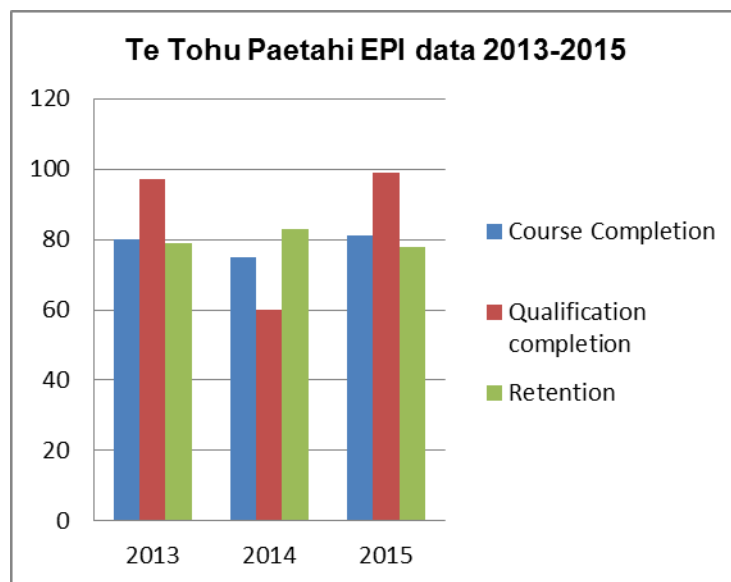
Stakeholders held Awanuiārangi graduates in high regard as they could work easily in multi-cultural contexts. Graduates were mature in their thinking, open-minded and prepared for teaching. Graduates also understood the importance of culture, context and diversity and were ready to engage in professional teaching discussions. Stakeholders from schools felt that this was the advantage of Awanuiārangi students (over graduates from other providers).

EPI data for course completion and retention has been relatively stable, as shown in Figure 5. Achievement data has been interrogated at a paper level to identify papers where tauira have performed poorly, and actions have been put in place for improvement. Attendance at noho is now more strictly monitored and students are required to sign in and be on time, to keep cellphones off, and to ensure tamariki

⁵³ At the times and dates designated.

are appropriately looked after while on campus to minimise distractions. Generally, feedback from taura about the programme and teaching was very complementary. However, taura intending to teach in early childhood settings or in total immersion schooling environments felt that the programme was not fully meeting their needs.

Figure 5. Awanuiārangi Te Tohu Paetahi programme achievement results 2013-2015



Data source: Te Whare Wānanga o Awanuiārangi Single Data Return data

Teaching staff are highly qualified (most are Master’s qualified, PhD qualified or PhD candidates); some are also supervisors, external examiners and assessors for PhD and Master’s taura in other New Zealand universities. All are contributing in some way to advancing mātauranga Māori scholarship through conference papers, books and research projects. Sufficient time allocated for professional development and research appears to be an unresolved issue that management is aware of. Observation of teaching practice by the programme co-ordinator has been re-introduced. There was evidence of feedback being given and improvements made to teaching practice as a result. Significant work has gone into assessment and moderation. The most recent external moderation results for the degree have been positive (i.e., met the standards required). The recommendations from the external monitor’s report of 2014 have been addressed and a further visit is due in 2016. Training in eWānanga use, moderation, and in understanding the EPI data is an ongoing priority.

Awanuiārangi management, programme and teaching staff are to be commended for taking responsibility for the issues and taking immediate action to ensure they are satisfactorily addressed. Many courageous conversations have occurred to address practices that have not met expected standards of quality. The new leadership regime and improved systems provide assurance that performance will continue to improve.

2.5 Te Wā Arotahi: Governance, management and strategy

The rating in this focus area for educational performance is **He Pounamu Whakairo**.

The rating for capability in self-assessment for this focus area is **He Pounamu Whakairo**.

Awanuiārangi has been through a significant and powerful change process over the past two years, the impact of which has touched everyone in the organisation including Council and senior management. This change process started in early 2014 when Awanuiārangi Council/management commissioned an external provider to carry out a full strategic review of the organisation. The review identified improvements to strategy and organisational design, but also identified concerns relating to organisational culture and leadership. This was the backdrop for the events that led to the Hei Manaaki investigations mid-2014. While the impact of the Hei Manaaki investigations was significant, the issues were isolated to one programme, and certain individuals and contractors. The external reviewers at that time found no evidence that the issues relating to Hei Manaaki were evident in any other Awanuiārangi programmes.⁵⁴

Awanuiārangi conducted, at its own expense, a full-scale review of its priority programmes, systems and activities to ensure itself that it is compliant and its systems are robust. This is in addition to existing embedded organisational self-assessment activities including internal evaluation reviews, annual (and five-yearly) programme reviews and policy reviews. Seventeen reviews were commissioned in 2014, and 10 have been completed and closed (i.e. all review recommendations actioned). The remaining seven are in various stages of completion. The reviews identified a range of issues and recommendations that were either programme-specific or organisation-wide (i.e. they relate to organisational leadership, people capability and system capability issues).

Some of these reviews were a planned response to Awanuiārangi's own strategic review undertaken by Price Waterhouse in early 2014. However, most of the reviews following the NZQA/TEC investigation were a deliberate and systematic investment into improving performance and ensuring external stakeholders that Awanuiārangi understands its strengths and has plans in place to address challenges.

Council and management spoke openly about the criticism they received and the collateral damage caused by the investigations to tauira and stakeholders, including the key stakeholder, Te Rūnanga o Ngāti Awa. Much effort, energy and

⁵⁴ The full Deloitte report can be found on the TEC website: [Te Whare Wānanga O Awanuiārangi Investigation](#).

expense therefore has been committed to ensuring the sustainability of the organisation going forward, including undertaking the reviews aforementioned, but also:

- Rebuilding and protecting the reputation of the organisation
- Upholding the mana of Awanuiārangi and what it means to be part of Te Whare Wānanga o Awanuiārangi
- Recalibrating the organisational culture towards one that embodies and demonstrates Ngā Uara⁵⁵ embraced by pono, tika and aroha.

Improvements made over the past two years have been numerous and include the programme-specific reviews discussed in the focus areas, but also changes to Council and management including:

- Permanent appointment of the chief executive and deputy chief executive (following a prolonged period of both positions being acting)
- Support for the appointment of a new head of school (Graduate Studies)⁵⁶; and a regional director (Tāmaki/Whangārei) as part of an overall review of senior leadership/management positions
- Support to invest in Tāmaki including moving to a new campus
- A new Council structure to ensure it is agile and skills-based (membership has also been refined from 18 to 12 members to come into effect on 1 June 2016)
- A review of existing Council subcommittees⁵⁷ and the establishment of new committees to improve insight into issues of importance to Council⁵⁸
- Improved chief executive reporting to Council (including co-constructing with the chief executive the template for reporting and the depth and breadth of information required by Council).

Senior management has also reviewed procurement and risk management policies, enrolment systems, and academic policies; and has identified organisation-wide

⁵⁵ Ngā Uara are the organisational values of Awanuiārangi: Whanaungatanga, Manaakitanga, Pūmāutanga, Kaitiakitanga and Tumu Whakaara.

⁵⁶ There is currently an acting head of school for Undergraduate Studies and the School of Iwi Development. A decision on both these roles will be made following consideration of the external review report of the School of Iwi Development.

⁵⁷ Academic board, finance, audit and risk (review), and appointments and remuneration are existing subcommittees of Council currently under review.

⁵⁸ New committees: stakeholder board (to provide Council with insight and perspective across its vast network of stakeholders); Ngā Mātanga o Awanuiārangi (to advise Council on broader iwi and hapū issues relating to programme offering); and health and safety (to ensure Council has a direct line of sight on health and safety issues in the workplace).

professional development needs. The quality management system is being revised and replaced with a new framework called Te Puku o Te Wheke. Te Wheke uses the imagery and symbolism of the octopus as a framework that is uniquely Māori in shape and form. The intent is to ensure Te Puku o Te Wheke is a user-friendly, responsive and agile framework that staff can easily engage in and with to support effective decision-making and high quality, consistent practices. Management is also reviewing its entire programme offering in response to the targeted review of qualifications, but also to ensure that the diversity of its programme offering continues to closely meet stakeholder needs. An example would be developing more offerings to improve the pathway for taura interested in environmental studies (from certificate to graduate studies).

Despite the significant investment in external reviews, and the return of funds to the TEC in 2014, the financial rating for Awanuiārangi is low.

Effective systems and processes are in place to ensure compliance, to identify and manage risk, and to ensure accountability and transparency to stakeholders. All staff have attended fraud and ethics training to raise awareness of what fraudulent and unethical behaviour looks like and what is acceptable. However, there are still capability issues across the organisation which can have an impact on the quality of information being shared. This will be addressed through training and through a redesign of middle management roles to ensure that people with the right mix of skills are in the right positions.

However, there are challenges ahead and gaps (some of which were identified at the last EER) that the organisation is aware of and is managing at present. These are:

- Monitoring progress towards Te Rautaki 2020
- Building staff capability and culture through the ongoing socialisation of Ngā Uara (organisational values)
- Continuing to improve the organisation's student management system and its organisational moderation system to ensure consistency in practice and validity of results
- Lifting EPI results, in particular qualification completions
- Systematically capturing valued outcomes in ways meaningful and useful to the organisation
- Implementing the revised quality management system, including reflecting on whether current self-assessment processes are identifying and elevating issues of importance in a timely and effective way.

Ngā Whakahau

It is recommended that Awanuiārangi:

- Strengthen reporting of educational performance data from programme level through to Council.
- Strengthen the student management system to assist with timely and accurate data that is useful to understanding educational performance.
- Strengthen the collection, monitoring, analysis and use of student feedback to improve teaching and service delivery.
- Strengthen monitoring and performance against the strategic plan and educational performance, including but not limited to the TEC key performance indicators (noting that these may be complemented by wānanga performance indicators in the near future).
- Strengthen the capturing, analysing and reporting of outcomes data, including contributions to cultural citizenship and mātauranga Māori.
- Implement the revised quality management system (Te Puku o Te Wheke) including reviewing and/or refreshing current self-assessment processes and systems.
- Close off all remaining recommendations from the extra-ordinary reviews, including progressing any actions arising from the review of the School of Iwi Development.

Ngā 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">• Mā te whanaungatanga te iwi e kōtuitui, e whakatairanga, e manaaki, hei painga mō te katoa. <p><i>Connecting, fostering and maintaining relationships for the benefit of all.</i></p>
<i>Manaakitanga</i>	<ul style="list-style-type: none">• Ka rahi ake te mana o te tangata, o te whānau, o te hapū, o te iwi. <p><i>The presence and expression of mana-enhancing behaviour and practices.</i></p>
<i>Pūkengatanga</i>	<ul style="list-style-type: none">• He toi mātauranga, he pūkenga tangata. <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">• Ko te tiaki i te ao me ngā taonga katoa hei oranga mō tātou, mō ngā uri whakatupuranga. <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">• E rangatira ai te whare, me Māori tōna hanga, āna whakahaere. <p><i>Expression of a worldview that is distinctively and uniquely Māori.</i></p>
<i>Tūrangawaewae</i>	<ul style="list-style-type: none">• Ko te wāhi e tū rangatira ai te tangata. <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">• Mā te wairua e ārahi te reo. <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">• Mā ngā tikanga Māori te arongaaronga Māori e whakatinana. <p><i>Processes, practices, procedures that are consistent with a Māori world view.</i></p>

Āpitianga 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 educational 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).

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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