



Te Whatu
Kairangi
2022

Te Whatu Kairangi Awards Programme

23 November, 2022



Nau mai, piki mai, haere mai

ki tēnei kaupapa whakanui i ngā kaiako whakahirahira o te tau, otirā, kua whakahāngaitia ake nei hoki te kaupapa nei ki ngā āhuatanga o te ao mātauranga Māori tūturu, ā, kua tapangia ake nei ki te ingoa Whatu Kairangi



**Hosted by Ako Aotearoa on behalf of Hon Chris Hipkins, Minister of Education
MC – Associate Professor Karyn Paringatai**

3.30pm – Ceremony begins (Waiata lyrics on page 3)

- **Tikanga Whakahaere (Dr Mei Winitana, Dr Joe Te Rito and Alexia Tuhi)**
 - Karanga Whakatau (Calls of Welcome) – by Mei
 - Karakia and Whakatau (Opening Prayer and Welcome) – by Joe
 - Waiata – ‘Mā wai rā e taurima’ – by Alexia
- **Awardee video montage**
- **Introducing MC – Associate Professor Karyn Paringatai (University of Otago and 2014 TTEA Prime Minister’s Supreme Awardee)**
- **MC welcomes all and introduces speech from Minister of Education, Hon Chris Hipkins**
- **Waiata – ‘Hūtia te rito’ – by Mei**
- **MC introduces the Te Whatu Kairangi 2022 Kaupapa Māori Awardees and each is invited to speak**
 - Rachel Dibble
 - Jamie Smiler
- **MC introduces the Te Whatu Kairangi 2022 General Category Awardees and each is invited to speak**
 - Associate Professor Eileen Britt
 - David Cox
 - Professor Richard Easter
 - Associate Professor Carolyn Gates
 - Dr Marcia Leenen-Young
 - Associate Professor Christian Schott
 - Associate Professor Patrick Vakaoti
- **Prime Minister’s Educator of the Year announcement**
 - Educator of the Year awardee speech
- **Waiata for all Awardees – ‘Pūrea nei’ by Alexia**
- **Video montage from learners**
- **MC introduces message from Selena Chan (2007 TTEA Prime Minister’s Supreme Awardee)**
- **MC final messages**
- **Waiata Whakakapi – ‘He hōnore’ by Mei**
- **Mihi and Karakia Whakakapi (Closing Greetings and Prayer) – by Joe**

Waiata

1. Waiata – ‘Hūtia te rito’

Hūtia te rito
Hūtia te rito o te harakeke
Kei hea te kōmako e kō?
Kī mai ki ahau
He aha te mea nui?
He aha te mea nui o te ao?
Māku e kī atu
He tangata, he tangata, he tangata

*If you pluck out the growing tip
If you pluck out the growing tip of the flax
Where will the bell-bird drink?
And, should you ask me
What is the greatest thing?
What is the greatest thing in this world?
I will say unto you
It is people, people, people*

2. Waiata – ‘Pūrea nei’

Pūrea 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

*O’ to bathe in the winds
To bathe in the rain
To bathe in the sun’s rays
Is to release one’s troubles
And, to release one’s shackles
So, fly o’ Spirit, fly
To the heavens above
To bathe in the sun’s rays
Release your troubles
And, release your shackles*

3. Waiata – ‘He hōnore’

He hōnore, he korōria
Maungārongo ki te whenua
Whakaaro pai e
Ki ngā tāngata katoa
Āke, āke, āke, āke, āmine
Te Atua, Te Piringa
Tōku orange

*Let there be honour, glory
And, peace upon the land
And, let there be kind thoughts
Towards all people
Forever and ever, amen
For, God is my Haven
And, my source of well-being*



Rachel Hinekiwi Keziah Dibble

Senior Lecturer in Social Services

Te Kura Matatini ki Otago | Otago Polytechnic | Te Pūkenga

“A personal and professional tenacity resounding in teaching excellence”

Rachel Dibble's teaching philosophy is to 'create spaces' for taurua Māori and tāngata Tiriti to experience 'seeing themselves', and by doing so, they see and experience opportunities to learn and grow. This is an educational practice Rachel lives by: “I am wahine Māori, from the edge of extinction, the noble savage defined. I redefine myself in the teaching space, as a wahine from mātauranga navigators of whenua (both land and placenta) stars and sea.”

Rachel provides an exemplar for both the activation and theorisation of Te Tiriti o Waitangi – going far beyond recognition, acknowledgement or honouring – to working the theory as is appropriate in the tertiary space. Engaging in creative kaupapa Māori approaches, including poetry, waiata and film, she courageously addresses racism, homophobia, sexism and ableism in her teaching. This enables others to do the same, as one colleague attested, “I am honoured to work alongside her and be inspired by her passion, it is infectious for staff and students alike we are all better humans for working with her.” One ākonga described how, “Her aspects of teaching me personally has been influential. Thank you for relighting my fire.”

Ko Rachel Hinekiwi Keziah Dibble

Pūkenga Matua, Social Services

Te Kura Matatini ki Otago | Otago Polytechnic | Te Pūkenga

“Ko te hiranga o te mahi whakaako nō te manawanui me te wairua toa.”

Ko te kaupapa mahi whakaako a Rachel Dibble, ko te 'waihanga wāhi motuhake' mō ngā ākonga Māori, mō ngā tāngata Tiriti hoki, kia rongo, kia 'kite rātou i a rātou anō', ā, mā konā, ka kitea he ara hei whaitanga mā rātou, hei whakapakari hoki i a rātou. Koinei te tikanga whakaako e mau nei ki te ngākau o Rachel: “He wahine Māori ahau, nō te pari o te rua, arā, he mohoa rangatira kua tautuhitia. Kia whakaāhua ake au i te wāhi whakaako, he uri wahine ahau nō ngā kaiwhakaterere mātauranga o te whenua, o ngā whetū me te moana.”

Kei te whakataurua a Rachel i te whakatinanatanga me te whakakaupapatanga o Te Tiriti o Waitangi – ki tua noa atu i tōna whakaaetanga, tōna whakamanatanga, tōna whakahōnoretanga hoki – tae noa ki tōna whakatinanatanga ā-kaupapa e tika ai mō te wāhanga kura tuatoru. Ka tū māia ia ki te whakapātaritari i ngā kaupapa pēnei i te kaikiri; te mae takatāpui; te whakaiti ira tāne, wahine rānei; te whakahāwea hunga whaikaha rānei; mā ngā kaupapa auaha Māori, pēnei i te toikupu, i te waiata me te kiriata, i roto i āna mahi whakaako. He mea whakaāhei tēnei i etahi atu kaimahi ki te whai i tana taurua, ā, hei tā tētahi o ōna hoamahi, “He hōnore nui mōku te mahi ki tōna taha, ā, kia whakaawe hoki e tōna ngākaunui, he mea whakahīkaka wairua hoki o ngā kaimahi me ngā ākonga ... ā, kua rangatira ake mātou i te mahi tahitanga i tōna taha.” Hei tā tētahi o ngā ākonga, “Mōku nei, ko āna mahi whakaako, he mea whakaaweawe ki a au. Tēnā rawa atu koe, nāu, kua mumura mai anō te kāpura ki taku whatumanawa.”



Jamie Smiler

Senior Academic in Tourism

Te Whare Wānanga o te Awakairangi | Wellington Institute of Technology | Te Pūkenga

“One ākongā at a time”

Inspired by the work of some of Aotearoa’s strongest kaupapa Māori academics, there is no doubt that Jamie is passionate about ākongā Māori success. To consistently prioritise a kaupapa Māori-led approach that incorporates Māori values and principles is courageous and admirable. Jamie uses ‘real life, real time Te Tiriti issues’ to inform teaching practices as a window into the real world for ākongā, which is strongly reflective of a kaupapa Māori approach. As a result of their perseverance and commitment, the benefits reach far beyond ākongā and the institution,

into the wider community – whānau, hapū and iwi.

Through a range of leadership roles, for example Te Pūkenga’s Tekau-Rima strategy and the Staff Reference Group, Jamie provides a wonderful example of how Māori educators can influence structural change within an institution and beyond. His understanding of kaupapa Māori theory and praxis continues to advance kaupapa Māori and his personal philosophy of ‘one ākongā at a time’ is a true testament to the kaupapa Māori-informed teaching excellence. An ākongā gave the following feedback, “I had thought I [was] some way in my understanding of tikanga but realised I still have so far to go. Your session was inclusive in allowing us to explore our misunderstandings in a compassionate and trusting manner...”

Ko Jamie Smiler

Senior Academic in Tourism

Te Whare Wānanga o te Awakairangi | Wellington Institute of Technology | Te Pūkenga

“Ko ia ākongā tōna kotahi anō.”

He pou whakaaweawe ngā pūkenga Māori o te ao mātauranga e ai ki tā Jamie, otirā, tūturu, ko te ekenga o ngā ākongā Māori ki te taumata o angitu he mea nui ki tōna ngākau. He mea mīharo tōna māia ki te hāpai ki runga rawa, te kaupapa Māori i roto i āna mahi, waihoki ki te mau pūmau ki ngā tikanga me ngā mātāpono Māori. Ko tā Jamie, he whakamahi i ngā ‘take o te ao tūturu ā mohoa noa nei, e pā ana ki ngā take o Te Tiriti’ hei whakamōhio i āna ake mahi whakaako, hei matapihi hoki ki te ao tūturu mō te ākongā, me te mea, e āta kitea atu ana te wāhi nui o te kaupapa Māori. Nā wai rā, kei te kitea ngā hua o te manawanui me te ngākaunui o ngā ākongā ki tua ake i a rātou anō me tō rātou whare ako, tae noa ki te hapori whānui – arā, ki ngā whānau, ki ngā hapū me ngā iwi.

He tauira whakahirahira a Jamie i te whānuitanga o ōna tūranga kaiārahi pēnei i te rautaki Tekau-Rima ā Te Pūkenga me te Staff Reference Group, e whakaatu ana i te wāhi nui o ngā kaiwhakaako Māori i roto i te whakahoutanga anga o ngā whare ako me tua ake anō. Ko tōna mātau ki ngā ariā me te whakatinanatanga o te kaupapa Māori, he mea kōkiri whakamua i te kaupapa Māori, waihoki, me tōna ake whakapono hoki, arā, ‘ko ia ākongā tōna kotahi anō’, ā, he mea whakapūmau i tō Jamie hiranga nā tana whakamahi kaupapa Māori. Anei ngā kōrero ā tētahi ākongā, “Nōku te pōhēhē, kua mārama kē noa ahau ki tēnei mea te tikanga, heoi, kei te kite ahau, he roa tonu te ara. I rongō mātou i te wairua manaaki me te ngākau atawhai i roto i tō akoranga, kia taea ai e mātou te tūhura i ō mātou pōhēhē i raro i te korowai o te aroha me te pono ...”



Dr Marcia Leenen-Young

Senior Lecturer in Pacific Studies

Waipapa Taumata Rau | The University of Auckland

Enhancing Pacific Learners' Success endorsement

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

“Pacific values guide this ‘special kind of teacher’”

Marcia's nomination had the reviewers and judging panel pushed beyond the meaning of creativity and bravery. Her unique experience, guided by her Samoan immigrant mother, has inspired the intervention of Pacific values into a dominant Western system. She works to decolonise educational places; instead creating spaces where the Pacific values of

community, service, and respect are centred and where Indigenous Pacific knowledges and the voices of Pacific peoples are not only emphasised, but prioritised. Her teaching philosophy is holistic and her passion and belief to use the past to guide the future is ground-breaking with the philosophy of ‘it's ok to be you’.

Marcia is not just a great teacher, she is also a great leader whose words match her actions in authentic ways that are believable for her students. “Marcia is a deeply talented, rare, and special kind of teacher,” one student wrote. Another gave the following example: “Marcia ensured students weren't isolated during lockdown by facilitating late-night zoom sessions.”

Dr Leenen-Young also received the Pacific Endorsement award in recognition for living Pacific values. She inspired a collective environment where her students can thrive, whilst behind the scenes her energy into the Pacific studies curriculum ensured it is fit-for-purpose.



Associate Professor Patrick Vakaoti

Sociology

Te Whare Wānanga o Otāgo | University of Otago

Enhancing Pacific Learners' Success endorsement

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

“Humility at the heart of fostering student relationships”

Patrick exemplifies how a relentless focus on student-centred learning leads to excellence in teaching. His praxis emphasises how when humility and Pacific values are at the heart of fostering student relationships, learner success and transferable skills naturally flow. As a teacher he tries to walk in the shoes of Pacific lecturers like the late Professor Epili Hau'ofa.

In the field of Sociology, Patrick draws students to new learning and creates a safe space to explore contentious ideas that privilege Māori, Pacific, and other indigenous worldviews as critically valid knowledge systems. One student said, “His practice of incorporating various social and minority groups benefitted my learning. As a minority myself, it is refreshing to see the spotlight put on minority groups in class.”

Patrick enables students to connect their lived realities through practical applications of Pacific languages, cultures, and identities in their tertiary pathway.

He actively leads and influences the development of Pacific consciousness amongst non-Pacific staff. One colleague commented, “Patrick is one of a few Pasifika academics that teach into Social Work and to this end his impact on our professional students is profound.”



Associate Professor Eileen Britt

Psychology

Te Whare Wānanga o Waitaha | University of Canterbury

Category: Progressing educational partnerships and collaboration

“Crossing boundaries and building strong partnerships”

Eileen exemplifies working collaboratively and in meaningful partnerships. The vehicle she uses to achieve this is Motivational Interviewing (MI), a strengths-based guided conversation technique. The ethos underpinning MI impacts Eileen’s collaborative approach across many different contexts. These include her ako-based teaching practice, the development of student bicultural competency, and working with staff in other disciplines to develop strategies that better support students and foster inclusivity.

Students find her very approachable. “As a Māori student, I also found she would incorporate Māori customs and values into the work which was tremendously helpful for me,” a student commented.

A colleague recognised Eileen’s role in leading and supporting biculturally responsive practice and pedagogy, noting how “the department has made significant progress under her guidance.”

The depth and breadth of the external partnerships under Eileen’s facilitation range from an 11-year partnership with the Ministry of Social Development, collaboration with the University of Otago on conjoint postgraduate courses, and significant involvement in professional bodies.



David Cox

Lecturer in School of Mathematics and Statistics

Te Herenga Waka | Victoria University of Wellington

Category: Innovation in learning, teaching, and curriculum

“Excelling at the teaching job he loves”

David faces a challenge few teachers would envy: teaching a huge first year statistics course to students with a wide range of ability – from those who excelled in Year 13 Statistics, to those who hate maths and do not believe they can succeed. Yet David has transformed this course through a range of student-centred innovations and a passionate concern for at-risk students. His goal is for “students of all abilities, cultures and backgrounds [to] find and understand content they can relate to and experience whanaungatanga.” He calls this challenge “the teaching job I love.”

His success is evidenced by increasing pass rates, better results for Māori and Pacific learners, and the testimonies of his learners, their whānau, and his peers. His course redesign reduced the exam-marking burden on his colleagues by approximately 65%. One colleague described wider impacts: “David’s use of innovative teaching technologies, and his championing of those in other courses within the School, has been appreciated ... by many other SMS staff.”

A learner commented, “I know no other lecturer more supportive about uplifting Māori and Pasifika students ... he could see my potential when I couldn’t.” One learner’s father was compelled to give his own feedback: “I wanted to sincerely thank you for the positive contribution you’ve made to Amie’s life (no exaggeration).”



Professor Richard Easter

Physics

Waipapa Taumata Rau | The University of Auckland

Category: Innovation in learning, teaching, and curriculum

“Helping others to aim for the stars”

As a child Richard dreamed of studying the stars. Once he began teaching, he recognised that what happens in our classrooms is ours to shape. These aspirations, along with his recognition that learning is a fundamental human activity and human beings are social animals, have led to a wholesale change in the teaching of physics. He is now a role model for teaching and learning in the university.

Richard’s creativity and innovation have fundamentally changed the student learning experience, including creating a new Studio teaching space that is now “at the heart of the programme.” One student commented, “the way that this course was taught in the studio was exceptional. The interactivity and discussions really helped in developing a greater understanding of each concept and how to use them.”

While much of the teaching innovation is aimed at the undergraduate level, under Richard’s leadership the PhD community grew fivefold. In 2014 he co-created the Science Scholars programme, the first of its kind in New Zealand, that acts as an “enrichment programme across all disciplines in the faculty.

Richard’s initiating equity measures, mentoring of staff, and creating community and international connections, encourages others to also aim for the stars.



Associate Professor Carolyn Gates

Veterinary Epidemiology and Education

Te Kunenga ki Pūrehuroa | Massey University

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

“A legend guiding great vets of the future”

Carolyn’s work with her veterinary students is innovative; utilising novel techniques to enhance their learning. This includes designing inexpensive simulation models for teaching, implementing blended approaches to learning in fresh ways, and developing new clinical reasoning algorithms. Talented and passionate about her discipline and her students, Carolyn describes how “considerable self-reflection on the many challenges faced during [her] first few years in clinical practice” has also shaped her approach.

The positive impact she has on her learners is significant, one stating that their clinical training experience “changed [their] life so much for the better.” Her colleagues describe her enthusiasm for teaching as “legendary” and that she even takes the student-centred learning approach one step further by teaching students how to teach other students.

In 2018, she received the Massey University Early Career Research Medal and International Society for Veterinary Epidemiology and Economics (ISCEE) Emerging Scientist Award recognising excellence in her subject matter expertise.

Carolyn’s teaching and learning impact extends beyond the classroom into charitable clinics, other teaching veterinary clinics, and the general public, including the establishment of the Massey-SPCA Pet Desexing Clinic with SPCA Palmerston North in 2017. The service now delivers training to more than 350 students per year.



Associate Professor Christian Schott

Tourism Management

Te Herenga Waka | Victoria University of Wellington

Category: Innovation in learning, teaching, and curriculum

“Leading the VR experience in tourism teaching and learning”

Christian’s teaching and learning approach is centred on student needs with a passionate emphasis on experiential forms of learning that bridge theory and practice. He fosters learning that is relevant and accessible and he does this by situating that learning in the ‘real world’, developing innovative virtual reality tools that have won him awards internationally. Christian celebrates the diversity in backgrounds, perspectives, and approaches of his learners and they value Christian’s supportive approach to kōrero where “no question is a dumb question.” One learner commented,

“Christian is a supportive, innovative, and passionate lecturer who has inspired me.”

A prime example of Christian’s excellent approach to teaching is the way that he meaningfully engaged with Fijian communities and harnessed the educational potential of Virtual Reality (VR) to create an immersive international learning experience his ākonga could be a part of from Aotearoa. His innovation in VR Situated Experiential Education has won him international recognition and awards, including a prestigious Sustainability Gold Award from Wharton-QS Reimagine Education in 2020 and he is demanded by universities around the world. Colleagues have described him as “a great leader,” and his work as “immersive, engaging, cultural, and social.”



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

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