



Te Pūkenga

Te Pae Tawhiti - 2020 to 2025

Working Draft

**Te Tiriti O Waitangi
Excellence Framework**

working draft



Te Pūkenga

working draft

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

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

working draft

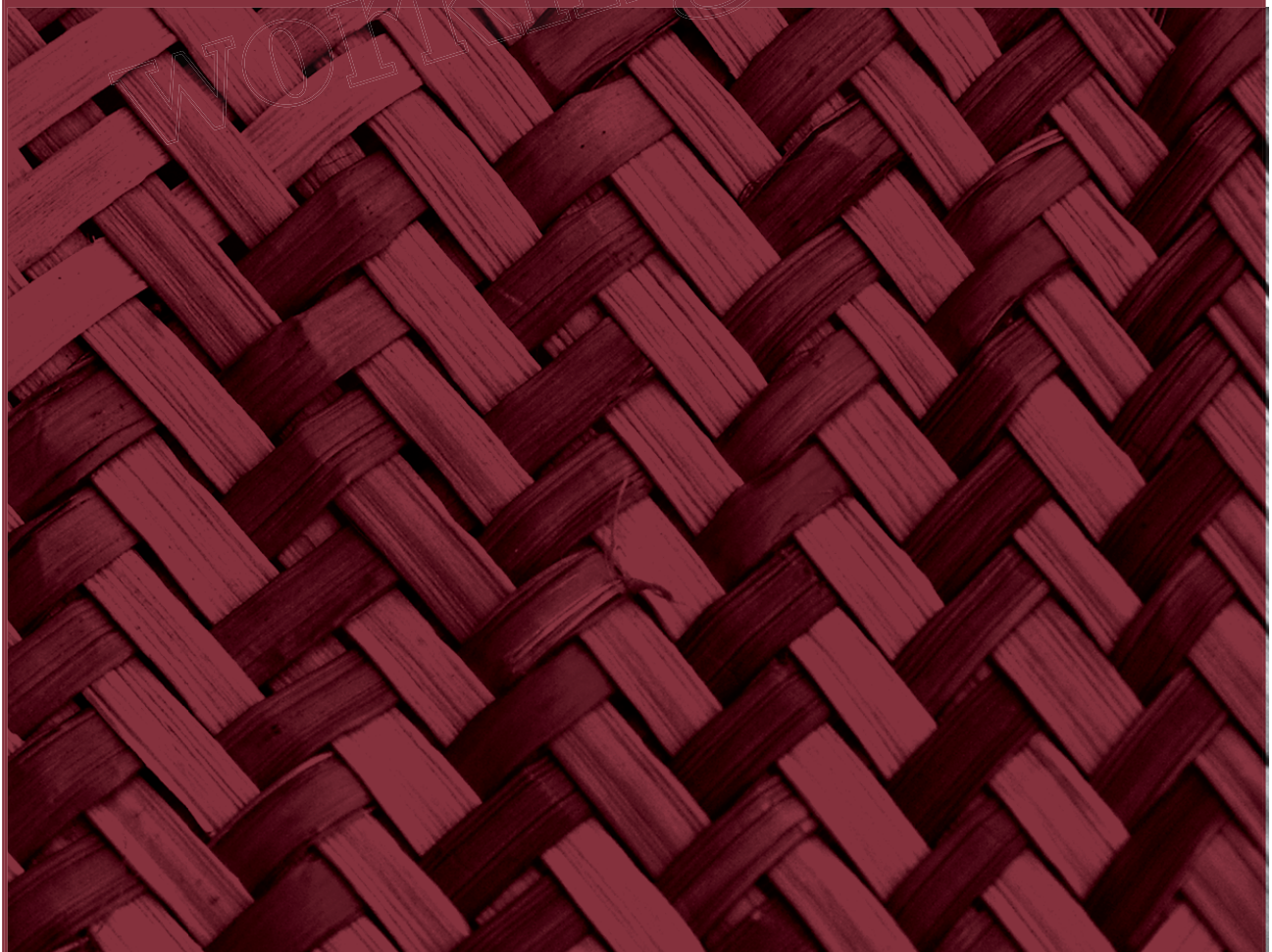


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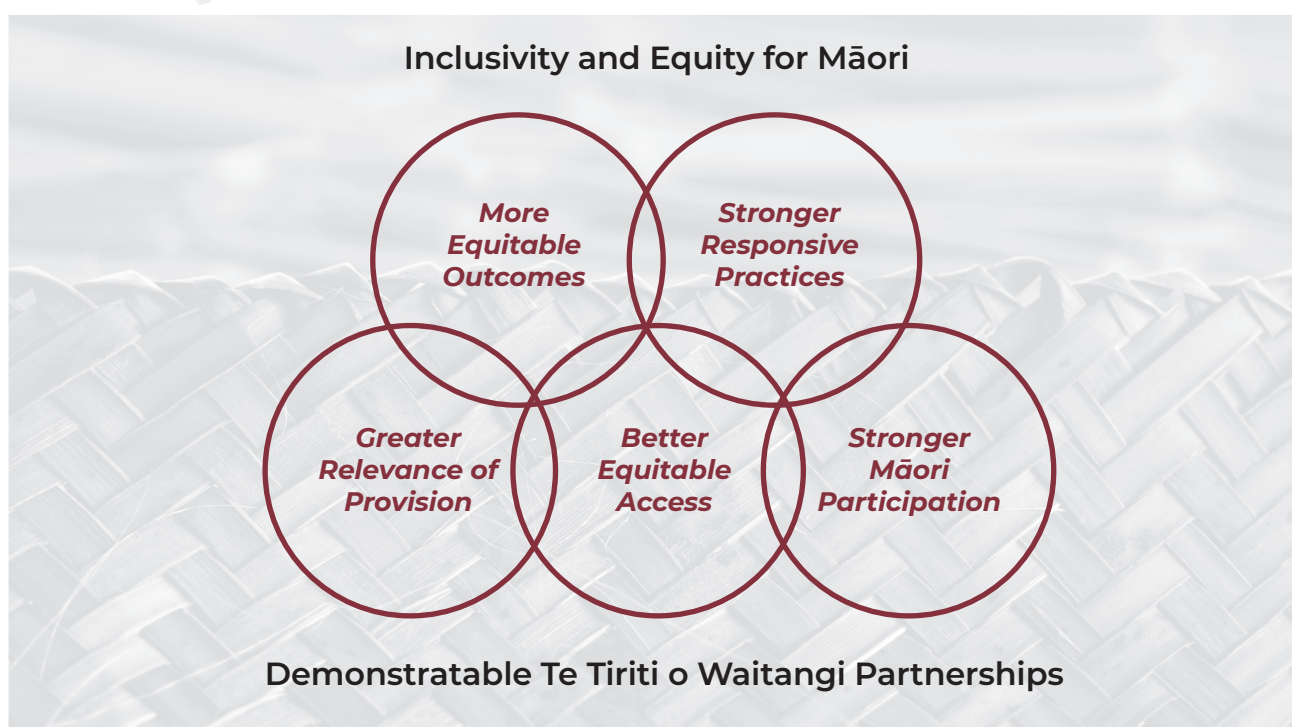
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Introduction

1. 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 learners and their whānau, and to the aspirations of iwi and Māori communities throughout Aotearoa. This objective is driven from our legislative mandate, our Charter, regulatory guidance, and from the will of our governing Council and Leadership. Our Charter duties include:
 - ensuring that our governance, management and operations give effect to Te Tiriti of Waitangi;
 - recognise that Māori are key actors in regional social, environmental, and economic development; and
 - respond to the needs of and improve outcomes for Māori learners, whānau, hapū and iwi, and employers.
2. In working to achieve these outcomes we know it is not Māori learners or communities that need to change to fit with us: rather it is our responsibility to ensure our services improve for the betterment of Māori. We accept the need to ensure 'Māori are enjoying and achieving education success as Māori, as they develop the skills to participate in te ao Māori, Aotearoa and the wider world' - as set out in Ka Hikitia – Ka Hāpaitia, the Government's Māori Education Strategy.
3. This document is our internal guidance for achieving Te Tiriti o Waitangi excellence. Its purpose is to influence and guide our planning, actions and reporting, and importantly how we self-reflect and review ourselves when undertaking those tasks, and ensure they are undertaken in collaboration and partnership with Māori communities.
4. This work has been developed for Te Pūkenga to be applied within Te Pūkenga, with guidance and support from senior Māori executive staff, Council members and external advisors. In the use and application of this working draft, Te Pūkenga expects to work in collaborative partnership to ensure the framework is drawn upon in ways that are appropriate and meaningful for Māori learners and their whānau, and our broader iwi/Māori communities. Partnership, in accordance with Te Tiriti o Waitangi, is necessarily central to the proper use of this strategic guidance. It is expected that through partnership and further co-design with our iwi and Māori partners Te Pūkenga will be able to strengthen and further embed our work to uphold Te Tiriti o Waitangi in all we do.

How our Te Tiriti o Waitangi Excellence Framework works

5. Our working draft Te Tiriti o Waitangi Excellence Framework - Te Pae Tawhiti - is centred on the duality of continuous obtainment (whakamaua) and pursuit (whāia) of two major objectives and five associated goals as shown diagrammatically below.
6. For each objective and goal there are two leading self-reflective questions. Te Pae Tawhiti is centred on Te Pūkenga and our subsidiaries undertaking earnest self-reflective assessment, using these guiding questions, to determine how well we are tracking towards Te Tiriti excellence ('te pae tawhiti') in the achievement of our objectives and goals.
7. Undertaking this work involves embedding Te Pae Tawhiti into all of our activities. This is not a singular area of work, rather it guides our activities across all that we do. Te Pae Tawhiti involves a process of self-reflection and identification of best practice to ensure we uphold our obligations and commitments. We will do this in collaboration and partnership with iwi and Māori communities to ensure our activities are valid and appropriate.
8. Alongside the framework other elements are:
 - a. Our expanded reflective practice questions;
 - b. Our initial evidential indicators;
 - c. Our self-assessment tool; and
 - d. Appendix 1 – legislative, Charter and Ka Hikitia reference points.



Te Pae Tawhiti: 2020 to 2025

Ko te whakamau i Te Tiriti o Waitangi kia hira, kia ōrite hoki ngā ratonga ki a Ngāi Māori

I runga i ngā āhuatanga o Te Tiriti o Waitangi, kei te aro a Te Pūkenga ki te kounga o ā tātau ratonga kia āta urupare ēnei ki ngā hiahia o ngā ākonga Māori me ō rātau whānau; ki ngā tūmanako hoki o ngā iwi me ngā hapori Māori puta noa i Aotearoa. Kei te ara mai tēnei whāinga i te ture, i te tūtohunga, i te whakaaro nui ohoki o tō tāua kaunihera.

I runga i te mahi tahi ki te whakatutuki i tēnei whāinga, ehara i te mea me panoni ngā ākonga me ngā hapori Māori engari ko tātau kē me whakapaipai i ā tātau ratonga e whakapikitia ai ngā huanga mō Ngāi Māori.

Ā Tātau Mahi Whakaataata

Kei te whakaatuhia ki raro nei ko ngā whāinga a te Te Pūkenga mō Te Tiriti o Waitangi (he tauira ēnei), me ngā pātai mō ā tātau mahi whakaataata. He pātai ēnei me ui e tātau ki roto i ā tātau mahi whakamahere, ki roto i ngā mahi o ia rā, ki roto i ngā mahi tuku pūrongo, ki roto anō hoki i ngā mahi arotake. Katoa ēnei mahi (te whakamahere, te whakatinana, te tuku pūrongo me te arotake) me kōkiri i runga i te mahi tahi ki a Ngāi Māori.

Ngā Whāinga

Ngā Pātai mō a taua Mahi Whakaataata

WHĀINGA 1: **Ngā Hononga Tiriti o Waitangi**

- Kei te oho, kei te whai tikanga ngā hononga a Ngāi Māori ki te Karauna ki roto i ngā wāhanga katoa o te Te Pūkenga?
- Kei te kitea, kei te ārahina hoki ngā mahi whai wāhi ki ngā taumata whakahaere katoa o ngā pito o te Te Pūkenga?

WHĀINGA 2: **Ko te whai wāhi me te ōritetanga mō Ngāi Māori**

- Kei te haumaruru, kei te manaaki hoki ngā wāhi ako mō ngā ākonga Māori, ki tā te Māori titiro?
- Kei te whakapiki te Te Pūkenga me ōna wāhanga katoa i ngā huanga mō ngā ākonga Māori, kei te whakarite hoki he ōritetanga mō Ngāi Māori?

KAUPAPA 1: **Kei te hāngai**

- Kei te hāngai ngā ratonga a te Te Pūkenga ki ngā hiahia o ngā hapori Māori, ā, kua pēhea tātau e mōhio?
- He aha ngā whakaaro o ngā hapori Māori mō te Te Pūkenga me ōna wāhanga? Kei te kitea mai he taunakitanga mō ngā hononga Tiriti?

KAUPAPA 2: **Kei te wātea**

- Kei te wātea ngā ratonga a te Te Pūkenga ki a Ngāi Māori i ngā hapori katoa?
- Kei te whai wāhi ngā ākonga ki ngā ākoranga e rite ana mō ā rātau hiahia ako i te Te Pūkenga?

KAUPAPA 3: **Kei te whai wāhi**

- Kei te kitea te pai o ngā wheako ako a ngā ākonga Māori?
- He aha te tautoko ka whakaratoa atu ki ngā ākonga Māori, ā, kei te eke tēnei ki ngā taumata e tika ana?

KAUPAPA 4:
***Kei te whakatutuki
huanga***

- Kei te pai ngā huanga a ngā ākonga Māori i ngā akoranga me ngā toh? He aha ngā taumata kua tohua?
- Kei te pai ngā huanga whai mahi, whai orange, whai ahurea? He aha tā tātau e mōhio nei?

KAUPAPA 5:
Mahi Whakaataata

- Kei te kitea te aro o ngā kaiako ki ngā ākonga Māori, kua pēhea tātau e mōhio, e tautoko, e kōkri i ēnei?
- Ka whakatinana ngā mahi whakahaere a te Te Pūkenga me āna mahi i Te Tiriti o Waitangi?

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Working Draft: Te Pae Tawhiti: 2020 to 2025

Embedding Tiriti of Waitangi Excellence and Ensuring Service 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 learners and their whanau**, and to the aspirations of iwi and Māori communities throughout Aotearoa. This objective comes from our legislative mandate, our Charter and from the will of our Council. In working to achieve this objective, we know it is not Māori learners or communities that need to change to fit with us: rather it is our responsibility to ensure our services improve for the betterment of Māori.

Our Reflective Practice

Te Pūkenga Te Tiriti o Waitangi excellence outcomes and goals are shown below, along with associated reflective practice questions. These are questions that we ask ourselves in planning, in guiding our everyday activities and reporting, and which we review ourselves against. It is envisaged that these steps (i.e. planning, doing, reporting and reviewing) are undertaken in conjunction with our iwi/Māori partners; and will be further reviewed and improved upon as we extend our partnerships with iwi/Māori.

Outcomes and Goals

Self-Reflective Practice Questions

OUTCOME 1: Demonstrable Tiriti o Waitangi Partnerships

- Are Māori/Crown partnerships active and meaningful throughout the Te Pūkenga network?
- Is partnership engagement and support visible and proactively led at senior governance and leadership levels throughout the Te Pūkenga network?

OUTCOME 2: Inclusivity & Equity for Māori

- Is the learning environment safe and welcoming for Māori learners, and are their learning experiences conducive to their success?
- Is Te Pūkenga (centrally and subsidiaries) improving outcomes for Māori learners and ensuring equitable outcomes for Māori learners?

GOAL 1: Greater Relevance of Provision

- Are Te Pūkenga services well matched to the needs of its Māori communities and how is this evidenced?
- What are the views of Māori communities about Te Pūkenga education and service provision for Māori? Is there evidence of strong Tiriti-based partnerships and how this impacts positively on Māori learners' success?

GOAL 2: Better Equitable Access

- Do Māori have good access to Te Pūkenga services in all communities?
- Are Māori learners accessing optimal provision for their learning needs through Te Pūkenga?

GOAL 3: Stronger Māori Participation

- Does Te Pūkenga (and subsidiaries) consistently provide learning environments that are conducive to Māori participation, progression, completion, and ultimately, success as Māori?
- What systems, structures and services are provided to increase access, engagement and success for Māori learners? How is the success demonstrated?

**GOAL 4:
More Equitable
Outcomes**

- Are overall Māori course and qualification outcomes satisfactory? What targets exist?
- Are employment and/or social or cultural outcomes satisfactory? What is known?

**GOAL 5:
Stronger Responsive
Practices**

- Do academic, teaching and support staff have an understanding of culturally responsive and inclusive practice? How do they apply this in their delivery to best meet the needs of Māori learners? How is this measured, tracked and advanced?
- Do Te Pūkenga structures and systems (i.e. governance, leadership, operations) give effect to Te Tiriti o Waitangi? How is this evidenced?

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Expanded Reflective Practice

Outcomes and Goals	Self-Reflective Practice Questions	Key Concepts Being Considered
OUTCOME 1: Demonstrable Tiriti o Waitangi Partnerships	<ul style="list-style-type: none"> Are Māori/Crown partnerships active and meaningful throughout the Te Pūkenga network? Is partnership engagement and support visible and proactively led at senior governance and management levels throughout the Te Pūkenga network? 	<ul style="list-style-type: none"> Te Pūkenga can demonstrate it works in collaboration with Māori, iwi and hapū partners, as per legislative requirements.
OUTCOME 2: Inclusivity & Equity for Māori	<ul style="list-style-type: none"> Are learning settings safe and welcoming for Māori learners, from a Māori learner perspective? Is the Te Pūkenga overall, and subsidiaries individually, improving outcomes for Māori learners, ensuring equity for Māori? 	<ul style="list-style-type: none"> Te Pūkenga can demonstrate its learning settings are purposefully inclusive for Māori and are focused on ensuring equitable outcomes for Māori learners, as per the Charter and formal Ministerial expectations.
GOAL 1: Greater Relevance of Provision	<ul style="list-style-type: none"> Are Te Pūkenga services well matched to the needs of its Māori communities, how is that known? What are the views of Māori communities about Te Pūkenga services and subsidiaries? Is there evidence of strong Tiriti-based partnerships? 	<ul style="list-style-type: none"> Programmes of study/learning on offer that are desired by Māori learners and inspired by iwi and Māori communities (including Māori business and industry needs). Mātauranga Māori is appropriately embedded in programmes of study and prioritised as a learning area available through Te Pūkenga.
GOAL 2: Better Equitable Access	<ul style="list-style-type: none"> Do Māori have good access to Te Pūkenga services in all communities? Are Māori learners accessing optimal provision for their learning needs through Te Pūkenga? 	<ul style="list-style-type: none"> Te Pūkenga network spread and community coverage. Te Pūkenga service uptake levels from key Māori population cohorts (e.g. under 25yrs). Te Pūkenga programme selection and guidance to Māori learners. (Ensuring Māori learners are in 'the right' courses.)
GOAL 3: Stronger Māori Participation	<ul style="list-style-type: none"> Is the quality of learning experiences for Māori demonstrably good? What Māori learner support and guidance for success is provided, and how successful is it? 	<ul style="list-style-type: none"> Te Pūkenga programme delivery quality for Māori (includes resources, curriculum and teaching.) Te Pūkenga pastoral and study support services for Māori.
GOAL 4: More Equitable Outcomes	<ul style="list-style-type: none"> Are overall Māori course and qualification outcomes satisfactory? What targets exist? Are employment and/or social or cultural outcomes satisfactory? What is known? 	<ul style="list-style-type: none"> EPI outcomes, student satisfaction outcomes. Post-study economic/social/cultural outcome; Māori community satisfaction.

**GOAL 5:
Stronger Responsive
Practices**

- Are teaching staff demonstrably responsive to Māori learners, how is this known, supported and advanced?
- Do Te Pūkenga governance, management and overall operating approaches give effect to Te Tiriti o Waitangi?
- Te Pūkenga teaching culture, includes addressing any unconscious bias.
- Te Pūkenga planning, decision-making and reporting processes demonstrate conscious consideration of Māori learners and communities.
- Te Pūkenga governance gives effect to Te Tiriti o Waitangi.

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Initial Evidential Indicators

Indicators provide examples of the types of practical manifestations that might be seen if outcomes and goals of our Te Tiriti excellence framework are being met. Indicators are not 'sub-goals'. Goals will be established by each subsidiary which fit with their unique operating context.

Outcomes and Goals

Key Concepts and Potential Indicators

OUTCOME 1: Demonstrable Tiriti o Waitangi Partnership

- Te Pūkenga can demonstrate it works in collaboration with Māori and iwi partners, hapū and other stakeholders (legislative requirement).
 - Partnership agreements are established/strengthened with iwi/ Māori groups who work with Te Pūkenga.
 - Te Pūkenga ensures its Māori Advisory Committee is actively supported and formally considers and responds to advice it receives from the Committee.
 - Te Pūkenga embeds its Tiriti Excellence Framework throughout subsidiaries.
 - Tiriti Excellence planning and reporting is embedded into Te Pūkenga Council processes.
 - Te Pūkenga embeds Māori voice within key leadership and management mechanisms, including at Council, Senior Leadership and Subsidiary leadership levels.

OUTCOME 2: Inclusivity and Equity for Māori

- Te Pūkenga can demonstrate its learning environment is purposefully inclusive for Māori and are focused on ensuring equitable outcomes for Māori learners, in accordance with the Charter.
 - Te Pūkenga sets and achieve targets to improve outcomes for Māori learners.
 - Te Pūkenga undertakes regular reviews of provision for ensuring Māori learners and communities (including industry) have confidence that settings are inclusive for Māori.

GOAL 1: Greater Relevance of Provision

- Programmes of study/learning on offer that are desired by Māori learners and inspired by Māori communities.
 - Annual mix of provision planning shows Māori input and consultation.
 - Annual mix of provision planning shows analysis of Māori demographic figures (i.e. school leaving trends, industry outcomes, etc).
- Mātauranga Māori is appropriately embedded in programmes of study, and prioritised as a learning area available through Te Pūkenga.
 - A mātauranga Māori mix of provision plan exists across the network (i.e. clear decisions on where programmes like Te Reo are offered).
 - Mātauranga components of programmes are considered by a Māori academic reference group.

GOAL 2: Better Equitable Access	<ul style="list-style-type: none"> • Te Pūkenga network spread and community coverage. <ul style="list-style-type: none"> - Planning shows proximity of services to Māori communities and populations. • Te Pūkenga service uptake levels from key Māori population cohorts (e.g. under 25 years). <ul style="list-style-type: none"> - Active goals to increase enrolment uptake by take Māori groups (i.e. NEETs, etc). • Te Pūkenga programme selection and guidance to Māori learners. (Ensuring Māori learners are in 'the right' courses.)
GOAL 3: Stronger Māori Participation	<ul style="list-style-type: none"> • Te Pūkenga programme delivery quality for Māori (includes resources, curriculum and teaching.) <ul style="list-style-type: none"> - Māori academic sub-committee involved in programme reviews (and undertakes cultural-fit audits). • Te Pūkenga pastoral and study support services for Māori. <ul style="list-style-type: none"> - Māori specific pastoral support services are active, and record results of interventions. - Māori specific query/complaints approach is in place.
GOAL 4: More Equitable Outcomes	<ul style="list-style-type: none"> • EPI outcomes. <ul style="list-style-type: none"> - Te Pūkenga overall and each subsidiary agrees EPI targets for Māori learners annually (including stretch targets). • Post-study economic/social/cultural outcomes. <ul style="list-style-type: none"> - Monitoring of post study outcomes for Māori learners.
GOAL 5: Stronger Responsive Practices	<ul style="list-style-type: none"> • Te Pūkenga teaching culture, includes addressing any unconscious bias. <ul style="list-style-type: none"> - Cultural competencies are embedded within staff performance systems. Anti-racism training targets are set and met. • Te Pūkenga planning, decision-making and reporting processes are informed by the needs of Māori learners and communities. <ul style="list-style-type: none"> - Monthly reporting from subsidiaries and quarterly reporting from Te Pūkenga tracks Māori outcomes (against this framework). - All subsidiaries complete Tiriti-excellence self-assessment work annually. • Te Pūkenga governance gives effect to Te Tiriti o Waitangi (charter alignment). <ul style="list-style-type: none"> - Te Pūkenga publishes an annual plan and review of how it gives effect to Te Tiriti o Waitangi. - Te Pūkenga openly invites iwi/Māori to review and audit its services, and this information is then used to improve services.

Self-Assessment Standard

Te Pūkenga accepts achieving Te Tiriti excellence is a continuous activity. To demonstrate collaboration and partnership, Te Pūkenga will be transparent about the progress made, as well as areas for improvement. Drawing upon the guidance of Te Arawhiti, the Office of Māori/Crown relations, 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.

Rating Level

Te Arawhiti Guidance Explanation

Unfamiliar

Services have little awareness of Māori Crown relationship or how to engage appropriately

Comfortable

Services show basics, able to engage appropriately in a short term transactional setting

Confident

Service are conducted appropriately and with awareness of what it likely to be important to Māori

Capable

Services are able to lead and advise others, we have deep knowledge in their subject area.

Rating Level

Self-reflection: Outcome or Goal alignment with all or most the following characteristics

Unfamiliar

- Largely ineffective identification, analysis and action planning for Māori outcomes. Gaps are noteworthy.
- Significant weaknesses in processes and service delivery or approaches.
- Outcomes and results from services are poor and/or do not meet threshold targets.
- Poor or misleading reporting on issues of importance to Māori.
- Little demonstrable and authentic cognisance of Māori worldviews demonstrated throughout organisational business approaches.
- Only limited collaborative partnership with iwi/Māori communities can be demonstrated.

Comfortable

- Partially effective identification, analysis and action planning for Māori outcomes. Some gaps may exist.
- Some weaknesses or inconsistency in processes and service delivery or approaches.
- Outcomes and results from services have some but limited value, relevance or impact potential.
- Some areas of reporting on issues of importance to Māori require improvements to improve clarity, timeliness and/or organisational guidance.
- There is limited cognisance of Māori worldviews demonstrated throughout organisational business approaches.
- Some sporadic collaborative partnership with iwi/Māori communities can be demonstrated.

Rating Level	Self-reflection: Outcome or Goal alignment with all or most the following characteristics
Confident	<ul style="list-style-type: none"> • Effective identification, analysis and action planning for Māori outcomes. Any gaps are minor and not of high significance. • Quality is consistently demonstrated in processes and service delivery / approaches to support outcomes for Māori. • Outcomes and results from services have high value to Māori, relevance and demonstrate positive service impacts. • Reporting and self-review on issues of importance to Māori is clear, genuine, and timely, and forms part of wider organisational guidance. • There is expressed cognisance of Māori worldviews demonstrated throughout organisational business approaches. • Ongoing collaborative partnership with iwi/Māori communities can be demonstrated.
Capable	<ul style="list-style-type: none"> • Highly effective identification, analysis and action planning for Māori outcomes. There are no gaps of significance. • High quality is consistency demonstrated in processes and service delivery / approaches to support outcomes for Māori. • Outcomes and results from services have high value to Māori, relevance and demonstrate excellent service impacts. • Reporting and self-review on issues of importance to Māori is clear, genuine, and timely, and leads wider organisational guidance. • There is high cognisance of Māori worldviews demonstrated throughout organisational business approaches. • Highly effective and ongoing collaborative partnership with iwi/Māori communities can be demonstrated.

APPENDIX 1

Key Legislative, Charter and Ka Hikitia Reference Points

Legislative requirements

- *'Improve outcomes for Māori learners and Māori communities in collaboration with Māori and iwi partners, hapū and other stakeholders' ; and*
- *'Acknowledge the principles of Te Tiriti o Waitangi'.*

Charter requirements

- *'Ensuring that its governance, management and operations give effect to Te Tiriti of Waitangi;*
- *Recognise that Māori are key actors in regional social, environmental, and economic development; and*
- *Respond to the needs of and improve outcomes for Māori learners, whānau, hapū and iwi, and employers.'*

There is also further provision in the Charter setting out that inclusivity and equity are core principles, and Te Pūkenga must work to meet the needs of all learners, particularly those under-served by the education system, including Māori learners.

Ka Hikitia Objectives

Through this Te Tiriti Framework, Te Pūkenga strives to develop a network of vocational education provision that meets the guiding principles Ka Hikitia – Ka Hāpaitia / The Māori Education Strategy:

- **Excellent Outcomes:** *We will support Māori learners and their whānau to achieve excellent education outcomes.*
- **Belonging:** *We will ensure Māori learners and their whānau have a strong sense of belonging across our education system.*
- **Strengths-based:** *We will recognise and build on the strengths of Māori learners and their whānau.*
- **Productive Partnerships:** *We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes.*
- **Te Tiriti o Waitangi:** *We will give practical effect to Te Tiriti o Waitangi in the education system.*

Kōrero about the future of Māori education

In 2018, led by the Ministry of Education, Government started a conversation with Māori whānau and communities about what matters most to them in education. More than 2000 learners, whānau and educators came together across Aotearoa 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 to the survey. The results of the survey 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.

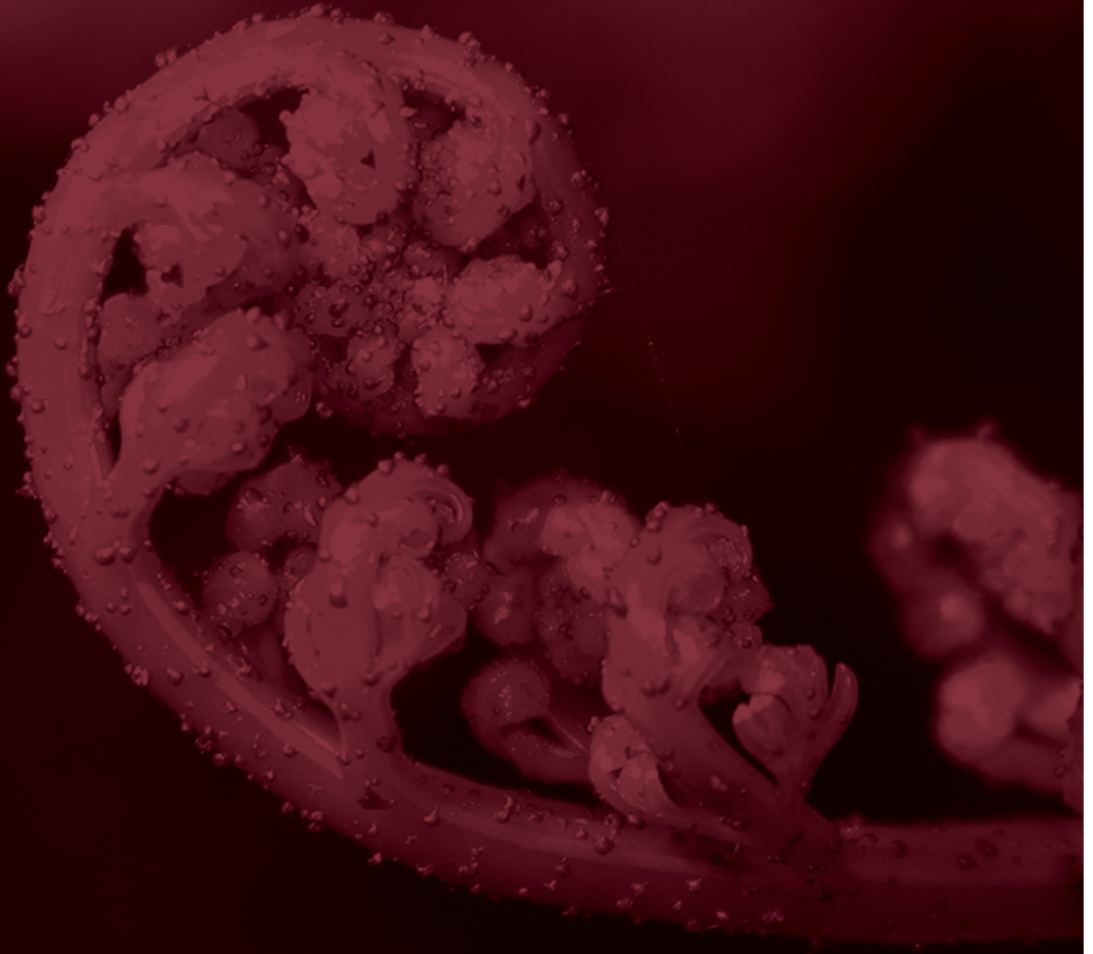
[Click here to download a copy of the report in Maori.](#)

[Click here to download a copy of the report in English.](#)

Some of the main points made at these wānanga included:

- 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.

We thank Will Workman
(Ngāti Kahungunu ki Wairarapa)
for his thought leadership and mahi
around the authorship of the first
working draft of Te Pae Tawhiti.



Te Pūkenga



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