Embedding indigenous knowledge in the crowded space of a tertiary institution

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Te Noho Kotahitanga: He Mihi
Imagine

- Finding meaning for student support services (domestic & international) in an ancient creation story
- Video
- 2 minute kōrero

Tales from the mythologies of Creation, Maui and Aoraki - YouTube
Some thoughts

- Darkness & emptiness
- Possibility
- Family
- Preparation
- The vessel
- The catch

MY JOB
- Embedding Māori knowledge in curriculum & how Unitec does its business

Unitec Institute of Technology

New Zealand’s largest institute of technology and polytechnic (ITP),
Largest non-university tertiary provider in the Auckland region.
In 2013 – 20K students (or 10K EFTs)
Enrolled in 149 programmes,
Foundation & community skills certs to doctorate programs.
Primary focus on the associate professional, advanced trades and technology sectors of industry.
Māori students about 9% (15%) of the total student (NZ) population
Imperative

- Treaty of Waitangi
- Government policy – 3 target groups: Māori, Pacific & Under 25s
- Goal – Equity in Success, Retention & Completion
- Māori & Pacific - youthful populations
- Maori population 15% thereabouts of total population
- In 2012 Māori median age was 23 (37) years (Statistics NZ, 2013)
- Māori Success at Unitec static at 75% (85%)

Te Kotahitanga

Major research program aimed at changing teacher attitudes to Māori students

Major finding: When Māori succeed everyone succeeds

http://tekotahitanga.tki.org.nz/Publications
Māori Success at Unitec

- Te Noho Kotahitanga – partnership document
- Te Noho Kotahitanga Marae
- Māori Success Strategy
- Māori Research Strategy

Te Noho Kotahitanga

Partnership determining how Māori & non-Māori at Unitec interact with each other

Marae – Ngākau Māhaki, Manaaki & Pūkenga
Te Noho Kotahitanga Marae

Partnership Document

5 Principles

• Rangatiratanga (Authority & Responsibility)
• Wakaritenga (Legitimacy)
• Kaitiakitanga (Guardianship)
• Mahi Kotahitanga (Cooperation)
• Ngākau Māhaki (Respect)

Now informs Unitec’s Academic Statute.
2010 - Māori Success Strategy

Who we want to be:
Unitec: A bicultural Institute of Technology operating in a multicultural environment

What we aim to achieve
Unitec will be the ITP leader of Māori student educational outcomes & Unitec will lead the bicultural competency of staff and students

Objective One: Authority

Enable active participation of Māori communities and stakeholders in decision making at Unitec.

*Community has influence*
- Rūnanga (Council)
- Community Consultation Guidelines
- Research partnerships
Objective Two: Legitimacy.

- Increase leadership positions where Mātauranga Māori expertise is required
- Support and grow leadership capacity of existing staff and students
- Support and grow Mātauranga Māori expertise in all leadership positions

Leadership model change

- Appointments
- Digital Native & Māori Student Association

Objective Three: Guardianship

Improve Mātauranga Māori practices, knowledge and content within all Unitec’s living curricula and environs.

Tangible applications of mātauranga Māori

- Poutama: a tool to analyse levels & depth of Māori knowledge embedded in curriculum
- Designing courses & pathways/majors/minors/total immersion
Unitec Institute of Technology

TE WHARE WANANGA O WAIRAKA

POUTAMA

Mātauranga Māori in the Living Curriculum

Objective Four: Cooperation

Build staff capability to engage with te ao Māori (the Māori world).

Confident participation

• Professional development
• Mai Te Rito – newsletter
• Virtual Marae
• Research Strategy
Objective Five: Respect

• Increase the number of Māori students studying at Unitec;
• Achieve consistently higher retention, completion rates for Māori;
• Improve transition rates to higher levels of study.

*ITP choice for Māori*

• Postgraduate weekend wānanga
• Whai Ake Mentoring Programme

Student Voice: Whai Ake

https://akoaotearoa.ac.nz/whai-ake
Tihei mauri ora (I sneeze and therefore I am)!


Ngā Reanga Youth Development Māori Styles

Using the stories of Māori to guide readers through the work. Keelan has authored a book that brings together ten years of experience and research in teaching Māori Development. Known to most New Zealanders, Māori and non-Māori alike, Māori can be found in many of the stories of other Pacific nations, and a Māori story can be found between each chapter, followed by an analysis where key messages are identified. This is perhaps the fourth book on youth development from a New Zealand perspective and, maybe, the first from an Indigenous world view... Click here to read the book.

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