



Te Pūkenga

Te Pae Tawhiti

Te Tiriti o Waitangi Excellence Framework 2022 – 2023

Whiringa-ā-rangi | November 2022

**Ko te pae tawhiti whāia kia tata,
ko te pae tata whakamaua kia tina**

**Seek to bring distant horizons closer,
sustain and maintain those that have arrived**

He mihi | Acknowledgements

Mihia te rangi e tū iho nei

Mihia te papa e takoto ake nei

Tangihia ngā mate huhua kua riro ki te pō

Nō hea te aroha e mutu

Mihia te ariki taungaroa, a Kīngi Tūheitia me tōna kāhui

Nō hea ngā mihi e oti

Mihia ngā maunga whakahī, ngā awa tūpuna

Mihia ngā kuratini o te motu me ngā kōrero

Nau mai rā e te iwi

E kai ō mata ki te pae tawhiti

Tēnei te pae ka rapua

Tēnei te pae ka whāia

Ka whakamau ai kia tīna

Haumi ē! Hui ē! Tāiki ē!

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Whakapototanga matua | Executive summary

Ko te whakamau i Te Tiriti o Waitangi kia hira, kia ōrite hoki ngā ratonga ki a ngāi Māori
Embedding Te Tiriti o Waitangi excellence and ensuring service equity for Māori

In early 2022, the New Zealand Institute of Skills and Technology, Te Pūkenga, undertook a review to determine if **Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework** was achieving its core purpose and that – as a framework to guide self-reflection and review – it remained fit for purpose.

The valuable, voluntary feedback of our kaimahi (staff) and Te Tiriti o Waitangi partners has helped to inform a second iteration of Te Pae Tawhiti. This enhanced version of the initial working draft will continue to guide the network's planning, implementation and reporting as we transition into the new organisational structure from January 2023.

Recommendations from the review have also informed the development of a Continuous Quality Improvement (CQI) policy – a critical milestone in our Te Pae Tawhiti work plan with its whole-of-organisation approach.

Te Pae Tawhiti CQI will ensure the intent of Te Tiriti o Waitangi excellence is embedded within Te Pūkenga policies, processes, systems and practices, ultimately improving outcomes for Māori and ākonga Māori in particular.

Other activities underway in support of Te Pae Tawhiti implementation include:

- a revised reporting cadence mapped to the proposed organisational structure and aligned with the Learner Success Plan and Tertiary Education Commission (TEC) reporting
- development of measures and monitoring mechanisms (i.e., insights and evaluation)
- a reporting dashboard and systems
- Te Pūkenga-led areas of priority for collective impact across the network.

A high-level Te Tiriti o Waitangi Excellence strategy and implementation plan will also provide direction as to how Te Pae Tawhiti will be operationalised throughout Te Pūkenga, mapping each action point and focus area with the Business Group and/or team responsible for its delivery.

While there will be multiple action points and focus areas in this strategy and implementation plan, there are several key areas that all parts of the network will initially be focused on:

- Te Tiriti o Waitangi partnerships.
- Building Māori cultural capability and strengthening Māori leadership capability.
- Embedding mātauranga Māori.
- Ensuring holistic approaches to Māori learner wellbeing in provision, support and services.
- Māori data sovereignty.

Te Pae Tawhiti progress will continue to be monitored and reported on quarterly to Te Pūkenga Council and TEC, and annually to Te Tiriti o Waitangi partners from 2023. The next phase of review and refinement with key partners and stakeholders, as well as ākonga and kaimahi, will also be undertaken in 2023.

Te Pae Tawhiti

Te Tiriti o Waitangi Excellence Framework

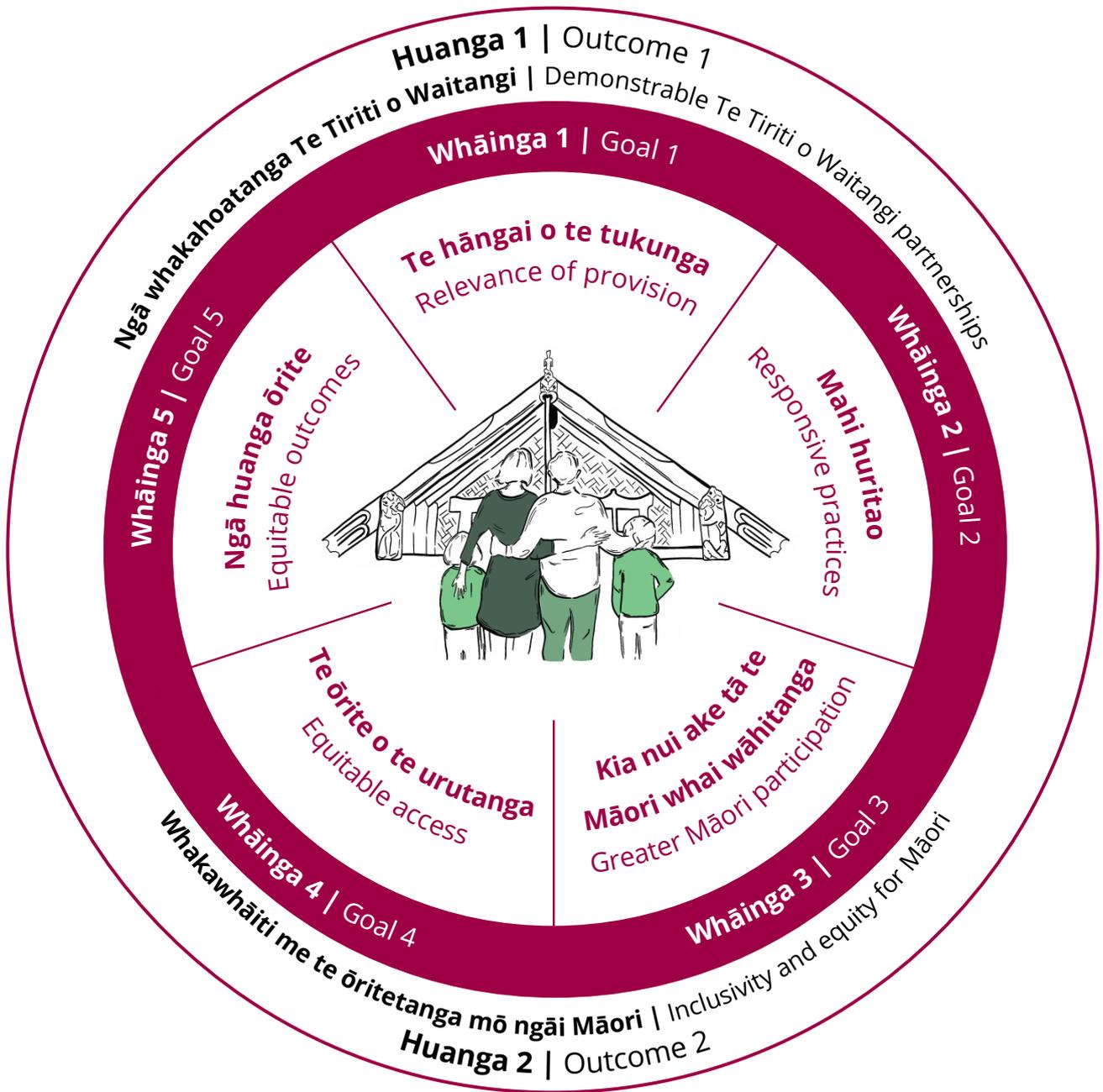


Diagram 1: Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework

Tirohanga whānui | Overview

Te Pūkenga is the definitive use of the word Pūkenga, describing the acquisition and mastery of valuable skills. This occurs through the passing down of knowledge from person to person, where the receiver becomes a repository of that knowledge and, in time, an expert themselves in those skills.

Our identity is inspired by the base of the harakeke, the strongest part of the plant, from where all threads meet and grow. Because while we are all separate strands, we are stronger together. It represents the sharing of perspectives, the exchanging of knowledge and skills. The weaving together of our collective past for a thriving tomorrow.

These separate strands are bound together to create a basket of knowledge, filled with all the unique qualities, skills and minds of Te Pūkenga. This is our tohu, the base from which we grow and flourish.

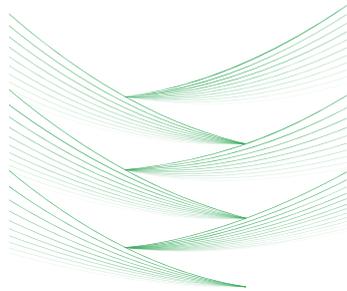
Ā mātou uara | Our values

The values adopted by Te Pūkenga personify the way we think, operate and make decisions. They are a reflection of our ambitions and the basis of our moral compass. They define what is important to us, and what should be kept front of mind.

Our Te Tiriti o Waitangi Excellence Framework, Te Pae Tawhiti, is aligned with and inclusive of our values given its focus on giving effect to Te Tiriti o Waitangi through active and meaningful partnerships and a relentless focus on Māori success:

Manawa nui

We reach out and welcome in



We actively seek diversity knowing this supports equitable decision making and outcomes.

We welcome everyone. Your unique worldview makes us who we are.

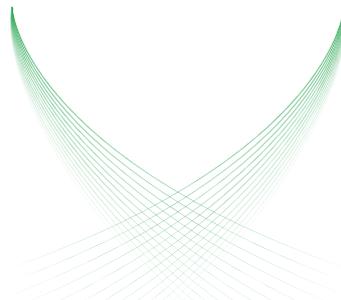
We care about each other, demonstrating manaakitanga and gratitude and create safe places where people feel comfortable contributing and sharing.

We seek the expertise of others, recognising we are part of a bigger picture.

We call out behaviours that go against our values.

Manawa roa

We learn and achieve together



We embrace opportunities to try new things and learn from our mistakes.

We work together, always striving for better.

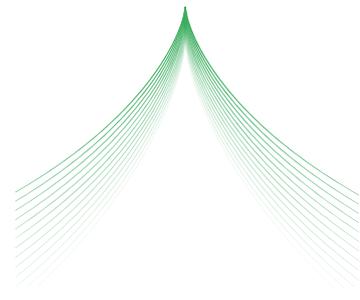
We are about progress not perfection.

We participate proactively and seek input from others.

We provide feedback that is honest, constructive and respectful, in order to elevate each other's greatness.

Manawa ora

We strengthen and grow the whole person



We remove barriers and acknowledge the needs of others and their well-being.

We empower people to give their best and recognise their unique contributions.

We encourage initiative and contribution at all levels.

We are generous with our time and expertise, and we look for opportunities to learn from others.

We are transparent and open about decisions, and we support the decisions of others.

Kupu whakataki | Introduction

The Review of Vocational Education (RoVE) offers a once-in-a-generation opportunity to create a network premised on meaningful and authentic Te Tiriti o Waitangi partnerships as well as inclusivity and equity for Māori.

In accordance with Te Tiriti o Waitangi, Te Pūkenga is focused on ensuring our services work well and respond with excellence to the needs of Māori ākonga (learners) and their whānau, and to the aspirations of hapū, iwi and Māori communities throughout Aotearoa New Zealand.

This objective is driven from our legislative mandate, our Charter, regulatory guidance and from the will of the governing Te Pūkenga Council. Our Charter duties include:

- ensuring that our governance, management and operations give effect to Te Tiriti o Waitangi
- recognising that Māori are key actors – or partners – in regional social, environmental and economic development
- responding to the needs of, and improving, outcomes for Māori learners and their whānau, hapū, iwi and employers.

Te tāhuhu kōrero | Background

Te Pūkenga aspires to achieve Te Tiriti o Waitangi excellence in all that we do. Our first step on this developmental journey was to understand our current Te Tiriti o Waitangi and Māori-Crown relations practice, and our capability and capacity to deliver to that aspiration, ensuring we respond to and improve outcomes for Māori learners and their whānau, hapū, iwi and hāpori Māori.

In 2020, **Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework** was commissioned to influence and guide our planning, activities and reporting and, importantly, how we self-reflect and review ourselves when undertaking those tasks, ensuring that they are agreed to in collaboration and partnership with Māori communities.

Te Pae Tawhiti is centred on a combination of continuous obtainment – whakamaua – and pursuit – whāia – of two outcomes and five associated goals.

It provides Te Pūkenga with guidance on how the network is achieving Te Tiriti o Waitangi excellence, giving effect through meaningful and authentic partnerships (Outcome 1) and ensuring the organisation is inclusive of, and equitable, for Māori (Outcome 2).

The five goals set the direction for Te Pūkenga to orientate our organisational waka and are a means by which the network can demonstrate it is working towards the achievement of these two outcomes – and ultimately – Te Tiriti o Waitangi excellence.

As a framework, Te Pae Tawhiti offers an opportunity for Te Pūkenga to check and re-calibrate our position and ensure that we are on track to arrive at our destination.

Huarahi i whāia | Approach

Sharing information, data, practices, initiatives and innovations as well as working together to improve outcomes for Māori has the potential to be transformative for the entire network.

Since mid-2021, Te Pūkenga has published extensive overview reports of the insights gleaned from three self-reflective practice reports – for our subsidiary network, Business Divisions of Te Pūkenga Work Based Learning and National Office.

This is the first time a comprehensive Te Tiriti o Waitangi practice analysis has been undertaken across the Institutes of Technology and Polytechnics (ITPs) and work-based training providers.

The reports identify current practices with potential that are being shared across the network to amplify impact for Māori as well as highlighting challenges and opportunities for improvement as we co-design an organisation that will deliver inclusion and equity for and with Māori.

Collectively, Te Pūkenga is establishing a strong Māori learner-informed and Te Tiriti o Waitangi-led foundation for network transformation.

He taonga whakaaro | Insights

In the 2022 review process, respondents spoke of the need to normalise the framework for Māori and non-Māori alike through the weaving and embedding of Te Pae Tawhiti into all of our organisational policies, processes and practices. Several areas of priority were identified by participants:

Ngā whakahoatanga Te Tiriti o Waitangi | Demonstrable Te Tiriti o Waitangi partnerships

- Co-governance and co-leadership with hapū and iwi.
- Distinct Māori ways of being and knowing acknowledged.
- A strong, growing and supported Māori workforce.
- Development of kaimahi and the organisation.
- Effective communication throughout the organisation.
- Values imbued in all parts of the organisation – from people to systems.

Whakawhāiti me te ōritetanga mō ngāi Māori | Inclusivity and equity for Māori

- Access to learning through collaboration.
- Ongoing opportunities for development of staff.
- Accountabilities for quality education to Māori.
- Visibility of Māori in the curriculum and staff.

Intended as a dynamic framework, Te Pae Tawhiti will be reviewed on a regular basis to ensure it remains relevant, current and continues to meet the needs of ākonga Māori, hapū, iwi and Māori communities as well as Māori employers and businesses.

Te Mahi Tonu Kia Pai Ake te Kounga | Continuous Quality Improvement (CQI)

Since the beginning of 2022, Te Pūkenga has been engaging with a variety of partners as well as gathering insights from related literature and a range of work programmes in order to inform the development of Te Pae Tawhiti Continuous Quality Improvement (CQI).

The aim of CQI is to support and enable a network-wide integrated evaluation approach to inform and support Te Pae Tawhiti quality assurance processes, reporting and continuous quality improvements. This whole-of-organisation approach will ensure:

- Te Tiriti o Waitangi excellence and equity for Māori embedded across policies, processes, systems and practices
- principles and approaches embedded in te ao Māori are utilised
- Māori learners are at the forefront of decision-making
- critical reflection and inquiry into what supports Māori learner inclusion and success
- data, insights and evidence is used to inform decisions
- improvements that reflect the voice and aspirations of Māori partners including iwi.

This approach has been developed to support the growth of a culture within Te Pūkenga – and the capability required – to continuously improve outcomes for Māori by ensuring:

- ākonga Māori are at the forefront of thinking when kaimahi design, develop and/or deliver policies, procedures, processes and programmes
- that any system changes lead to equity and improvements for Māori learner outcomes.

Mātāpono | Principles

Te Pae Tawhiti influences our planning, implementation, reporting and review based on five core principles of CQI. These principles are designed to guide us in how to engage in CQI and enable quality practices that will ensure education excellence and equity for Māori.

Each Business Group, sub-group, region, team and Ako network of Te Pūkenga is expected to follow these core principles and outline how they will advance Te Tiriti o Waitangi excellence as part of their key performance indicators on an annual basis.

They require our kaimahi to think deeply and critically on how their work is informed by the aspirations and expectations of hapū, iwi and Māori and how their work either in design or delivery reflects a genuine and meaningful partnership.

This does not mean every Te Pūkenga team needs to engage with or have a partnership relationship with with hapū, iwi or Māori; rather it encourages kaimahi to reflect on their 'knowing' – perspectives and world views – and to check these against valid and reliable iwi and/or Māori-informed evidence.

Ngā tino mātāpono | Core principles of CQI

1 Māori learners at the forefront	<ul style="list-style-type: none">• To enable inclusivity and equity, Māori must be able to see themselves in everything that Te Pūkenga does• Te Pūkenga must demonstrate how outcomes for Māori as a priority partner are being realised
2 A whole of systems approach	<ul style="list-style-type: none">• Te Pūkenga is developing a systems approach to ensure improvement is holistic and integrated in order to address inequities and inequitable outcomes for Māori• Te Pūkenga will ensure the intent of Te Tiriti o Waitangi excellence is embedded within policies, processes, systems and practices to ultimately improve outcomes for Māori
3 Embed Te Tiriti o Waitangi excellence	<ul style="list-style-type: none">• Te Pūkenga values meaningful partnerships with hapū and iwi; equitable participation for Māori; protection of mātauranga Māori; and realising potential• Te Pūkenga supports whānau, hapū and iwi aspirations for their learners
4 Focus on performance	<ul style="list-style-type: none">• Te Pūkenga has its performance and success measured by how well it – as a Crown entity – performs for Māori• Te Pūkenga must demonstrate its contribution to transforming and accelerating outcomes for Māori learners, and systems must be in place to gauge how well it is meeting its obligations and commitments to learners traditionally under-served by the education system
5 Improvement is continuous and evaluative	<ul style="list-style-type: none">• Te Pūkenga acknowledges that Continuous Quality Improvement (CQI) is an evaluative process• To be authentic and effective, Te Pūkenga requires an organisational culture where critical reflection on these principles and what it means for the work it does is embedded across all functions; where quality is defined and co-designed with Māori partners; and where utilising credible data and evidence that reflects Māori world views is valued as core business

Ā tātau mahi huritao | Our reflective practice

Te Pūkenga utilises evaluative thinking supported by critical inquiry that is evidence-based in order to understand how we are progressing towards the achievement of Te Tiriti o Waitangi excellence. The following tools are used to support our evaluative approach:

- Kaupapa Māori-based self-assessment approach.
- Evaluative questions and indicators.
- Evaluative rubric.
- Continuous Quality Improvement (CQI) principles.

Te aromatawai whaiaro kaupapa Māori | Kaupapa Māori-based self-assessment

**Mā te rongo, ka mōhio; mā te mōhio, ka mārama; mā te mārama,
ka mātau; mā te mātau, ka ora**

Through perception comes awareness, through awareness comes understanding, through understanding comes knowledge, through knowledge comes wellbeing for all

Self-assessment is defined by the New Zealand Qualifications Authority as a ‘systematic process of identifying strengths and weaknesses and making evidence-informed changes that result in actual, worthwhile improvements’. Te Pae Tawhiti self-assessment approach is based on similar principles of being:

- evaluative
- systematic
- strengths-based and focused on improvement
- evidence-based
- collaborative.

Te Pae Tawhiti self-assessment approach is kaupapa Māori-based in that it is drawn from a commonly used whakataukī or proverb: mā te rongo, ka mōhio, loosely interpreted in this document as, through perception¹ comes awareness; through awareness comes understanding; through understanding comes knowledge; through knowledge comes wellbeing for all.

From a te ao Pākehā perspective, it is similar to the ‘what, so what, now what’ evaluative and reflective inquiry model. What brings the self-reflective approach alive is the intentional discussions and critical reflection as well as the insights that we draw from the evidence in front of us. Research² suggests that this approach leads to more meaningful and informed improvements that will ultimately contribute to excellence and equity for Māori learners.

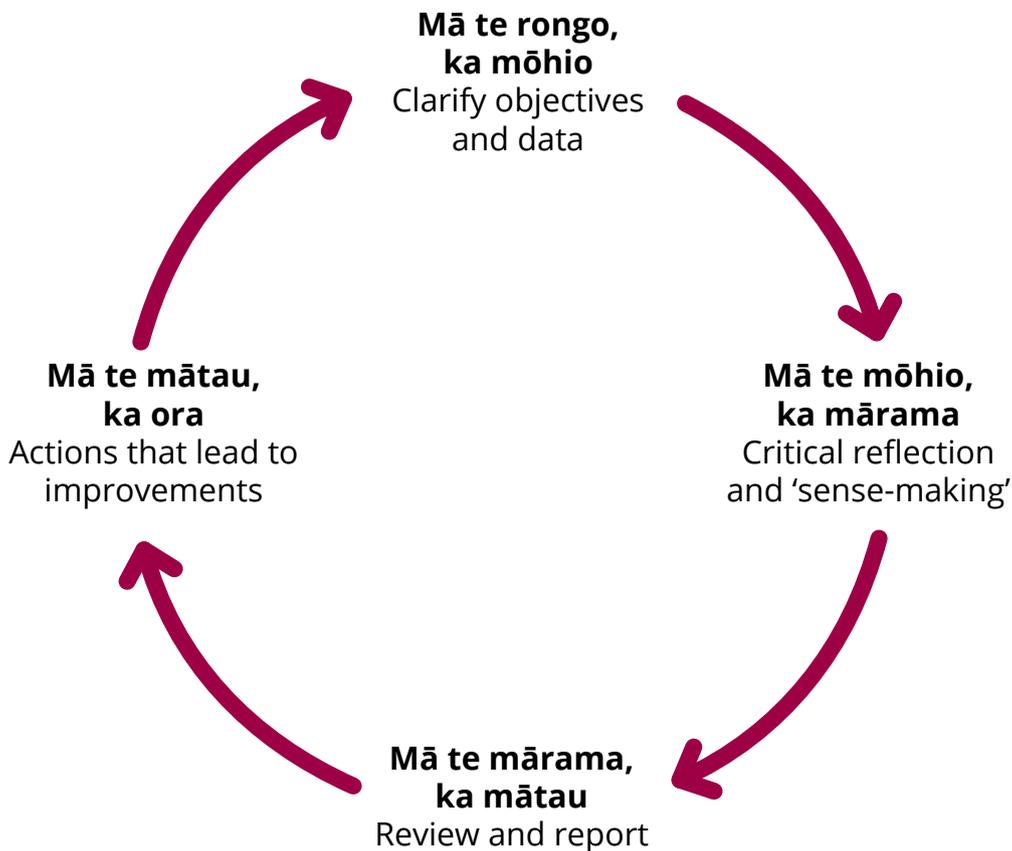
¹ Inclusive of ‘data’ that we can see, hear, feel, touch, smell

² [Evidence-based Inquiry - Kia Eke Panuku](#); Panapa (2015) Te Noho Kotahitanga: [Putting the ‘Critical’ Back in Biculturalism \(auckland.ac.nz\)](#); [Seven principles to effectively support Māori students as Māori - THE EDUCATION HUB](#)

Te Pae Tawhiti

Huarahi aromatawai whaiaro

Self-assessment approach



The self-assessment approach of Te Pae Tawhiti includes:

- **Mā te rongō, ka mōhio** – clarity is sought on what is being developed, designed, delivered or reviewed; and appropriate sources of data, evidence and experience of and for Māori are identified and gathered to inform development.
- **Mā te mōhio, ka mārama** – data is triangulated and interrogated for meaning; ideally, this is a collaborative process where multiple perspectives are engaged in critical reflection and 'sense-making' including the voice and aspirations of Māori and Te Tiriti o Waitangi partners.
- **Mā te mārama, ka mātau** – we monitor and report on actual improvements for Māori that are transformative and holistic.
- **Mā te mātau, ka ora** – action is taken that will lead to appropriate Māori-informed responses that accelerate outcomes for Māori ('ka ora').

Diagram 2: Te Pae Tawhiti: Huarahi aromatawai whaiaro | Self-assessment approach

Te huritao kaikini | Critical reflection

Kaupapa Māori approaches implore us to favour Māori aspirations, to raise individual and collective consciousness around inequity and inequality of power, and what this means in terms of the systems, processes, practices, relationships and outcomes that benefit.

Central to critical reflection is the triangulation of evidence and understanding of the context from which that evidence has emerged. Critical self-reflection and kaupapa Māori:

- disrupts and challenges the status quo
- highlights systemic inequity for Māori as an opportunity for improvement
- reinforces a responsibility to act in ways that are transformative for Māori
- recognises and values diverse Māori realities and authentic collaborative processes.

We expect that self-reflective practice will be an ongoing quality exercise.

However, at certain times, we will draw on insights and evidence to demonstrate to Te Tiriti o Waitangi partners and key partners that Te Pūkenga is making actual and worthwhile improvements for Māori, according to what is of value to Māori.

This reporting process will be aligned to Te Pae Tawhiti outcomes and priority targets that are inclusive of – but not solely – educational performance indicators (EPIs).

To support self-reflective practice, Te Pūkenga has designed:

- indicators of what 'good' looks like for each of the outcomes and goals of Te Pae Tawhiti
- high level self-reflective questions that guide planning, implementation, reporting and self-review against these outcomes and goals
- an evaluative rubric to assess to what extent we are meeting the outcomes and goals of Te Pae Tawhiti.

The following table shows how the outcomes, goals, evaluative indicators and self-reflective pātai (questions) interconnect:

Huarahi aromatawai whaiaro | Self-assessment approach

	How well is Te Pūkenga giving effect to Te Tiriti o Waitangi partnerships?			How well is Te Pūkenga responding to the needs and aspirations of Māori learners and their whānau?	
Huanga Outcomes	Ngā whakahoatanga Te Tiriti o Waitangi Demonstrable Te Tiriti o Waitangi partnerships			Whakawhāiti me te ōritetanga mō ngāi Māori Inclusivity and equity for Māori	
Whāinga Goals	Mahi huritao Responsive practices	Te hāngai o te tukunga Relevance of provision	Kia nui ake tā te Māori whai wāhitanga Greater Māori participation	Te ōrite o te urutanga Equitable access	Ngā huanga ōrite Equitable outcomes
Tohu arotake Evaluative indicators	<ul style="list-style-type: none"> Provision and services are well matched to the needs of mana whenua Mana whenua determine mātauranga Māori content and the mix and delivery of programmes in their rohe Programmes lead to relevant employment, community and/or cultural outcomes for Māori 	<ul style="list-style-type: none"> Staff have capacity and capability to support culturally responsive and inclusive practice Structures and quality systems reflect equity for Māori Reo and mātauranga Māori is authentically reflected and valued Te Tiriti o Waitangi-based partnerships reflect equality in decision-making and leadership Māori experiences and perspectives inform self-reflective practice 	<ul style="list-style-type: none"> Learning environments are inclusive and culturally safe Programme resources and assessments reflect the experiences and diverse realities of Māori Policies, strategies and support services increase access, engagement and success for Māori learners Te Pūkenga is a culturally safe and inclusive place for Māori staff 	<ul style="list-style-type: none"> Māori learners have opportunity to access, and are represented across, a range of tertiary programmes in a range of locations Barriers to equitable access for Māori are systematically identified and removed Clear, accurate and culturally appropriate information is available for Māori learners and their whānau 	<ul style="list-style-type: none"> Measures of success are contextualised to the aspirations of Māori Outcomes for Māori are holistic Outcomes for Māori are monitored, reported and areas of inequitable success are identified and addressed Accountability systems to whānau, hapū and iwi are effective
Pātai huritao Self-reflective questions	<p>What goals and indicators are relevant and/or important to the work you do and why (or why not?) What are the key actions you will take to contribute to the outcome and goals? How will you know that your actions are making a difference for Māori? What progress are you making? How do you know? What evidence are you using to inform your knowing? Is the evidence robust, reliable, authentic? Where are the gaps? What more do you need to know or understand to inform progress? What are the actions you have taken? What are the results? What are you planning on doing differently, if anything? What impact has your work had on improved outcomes for Māori? Equity for Māori? Partnership with iwi? What are your next steps?</p>				

Aratohu aromatawai whaiaro | Self-assessment guidance

The following table outlines how the evaluative indicators, key concepts, self-reflective questions and examples of evidence align to the outcomes and goals of Te Pae Tawhiti:

Tohu arotake Evaluative indicators	Ngā huatau matua Key concepts	Ngā pātai mō te mahi huritao Self-reflective practice questions	Taunakitanga Evidence
Huanga 1 Outcome 1 Ngā whakahoatanga Te Tiriti o Waitangi Demonstrable Te Tiriti o Waitangi partnerships			
<ul style="list-style-type: none"> Māori-Crown partnerships are active and meaningful throughout Te Pūkenga Partnerships are proactively led at senior management and governance levels throughout Te Pūkenga 	<ul style="list-style-type: none"> Māori-Crown partnerships are active and meaningful throughout Te Pūkenga Partnerships are proactively led at senior management and governance levels throughout Te Pūkenga 	<ul style="list-style-type: none"> What impact has your work had on improved outcomes for Māori? Equity for Māori? Partnership with iwi? What are your next steps? 	<ul style="list-style-type: none"> Partnership agreements (formal or informal) with iwi/Māori that support innovation and advance iwi aspirations Iwi/Māori advisory groups are active and resourced Iwi advise Council on Te Pūkenga effectiveness for Māori through external review/audit/ reflection Te Pūkenga embeds Māori voice within key leadership and management mechanisms including Council and senior leadership
Huanga 2 Outcome 2 Whakawhāiti me te oritetanga mō ngāi Māori Inclusivity and equity for Māori			
<ul style="list-style-type: none"> Educational performance (qualifications attained; progression; contribution to whānau, hapū, iwi, community, workplace, industry) Māori succeed as Māori 	<ul style="list-style-type: none"> Te Pūkenga can demonstrate equitable outcomes for Māori learners as per the Charter and formal ministerial expectations 	<ul style="list-style-type: none"> What impact has your work had on improved outcomes for Māori? Equity for Māori? Partnership with iwi? What are your next steps? 	<ul style="list-style-type: none"> Outcomes for Māori are equitable in accordance with the Charter Outcomes reflect iwi/ Māori aspirations Regular reviews (internal and external) reflect confidence that settings are inclusive for Māori

Tohu arotake Evaluative indicators	Ngā huatau matua Key concepts	Ngā pātai mō te mahi huritao Self-reflective practice questions	Taunakitanga Evidence
Whāinga 1 Goal 1 Te hāngai o te tukunga Relevance of provision			
<ul style="list-style-type: none"> • Provision and services are well matched to the needs of mana whenua • Mana whenua determine mātauranga Māori content and the mix and delivery of programmes in their rohe • Programmes lead to relevant employment, community and/or cultural outcomes for Māori 	<ul style="list-style-type: none"> • Programmes of learning and provisions of training are relevant and accessible to Māori communities • Services are suitably matched to the needs of Māori communities • Learning is relevant through appropriate and authentic inclusion of mātauranga Māori 	<ul style="list-style-type: none"> • Is the goal relevant and/or important to the work you do and why (or why not?) • What are the key actions you will take to contribute to the goal and why? (How do you know this action is a priority? How does your action relate to the evidential indicator?) • How will you know that your actions are making a difference for Māori? (What evidence will you use or need and how will you gather that evidence?) • What progress are you making and how do you know? What evidence did you use to inform your knowing? Is the evidence robust, reliable, authentic? • Where are the gaps? What more do you need to know or understand to inform progress? • What are the actions you have taken? What are the results? What are you planning on doing differently, if anything? • Have you tested your findings/assumptions with Te Tiriti o Waitangi partners and/or Māori stakeholders 	<ul style="list-style-type: none"> • Annual mix of provision planning and development: shows Māori input, reflects Māori aspirations and facilitates access • Programme development processes reflect authentic mana whenua engagement and embedding of reo Māori and mātauranga Māori • Mana whenua support assessment and moderation of mātauranga Māori content • Evidence of outcomes achieved; value of outcomes; graduate outcomes being met

Tohu arotake Evaluative indicators	Ngā huatau matua Key concepts	Ngā pātai mō te mahi huritao Self-reflective practice questions	Taunakitanga Evidence
Whāinga 2 Goal 2 Mahi huritao Responsive practices			
<ul style="list-style-type: none"> • Staff have the capacity and capability to support culturally responsive and inclusive practice • Structures and quality systems reflect equity for Māori • Reo and mātauranga Māori is authentically reflected and valued • Te Tiriti o Waitangi-based partnerships reflect equal decision-making and leadership • Māori experiences and perspectives inform self-reflective practice 	<ul style="list-style-type: none"> • Teaching is unbiased • Planning, decision-making and reporting reflects conscious consideration of Māori learners and communities 	<ul style="list-style-type: none"> • Is the goal relevant and/or important to the work you do and why (or why not?) • What are the key actions you will take to contribute to the goal and why? (How do you know this action is a priority? How does your action relate to the evidential indicator?) • How will you know that your actions are making a difference for Māori? (What evidence will you use or need and how will you gather that evidence?) • What progress are you making and how do you know? What evidence did you use to inform your knowing? Is the evidence robust, reliable, authentic? • Where are the gaps? What more do you need to know or understand to inform progress? • What are the actions you have taken? What are the results? What are you planning on doing differently, if anything? • Have you tested your findings/assumptions with Te Tiriti o Waitangi partners and/or Māori stakeholders 	<ul style="list-style-type: none"> • Cultural competencies for all staff support Te Pae Tawhiti and staff review/ professional development linked to quality to self-assessment • Māori pedagogy informs teaching and learning practice • Policies and procedures reflect Te Pae Tawhiti CQI principles • Te Pūkenga governance gives effect to Te Tiriti o Waitangi (reflected in Annual Report, CEO performance, organisational capability, strategies) • Iwi/Māori partners review and audit Te Pūkenga services as part of Te Pae Tawhiti self-assessment

Tohu arotake Evaluative indicators	Ngā huatau matua Key concepts	Ngā pātai mō te mahi huritao Self-reflective practice questions	Taunakitanga Evidence
Whāinga 3 Goal 3 Kia nui ake tā te Māori whai wāhitanga Greater Māori participation			
<ul style="list-style-type: none"> • Learning environments are inclusive and culturally safe • Programme resources and assessment reflects the experiences and diverse realities of Māori • Support services and policies increase access, engagement and success for Māori learners • Te Pūkenga is a culturally safe and inclusive place for Māori staff 	<ul style="list-style-type: none"> • Programme delivery reflects quality for Māori irrespective of the mode or location (this includes resources, curriculum, learning materials, teaching, training) • Pastoral and study support services – online or in-person – meet the needs of Māori 	<ul style="list-style-type: none"> • Is the goal relevant and/or important to the work you do and why (or why not?) • What are the key actions you will take to contribute to the goal and why? (How do you know this action is a priority? How does your action relate to the evidential indicator?) • How will you know that your actions are making a difference for Māori? (What evidence will you use or need and how will you gather that evidence?) • What progress are you making and how do you know? What evidence did you use to inform your knowing? Is the evidence robust, reliable, authentic? • Where are the gaps? What more do you need to know or understand to inform progress? • What are the actions you have taken? What are the results? What are you planning on doing differently, if anything? • Have you tested your findings/assumptions with Te Tiriti o Waitangi partners and/or Māori stakeholders 	<ul style="list-style-type: none"> • Learning settings, resources, content and teaching/training look and feel Māori • Teaching pedagogy is relational and reciprocal • Mana whenua support assessment and moderation of mātauranga Māori content • Learner support and guidance is informed by an analysis of what works for ākonga Māori • Processes for ākonga voice and complaints specifically reflect Māori values and ways of engaging

Tohu arotake Evaluative indicators	Ngā huatau matua Key concepts	Ngā pātai mō te mahi huritao Self-reflective practice questions	Taunakitanga Evidence
Whāinga 4 Goal 4 Te ōrite o te urutanga Equitable access			
<ul style="list-style-type: none"> Māori learners have the opportunity to access, and are represented across, a range of tertiary programmes in a range of locations Barriers to equitable access for Māori are systematically and comprehensively identified and removed Clear, accurate and culturally appropriate information is available for ākonga Māori and their whānau 	<ul style="list-style-type: none"> Programmes of study are relevant and accessible to Māori communities (irrespective of location, age, gender, disability, nature of employment) 	<ul style="list-style-type: none"> Is the goal relevant and/or important to the work you do and why (or why not?) What are the key actions you will take to contribute to the goal and why? (How do you know this action is a priority? How does your action relate to the tūtohu/evidential indicator?) How will you know that your actions are making a difference for Māori? (What evidence will you use or need and how will you gather that evidence?) What progress are you making and how do you know? What evidence did you use to inform your knowing? Is the evidence robust, reliable, authentic? Where are the gaps? What more do you need to know or understand to inform progress? What are the actions you have taken; what are the results; what are you planning on doing differently, if anything? Have you tested your findings/assumptions with Māori partners 	<ul style="list-style-type: none"> Understanding and analysis of enrolment data; pre-enrolment requests for information; withdrawals Planning shows proximity of services to Māori communities and populations Participation goals are met for Māori
Whāinga 5 Goal 5 Ngā huanga ōrite Equitable outcomes			
<ul style="list-style-type: none"> Measures of success are contextualised to the aspirations of Māori Outcomes for Māori are holistic Outcomes for Māori are monitored, reported and areas of inequitable success are identified and addressed Accountability systems to whānau, hapū and iwi are effective 	<ul style="list-style-type: none"> Te Pūkenga can demonstrate equitable outcomes for Māori learners as per the Charter and formal ministerial expectations Māori experience success as Māori 		<ul style="list-style-type: none"> Māori participation, progression, qualification outcomes are reported annually Analysis of withdrawals or 'did not complete' for ākonga Māori is undertaken and reported Understanding and analysis of employment and/or social or cultural outcomes for ākonga Māori learners is reported Māori graduate alumni are supported and their experiences used to make improvements

Te aroturuki me te pūrongo tutukitanga | Monitoring and reporting performance

Te Pūkenga accepts that the achievement of Te Tiriti o Waitangi excellence is a continuous activity. To demonstrate collaboration and partnership, Te Pūkenga will be transparent about progress as well as areas for improvement. Te Pūkenga intends to annually report on progress made across our network to achieve better outcomes for Māori learners, their whānau and wider iwi/Māori communities using the following rating descriptors and indicators of performance:

How well are we performing?	Kākano Our approaches are not yet effective for Māori	Pihinga Our approaches are starting to show positive outcomes for Māori	Māhuri Our approaches are consistently improving Māori outcomes	Puāwai³ Māori are flourishing as Māori
Identification, analysis and action planning	Largely ineffective	Partially effective	Effective	Highly effective
Processes and service delivery	Significant weaknesses	Some weaknesses or inconsistencies	Quality is consistently demonstrated	Excellence is consistently demonstrated
Outcomes for Māori	Outcomes and results are low value, do not reflect Māori aspirations and do not meet threshold targets	Outcomes and results meet targets but do not represent value, relevance or impact potential for Māori	Outcomes and results meet targets and have value and relevance to Māori	Outcomes and results exceed targets, and have high value and relevance to Māori
Māori world views	Little demonstrable and authentic cognisance of Māori world views demonstrated	Limited cognisance of Māori world views demonstrated	Expressed cognisance of Māori world views demonstrated	Authentic cognisance of Māori worldviews demonstrated
Partnerships with iwi	Limited partnerships with iwi/Māori communities can be demonstrated	Some sporadic partnerships with iwi/Māori communities can be demonstrated	Ongoing partnerships with iwi/Māori communities can be demonstrated	Highly effective and ongoing partnerships with iwi/Māori communities can be demonstrated
Gaps	Gaps are noteworthy and have impact	Some gaps may exist	Any gaps are minor and not of high impact	No gaps or gaps have no impact

³ These headings come from a broad source of kaupapa Māori evaluative frameworks that indicate the progressive nature of a rubric – for the purposes of Te Pae Tawhiti, the growth of a plant has been used in keeping with the harakeke metaphor at Te Pūkenga.

Tāpirihanga: Ngā tohu whakatipu | Appendix: Our guiding documents

Te Tiriti o Waitangi | Treaty of Waitangi Guidance

The Department of the Prime Minister and Cabinet (DPMC) released [Te Tiriti o Waitangi | Treaty of Waitangi Guidance](#) in 2019. This paper and its appendices sets out guidelines agreed by Cabinet for policy makers to consider Te Tiriti o Waitangi in policy development and implementation, and to demonstrate an appreciation of kawanatanga, rangatiratanga and other key Te Tiriti o Waitangi concepts and their applicability to their work. These guidelines inform the work of Te Pūkenga and how we demonstrate giving effect to Te Tiriti o Waitangi in all that we do.

Minita o Mātauranga | Letter of Expectations

The Minister of Education is explicit about his expectations of Te Pūkenga, outlining these in his [Letter of Expectations](#) in 2020. His vision is the creation of a new blueprint for vocational education – a national network or regionally accessible vocational education and training, which is responsive to the needs of all regions of Aotearoa New Zealand, ākongā, communities, employers and industries. Further, that it will – among other expectations – give effect to Te Tiriti o Waitangi and deliver partnership, protection, participation and equity for Māori, in that we will:

- embed a commitment to Te Tiriti o Waitangi in organisational policy and practices
- embed equity for Māori learners in the culture, delivery and outcomes across the entire organisation
- interrogate governance and leaderships decisions for their ability to transform the status quo and deliver equitable outcomes for Māori
- ensure Māori rangatiratanga is supported by enabling Māori as individuals, whānau, hapū, iwi, mana whenua or a combination of these, to be actively engaged and able to participate in decision-making
- value, validate and protect local knowledge, interests and values
- partner effectively with Māori and contribute to Tiriti honouring relationships across the organisation.⁴

Ka Hikitia – Ka Hāpaitia | Māori Education Strategy

Ka Hikitia – Ka Hāpaitia is a cross-agency strategy for the education sector. It sets out how the education sector will work together to achieve system shifts in education and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes as well as providing an organising framework for the actions to be taken. The framework has five outcome domains:

- **Te Whānau:** Education provision responds to learners within the context of their whānau.
- **Te Tangata:** Māori are free from racism, discrimination and stigma in education.
- **Te Kanorautanga:** Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.

⁴ [Te Arawhiti Te Kāhui Hikina \(Māori Crown Relations\) Engagement](#)

- **Te Tuakiritanga:** Identity, language and culture matter for Māori learners.
- **Te Rangatiratanga:** Māori exercise their authority and agency in education.

These outcome domains reflect key messages that have been heard from whānau, hapū, iwi, Māori over an extended period of time and the evidence base about what works for Māori learners and their whānau. Te Pae Tawhiti: Te Tiriti o Waitangi Framework strives to develop a network of vocational education and training provision that aligns with and delivers on the guiding principles of Ka Hikitia – Ka Hāpaitia.

Read the refreshed Ka Hikitia in [te reo Māori](#) and/or [English](#).

Kōrero Mātauranga | Education Conversation

In 2018, the Government – led by the Ministry of Education – started a conversation with Māori whānau and communities about what matters most to them in education. More than 2,000 learners, whānau and educators came together across Aotearoa New Zealand in a series of wānanga to discuss the future of Māori education.

An online survey was run as part of Kōrero Mātauranga | Education Conversation. Māori comprised 2122, or 12 per cent, of the 16,466 people who responded. The results back up earlier findings that teaching and learning needs to be culturally responsive, and the education system needs to reflect and foster Māori identity, culture and values.

Read the report in [te reo Māori](#) and/or [English](#).

The wealth of information provided has been used to inform the Ministry's refresh of Ka Hikitia, Tau Mai Te Reo and the overall Education Work Programme. The national report and a series of regional summary reports are available on the [Māori education page](#). These are some of the main points made at a series of wānanga held across Aotearoa New Zealand:

- Māori want tino rangatiratanga – agency and authority – over the education of Māori learners. This means there needs to be a genuine partnership approach across the education system with leaders who believe in Māori and understand te ao Māori.
- Racism and bias continue to impact Māori learner confidence, achievement and outcomes.
- A sense of belonging is crucial for Māori to succeed as Māori. Teaching and learning need to better reflect and foster Māori identity, culture and values in all their diversity.
- We need to engage Māori learners in the context of their whānau.
- We need to work towards a bilingual New Zealand. This requires the revitalisation and normalisation of te reo Māori.
- Education to support the holistic wellbeing of ākonga and their whānau with physically, culturally, emotionally and spiritually safe environments.
- Māori thrive in Māori medium education settings. Access to Māori medium pathways across sectors needs to be improved.
- A workforce that is representative of and responsive to Māori. Māori staff need better support and recognition. More Māori teachers and professionals are needed, particularly in te reo Māori, learning support and social services.



Manu Kōkiri | Māori Success and Tertiary Education

In 2022, Taumata Aronui⁵ released a think piece on the future of tertiary education – [Manu Kōkiri – Māori Success and Tertiary Education: Towards a Comprehensive Vision](#). Its vision is that Aotearoa New Zealand has:

'... the best indigenously inspired tertiary education system in the world – one where incredible success is experienced by indigenous people (this is normalised and expected) and where indigenous knowledge and experience influences the sector positively and becomes the inspiration for the success of all. This is an internationally lauded, distinctive Aotearoa-New Zealand tertiary education system⁶ where all succeed.'

Manu Kōkiri outlines five aspirations to achieve this vision:

- Māori people enjoy significant tertiary education success.
- Māori people enjoy increasing levels of health and wellbeing, including cultural health and wellbeing, through tertiary education – including through the design and delivery of tertiary education study themselves.
- Māori people enjoy increasing levels of economic prosperity including significant and meaningful employment success, entrepreneurial and business success through the growth of the 'Māori economy'.
- The tertiary education sector is positively transformed through the application of Te Tiriti o Waitangi and a positive engagement with the Māori treaty partner
- Aotearoa New Zealand is transformed positively through a tertiary education sector which has embraced Te Tiriti o Waitangi and the Māori treaty partner.

This vision and five aspirations align with the legislative and Charter requirements of Te Pūkenga and clearly reflect the intent of Te Pae Tawhiti – to guide our vocational education and training network in the achievement of Te Tiriti o Waitangi excellence through all that we do.

⁵ Taumata Aronui is an independent advisory group established in 2019 as a part of the Reform of Vocational Education.

⁶ [Manu Kōkiri](#) (2022) (p. 6)

Te Mana Arotake | Māori Views on Public Accountability

The Office of the Auditor-General, Te Mana Arotake, has committed to a programme of research focused on the future of public accountability in Aotearoa New Zealand. Previous research suggests that Māori have low levels of trust in the public sector. This research looks specifically at Māori perspectives on public accountability and asks, 'What views do Māori have about effective public accountability?'. Through this study, Te Mana Arotake is seeking to understand:

- what good public accountability means and looks like to Māori
- the implications these views might have for the future of public accountability.

The [Māori Perspectives on Public Accountability \(July 2022\)](#) report shares the views of 35 Māori who engaged in wānanga and interviews from January to April 2022. Participants represented a range of voices including whānau, hapū, iwi, public servants, professionals, academics and recipients of public services. Four key ideas emerged from the discussions with participants about trust and confidence:

- Trust is relational.
- Trust is reciprocal.
- Tikanga builds trust and confidence.
- The power imbalance thwarts trust.

The ideas and themes emerging from this report are foundational when considering what this means for the public sector. Its implications centre on the issues of power and equity, auditing for Māori outcomes, increasing capacity and capability to monitor Māori outcomes, and building connections with Māori. These are issues relevant to vocational education and training, and areas that Te Pūkenga has legislative responsibility to ensure we give effect to Te Tiriti o Waitangi as a Crown entity.

Tāpirihanga: Ngā hononga | Appendix: Links

- Te Pae Tawhiti Insights into Te Tiriti o Waitangi and Māori Equity practices throughout our network
<https://www.tepūkenga.ac.nz/assets/Publications/Te-Pae-Tawhiti-Insights-into-Te-Tiriti-o-Waitangi-and-Maori-Equity-practices-throughout-our-network.pdf>
- Te Pae Tawhiti: Insights into Te Tiriti o Waitangi and Māori Equity practices in the Business Divisions of Te Pūkenga Work Based Learning (WBL)
https://www.tepūkenga.ac.nz/assets/Publications/Te-Pae-Tawhiti_WBL.pdf
- Te Pae Tawhiti Insights into Te Tiriti o Waitangi and Māori Equity practice in the National Office of Te Pūkenga
<https://www.tepūkenga.ac.nz/assets/TP00257-Te-Pae-Tawhiti-National-Office-Insights-Document-August-v3-1.pdf>
- Te Pae Tawhiti summary video
<https://www.youtube.com/watch?v=rOvgazgSais>
- Te Turuturu 2022: Te Pae Tawhiti FAQs
<https://www.xn--tepkenga-szb.ac.nz/assets/Our-Pathway/Partnerships-and-Equity/Te-Pae-Tawhiti-Te-Tiriti-o-Waitangi-Excellence-Framework-Thursday-12-May-2022.pdf>
- Te Tiriti Framework will help achieve equity for Māori
<https://tepūkenga.ac.nz/news/category/News/te-tiriti-framework-will-help-acheive-equity-for-maori>
- Te Pae Tawhiti comes alive
<https://www.xn--tepkenga-szb.ac.nz/news/te-pae-tawhiti-comes-alive/>
- Breathing life into Te Tiriti o Waitangi and Māori equity key to learner success at Te Pūkenga
<https://www.xn--tepkenga-szb.ac.nz/news/breathing-life-into-te-tiriti-o-waitangi-and-maori-equity-key-to-learner-success-at-te-pukenga/>



Te Pūkenga