TE TĪPARE

A self-led enquiry process into the wellbeing of Mātauranga Māori within my practice.

KARAKIA

Manawa mai te mauri nuku

Manawa mai te mauri rangi

Ko te mauri kai au

He mauri tipua

Ka pakaru mai te pō

Tau mai te mauri

Haumi e! Hui e!

Tāiki e!

TĪPARE

1. (verb) (-tia) to adorn (with a feather, etc.)

2. (noun) band worn around the head, headband.

The head is considered by Māori as the most tapu (sacred) part of the human body and is associated with higher learning, knowledge and spirituality.

Within the Unitec context, Te Tīpare invites us to critically self-asses (against our values of Te Noho Kotahitanga) how well we apply Māori knowledge to enhance our practice, our delivery of services and education to our people.
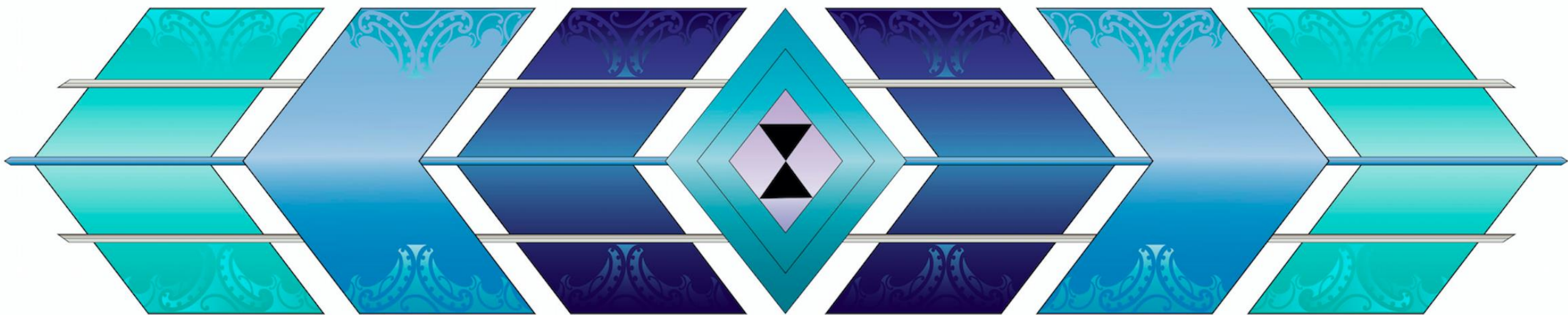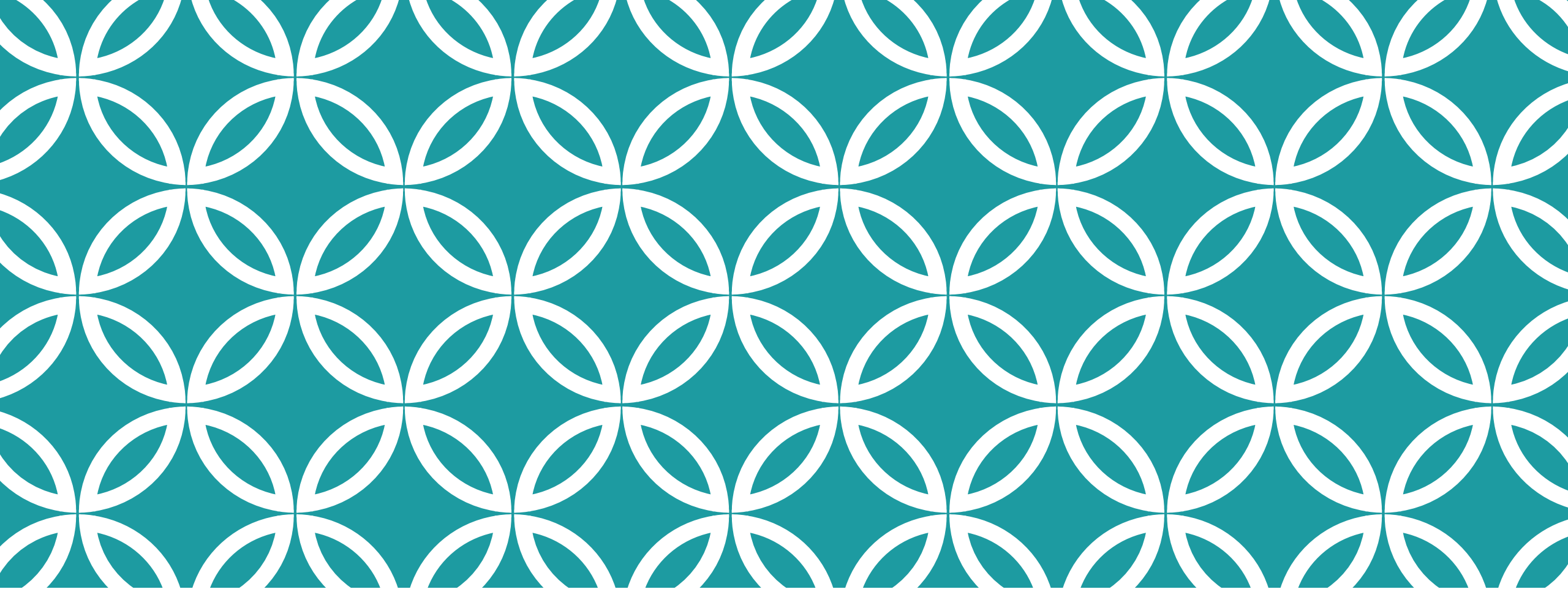
Te Tipare
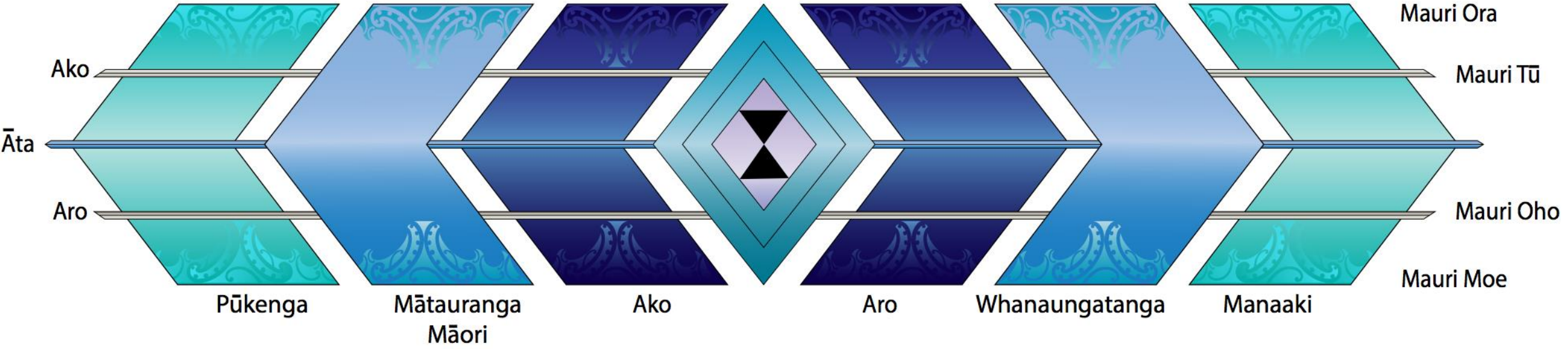
BY THE END OF THIS SESSION I WILL BE ABLE TO

- Understand the elemets of Te Tīpare and their application to my practice at Unitec

- Apply culturally responsive pedagogy to critically self-assess and evaluate the wellbeing of Māori knowledge in my practice at Unitec

- Develop an action plan to embed Māori knowledge to improve a specific area of my practice
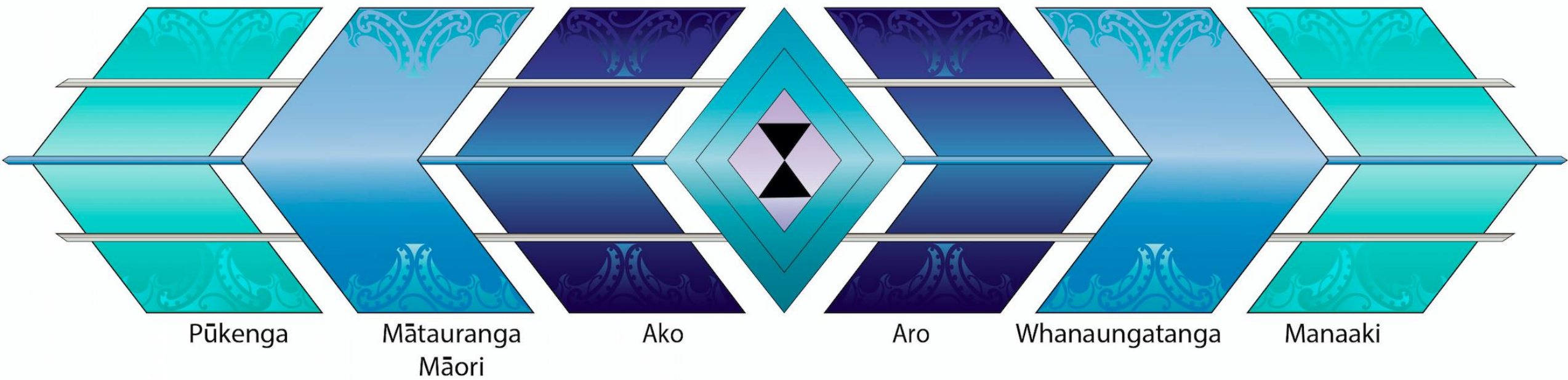
WHAKAPAPA

	POUTAMA	TE TĪPARE
Te Noho Kotahitanga values are central	✓	✓
Uses culturally responsive pedagogy to critically self-assess and evaluate my practice	X	✓
Able to be applied to both academic and service areas	X	✓
Able to be used by groups and individuals	✓	✓
User-friendly/ accessible (language, content, context)	X	✓
Aligns to Mātauranga Māori Evaluative Quality Assurance (NZQA) e.g. Program Development, Approval & Accreditation	✓	✓
Opportunity to receive Digital Credential	X	✓

POU

Focus area's

Pūkenga   Mātauranga Māori   Ako   Aro   Whanaungatanga   Manaaki

POU Focus Area's	PŪKENGA Staff Capability	MĀTAURANGA MĀORI Course Content	AKO Pedagogy	ARO Assessment	WHANAUNGATANGA Relationships	MANAAKI Resourcing
	Equip our people with essential knowledge and skills to sustain the principles, beliefs, needs and aspirations of those we serve. Encourage professional learning and development which is a focused investment of time, resources, energy and effort.	Mātauranga Māori is an embodiment of Te Ao Māori worldview offering multiple principles and frameworks for teaching and learning that affirms identity, supports holistic growth and development and validates ways of knowing, doing and being. Te Reo Māori, Tikanga Māori and Kaupapa Māori are intrinsic to Mātauranga Māori.	Promoting Ako as the reciprocal relationship between learner and teacher. Sharing of knowledge recognising a joint responsibility.	Focus ARO on past present and future knowing by consciously looking at and thinking about experiences, actions, feelings and responses. Integrate this reflective practice to support growth and transformation.	Acknowledge Whanaungatanga is the importance of fostering and maintaining meaningful relationships that are based on trust, respect, integrity and empathy. Foster Whanaungatanga to create connectivity, interdependence for collaboration. Work together towards a shared vision .	Live a duty of care for ākonga, whānau, iwi, reo and community through behaviour and practice that is mana-enhancing. This is also reflected in the quality of resource, support, space and expertise that we provide.

MATAPAKITIA - DISCUSS

What POU resonates for you most right now and why?

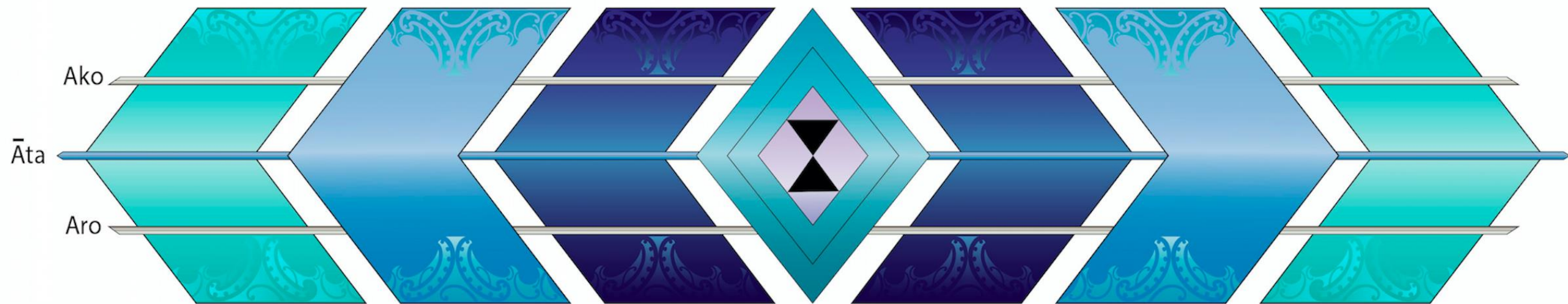What are the critical issues, challenges or opportunities associated with that POU?

THE TE TĪPARE FRAMEWORK

https://moodle.unitec.ac.nz/course/view.php?id=6173

TE TOKOTORU

ako, aro, āta

Ako

Āta

Aro

Focus ARO on past present and future knowing by consciously looking at and thinking about experiences, actions, feelings and responses.

Integrate this reflective practice to support growth and transformation.

What are the critical issues/ challenges that we are facing? What do we do (practice, process, procedure), how well do we do it, how could we improve?
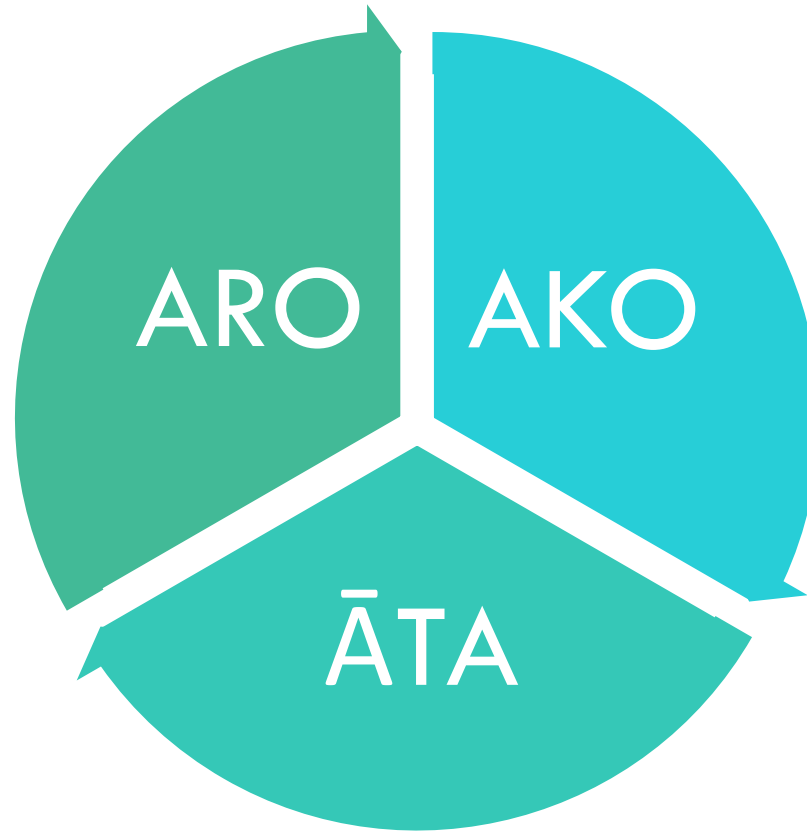
Promoting Ako as the reciprocal relationship between learner and teacher.

Sharing of knowledge recognising a joint responsibility.

Using SMART, identify one (1) professional goal towards improving an area of your practice/ delivery?

ĀTA focuses on our relationships, negotiating boundaries, working to create and hold safe space with corresponding behaviours. Āta gently reminds people of how to behave when engaging in relationships with people, kaupapa and environments.

What strategies will you use to achieve your Professional SMART goal?

Learning Outcome: Apply Te Tīpare to embed mātauranga Māori in a selected area of your professional practice

NAME:	Badge I am providing evidence for: *(Highlight one)*	
ROLE:		**OHO | EMERGING** (1 Pou
AREA OF EMPLOYMENT:	Complete one process template for each focus area	**TŪ | DEMONSTRATING** (2 Pou
DATE OF WORKSHOP ATTENDED:		**ORA | MODELLING** (3 Pou

(Highlight selected focus area) Pūkenga   Mātauranga Māori   Ako   Aro   Whanaungatanga   Manaaki

TE TOKOTORU – Self assessment process (based on one focus area from Te Tīpare framework)

1) ARO: What are the professional challenges/critical issues?

Self-Assessment: Mauri Moe | Mauri Oho | Mauri Tū | Mauri Ora (select one)

2) AKO: What next? Professional (SMART) goal

3) ĀTA: How you will achieve this goal? (Strategies)

Support guidelines/ Material/ Input/ Resources Required (Used)

AFTER IMPLEMENTATION OF TE TOKOTORU

EVIDENCE OF APPLICATION OF TE TĪPARE FRAMEWORK
(Based on your specific goal. That shows you have applied the framework in your professional practice)
[E.g lesson plan, reflective journal, meeting notes, flowcharts, posters, programme documents, annotated photos, video recording, audio recording, emails, stakeholder feedback, evidence from ADEP]
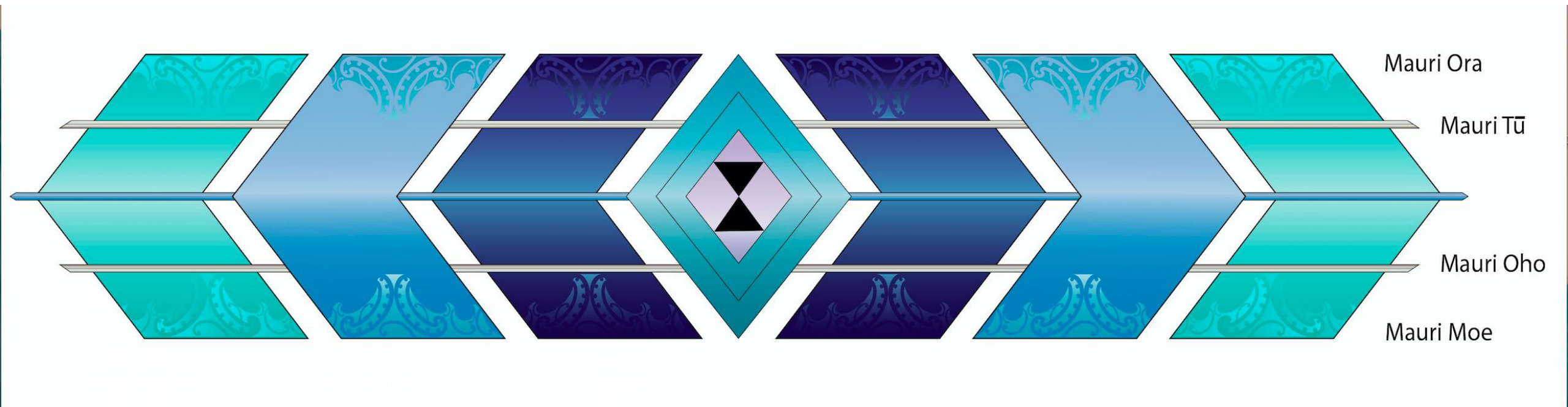
SELF-REFLECTION   (100 – 500 words)
What impact did your process/strategies/implementation have on you?
What impact do you think your process/strategies/implementation had on others?
What might you do differently next time?

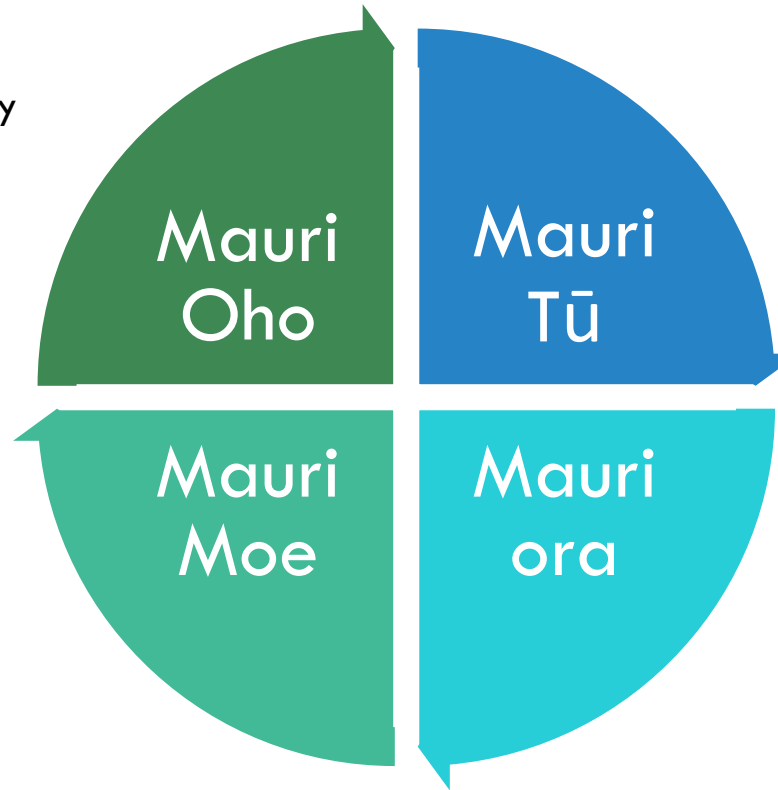**Final Self-Assessment:** Mauri Moe | Mauri Oho | Mauri Tū | Mauri Ora (select one)

THE MAURI MODEL

Moe, oho, tū, ora

Mauri Ora

Mauri Tū

Mauri Oho

Mauri Moe

•Requires high levels of energy
•Clarity of purpose/ learning intent
•Willingness to actively forge future growth and wellbeing
•Guides responsibilities, respectful relationships, accountabilities, explores transformative possibilities, has emancipatory intent

•Actively engaged in helping to improve outcomes
•Demonstrates a willingness to initiate/ drive change
•Invested in developing ones capacity and capability
•Consistently maintains mana-enhancing relationships
•Is able to identify and locate resources, support
•Is an initiator and demonstrates innovation and creativity in practice
•Is gaining confidence in articulating and demonstrating values in practice
Consistently monitors impact and is a reflective practitioner

Mauri Oho

Mauri Tū

Mauri Moe

Mauri ora

•Notions of separation, distance, coldness, outside warmth of kaupapa
•Untapped, unrealised, latent, dormant potential
•Opportunity to be – not yet begun

Claims, states and confirms space for
•Cultural thought
•Cultural positionings
•Practice
•Constant analysis
Affirms naturalness of
•Planning
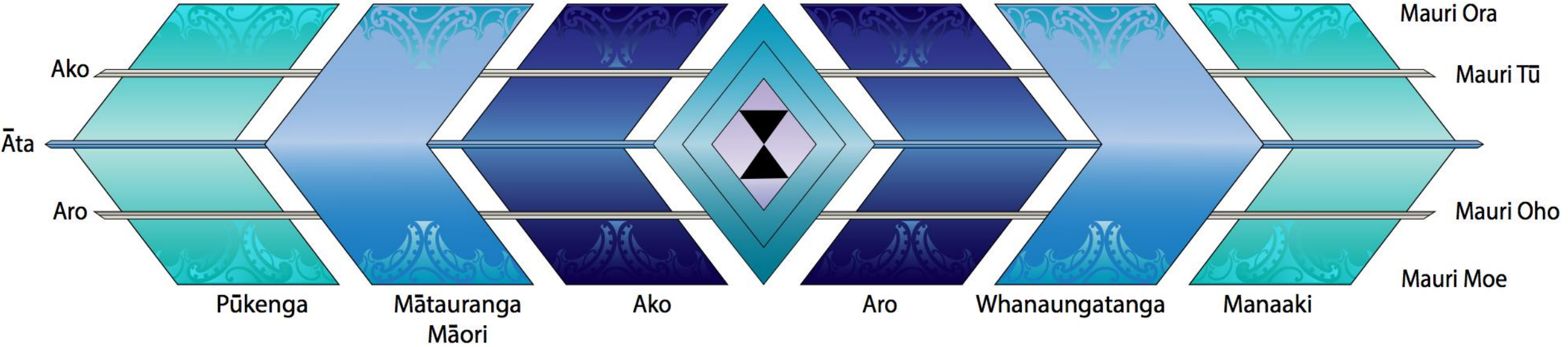•Strategising
Having a learning purpose
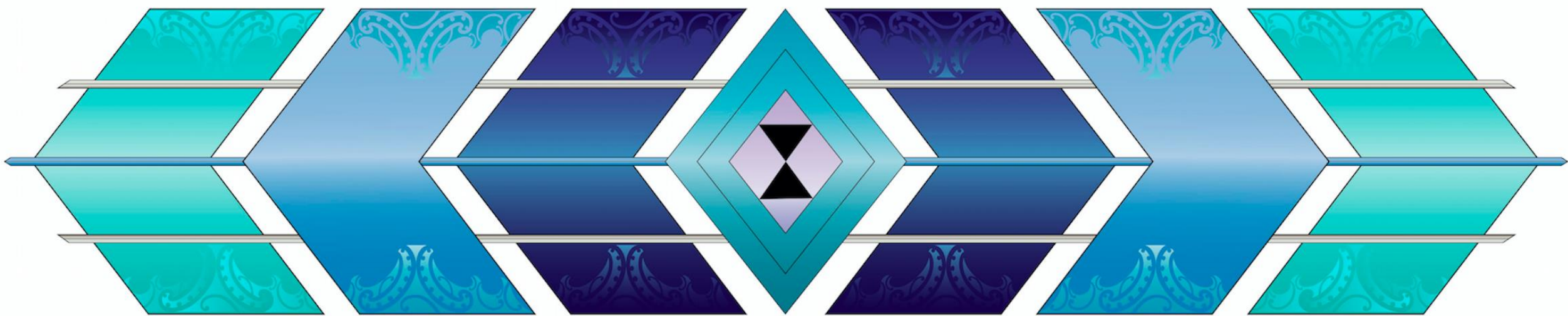
MATAPAKITIA – DISCUSS IN GROUPS

Provide one example of Tihei in your practice.

Describe what happened? What change occurred? How?

What was the impact?

Te Tipare

COMPLETE PROCESS TEMPLATE

Using Te Tīpare Process Template

Te Tīpare Framework

Te Tīpare Guidelines

Apply Te Tīpare to embed mātauranga Māori in a selected area of your professional practice

KARAKIA

Ka wehe atu tātau

I raro i te rangimārie

Te harikoa me te manawanui

Haumi e!

Hui e!

Tāiki e!