



Te Whatu
Kairangi
2023

Te Whatu Kairangi Awards Programme

26 September, 2023





Hosted by Ako Aotearoa - National Centre for Tertiary Teaching Excellence
MC - Analiese Robertson, Chairperson - Ako Aotearoa Pacific Peoples' Caucus

- 3.30pm **Guests gather in the Grand Hall**
- 3.50pm **Guests seated in the Legislative Council Chamber**
Karanga Whakatau (Calls of Welcome) – Dr Mei Winitana from the Legislative Council Chamber
Karanga Whakahoki (Calls of Reply) in response to the karanga – Alexia Tuhi leads awardees
and the Minister of Education through from Grand Hall to Legislative Council Chamber
- 4.00pm **Ceremony begins**
Karakia and Whakatau (Opening Prayer and Welcome) – Dr Joseph Te Rito
Waiata – ‘Te Waiata ā Ako Aotearoa’ led by Dr Mei Winitana with Ako Aotearoa staff
Acknowledgements and introducing MC Analiese Robertson – Helen Lomax
- 4.15pm **MC - housekeeping and introductions, invites Minister of Education, Hon Jan Tinetti to speak**
Speech – Hon Jan Tinetti
Waiata – ‘Tūtira mai’ led by Dr Mei Winitana with Ako Aotearoa staff
- 4.25pm **Presentations of the 2023 Te Whatu Kairangi Awards**
Group led by Professor Huia Tomlins-Jahnke
Dr Ēnoka Murphy
Vijay Pillay
Filoi Genevieve Togiaso
Ara | Te Pūkenga – Awanui Collaboration
CELS191 Teaching Team
Craig Goodhue
Dr Anna High
Professor Philippa Martin
Associate Professor Kate Schick
Melanie Wall
Waiata – ‘Pūrea nei’ led by Dr Mei Winitana with Ako Aotearoa staff
All Awardees gather on stage for group photo with the Minister of Education
- 5.20pm **Presentation of the Prime Minister’s Educator of the Year Award**
MC introduces Prime Minister’s video announcement, Hon Jan Tinetti to present award
Karanga – Dr Mei Winitana
Korowai Handover – Professor Carolyn Gates, 2022 Educator of the Year
Speech – Educator of the Year recipient
Waiata – led by Dr Mei Winitana
- 5.30pm **Final messages**
Waiata – ‘Te Aroha’ led by Dr Mei Winitana with Ako Aotearoa staff
Mihi and Karakia Whakakapi (Closing Greetings and Prayer) – Papali’i Pale Sauni
Awardees proceed to Grand Hall for formal photos
Guests follow
- 5.35pm **Canapés, drinks, and entertainment (Kirsten Te Rito duo) in Grand Hall**
- 6.30pm **Depart**
-

Waiata

Te Waiata ā Ako Aotearoa

E ngā iwi e tau nei
Tēnā koutou katoa
Anei te whakatauākī ā Ako Aotearoa
'Nā āheitanga ā-mātauranga
Ko angitū ā-ākonga'

To the people gathered here
Greetings to you all
Here is the catchphrase of Ako Aotearoa
'Building educational capability
For learner success'

E ngā iwi e tau nei
Tēnā koutou katoa
Anei ngā uara e rima ā Ako Aotearoa

To the people gathered here
Greetings to you all
Here are the five values of Ako Aotearoa

Ko te 'pūmautanga' tēnā
Ko te 'māramatanga' tēnā
Ko te 'whakamanatanga' tēnā
Ko te 'awhitanga' tēnā
Ko te 'whanaungatanga' tēnā

One is 'being committed'
One is 'being insightful'
One is 'being empowering'
One is 'being inclusive'
The other is 'being approachable'

Nōreira e ngā iwi
Kia mau, kia ū!
Kia manawanui!
Toitū te reo!
Toitū ngā tikanga!
Hi aue hī!

Therefore o' people
Be staunch, be forthright!
Be strong-hearted!
Long live the language!
Long live the culture!

Tūtira mai

Tūtira mai ngā iwi
Tātou tātou e
Tūtira mai ngā iwi
Tātou tātou e
Whaia te maramatanga
Me te aroha e ngā iwi
Kia tapa tahi
Kia kotahi rā
Tātou tātou e
Tātou tātou e
Hi aue hī!

Let us stand together, people
Each and every one of us
Let us stand together, people
Each and every one of us
Seek knowledge
And be loving of others, people
Let us stand together
Let us be united
Each and every one of us
Each and every one of us

Pūrea nei

**Purea nei e te hau
Horoia e te ua
Whitiwhitia e te rā
Mahea ake ngā pōraruraru
Makere ana ngā here
E rere Wairua e rere
Ki ngā ao o te rangi
Whitiwhitia e te rā
Mahea ake ngā pōraruraru
Makere ana ngā here**

Woe, to bathe in the winds
Bathe in the rains
Bathe in the sun's rays
And to release one's troubles
And release one's shackles
Fly o Spirit fly
To the heavens
Bathe in the sun's rays
And release your troubles
And release your shackles

Te Aroha

**Te aroha
Te whakapono
Me te rangimārie
Tātou, tātou e**

With love,
With hope,
And with peace,
Let us be one



Left to right: Mari Ropata-Te Hei, Rahera Filiata, Huia Tomlins-Jahnke, Nadell Karatea-Kokiri and Te Rina (Krystal) Warren. Insert: Hona Black.

Led by Professor Huia Tomlins-Jahnke, with Mari Ropata-Te Hei, Nadell Karatea-Kokiri, Hona Black, Te Rina (Krystal) Warren, and Rahera Filiata

Te Pūtahi-a-Toi | School of Māori Knowledge
Te Kunenga ki Pūrehuroa | Massey University

“World class educators honouring Te Tiriti”

The work of this highly skilled and respected group of experienced educators represents a reclamation space which is critical to the ongoing advancement of both kura kaupapa Māori and indeed Mātauranga Māori.

Built by those involved in the tertiary sector and in kaupapa Māori and Mātauranga Māori since the 80’s,

their work is co-constructed in a way that recognises community expertise that is otherwise not available within the university. Their expertise is highly sought after in Aotearoa and around the world, with strong connections to other Indigenous educators and groups.

As the only Te Aho Matua ITE programmes in Aotearoa, the two kaupapa Māori immersion Initial Teacher Education programmes they lead are unique (Te Aho Tātairangi and Te Aho Paerewa). In addition, the enduring university/community-based partnership they share with Te Rūnanga Nui o Ngā Kura Kaupapa Māori, is an exemplar “model for global Indigenous education”.

This group provides an important model of leadership in terms of what can be achieved in the university context despite ongoing political struggle and a history of colonial oppression. The impact of their students on tamariki Māori, on the future of te reo Māori, and on Aotearoa, cannot be underestimated.

Ko Huia Tomlins-Jahnke rātou ko Mari Ropata-Te Hei, ko Nadell Karatea-Kokiri, ko Hona Black, ko Te Rina (Krystal) Warren, ko Rahera Filiata

Te Aho Tātairangi me Te Aho Paerewa
Te Pūtahi-a-Toi | The School of Māori Knowledge
Te Kunenga ki Pūrehuroa | Massey University

“Ko ngā mātanga mātauranga e whakahōnore ana i Te Tiriti”

He rōpū matatau tēnei, he kaiako whai mana, whai mōhiotanga hoki i te ao mātauranga e whakahoki mai ana i ngā tikanga o mua ki te hāpai i te ahunga whakamua o te kura kaupapa Māori me te mātauranga Māori tonu.

He mea whakatū nā tētahi hunga kua roa e mahi ana ki ngā momo wānanga ako i raro i te kaupapa me te mātauranga Māori, mai anō i ngā tau o te tekau-tau 1980, kua mahi ngātahi rātou ki te whakamana i ngā pūkenga o te hapori, otirā, he pūkenga ērā kāore e mau ana i ngā whare wānanga. Kua hau te rongu mō tō rātou tohungatanga ki Aotearoa me te ao whānui, ā, he torokaha hoki ō rātou taura here ki ngā tohunga mātauranga me ngā momo rōpū o ngā Iwi Taketake.

E tū motuhake ana ō rātou hōtaka whakangungu kaiako hou e rua, o Te Aho Tātairangi me Te Aho Paerewa ki Aotearoa, hei hōtaka ITE i raro i kaupapa o Te Aho Matua. Hei tāpiri atu, he tauira tō rātou hononga tūroa ki Te Rūnanga Nui o Ngā Kura Kaupapa Māori (arā, ko te mahinga ngātahi o te whare wānanga me te whare hapori) o te taumata e tika ana “mō ngā whare mātauranga o ngā iwi taketake o te ao”.

He tauira whakahirahira tēnei rōpū o ngā whakatutukinga i raro i te horopaki o te whare wānanga, ahakoa ngā āinga o te ao tōrangapū me ngā pānga tuku iho o ngā mahi tāmi. Kāore e hapa, ka tino rongu ngā tamariki Māori, otirā, te reo Māori me Aotearoa whānui tonu ki ngā hua o ngā mahi a ā rātou ākongā i ngā tau e heke mai ana.



Dr Ēnoka Murphy

Senior Lecturer

Te Pua Wānanga ki te Ao | Faculty of Māori and Indigenous Studies

Te Whare Wānanga o Waikato | University of Waikato

“Ko te reo te moko o te hinengaro, o te wairua, o te tinana o te tangata e mōhiotia atu ai ia he Māori. Ko te reo te mātāmua, ko te kaiwhakaako ia tāna pononga” (Karetu, He whakaaro noa, n.d).

Ēnoka Murphy is a te reo Māori champion of the highest calibre and this is evident in the leadership and knowledge exhibited throughout his teaching. His influence radiates across academic, whānau, hapū and iwi contexts alike.

Ēnoka’s long-standing commitment to the reclamation of te reo Māori and the requirements of the treaty partnership span across his work at the university and broader communities. He maintains a high level of teaching and mentorship and holds steadfast to the mātauranga Māori values and aspirations that he embodies.

He recognises the unique attributes that students bring to the classroom that are not typically recognised in the tertiary sector and leverages off those to engage them into spaces that would otherwise seem foreign. To them he is an outstanding and unique teacher, valued for his “teaching techniques, patience, charisma, and ... devotion to te reo Māori”. One student pays tribute to “... A very kind human being, who touches the lives of many, he is beyond a teacher. He is a rangatira for Te Ao Māori”.

Ko Tākuta Ēnoka Murphy

Pūkenga Matua

Te Pua Wānanga ki te Ao

University of Waikato

“Ko te reo te moko o te hinengaro, o te wairua, o te tinana o te tangata e mōhiotia atu ai ia he Māori. Ko te reo te mātāmua, ko te kaiwhakaako ia tāna pononga” (Karetu, He whakaaro noa, n.d).

He pononga a Ēnoka Murphy nō te reo Māori. Kei te kitea tōna tohungatanga i tōna kaha ki te ārahi, otirā, ki te whāngai hoki i te reo i roto i āna mahi whakaako. He pou whakaawe ia i te ao mātauranga, i waenga hoki i ngā whānau, i ngā hapū me ngā iwi.

E pūmau ana te ngākau o Ēnoka ki te whakahokinga mai o te reo Māori me ngā kawenga o ngā iwi e rua i raro i te Tiriti o Waitangi ki roto i āna mahi i te whare wānanga, ki ngā momo rōpū maha hoki o te hāpori whānui. Kei ngā taumata tiketike āna mahi whakaako me tana kaha ki te ārahi i te hunga ako, ā, kei te pūmau hoki ia ki ngā tikanga me te mātauranga Māori, waihoki ki ngā wawata e whāia ana e ia.

He kaha ia ki te hāpai i ngā kura huna o ngā ākonga, e kore pea e tino kitea ana e te rāngai mātauranga tuatoru, hei taura here ki ngā momo ao e noho tauhou ana ki a rātou. Hei tā ngā ākonga, he tangata whakahirahira, he kaiwhakaako motuhake ia, ā, e whakanuia ana ia mō āna “rautaki ako, tōna manawanui, tōna wairua hīkaka me tōna aroha ki te reo Māori”. Ko te whakamihī a tētahi o ngā ākonga, “ He ringa atawhai e toro atu ana ki te tokomaha, kei tua tērā i te mahi whakaako. He rangatira ki te ao Māori”.



Vijay Pillay

Pacific Healthcare Tutor
Healthcare Programme
New Zealand Skills and Education College

“A phenomenal educator helping Pacific learners to dream big”

Vijay is a Pacific healthcare tutor who embraces a Pacific-centred, Fonofale model of teaching. She includes emotional, psychological, spiritual, mental, social and physical dimensions of a person to her teaching, while creating a family-like environment. Carefully weaving cultural practice and awareness into the ‘norm’, she ensures Pasifika students feel respected and have a sense to belonging.

Vijay has received awards for her work in Diversional Therapy, and outstanding tutor awards in 2020 and 2023 at NZSE. She understands the care needed for Pasifika to thrive in their education journey. One learner commented, “Her ability to sense if one of us was struggling and she would step in to help, not only in class but with our daily personal lives as well.”

Her dedication to Pacific student success and commitment to improving as an educator has gained her recognition as a phenomenal educator by the review panel. Her work across the community includes delivering health programmes and trainings with Pacific staff at aged care facilities in Auckland, advocating health career pathways to Pacific students at local secondary schools and connecting with Pacific community groups for learner placements. She challenges Pacific students to dream big.



Filoi Genevieve Togiato

Head of Department
Health Practice
Ara Institute of Canterbury | Te Pūkenga

“Powerful educator and leader of Pacific learners”

Genevieve exemplifies phenomenal educator praxis. Her reflective teaching methods indicate a sound understanding of Pacific cultures and how to make Pacific learners feel confident to be their authentic cultural selves in a learning institution. Being able to educate with Pacific-centric methods enables Pacific learners to know themselves and their learning contexts, giving them licence to bring their culture to their learning space.

Genevieve uses the ‘lived-in experiences’ of her Pacific learners through storytelling to encourage them to create trust and empathy, key values that are fundamental in a successful educator and learner partnership. She skilfully connects theory to real life experiences in engaging and powerful ways. She draws on her own nursing experiences to inspire hope and courage in Pacific ākonga.

Her teaching practice reflects the habits identified of a phenomenal educator for Pacific learners. She involves ‘solid evidence of systemic change’, which speaks directly to Habit 10 of the Phenomenal Educator Framework – to deconstruct and emancipate learner experience. All this is underpinned by 30 years of practical health experience and qualifications in both health and community leadership. Her knowledge and experience in clinical and organisational development, leadership, and governance is also extensive.



Ara | Te Pūkenga – Awanui Collaboration

Led by Tracy Hutton, with Heather Compton, Clare Hutchinson, Derek Chirnside, Alan Hoskin, Dr Grant Bennett, Marion Hale, and Elaine Rutherford
Ara Institute of Canterbury | Te Pūkenga and Awanui

Category: Progressing educational partnerships and collaboration

“Educator/Industry partnership is an exemplar for others”

This collaboration is an outstanding example of how education/industry partnerships can bring success for students and benefits to industry. The group

combined expertise from Ara Institute of Canterbury | Te Pūkenga and the Awanui Group, a large and leading provider of medical laboratory testing and pathology services across New Zealand with extensive training needs.

They have succeeded in their aim to provide improved and authentic training pathways for pre-analytical technicians founded on learning in the clinical settings. The blending of industry knowledge, academic and pedagogical expertise, with an informed understanding of learner needs, has ensured the programme’s success. Its implementation has enhanced Awanui’s work with better staff training, learner experiences, and increased Māori and Pacific recruitment.

Reported learner satisfaction in the programme has risen from 72% to 98% with the introduction of the new approaches developed by the group. A senior Awanui staff member commented “...working in the industry for 26 years, ... I cannot speak highly enough of the diploma and the team at Ara.” A student described the lecturers “exceptional teaching skills, dedication and a genuine passion in the field.”

The programme has already received recognition by teaching and industry organisations, and other groups within the medical services sector are now exploring using the same approaches.



Left to right: Andrea Brown, Dr Kim Watson, Dr Lisa Russell and Dr Keith King.

CELS191 Teaching Team

Led by Dr Lisa Russell, with Andrea Brown, Dr Kim Watson, and Dr Keith King Health Sciences First-Year Programme
Te Whare Wānanga o Ōtākou | University of Otago

Category: Progressing seamless ākonga transitions between contexts

“National leaders in tertiary biology education”

Like the metaphor of the Ōwheo stream and its tributaries, which weaves through the team’s portfolio, the learning and student support initiatives outlined, when added together, become something remarkable. The CELS191 Teaching Team is a national leader in biology education at tertiary level.

This group of experienced and emerging educators work together to create a learning environment which suits the needs of all the learners in their large first year course. They provide specialist support and pastoral care for Māori and Pacific ākonga/learners, under-prepared adult learners, international students, neurodiverse learners, and students who have failed courses. Importantly, they achieve outstanding student success rates. One commented in 2022, “The team ... were wonderful ... I was completely lost, and I don’t think I would have stayed at university if it wasn’t for them.”

The team have developed a comprehensive range of additional learning resources and provide tailored and highly effective remedial teaching to assist the transition from failure to success. They are also committed to educating teaching fellows and an inclusive range of laboratory demonstrators, with a deep philosophy of student care, and work alongside them to train them as effective educators.



Craig Goodhue

Lecturer
School of Trades and Services
Unitec | Te Pūkenga

Category: Advancing approaches to, and the outcomes of, work-based learning

“A jewel in the school’s crown”

Developing the next generation of industry’s leaders and future business owners is a key driver of Craig Goodhue’s values and approaches to delivering vocational education and training.

He emphasizes the importance of mixed-mode learning, including on-the-job and on-campus components as well as peer-to-peer learning to address the needs of apprentices and build a professional community.

He is passionate about contributing to the stability of the plumbing industry while promoting lifelong learning and developing his students’ cognitive and problem-solving skills. Fully committed to ongoing professional development, he uses his skills as a successful sports coach to develop and support his team in a co-teaching environment. He goes beyond the call of duty; making himself available outside work hours to provide personalised study plans for individual students. Watching apprentices mature to become trade professional peers is something that makes Craig feel tremendously proud.

His Head of School describes him as “a jewel in the school’s crown...a committed academic professional, highly skilled tradesperson, and empathic human being.” Learners praise him for his professionalism and accessibility, “You were the best teacher I have ever met. You were really professional, and I felt your passion to teach.”



Dr Anna High

Faculty of Law
Te Whare Wānanga o Ōtākou | University of Otago

Category: Initiatives for progressing hauora and wellbeing in education

“Leading student health and wellbeing in law education”

Anna is passionate about the benefits of mindfulness as a pedagogical tool for enhancing student hauora, wellbeing, and academic achievement. Her commitment to this approach has had a significant impact on the individuals in her classes well into their careers and throughout their lives.

She creates a sense of belonging, puts students at ease by normalising their common struggles, and is intentional about creating a classroom where everyone feels included, supported, and respected. Student evaluations are outstanding and their feedback overwhelmingly positive. As one student comments “She makes people like me who are not top law students feel like they belong at law school”. Another explained “Anna seems to understand lecturing from a student’s perspective better than nearly every lecturer I’ve come across.”

Anna demonstrates national leadership by promoting mindfulness as a tool in her discipline: she has published her pedagogy in academic articles, supported colleagues and presented on mindfulness to High Court Judges. She is the founder and co-chair of the Aotearoa Mindfulness in Law Society. Above all, her students see her as deeply caring and as providing them with tools they can use for the rest of their lives.



Professor Philippa Martin

Electrical and Computer Engineering

Te Whare Wānanga o Waitaha | University of Canterbury

Category: Progressing seamless ākonga transitions between contexts

“Transforming engineering education for student, institution and community benefit”

Philippa has achieved what any educator in the world would find difficult to execute. That is, transforming the learning environment, in a traditionally male dominant school and discipline, towards being free of discrimination, marginalisation and gender dominance.

Her will and perseverance have shifted a culture notorious for the worst equity reputation on campus to becoming an exemplar for other schools. Through strong leadership, partnership, collaboration, and bravery she has spearheaded a series of initiatives at the university that are transforming the Engineering culture so all students can belong and succeed. The student-led, faculty-enabled peer mentoring programme Eng ME! created by Philippa is a perfect example.

Described by a colleague as an inspiring role model and mentor for female engineering students, Philippa has actively advocated for inclusion and under-represented groups in engineering. Her vision for a more diverse community of belonging will lead to a more diverse engineering workforce.

One of her Associate Professors wrote “In my opinion, Philippa’s contributions and leadership in the areas of culture (students and staff), inclusivity, and student experience have had an incredibly positive and ongoing influence on student success and wellbeing.”



Associate Professor Kate Schick

Political Science and International Relations

Te Herenga Waka | Victoria University of Wellington

Category: Achieving diversity and inclusion for improving outcomes for: Māori learners; Pacific learners; neurodiverse learners; and/or learners with disabilities

“Inclusion and community at the heart of Kate’s practice”

There is plenty of evidence that Kate’s quest to shape the university into a place where everyone can flourish has been successful. Her desire to preserve communal small-group deep learning in large classes has led to her embracing relational pedagogy and creating ‘micro-communities’ within her classes.

Kate cultivates her small student groups through ako (teaching and learning reciprocity) and whanaungatanga (relationships). The groups are connected as a community in a way that provides deeper learning for all, and supportive learning environments for Māori, Pacific, neurodiverse and remote learners.

Students say they feel comfortable sharing their thoughts and experiences in these communities where they’ve come to know and trust one another. Some ākonga highlight that they come to better understand themselves and their own cultural heritage because of their learning on the course, deepening the sense of pride they have in their ancestors.

Kate’s approach has also had a significant impact on her colleagues who are “inspired and deeply thinking”. Kate’s excellent teaching practice has been published and recognised both nationally and internationally. In 2022, she was jointly awarded the British International Studies Association Award for Distinguished Excellence in Teaching International Studies.



Melanie Wall

Senior Tutor

Te Kura Mātai Taiao | School of Environment

Waipapa Taumata Rau | The University of Auckland

Category: Innovation in learning, teaching, and curriculum

“Relationships key for this innovative leader”

Melanie is highly successful at employing innovative approaches to teach controversial curricula in class-based and online teaching contexts. She takes an active and relational approach to working with her learners and combines the scholarship of teaching and learning with a values-based approach. She skilfully uses Team Based Learning in a way that embraces respect, relevance, responsibility, and reciprocity.

Over her career, Melanie’s teaching has had a positive impact on thousands of students while maintaining exceptionally high student satisfaction scores. Melanie is recognised as a leader in the University’s curriculum transformation through, for example, her co-leadership in the development of a compulsory first-year class expected to engage with 13,000 students per year. Learners value her classes greatly, “This has been my favourite class of all time!” one declared.

Her contribution to school, faculty, university and to Māori has been recognised through various awards. She has held a leadership role in the Learning and Teaching Innovation Group, fostered teaching excellence through the Ako Innovation Committee and mentored Professional Teaching Fellows.

A colleague commented, “Mel has been vital in mahi to expand mātauranga Māori and kaupapa Māori... and has led efforts to assist the Faculty to meet its Te Tiriti obligations.”



The story behind the korowai – Rauaroha

The name Rauaroha was chosen for the korowai that is worn by each recipient of the annual Prime Minister's Educator of the Year Award. The korowai is a chiefly garment that recognises the mana of the Educator of the Year award and the person who receives it. It will be passed on each year to the Educator of the Year awardee. The karakia (ancient invocation) Te Hokai tells the story of how Tāne-nui-ā-rangi climbed to the uppermost of the twelve heavens to obtain the three baskets of knowledge – te Kete Tuauri (sacred knowledge), te Kete Tuatea (ancestral knowledge), te Kete Aronui (life's knowledge).

Before he received the three baskets of knowledge on arrival at the entrance of the uppermost heaven, Tikitiki-o-Rangi, Tāne was met by the spiritual beings who guard the doorway to Tikitiki-o-Rangi. After undergoing a ceremony, Tāne was guided to Io (the Supreme Being) where he was asked about the reason for his visit. Tāne was then taken to a place called Rauaroha where the male and female beings of Tikitiki-o-Rangi were, and he underwent ritual ceremonies to prepare him to receive the knowledge.

Rauaroha has been made entirely of muka (flax fibre) and bird feathers by Te Atiawa weaving expert, Veranoa Hetet. Rauaroha was six months in the creation and is the result of painstaking and fastidious work. During that time Veranoa allowed her hands the luxury of just three weeks' rest.

It has been created using traditional methods handed down through six generations of Veranoa's whānau. Veranoa says that korowai are made to last and based on the longevity of similarly created Māori chiefly garments, Rauaroha will last for more than three hundred years. Ako Aotearoa acknowledges Veranoa's contribution to Te Whatu Kairangi Awards.



The significance of Te Whatu Kairangi

From a Māori perspective, after the separation of Ranginui and Papatūānuku the world was originally void of superior forms of knowledge. It instead resided in the realms of the atua who dwelt in the heavens. This knowledge was obtained by the ascension of Tāne (or in some cases Tāwhaki) to the twelfth heaven and brought back to earth to be used by mankind.

From the heavens Tāne retrieved three baskets of knowledge: te kete aronui (knowledge pertaining to good, all things humane and peaceful), te kete tuatea (knowledge pertaining to all evil arts, warfare, and black magic) and te kete tuauri (knowledge of ritual and of all ceremonies designed to remove the restrictions (tapu) that are placed on the relationships that connect all things on earth and in the heavens). This knowledge formed the content of formal study in the whare wānanga (learning institutions of esoteric knowledge).

The curriculum of the whare wānanga was split in two: te kauwae runga (teachings concerning the Supreme Being, cosmogonic and anthropogenic myths, etc) and te kauwae raro (historical traditions, matters of this world). Students went through an intense learning programme, where the information was transmitted orally in a rote learning fashion, and they were then subjected to a series of tests to ensure that they had memorised the content of the whare wānanga to a satisfactory level.

Whatu or stones were used throughout the learning to embed the information within the students. Upon the conclusion of their time as a student of the whare wānanga, students were presented a particular stone called a whatu kairangi to symbolise that they had successfully completed the programme of learning. In essence, they were now tohunga, learned experts. In the Hawke's Bay district, some whare wānanga used small, flat, smooth stones that were red, black and, in some cases, white.

The term Whatu Kairangi is adopted as the name of the teaching awards. The awardees have spent a considerable amount of time becoming notable experts in their field, they have refined their teaching, and been assessed by a panel of experts to have fulfilled the criteria of the awards that leaves no doubt of the impact they have had on their students. The recipients have transitioned from one space to another. In essence, they have been recognised as the learned experts of teaching in their field.

Definitions:

whatu (noun) initiation stone – a small stone swallowed by the student (tauirā) during the initiation to become a tohunga. It was said to help in the embedding of the new knowledge within the student. The whatu is a physical symbol that acknowledges the student has reached a certain level in their learning. It is their 'tohu' or their 'award'. Where we might usually expect to see the word "Tohu" in a Māori name for the teaching awards (Ngā Tohu Whatu Kairangi), the use of "Whatu" serves the same purpose.

kairangi (noun) anything held in high esteem, darling, exalted chief, finest variety of greenstone, patron. This word is used in the Māori name for a PhD – He Tohu Kairangi. It also features on the Māori versions of the certificates presented to Kaupapa Māori Award winners. It, therefore, indicates something of the highest level.



AKO AOTEAROA – THE NATIONAL CENTRE FOR TERTIARY TEACHING EXCELLENCE
Ako Aotearoa is extremely proud to have managed this national event since 2007. We work with the tertiary sector and government agencies to develop sustainable, equitable pathways that bring success for all learners. We acknowledge these educators, and their institutions, for the contribution they make to building educational capability.

Te Whatu Kairangi Awards administered by



Nā āheitanga ā-mātauranga,
ko angitū ā-ākonga
Building educational capability
for learner success

Ako Aotearoa National Office
PO Box 756
Wellington 6140
P: 0800 692 5669
info@ako.ac.nz
www.ako.ac.nz