



Te Whatu
Kairangi

Aotearoa Tertiary
Educator Awards

Procedures, Guidelines & Criteria 2022



We're here to help

The guidelines include information on award eligibility, the nomination process and portfolio requirements.

A helpful checklist is included at the end of this booklet.

There are other resources and people to give assistance and answer questions. Please contact us (see Enquiries in section 5 of this booklet).

Deadline for nominations and portfolios is 5:00pm, Friday 24 June 2022.



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1. General information

1.1 Background to the awards

The awards were established in 2001 and celebrate outstanding educators who have made significant impacts on learners and their communities.

The 2022 awards have been redeveloped based on a review that included a review of the literature, international scan of award systems and stakeholder feedback. The new awards aim to be more inclusive of celebrating Aotearoa's best tertiary educators, to help build sector educational capability, and to more closely align with the new Government priorities for the tertiary sector.

Ako Aotearoa encourages nominations from any education organisation that receives Tertiary Education Commission (TEC) funding. This includes Adult and Community Education, Private Training Establishments, Te Pūkenga (including Institutes of Technology/Polytechnics and Transitional Industry Training Organisations), Universities, Wānanga, and Other Tertiary Education Providers.

The awards panel ('the panel') is responsible for setting the criteria, assessing each portfolio against the criteria, and recommending award recipients to the Minister of Education. Awards are formally presented online.

For consistency, the term 'educator' is used throughout these guidelines. Other terms such as teacher, facilitator, kaiako, assessor, trainer/employer, lecturer, tutor, mentor, and course leader are also valid, depending on the context. 'Student' is used here, but other terms such as learner, trainee, apprentice, ākongā, client, candidate, and course member are also valid.

1.2 Key changes in 2022

The 2022 changes aim to move to providing more accessible awards to all kaiako, educators, teachers, trainers, and instructors from across New Zealand's tertiary education and training sector system.

There is a stronger focus on building sector capability, and a more straightforward, 'level-playing-field' approach to the nominations and application process.

All awards will be strongly focused on evidence of sustained contribution to and impact on learner success, and the subsequent impact on whānau, communities, and employment outcomes.

Demonstrating impact will need to include leadership of learning and teaching, and will consider how nominees include capability development of colleagues as part of their contribution.

The General Awards will need to be focused on specified categories that align with the Tertiary Education Strategy and Ako Aotearoa strategic priorities under its contract with the Tertiary Education Commission.

The inaugural categories are:

- Advancing approaches to, and the outcomes of, work-based learning.
- Achieving diversity and inclusion for improving outcomes for: Māori learners; Pacific learners; neurodiverse learners; and/or learners with disabilities.

- Innovation in learning, teaching, and curriculum (including developers, teachers, or combinations).
- Progressing educational partnerships and collaboration.
- Initiatives for progressing hauora and wellbeing in education.
- Progressing seamless ākonga transitions between contexts.

The number of awards in each category will vary. Awards will be based on merit in relation to evidence-based impact and the published criteria.

The selected categories will be retained for a period of no less than three consecutive years to allow organisations to plan accordingly, including for their internal award systems.

The Kaupapa Māori Awards have been refreshed.

The Pacific endorsement has been updated.

The nominations will be submitted using a template that limits formatting. It will enhance a 'level-playing-field' approach to production.

The time that the nominee has been in an education position has been reduced from six to four years equivalent full-time.

The nomination text and any digital elements will be reduced from 6,000 to 4,500 words with standardised formats for the text submitted.

1.3 The awards

Up to nine awards of \$20,000 each are awarded annually, with provision for:

- a) a maximum of seven General Awards.
- b) two or more Kaupapa Māori Awards.
- c) one Enhancing Pacific Learners' Success endorsement (with an additional \$5,000 grant), awarded to one of the nine recipients if the endorsement criteria are met.
- d) one Prime Minister's Educator of the Year Award (with an additional \$10,000 grant), awarded to the nominee whose portfolio the panel agrees best exemplifies the overall criteria.

Nominations of educational teams can be submitted.

The award and monetary grant are the same for teams as for individuals.

1.4 Eligibility for nomination

All New Zealand tertiary education organisations receiving funding from the TEC are eligible to nominate educators or teams for the awards. Nominations may be made for the General or the Kaupapa Māori Awards. The Enhancing Pacific Learners' Success endorsement is available under both awards.

Nominees must meet all the following eligibility requirements to be considered for an award:

- a) Nominations must be submitted and endorsed by the nominee's organisation.
- b) Nominees must have been working in education, in New Zealand tertiary education organisations, for a minimum period of four years equivalent full-time.
- c) Part-time educators* may be nominated if their aggregated working time totals at least four years.
- d) Teams are eligible (the leader and at least one other must meet the above requirements).
- e) Previous awardees may be renominated after a further six years. They must signal that they have previously received an award.

* See 1.1 for explanation of the term 'educator', used in these guidelines.

2. Nomination process

The key changes to the nomination process include the following:

- Nominees must use the Word template that is supplied and follow the instructions in the template. Nominees can include up to ten images in the template.
- The word limit is now 4,500 words.
- Te Reo nominations are welcome.
- The Nomination Form requests that student representative bodies support the nomination.
- The deadline for the receipt of nominations is 5:00pm, Friday 24 June 2022.

2.1 Nominations

- a) Any tertiary education organisation (see 1.1) may submit up to **four** nominations, with no more than **three** for the General Award.
- b) Nominations can **ONLY** be submitted through the nominee's organisation.
- c) The CEO/Tumuaki/VC (or equivalent) of the organisation must complete the Nomination Form for each nominee. This verifies that the nominee meets the eligibility requirements, that the portfolio addresses the chosen criteria, and that the nomination is supported by a representative sample of student feedback. The Nomination Form requests that student representative bodies should be consulted and should support the nomination.
- d) The Nomination Form should clearly indicate whether the nomination has been submitted for the **General Award** or **Kaupapa Māori Award**. A nomination cannot be made under both sets of criteria.
- e) The Nomination Form should indicate if the **Enhancing Pacific Learners' Success** endorsement is being applied for.
- f) The Tertiary Education History Form must be completed by the nominee to clearly illustrate experience and confirm a minimum of four years education experience in the tertiary sector. For teams the leader and at least one other must complete the education history requirements.

2.2 Nominations in Te Reo

- a) Nominations that are written largely in Te Reo are welcome.
- b) Te Reo nominations will be evaluated by people who are fluent in Te Reo. The nomination will not be translated.
- c) The nominee may provide a translation for all or part of the portfolio if they want to do so. It will be the Te Reo that contributes towards the word count and any translated words will not be included in the word count.
- d) The nominations that are largely written in English and have some Te Reo will be passed to the Kaihautū Mātauranga Māori who will decide if the Te Reo will need to be translated. Common Te Reo phrases and mihi whakatau would not normally be translated. These nominations will often be reviewed by English speakers. If the nomination is for the Kaupapa Māori Award it will be evaluated by reviewers with a good understanding of mātauranga Māori, but who will not always be fluent in Te Reo.

2.3 Portfolios

The purpose of the portfolio is for nominees to demonstrate how they meet the criteria, with supporting evidence (see Section 3). The portfolio:

- a) may be prepared by the nominee or by others on behalf of the nominee.
- b) must use the Word template supplied. The template uses the font Calibri at 11 point, 2.54cm margins, and line spacing of 1.5. The headings should be bold. Please do not change the setup of the template. Up to ten images can be used in this document. Please do not submit composite images. Any captions should be below the image.
- c) do not exceed **the equivalent of 4,500 words**. The word count includes the words in tables, charts or illustrations that are predominately text, references, and evaluations. Also included in the word count are page headers/footers, short captions, and figures included in diagrams and tables.
- d) can include video and/or audio material to support the nomination and illustrate against the key criteria; signposting how the criteria are met. We recommend the use of short clips (i.e., individual files should be no more than three minutes in length). Be aware that the total word count, including video/audio material, must not exceed 4,500 words. This means the word count is reduced accordingly, using a formula based on a reduction of 100 words for every 30-second clip (or part thereof) of video and/or audio material.
- e) should include, within the 4,500-word limit (including video/audio material),
 - (i) a maximum of three formal references (e.g., from students, peers, employers of former students, community members) and
 - (ii) a representative sample of student/course feedback and evaluations from the time period covered by the application.

Citations and summaries of feedback need to be referenced by course title/cohort and year, or other identification relevant to the particular context. To ensure independent verification of evidence, nominees are encouraged to use their organisation's evaluation and feedback systems, although alternative processes may also be used. If the learning context does not allow for such data collection, this should be outlined in the application.

- f) if a nominee wishes to be considered for the **Enhancing Pacific Learners' Success endorsement**, a separate additional PDF document of a further 1,000 words (maximum) must be included. (This is equivalent to five minutes of digital/audio material.) Read the criteria for this endorsement in section 3.4.

2.4 Submission of portfolios

Nominations must include:

- a) one electronic copy of a written portfolio (and, if relevant, the Excellence in Supporting Pacific Learners document) using the Microsoft Word template. The Word template has further instructions in the template. A summary of the word count and/or video and/or audio content viewing/listening time(s) should be included in the template document.
- b) any video or audio files (if applicable) in MP4 and MP3 format respectively.
- c) a copy of the Tertiary Education History Form.
- d) a copy of the completed Nomination Form.

All of the above should be submitted electronically as per the instructions on the Ako Aotearoa website at: ako.ac.nz/te-whatu-kairangi

Ako Aotearoa will acknowledge receipt of portfolio content via email. All content will be carefully checked to confirm eligibility. Those nominations that do not meet the criteria will not be considered, and will therefore be returned to the nominee immediately.

2.5 Deadlines

The deadline for the receipt of nominations is **5.00pm, Friday 24 June 2022**.

Late nominations will not be accepted.

2.6 Selection of award recipients

The nominations that meet the requirements set out in sections 1.4 and 2.1 – 2.4, will go through a two-step evaluation process. First, four reviewers will give an initial assessment and then a panel will make the final decision. For nominations in Te Reo, the reviewers will be fluent in Te Reo and the panel will have at least one person who is fluent in Te Reo. The reviewers will have a good understanding of the awards and the education context of the nominee.

The panel members:

- a) are excluded from assessing portfolios from their own current organisation.
- b) must declare in writing any other potential conflicts of interest, which will be considered by the panel and a decision made by the Chair whether to exclude any members from assessing any portfolios.
- c) will evaluate each portfolio against the criteria for the award indicated on the Nomination Form (i.e., General or Kaupapa Māori) and, if relevant, the criteria for the Enhancing Pacific Learners' Success endorsement.
- d) reserve the right to seek further clarifying information from nominees if necessary.
- e) reserve the right not to make the full number of awards in any of the categories if there are insufficient nominations that reach the required standard.

The panel's decisions will be full and final, and no correspondence about individual decisions will be entered into with nominees or institutions.

2.7 Responsibilities of award recipients

Awards are granted on the understanding that award recipients:

- a) will use the award monies on initiatives that will enhance the recipient's education career, promote good practice and/or benefit students.
- b) will provide a short report to Ako Aotearoa by 31 March 2023 explaining how the award has or will be used (Ako Aotearoa will provide a form for this purpose).
- c) are willing to share, present and promote good practice within their own and other organisations.
- d) will be asked to approve a brief article prepared by Ako Aotearoa from their portfolio to be included in the 2022 Awardee Profiles book.

Ako Aotearoa reserves the right to publish extracts from award-winning portfolios online or in print, and to reproduce images from portfolios to use in relation to the awards.

3. Criteria

The following section provides information on the General Awards and Kaupapa Māori Awards. There are additional criteria for the Enhancing Pacific Learners' Success endorsement.

Nominees must describe and provide evidence of how they meet the criteria. The same criteria apply to teams, i.e., the team as a whole must meet all of the criteria. Please see section 1.1 for an explanation about the use of the terms 'educator' and 'student' in the criteria.

There are major changes to the General Award and the Kaupapa Māori Award. For the General Award, the nominee will make the nomination around a category. The General criteria will help provide some suggested areas of focus within the selected category. The Kaupapa Māori criteria has some major changes and will help the nominee broadly structure the nomination. The Enhancing Pacific Learners' Success endorsement has some extra guidance.

3.1 Overview of the criteria

Overall, the panel will be looking for **evidence** that nominees (individuals or teams):

- a) are strongly focused on evidence of sustained contribution to and impact on learner success, and the subsequent impact on whānau, communities, and employment outcomes.
- b) are student-centred, meet the needs of students from different backgrounds and capabilities, encourage diversity, and reflect on the Aotearoa/New Zealand context as appropriate.
- c) are proactive in their own professional development as educators and content specialists.
- d) demonstrate leadership and have made a significant contribution to the educational practice of colleagues (internal and/or external), to relevant communities, and/or to their particular discipline/focus area.
- e) inform their practice from sources such as course/outcome evaluations, research, self-reflection, appropriately informed colleagues, peer reviews, students, former students, and other relevant stakeholders.
- f) support priority learners.

3.2 General Award categories and criteria

Nominees applying for the General Award will apply for one category. Applying for one category does not exclude them providing evidence from another. For example, if a nominee selects work-based learning, then they may provide evidence of how they support the wellbeing of the learner.

The categories align with TEC and Ako Aotearoa strategies, and were recommended from a Reference Group, and were then tested with stakeholders. The categories will be retained for a period of no less than three consecutive years to allow organisations to plan accordingly, including for their internal award systems.

The inaugural categories are:

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

Work-based learning refers to learning that is carried out mainly at 'work', which may include volunteering. In this category, the applicant will outline how their practice enhances learning in

such contexts and creates new possibilities and/or outcomes. The work-based learning should be achieved over a sustained period and may include, but is not limited to, contexts such as on-job learning, practicum, service learning, placement, apprenticeships, or work experience.

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

Applications in this category will focus principally on learning and outcomes for ākonga in one or more of the groups outlined above. The applicant will provide evidence of how their practice is inclusive, enhances learning, and achieves significant outcomes for all ākonga. This may be achieved in mixed groups or in targeted learning opportunities for one or more of the identified groups.

Innovation in learning, teaching, and curriculum (including developers, educators, or combinations)

In this category, applicants will provide evidence of significant innovations that lead to improved learning and outcomes. A wide range of initiatives may be considered covering learning contexts such as class-based, work-based, or online learning. Curriculum innovation may include initiatives that, for example, reconceptualise curriculum; promote access, participation, and inclusion; and/or achieve enhanced outcomes for all.

Progressing educational partnerships and collaboration

Educational partnerships and collaboration occur in many ways. Applicants may include evidence of internal partnerships or collaboration involving, for example, ākonga, support staff, peers, or colleagues from other parts of the organisation. They may also provide narrative and evidence of external collaboration and/or partnerships that cross organisations or sectors to enhance learner outcomes.

Initiatives for progressing hauora and wellbeing in education

The progression of hauora and wellbeing is an important component of successful outcomes of educational endeavour. Applicants in this category will provide evidence of initiatives that, while focusing on hauora as a component of the provision, result in enhanced outcomes for ākonga, their whanau, and communities.

Progressing seamless ākonga transitions between contexts

In this category, applicants will outline initiatives and their outcomes that contribute to successful transitions for learners and enhance their chances for success. This may include internal transitions, such as from foundation or vocational education and training certificates, or diplomas to degree-level programmes. It may also include transitions between, for example, community-based education and tertiary education organisations, or from school to on-job training. Applicants will describe how the transition arrangements have led to enhanced outcomes.

General criteria

The nomination will begin with the category that the applicant selected.

The nominee's information should provide narratives and evidence about the overall quality of practice within that category. In what ways is the practice outstanding? How is it differentiated from business-as-usual? To what degree does it utilise innovative practices and achieve exceptional outcomes?

Suggested areas to focus on

The nominee will provide information about their work in their selected category. All categories can use the five suggested areas to help them write their nomination. These areas are as follows:

1. Context

Describe the learning-related context within the category that you are focusing on.

- What is the tertiary educational context in which the nominee is working? How does this relate to the teaching and learning process in its widest sense? This can include community-based, work-based, class-based, online, or other educational settings.
- Why are you focusing on this particular context?
- What was the situation for learners and learning that created an impetus for change or innovation?
- What elements of the Tertiary Education Strategy are highlighted?

2. Approach

Explain what you have been doing and how it is responsive to your students' needs.

- What approaches, solutions or interventions have you settled on?
- Why are you using these approaches and how do they demonstrate identified good practice?
- What barriers or obstacles have you had to overcome and how?
- In what ways have you included success factors for Māori and Pacific learners?
- How long have you been using these approaches?
- How have your approaches adapted over time and why?

3. Impact

Detail the impact your practice is having and how you know this.

- Who is impacted - ākonga, whānau, communities, workplaces, colleagues, organisations, sector, etc?
- How do you know your practice has made an impact?
- How significant is the scale and reach of the impact?
- How are you addressing issues of equity and diversity?
- What measures or indicators do you have that provide evidence of impact?
- What was the impact beyond the learning environment?

4. Leadership, partnership, and collaboration

Describe the key aspects of your leadership and collaboration in this mahi.

- Who are you working with in this mahi?
- How is your mahi building partnerships, connectedness, and collaboration with a range of different people and groups?
- How has your own reflection and development helped progress the mahi you are working on?

- What leadership actions have you undertaken and how are they impacting the context and outcomes for learners?
- How is your leadership impacting the capability of others?
- To what extent has your leadership been recognised by others?

5. Sustainability

Outline the ways in which your initiatives are sustainable in the short and longer term.

- How sustainable is the work you are doing?
- How has or can the mahi be replicated in other contexts?
- How might the initiative and impact continue?
- How might a national award help to progress this initiative and/or disseminate good practice?

3.3 Kaupapa Māori Award

Ko te Tohu Kaupapa Māori

Ko te Tohu Kaupapa Māori he mea whakatū mō te momo whakaako e whakaū ana i te reo Māori, i ngā tikanga Māori me te mātauranga Māori. Ko te kaiwhiwhi o tēnei tohu me mātua kōkiri rawa i te momo akoranga e arataki ana i te Kaupapa Māori, arā, e whakamahia ana ngā mātaūpono, ngā uara, ngā whanonga me ngā tukanga Māori, e ai ki te tirohanga o te ao Māori tonu. Ko ngā kaitono me tuku rawa ngā whakaaturanga me ngā taunakitanga o te pānga o ā rātou whakaakoranga me tā rātou kaiarahitanga ā-Kaupapa Māori nei, ki runga ki:

- ngā ākongā me ō rātou whānau, hapū, iwi me ō rātou hāpori Māori rānei;
- te whanaketanga o te reo Māori, ngā tikanga Māori me te mātauranga Māori;
- ngā hāpori kei waho atu i tō rātou akomanga; me
- tā rātou Kaupapa akoranga.

E wātea ana te tohu nei ki ngā kaimahi mātauranga e kōkiri ana i te Kaupapa Māori o te rāngai kura tuatoru puta noa, tae atu hoki ki ngā rāngai o te mātauranga mō te hāpori pakeke, mō te whakangungu tūmataiti, mō ngā pūkenga, mō te hangarau, mō te iwi-Māori, mō ngā wānanga Māori me ngā whare wānanga auraki rānei.

The Kaupapa Māori Award is for educational practice that incorporates te reo Māori, tikanga Māori, and mātauranga Māori. The recipient of this award prioritises a Kaupapa Māori-led approach that incorporates Māori principles, values, behaviours, and processes within a Māori philosophical framework. Applicants will need to provide details and evidence of the impact their Kaupapa Māori-led practice and leadership in this area has had on:

- students and their whānau, hapū, iwi and/or Māori communities;
- the advancement of te reo Māori, tikanga Māori, and mātauranga Māori;
- communities outside of their classroom; and
- their discipline.

The award is open to Kaupapa Māori-led educators from across the tertiary sector, including the adult community education, private training education, skills and technology, iwi-Māori, Wānanga, and/or university sectors.

Kaupapa Māori Award criteria

1. Ko te Whakamārama - Context

Describe the learning-related context of your subject area. Outline and explain the central components of your own personal philosophy and how they align with a Kaupapa Māori philosophical approach to teaching and learning.

2. Ko te Whakaakoako - Educational practice

Describe the ways in which your practice is influenced by Kaupapa Māori principles.

Highlight your Kaupapa Māori pedagogical approach(es) that have had demonstrable success. Describe any innovative change(s) that you have made, the reason for the change(s) and provide evidence of the effect(s) they have had on your students.

Describe how your Kaupapa Māori pedagogical approach(es) is/are student-centred. Explain how through using Kaupapa Māori principles you have empowered students to take leadership in their learning.

Describe your approach(es) to assessment and feedback and how they have taken into consideration Kaupapa Māori principles that have contributed to student success.

Describe the ways in which your Kaupapa Māori-led practice has contributed to and influenced the field of teaching.

Provide evidence of the impact your Kaupapa Māori-led practice and initiatives has had on your students and in the wider field of teaching.

3. Ko te Mātauranga - Knowledge

Describe the ways in which you incorporate te reo Māori, tikanga Māori, and mātauranga Māori into your practice, and any innovation in the development of curriculum that you have initiated as a result.

Highlight the ways in which you use te reo Māori, tikanga Māori, and mātauranga Māori to enhance learning and develop student capabilities in your subject area and wider (if applicable). Describe the impact it has had on your students and others.

Identify the ways in which your practice actively promotes te reo Māori, tikanga Māori, and mātauranga Māori, and the impact your teaching has on the advancement of each of these.

Provide evidence of the impact the incorporation of te reo Māori, tikanga Māori, and mātauranga Māori has had on your students, others (where applicable), and in your subject area.

4. Ko te Rangatiratanga - Leadership

Describe how your Kaupapa Māori-led practice has demonstrated rangatiratanga/leadership in improving outcomes for learners, how it has impacted on your discipline, and how it has advanced te reo Māori, tikanga Māori, and mātauranga Māori.

Highlight the ways in which your Kaupapa Māori-led practice has influenced and developed the capabilities of others, including colleagues, your wider institution, and others on either a national or international level.

Provide evidence of the impact your leadership in Kaupapa Māori-led teaching has had.

5. Ko te Awenga – Influence

Describe the ways in which your practice develops connections with communities outside of your classroom and the significance of these connections. This may include other areas of your institution, local, national or international indigenous communities, employers, industry, public service groups, and/or professional groups.

Highlight the ways in which your practice has enhanced whānau, hapū, iwi, and/or hapori Māori education aspirations, and the impact it has had for these groups.

Provide evidence of the impact your Kaupapa Māori-led practice has had on others outside of your classroom.

3.4 Enhancing Pacific Learners' Success endorsement

Additionally, any nominee committed to demonstrating outstanding practice for Pacific learners may include an electronic copy of a document (no more than an additional 1,000 words or equivalent to five minutes of multimedia material) providing evidence of how their work with Pacific learners demonstrates:

- understanding the enabling factors for Pacific learners that are related to prior learning through their ethnic specific cultures, family contexts and backgrounds, personal values, and life experiences.
- great relationships with Pacific learners, their families, and communities.

The nominee may consider:

- In what ways are aiga, fanau, communities, workplaces, colleagues, organisations, sector impacted?
- In what ways has the Pacific learner experienced the immediate, medium, and long term impact of your initiatives?
- How did you address the equity and diversity challenges?
- How do you know that you have impacted Pacific learning? What are the stories?

Note: This must be provided separately from the portfolio.

4 Background

4.1 The significance of Te Whatu Kairangi

From a Māori perspective, after the separation of Ranginui and Papatūānuku our 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: kauwae runga (teachings concerning the Supreme Being, cosmogonic and anthropogenic myths, etc) and 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 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 given a particular stone called a whatu kairangi to symbolise that they had successfully completed the programme of learning. In essence, they were now the tohunga, the 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 stone swallowed by the pupil (*tauirā*) during his initiation as a tohunga.
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 – 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.

4.2 The story behind the korowai – Rauaroha

The name Rauaroha was chosen for the korowai that will be worn by the Prime Minister's Educator of the Year. The korowai is a chiefly garment that recognises the mana of this award and the person who receives it. It will be passed on each year to the next Educator of the Year awardee.

The karakia (ancient invocation) Te Hokai tells the story of how Tāne-nuiā-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 are, 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 the awards.

5. Enquiries

Any enquiries about the nomination process or requests for assistance in portfolio preparation should be made to the Regional Hub staff of Ako Aotearoa, who can arrange mentoring from members of the previous award winners.

- Ruth Peterson, Regional Manager, Northern Hub Sector Services Manager
P: 021 943 490 E: ruth.peterson@ako.ac.nz
- Graeme Read, Regional Manager, Central Hub Sector Services Manager
P: 06 951 9219 E: graeme.read@ako.ac.nz
- Jennifer Leahy, Regional Manager, Southern Hub Sector Services Manager
P: 03 364 2500 E: jennifer.leahy@ako.ac.nz

All information about the nomination process:

Links to further information and resources can be found via our website at: www.ako.ac.nz/te-whatu-kairangi

6. Checklist

1. Prepare your portfolio

Read the guidelines document. Gather evidence that supports your nomination.

2. Plan video and/or audio content well

Want to include video and/or audio content as part of your portfolio? Remember, 30 seconds of watching/listening time = 100 words of text, so plan well. Make sure your video/audio content brings new information that illustrates your practice against a criteria. Signpost your video or audio to the criteria well and keep your clip to a maximum of three minutes in length.

3. Help is available

Contact the Ako Aotearoa Sector Services Manager in your area for advice on preparing a portfolio (see section 5 for details). They can connect you with a member of the Ako Aotearoa Academy for Tertiary Teaching Excellence for additional guidance or mentoring.

4. Checking against criteria

Check your portfolio covers all of the criteria required (for either General Award or Kaupapa Māori Award, as well as the Enhancing Pacific Learners' Success endorsement if you are applying for this as well).

5. Deadline - Friday, 24 June 2022

Send one electronic copy of your portfolio (written and video/audio, if applicable), Nomination Form and Tertiary Education History Form – to arrive no later than 5:00pm that day.

Good luck – noho ora mai

The Ako Aotearoa team



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