



Te Whatu  
Kairangi

Aotearoa Tertiary  
Educator Awards

# Te Whatu Kairangi Awardee Profiles 2024



**Image, front cover**

Te Whatu Kairangi Awardees 2024

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Te Whatu  
Kairangi

## 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.



Te Kaiako Ngātahi o te Tau  
a Te Pirimia  
me  
Te Kaiwhiwhi  
o Te Tohu Reo Māori

## Hiria Tumoana

Pūkenga Matua  
Te Ūranga Waka  
(Te Manga Māori, Te Aho a Māui)

**“E pokea ana mātau e te ākonga Māori. Haramai ā-whānau tonu ai rātou ki te ako. Ka mau kē te wehi. Kikī ana ngā akomanga i te ākonga. Ko te mea tino pai rawa atu, ko te noho ā-whānau, ā-whanaunga, ā-Māoriori o ngā ākonga i tō rātau kaha hiakai kia mārama ai rātou ki te ao Māori.”**

Ko te whakaako i te reo Māori te hao o te ngākau o Hiria. Kei te whakahīhī katoa ia i āna ākonga e puta nei ngā ihu, ā kua ohore ia, kua hikina hoki tōna wairua i ā rātou mahi i roto i ō rātau ake kura, whānau, marae, hapū, iwi, hapori hoki. Ka mutu kua kite ake ia i a rātou e tū ana hei kaiārahi, hei kaihāpai, hei kaiwhakahaere hoki i o rātau marae, kura, wāhi mahi hoki, otirā, e mahi tahi ana ki ngā rangatahi me ngā kaumātua. Ko rātau tonu ngā ringaringa me ngā waewae o ō rātau kaumātua hei whakatutuki i ō rātou hiahia.

I tū tuatahi ai a Hiria hei kaiako reo Māori i te tau 1977 i Te Whare Wānanga o Wikitōria. Mīharo katoa ai ia ki tēnei rōpū rangatahi, pakeke, kaumātua hoki, inā noa atu hoki te mātauranga Māori i whakaputaina ake.

I te tau 1980, ka riro i a ia tana Tohu Paetahi Hōnore, ā, i te tau 1994, ka tonongia ia e tetahi hoa kia heke atu ki Te Whare Takiura o Kahungunu ki te āwhina i a rātou ki te whakaora ake i te reo Māori o Ngāti Kahungunu. He kaupapa whakaihiihi tēnei ki a ia. Ko te reo Māori me te kawa o te marae āna kaupapa matua, ā, e whakaakongia tonutia nei e ia i te wā nei. Kua kapi hoki i a ia ngā kaupapa rangahau reo Māori, hītori Māori me te wetewete reo.

Hei tā Hiria, nā te noho tahi o ngā reanga ki te akoako, he maha ngā pūkenga, ngā mātauranga, ngā patapatai hoki e rere ana i roto i ngā mahi akoako me te hōtaka whakaako. Ko te mea hirahira rawa atu ki a ia, ko te arotahi ngātahi o ngā ākonga, arā, ehara ki te ako noa i te reo, engari kia noho ko te reo Māori tonu hei reo kōrero matua mō rātau. Hei tāna anō, he maha ngā oranga ā-tinana, ā-hinengaro, ā-wairua kua puta ake mō Te Manga Māori katoa i ō rātau akoranga.

I te tau 1998, ka tonongia atu a Hiria e ōna pāpara kia hāpaitia ngā Kura Reo Māori a Te Taura Whiri i te Reo Māori. E whā ngā hōtaka ia tau, ā, he kotahi wiki te roa o tēnā, o tēnā. Ko ngā ākonga ka haere ai, ko te rangatahi, ko te taiohi, ko te taipakeke, ko te kaumātua, ā, tatū anō hoki ngā kaupapa whakawhanake reo ki te Kura Kaupapa Māori. Ko etahi o ngā whakaakoranga reo he mea whakapāho e Te Reo Irirangi o Kahungunu ki te iwi whānui tonu o Ngāti Kahungunu, otirā, ki Te Papaioea, ki Te Upoko o te Ika, ki Te Moana-ā-Toi, ki

Tāmaki Makaurau, ki Ruatāhuna hoki. Kei te whakapāho tonungia ēnei whakaakoranga i runga i Te Reo Irirangi o Kahungunu.

Mō te whakaako reo Māori, ko tō Hiria whakapono, ko te reo kia tika, ko te reo kia rere ā-Māori nei. Otirā, me tūturu Māori, me pono ki ōna taketakenga, me kounga hoki. Me whakaaroharoha, me pārekareka te āhua whakaako, ā, me whakaatu i roto i te horopaki o te hītori Māori me ngā pūrākau. Me mārama mārika ki ēnei pātai: Ko wai ake koe? Nō hea ake koe? He aha āu kaupapa nui i a koe e ora ana? He aha tāu takoha mai? Me mātua mōhio ngā kaiako ki te karakia, ki te mōteatea, ki te waiata, ki te hanga tākaro mō te hōtaka ākongā. Me tuku hoki kia rere te wairua, kia puta hoki te taha auaha o te ākongā.

Nā ngā whakaakoranga ā Hiria, ka pupū ake te hīkaka, te aroha nui, me te pūmau ki āna ākongā, kia whakaea ai i ō rātau wawata, moemoeā hoki, ā, kia mau ai ngā mātauranga Māori ka whāngangia atu. Mai rā anō i tana tīmatanga ki te whakaako i Te Aho a Māui, ka rite tana whakamihi ki āna ākongā, ahakoa he aha te mahi, kei hea rānei. Ko te hua, ko te noho o te reo Māori hei reo matua mō rātou. Kei te kitekite tonu ia i ngā ākongā o mua kua taki pakeke kē, ā, kua whai tamariki kē etahi. Ko te reo tonu tētahi āhuetanga matua i roto i o rātau nā kāinga, ā, kei te pai katoa ō rātau hauora, wairua anō hoki. Kei te puku mahi rawa atu rātou katoa i roto hoki i te hohonutanga o te reo Māori.

He maha ngā rauemi ka whakamahia ai e Hiria pēnei i te whakarongo, te kōrerorero, te tuhituhi me te pānui. Arā anō hoki ngā taumahi uiui tāngata, tuhituhi kōrerorero, tākaro kēmu, me te tuku kauhau. Ko te mea matua ki a ia mō āna ākongā, kia mau i a rātou ngā kupu me te mita o Ngāti Kahungunu. Ko te whāinga, kia mau i ngā ākongā te reo o ō rātau kuia, koroua, tīpuna hoki. Kia mārama ngā ākongā ki ētahi o ngā āhuetanga o te reo, ka kōrero a Hiria mō tetahi kaupapa, kātahi ka āta wānangatia e rātou etahi āhuetanga o taua kaupapa rā. Ka kōrerorero ai mō ngā wetewetenga o te reo, ā, ka ako ngā ākongā ki te pānui tika, anā, kia rangona hoki ngā piki me ngā heke o te reo.

Whakamahia ai e Hiria tēnei mea te auaha. Ko tāna, ko te tūāpapa o Te Ūranga Waka i Te Aho a Māui, ko te oriori ā Ngāti Kahungunu. He mea rauhī ake ngā kupu o Pinepine te Kura hei rauemi ako. Mō te whakaako reo Māori, ka tīkina ake hoki ngā kōrero mō Tāwhaki i piki ake rā i te toi huarewa ki te tiki i ngā kete o te mātauranga. Ko tā Hiria, he whakaara ake i ngā kōrero, i ngā tohutohu, i ngā whakapapa mai rā anō i ngā atua hei whakairo i te kōrero, kia kaha ai ngā ākongā ki te whakaputa whakaaro, ki te whiu pātai, ki te whakamahi hoki i te reo. Hei tā Hiria, ko te mea nui kia tau te mauri o ngā ākongā i mua i te tīmatanga o ngā whakaakoranga, nā reira ka riro mā ngā ākongā e ārahi ngā taumahi o ia rā. Hei tāna anō, me mātua whakanui rātou me ō rātou whakatutukinga pai.

“E kore e mutu taku whakaako i te reo Māori, kia mate rā anō ahau.”



Prime Minister's  
Joint Educator  
of the Year  
and  
Te Tohu Reo Māori  
Award winner

Hiria Tumoana

Senior Lecturer  
Te Ūranga Waka (Maori Studies),  
Eastern Institute of Technology

**“We are inundated with Māori students. Whole families come to learn together. It’s amazing. Our classrooms are bursting with students. The best thing of all is the familiarity, the collegiality and relaxed nature of the students’ connection with each other which is brought about through their hunger to understand the Māori world.”**

Teaching the Māori language is Hiria’s absolute passion. She is proud of her graduating students and is astounded and uplifted by their endeavours back in the schools, families, marae, hapū and iwi of their own communities. She has seen them, in turn, become leaders, advocates, and organisers on their marae, schools and workplaces, working collaboratively with young and old. They have become actively involved in, and carry out, the wishes of their elders.

Hiria’s first position was as a teacher of Māori at Victoria University in 1977. She says she found teaching this group of young people, adults and elders an amazing experience which brought out a vast amount of Māori knowledge.

In 1980 she obtained her BA with Honours, and, in 1994, a close friend invited her to the Eastern Institute of Technology to help revive the Māori language amongst his people of Ngāti Kahungunu. This was an exciting undertaking for her. The main subjects she taught were the Māori language and the protocols of the marae, subjects she continues to teach to this day. Her role also covered Māori language research, Māori history and linguistics.

With mixed generations learning together, Hiria finds that skills, knowledge and questions abound throughout the language learning and teaching programme. She says the greatest thing is that the students have a united focus – they not only want to learn the Māori language but want the Māori language to be their primary spoken language. She also recognises that there have been many physical, mental and spiritual benefits for all of Te Manga Māori from their learning.

In 1998, Hiria’s uncles asked her to assist with teaching the Kura Reo Māori run by the Māori Language Commission. This consisted of four programmes a year, each programme being one week in duration. The students were composed of youth, young people, adults and elders and the language development programmes also included Kura Kaupapa Māori. Some of these lessons were broadcast by Radio Kahungunu within the Ngāti Kahungunu area, including Palmerston North, Wellington, the Bay of Plenty area, Auckland and Ruatāhuna. These lessons are still being played on Radio Kahungunu.



Hiria believes that, in teaching te reo Māori, the language should be correct and flow naturally. It should be authentically Māori, faithful to its roots, and of high quality. The teaching should be engaging and joyful, presented within the context of Māori history and traditional stories. There should be a complete understanding of the following questions: Who are you? Where are you from? What will you do in your lifetime? What is your legacy? Teachers should know karakia, mōteatea, waiata, and produce games to complement the student programme. They should provide the space for intuition and encourage the student's own creativity.

Hiria's teaching brings out the enthusiasm, passion and commitment of her students, enabling them to realise their aspirations and dreams and successfully retain the Māori knowledge they've been taught. Ever since she started to teach at Te Aho a Māui she has continually praised her students, no matter what they are doing or where they are. The outcome has been Māori language continuing to be their main language. She says she continues to see former students who have grown and, in some cases, started families of their own. The Māori language remains a strong presence in their homes and their health and well-being is thriving. They are all working hard and are deeply engaged with the Māori language.

In her teaching Hiria uses many resources, such as listening, speaking, writing and reading activities. These may include interviews, writing, playing games and giving speeches. The most important thing for her is that students retain the vocabulary and dialect of Ngāti Kahungunu. The goal is for the students to retain the language of their female and male elders and their ancestors. In order that they may understand certain aspects of the language, Hiria talks to her students about a certain topic, after which they delve into various aspects of that topic. They discuss the linguistics and learn to read fluently in order to hear the timbre of the language.

Hiria uses creativity in her approach. She says the foundation of Te Ūranga Waka at Te Aho a Māui is the lullaby of Ngāti Kahungunu. The words of Pinepine te Kura are used as a teaching resource. Within Māori language teaching they use the metaphor of Tāwhaki climbing up the pathway to fetch the baskets of knowledge. She likes to draw on the stories, the guidance and genealogy of the gods and likes to craft stories to encourage students to contribute and ask questions and to use their language. Hiria believes it is important that students are relaxed before teaching begins, thus the students lead the daily tasks. She also believes it is important to celebrate their achievements and progress.

“I will never stop teaching the Māori language and hope to continue until my time is up.”



Prime Minister's  
Joint Educator  
of the Year  
and  
General Award  
winner

Kerry Davis

Principal Lecturer  
Otago Polytechnic

**“Kerry is passionate about nursing and she is an excellent nurse educator with amazing teaching. She is innovative and forward thinking which impacts on the learner experience.”**

Over the past three decades Kerry has worked in Clinical Nurse Education, raised a family of three and completed a Master of Nursing, a Critical Care certificate and a Graduate Diploma in Tertiary education. The youngest of nine children, she grew up in South Dunedin, surrounded by oral history and music, where relationships and people were central to learning and living. Her nursing career began in the ‘heart, lungs and kidney’ ward at Dunedin Hospital, where she built clinical skills in critical care nursing while delighting in each patient’s story and health challenges. She is an innovative educator, particularly skilled in using narrative to give voice to patient experience, bringing content alive through poetry, stories and games.

Kerry joined Otago Polytechnic (OP) in 2018, where she is now a Principal Lecturer, teaching in the three-year Bachelor of Nursing (BN) degree programme with an intake of 140 ākongā each year, including 18% Māori and 7% Pacifica. She also teaches legal and professional theory in the postgraduate Competency Assessment Programme for internationally qualified nurses seeking NZ registration. She is the Course Coordinator for two second-year papers, BN603: Senior Person’s Health, a 120-hour clinical course, and BN606: Evidence-based Nursing. Teaching in BN603 includes small group tutorials, skills laboratories, and the development of nursing knowledge via role play and simulation scenarios. It also includes clinical supervision, involving site visits to support ākongā on their four-week placements.

Kerry’s first innovation was in 2019 when she designed BN603, a new course for the BN degree, in response to a curriculum gap identified by the New Zealand Nursing Council. It was evident that Aged Residential Care (ARC) is not a popular career choice, but that specialist knowledge is needed in caring for this complex sector. This mahi required leadership and ongoing collaboration with clinical partners, Preceptors, who work alongside ākongā on placement. Kerry’s second innovation was in 2021, when she took over the coordination of BN606, a theoretically heavy course relating to legal, political, and ethical frameworks and codes of professional conduct. The students found this course dry and boring, with an ineffectual, didactic

teaching delivery. By placing learners at the centre of her course design, Kerry created real-time 'rapid handover' simulation activities, enabling learners to master time management skills and develop confidence in verbal communication. She collaborated with a disability expert to design a simulation exercise 'Mobile Units', where ākongas support one another as they perform tasks within the constraints of impaired mobility and low vision. In response to industry feedback that learners needed to be more 'work-ready', she developed an essential care activity 'Getting Ready for the Day'. The COVID-19 pandemic inspired an innovative way to re-engage ākongas with online classes. Kerry introduced active home-based learning and learner-led debates and brought guest 'health consumers' into online classes.

Kerry uses experiential learning activities and authentic stories to prepare ākongas as work-ready nurses and lifelong learners. She says her teaching philosophy reflects her belief in the space between herself and ākongas as precious, a relationship based on mutual respect and active co-creation. She has developed low-cost, tactile, and sensory learning experiences, such as bespoke games 'Health and Disability Cluedo' (noticing of important clues), 'Mix n' Match Magic' (identifying breaches in the Health and Disability Code 2022) and 'Cracking the code' (deciphering the Code of Conduct 2012). Collaborative Poetry describes a suite of innovative activities that provide a creative way for nurses to make sense of their feelings and develop reflective thinking skills. In a 'Call and Respond' activity, ākongas read a poem composed by an older patient, before responding to each line with a stanza of their own. In a 'Found Poetry' exercise, ākongas write down their thoughts and feelings about clinical placement. In both activities Kerry then crafts the student voice into a collaborative poem.

"Kerry is an innovative educator, particularly skilled in using narrative to give voice to patient experience, bringing content alive through poetry, stories and games".

Kerry harnesses the power of authentic stories to help ākongas gain a deeper understanding of people by inviting guest speakers to share their healthcare experiences with students. These sessions enhance learner engagement, often producing insights that reinforce the importance of using patient narratives for culturally safe and person-centred care. Kerry uses visual and tactile teaching tools to cater for diverse learning styles. She places objects typically found in an ARC resident's room on a Sensory Table for learners to observe and touch. This is followed by a discussion about etiquette when entering another person's personal space and the importance of respecting treasured possessions and all they represent.

Kerry incorporates Tikanga Māori into her teaching, such as integrating Rongoā Māori into Medication Safety lectures and Te ara whakapiri (whānau care) into palliative care learning. She uses Mate wareware (Māori perspective on dementia), to illustrate Whakawhanaungatanga - connection and respectful relationships. Central to her teaching ethos is supporting ākongas to achieve equitable outcomes by removing barriers to success. She takes pride in advocating for neurodiverse, part-time learners and, in 2023, contributed to the OP Rainbow Tick reaccreditation process. More than 500 ākongas have successfully completed BN603 (assessed by e-portfolio) and BN606 (assessed by exam, essay and presentation), with a 100% success rate for both papers. In 2022, Kerry received the Otago Polytechnic Student's Association (OPSA) Teaching Excellence Award.

Kerry's leadership in ARC education is extensive, ranging from advocating for ākonga success with clinical partners to working in the national health sector, where she is the OP lead for 'healthLearn', an e-platform for educators. She works with industry partners to design courses and address recruitment issues and received a Covid-19 response service award from the New Zealand government for her work in vaccination support. In the School of Nursing, she chairs the Academic Processes Team and is a representative at tertiary open days and career expos. She is also part of an OP leadership initiative 'Observe a Teacher' where new kaimahi observe excellent teaching practice, co-teaches and collaborates with Otago Community Hospice and Otago Medical School colleagues, and regularly liaises with consumer advocates, lawyers, professional and research advisors. Kerry shares her ideas through research outputs, including publications in journals, presentations at conferences, and the OP research office health discourse blog.

Kerry is encouraged by the 2024 destination survey, showing 21% of her 2023 cohort of new graduate nurses are now working in older person's care. Aged care was once considered the professional backwater of nursing, but these statistics show that her course is successfully preparing enthusiastic and capable nurses for the complexity of the sector.

“With Statistics NZ predicting 25% of our population to be over 65 by 2035, it is heartening to see Aged Care Managers acknowledge the impact of BN603: Senior person's health.”



## General Award

Category:  
Innovation in learning,  
teaching,  
and curriculum

## Dr Joseph Aziz

Senior Lecturer  
Unitec Auckland

**“Dr Aziz is energetic and resourceful, constantly finding ways to better engage his students and extend their learning in this intense, academically, and practically demanding programme.” (Head of School)**

Dr Joseph Aziz sees medical imaging and anatomy education as critical in the training of future healthcare professionals. As Senior Lecturer at the Unitec Institute of Technology, he teaches and coordinates across the medical imaging programme, including gross anatomy and physiology, radiology, and clinical anatomy. He delivers over 200 hours of instruction annually, focusing on integrating innovative teaching methods, such as cross-sectional anatomy, with CT/MRI, anatomy via ultrasound, and online virtual 3D anatomy technology-enhanced learning. This approach ensures that learning extends beyond traditional classroom settings to online platforms and allows students to access resources, participate in discussions, and engage with interactive modules.

When Joseph started teaching at Unitec, he acknowledged that the literacies of medical imaging – the ability to ‘read the image’ and make sense of ‘imagine images’ – was challenging for students entering his programme. Students found it hard to transition from 2D theoretical knowledge to 3D practical skills as the anatomy curriculum relied heavily on traditional lecture-based teaching and static 2D images from textbooks. Joseph saw this approach as providing fundamental knowledge without fully engaging students or catering to their practical needs. This gap, combined with industry demands and advancements in educational technology, provided the impetus for change.

Drawing on his background as a medical doctor, Joseph started to integrate innovative teaching methods and advanced technologies into his teaching, such as 3D anatomical models combined with CT/MRI, and portable ultrasound devices. These tools enhance students’ spatial understanding and practical skills, significantly improving their academic performance and confidence. They enable medical imaging students to apply their 3D anatomical understanding to interpret medical images. It also teaches them to develop advanced interpretation skills through case studies and real-world examples, fostering critical thinking.

By focusing on students' transition into the program, Joseph deliberately identifies and teaches threshold skills necessary for their progression. He continuously assesses and updates the curriculum to ensure it meets the evolving needs of the industry, thereby equipping students with the knowledge and skills they will need on graduation. Joseph is an active researcher at Unitec, using his research to support his teaching philosophy. He leads many innovative research projects that explore the efficacy of ultrasound and cross-sectional anatomy combined with CT/MRI in anatomy education and these have been integrated into the medical imaging curriculum and presented at international conferences. He uses guided drawing sessions and hands-on use of ultrasound technology in the classroom to provide students with real-time, live imaging of anatomical structures.

At the ANZACA 2019 conference in Perth, Australia, Joseph presented a comparative study highlighting students' readiness for clinical environments. The study compared medical imaging students using traditional regional anatomy approaches (Group I, 2017-2018) with those using a new integrated approach (Group II, 2018-2019). Results showed a significant improvement in Group II, with an average correct identification rate of 89.7% compared to 65.5% in Group I. Dr Aziz found that traditional assessment methods in medical imaging education often relied on written exams and subjective practical evaluations. These are limited as they assess theoretical knowledge and often fail to capture students' practical skills and clinical competencies. Joseph introduced Objective Structured Practical Examinations (OSPE) to better evaluate students' practical skills and knowledge. These are designed to objectively evaluate students' clinical skills and practical anatomical knowledge through a series of standardised stations, each focusing on specific tasks or competencies. Its effectiveness was highlighted in a survey study presented at the ANZACA 2022 conference at Queensland University, Australia. The study showed that OSPE significantly improved students' anatomy learning abilities and better prepared them for clinical settings.

Joseph also introduced Team-Based Learning (TBL) as a pedagogical approach which not only addresses teaching threshold skills but also enhances student engagement, improves performance, and better prepares students for their future careers as radiographers. This approach is particularly effective in medical imaging education, where collaborative skills and critical thinking are crucial. In answer to his students' questions about what to expect in the exam, he introduced Exam Blueprint, a detailed plan (exam roadmap) that outlines the structure and content of his exam. It aligns exam questions with specific learning objectives and assigns weights to different topics based on their importance and complexity. This approach has significantly improved the quality of exams and enhanced student confidence, preparation, and performance, particularly in areas that traditionally pose challenges. Joseph presented a survey of this method at the 2021 Teaching and Learning Symposium of Unitec and Manukau Institutes of Technology, and it highlighted a significant increase in success rates and high-grade margins. Based on his success, exam blue print became a trend across medical imaging program being adopted by other staff members

Joseph has successfully overcome numerous challenges and barriers to implement innovative teaching approaches in clinical medicine, one of the biggest being managing resources constraints. To secure funding and support for ultrasound equipment, he partnered with Waitakere DHB, arranging demonstrations and providing training for colleagues. For students struggling with new methods, he offers additional support, such

as online tutorials and one-on-one guidance using an interactive ultrasound application. Joseph sees it as crucial to address equity and diversity (Tikanga) as the cornerstone of his teaching practice. He incorporates culturally relevant examples and case studies, ensuring that Māori and Pacific students see their identities reflected in the curriculum, and has also created a simplified manual for anatomical terminology in Māori language.

Joseph received the Unitec Excellence Award in 2023 and, in early 2024, officially registered as an instructor and member at the Royal College of Surgeons of London. He actively engages with the Industry Advisory Group, such as the NZ Medical Radiation Technologists Board, to ensure that the programme remains aligned with industry needs and expectations.

“I have been using these innovative teaching approaches for more than 5 years. This period has allowed me to refine and adapt the methods based on feedback and the evolving needs of students. To be a successful lecturer, step down from the white board, and build a strong relation with your students.” (Dr Joseph Aziz)



## General Award

### Category:

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

## Poppy Clapperton

CEO and Tumuaki,  
Industry Training Solutions Ltd.

**“Poppy champions an inclusive and neuro-divergent-affirming approach to education, anchored in the principles of Manaakitanga Māori, emphasising community and collective responsibility.”**

Poppy Clapperton boasts a rich 23-year engagement in vocational training, steering Industry Training Solutions (ITS) as its CEO and tumuaki. Seeing shortcomings in the vocational education landscape, particularly in its navigation of the diverse needs of Māori, Pasifika, neurodivergent, and disabled ākonga, she developed her brainchild ITS, a response to the pressing need for an innovative support mechanism tailored to the unique needs of learners and their whānau.

At the heart of her ethos lie three guiding principles; prioritising student success, perpetually refining ITS’s pedagogical approach, and empowering learners to “step aside from their own way” and seize life’s opportunities.

ITS’s courses are meticulously tailored to meet industry compliance standards, and cater to a wide array of stakeholders the length & breadth of the motu, including schools, iwi, community groups, and regional employment initiatives. Poppy’s team has travelled to locations like Wairoa, Ruatoria, and Hick’s Bay, extending rural educational opportunities, even in the aftermath of Cyclone Gabriel.

Interestingly, ITS has also offered the New Zealand Certificate in Skills for Living (NZCSL) for Supported Learners (Level 1) since 2021 in the All-Sorts Centre & Café (Poppy & her husband David’s personal passion project) – a multifaceted hub promoting holistic learning and whānau and community engagement. Recipient of the Inclusive Business Award at the Manawatū Business Awards in 2022, it is currently serving its fourth cohort of learners. This certificate aligns with the now-approved New Zealand Certificate in Foundation Skills (Level 1).

The All-Sorts Centre differs from business-as-usual educational settings – it is a café and community gathering place that allows the student to safely transition from school or home into community life. It is a place where not only the neurodiverse or disabled student can integrate with the local community, but the community can integrate with the ākonga. It is more than just an educational facility. It embodies a paradigm shift towards inclusive education and community integration.



Poppy champions an inclusive and neurodivergent-affirming approach to education, anchored in the principles of Manaakitanga Māori, emphasising community and collective responsibility in all her ITS courses and programmes.

This is most visible in the NZCSL course, in particular, where konga are hands-on in all aspects of production and business based around the café and centre, coupled with the ITS simulated workplace environment Seaside Sally's. They develop business and marketing plans and are involved in production of goods and services for the local markets, as well as the café and shop. This approach allows the student to learn, prepare, then "do". It entails involvement right through to endsale, including cash handling and budgeting, as well as soft skills like problem solving, stress management, personal presentation, and work behaviours.

Central to Poppy's success is her ability to adapt and innovate in response to individual learner needs. In 2024, after several of the NZCSL cohort exhibited a real interest in trains and locomotion, she added to her "real-world", imaginative environment of Seaside Sally's by incorporating train tracks in the fictitious island of 'St de Pier', elevating learning for all. Employment workshops further equip her NZCSL learners with the tools and confidence to navigate the job market.

Poppy's pedagogical approach revolves around fostering holistic growth, incorporating emotional, behavioural, and cognitive development alongside initiative, curiosity, and creativity – a philosophy deeply rooted in Te Ao Māori principles.

Experiential learning forms the cornerstone of the NZCSL programme and ITS courses in general, accommodating diverse learning styles and empowering students to discover their potential. Poppy ensures that each student's journey is meaningful and fulfilling, with their journal serving as a tool for self-discovery and growth. The NZCSL students have accessible and inclusive editorial control over their own journal (completed within their time as well as classroom lessons), populating it with celebrations and successes, pain points and troubles.

Poppy takes pride in having well written (and peer-reviewed) lesson plans, so that every tutor and colleague follows her "recipe". Every learning segment is followed with a summative element, such as an activity, brainstorm, or another interactive exercise, allowing the tutor to see that the teaching and learning has been understood.

In essence, her educational philosophy transcends traditional paradigms, fostering a learning environment where every person can thrive and grow to their fullest potential. This empowers neuro-divergent and/or disabled ākonga to become even more active participants in their communities. An illustration of this is Sarah, who went from relying on support to thriving independently through being employed at a local restaurant. From never holding down a job and requiring help in the home, she is now working and doing her own cleaning and cooking.

Poppy is fully involved in the community and with schools, businesses, and centres of learning in the region. She opens All-Sorts to the whole community, from the Department of Corrections to huis hosted by MSD, to colleges using the All-Sorts Centre for their Special Needs Units, to Pop-in-and-Learn sessions running weekly in the café (puzzle groups, coffee groups, and targeted learning for others who otherwise have no place to go or to feel safe).

Poppy collaborates with whānau, employers and sector organisations from the early stages, preparing each cohort's transition into the NZCSL course and ensuring learners not only succeed in future employment, but also in life. The Improving Transition for Learners with Disabilities Focus Group in the Manawatu initiated by the Ministry of Education is an example of this collaboration. Her partnerships extend to local chambers of commerce and educational institutions, where ITS actively engages with Special Needs Units in schools and colleges to create inclusive learning environments. Knowledge-sharing with Connectors, Co-ordinators, and other employees at different disability and community organisations helps to foster seamless transitions for learners into and beyond the NZCSL.

“At the core of Poppy’s educational philosophy lies a deep-seated belief in the transformative power of education to enrich all lives, particularly those affected by neurodivergence and disability. Her vision extends beyond academic achievement to encompass holistic well-being, fostering a sense of belonging and empowerment.” (Nominator)



## General Award

Category:  
Progressing  
educational  
partnerships and  
collaboration

### Dr Claire Goode

Principal Lecturer  
Te Ama Ako/Learning and  
Teaching Development team  
Otago Polytechnic

**“Success comes from listening to individuals, understanding where they are at, and building on their existing knowledge to enable them to complete more complex tasks.”**

Claire’s *raison d’être* is to make a difference, striving to ensure positive experiences for her ākonga and colleagues. She is a true educator – a teacher, facilitator, guide and mentor. As a Principal Lecturer in Te Ama Ako (TAA), Otago Polytechnic (OP)’s Learning and Teaching Development team, her role is to progress educational partnerships and collaboration across OP to enhance learner outcomes. This mahi extends to national and international partnerships, through external collaboration. Her practice draws on 26 years’ experience as an educator in different contexts and countries. This has contributed to her ability and desire to build relationships based on mutual respect and a shared interest in learning.

When Claire joined OP in 2016, TAA’s responsibilities were determined by service requests from kaiako seeking assistance. The team’s work was reactive, with TAA members supporting individuals or groups in multiple disciplines. Uptake of the team’s workshops was poor, due to timetabling conflicts, lost messages, and kaiako prioritising teaching. As a solution, collaborative Academic Capability Partners (ACPs) were introduced in early 2018 to guide kaiako through designing, developing, and delivering high quality learning experiences. ACP goals are to provide kaiako with best practice, research-engaged learning and teaching, to maximise learner success, and to develop kaiako as skilled educators. Claire initially partnered with the School of Nursing (SoN), having supported the team in 2016 and 2017 to develop the NZDip Enrolled Nursing. In 2020, her ACP role was extended across the College of Health (CoH), to include Occupational Therapy, Midwifery, and Sport, Exercise and Health.

As the first ACP to be embedded within a College, Claire’s primary focus is capability building, with kaiako as her ākonga, responding to their needs and respecting their identities, experiences, and cultures. She liaises with TAA’s Director to ensure strategic priorities are implemented, and shares insights, successes, and challenges during monthly ACP meetings. Her goal is to provide opportunities for growth, empowering kaiako to build on their own skills and knowledge. She aims to develop kaiako to provide quality teaching and leadership, and to model that herself.

In partnership with CoH kaiako, she is mindful that learning needs to be relevant to ākongā throughout their lives, to ensure OP graduates are work-ready, sustainable practitioners.

The cornerstone of Claire's approach originates from her initial teacher training (1996–1997) and she sees teaching as a blend of facilitation and participation in learning. She also learnt to reflect on her effectiveness, and consider how her practice could be improved for better outcomes. Over time, her approach has focused on putting herself in the ākongā's shoes, being aware of their learner experience. Four elements drive her approach, all guided by reflection. These are building strong relationships, making a difference for her ākongā, providing opportunities for growth, and creating positive and safe learning spaces.

Claire says the ACP role can be challenging, especially when kaiako are asked to think differently about programme design/delivery. This challenges the status quo, and ACPs can sometimes be perceived as 'intruders.' However, reassuring colleagues she is there to walk alongside them makes a difference to how she is welcomed into a team. Kaiako feedback on the impact of her mahi reports increased collaboration among OP teams, enhanced capabilities, and improved confidence. Claire's impact across CoH has resulted in improvements to learning and teaching, through supporting teams, for example, to implement marking rubrics, thus ensuring clearer feedback, transparency, and equity for ākongā. She also works with small groups of kaiako to align course aims, learning outcomes, and assessments, provides one-to-one support with educational technologies, and leads discussions across CoH on Artificial Intelligence tools.

In March 2020, learning that a COVID-19 lockdown was imminent, Claire supported SoN to swiftly transition to remote delivery of all courses. During lockdown, her main role was supporting kaiako, many of whom were stressed by online delivery challenges. To ensure a positive ākongā experience, she assisted kaiako to troubleshoot technological problems and navigate new approaches to learning activities and assessments for large learner groups. Back on campus, she designed a survey for all OP kaiako on TAA's response pre-/during lockdown, and shared findings with TAA and OP's Leadership Team, to look at how to improve TAA's service.

Claire continues to learn about how equity and diversity issues in Aotearoa impact education. She works alongside OP's Kaitohutohu Office (KTO) to ensure appropriate integration of its Māori Strategic Framework, and learning and teaching from a kaupapa Māori perspective in all programmes. She has also collaborated with KTO to include Mātauranga Māori support materials on OP's staff site.

Recent examples of the scale and reach of Claire's impact include SoN nominations for Staff Excellence Awards in Leadership (2019) and Service (2020), and OP-wide nomination as Staff Representative on OP's Kaunihera Whakahaere| Leadership Council (February 2020–October 2021). TAA colleague feedback rates her at 100% in all sections – personal effectiveness, team contribution, OP values and commitments, and leadership. As a member of the CoH Leadership Team, Claire collaborates with colleagues to set goals and discuss strategies. This kōrero has resulted in a shift from siloed activities to an integrated communicative approach. Claire leads online 'Collegial Connections' sessions, where kaiako share successes or challenges, with a view to strengthening cross-College relationships.

Her doctoral research, exploring what teaching excellence looks like in practice, has helped her progress TAA's capability-building focus across CoH, OP, and beyond. Her 'Keys to Teaching Excellence' postcards were distributed as a practical resource to OP

kaiako in 2022. Colleagues have found this useful, and some Schools are using it to guide Team Development Plans and set annual goals. Claire has been lauded by delegates after presenting the model at conferences in Aotearoa, Norway, Australia, and the USA.

Claire became OP's first Senior Fellow of the UK's Higher Education Academy in 2018, and has since mentored peers applying for Fellowship. Her mahi extends to numerous local, national, and international partnerships. She has been a member, convenor or chair of some nine initiatives and is currently chair of the organising committee for the ICDE World Conference 2025.

“Claire leads by example. She works both up front and behind the scenes to make things happen, and does this effortlessly. Claire uses her considerable knowledge and wisdom to enhance processes, for optimum learning for students.” (Colleague)



## General Award

Category:  
Innovation in learning,  
teaching, and  
curriculum

## Associate Professor Kim Hébert-Losier

Associate Professor  
Sports Biomechanics  
University of Waikato

**“I have three core values that guide my teaching philosophy: build a strong foundation; teach with identity and integrity, and be student-centric.”**

Kim aspired to teach French Literature in her youth, but a football ankle sprain and a passionate physiotherapist changed her path by introducing her to the world of physiotherapy and the wonders of the human body. She now seeks to “infect” others with this same passion in her teaching. Kim is an Associate Professor in Sports Biomechanics at the University of Waikato (UoW). Her primary workplace is the Adams Centre for High Performance in Tauranga, but most of her undergraduate teaching is on the main Hamilton campus, a one and a half hour commute each way. She teaches musculoskeletal anatomy and sports biomechanics, which students find challenging to learn due to its density of content. This challenge has driven Kim to seek student-centric solutions.

Since Covid 19, Kim has fostered a hybrid approach, where lectures are delivered asynchronously online and laboratories are delivered face-to-face. This increases flexibility in student learning, enhances accessibility for diverse learners, and also develops the practical skills sought by industry. In her undergraduate biomechanics content, she ensures a logical progression both within and between papers. She establishes foundational knowledge and competencies first and integrates more complex topics later. She embeds relatable real-world examples in her teaching, knowing that students learn best when they see practical value. The value of teaching with identity and integrity emanated from her 2017–2018 parental leave when she began sharing more of herself. Her commitment to being student-centric stems from her growing appreciation of the value of building relationships and fostering environments where students feel able to “come as they are”. She believes each person can be successful and offers support to those who are struggling. In 2023, she was awarded the UoW Teaching Excellence award.

Kim’s key teaching approaches are planning and organisation, “no surprises”, and providing interactive and varied learning environments. In order to facilitate effective scaffolding, she strives to align learning activities with the intended learning outcomes. She spends considerable time designing the Learning Management System (Moodle), landing pages for her papers and complementary theoretical/practical content. Her “no surprises” policy means that expectations are clear from the start. She teaches students what they will

be examined on, providing them with key questions and covering assessment guidelines step-by-step with them. She finds this approach particularly valuable for diverse learners, especially neurodiverse and first-in-family students. She makes weekly course material reliably accessible, sends weekly updates and reminders and replies to student queries quickly and empathetically. This clear communication and instructor presence is vital since she is delivering asynchronous online lectures from Tauranga and is only present on the Hamilton campus for laboratories. She provides interactive and varied learning environments, anchored by diverse high-quality resources, such as review material, that she continually refines. She incorporates multimodal educational approaches (in-person and online) to meet the diverse needs of students and promote inclusive education. These include live demonstrations, interactive online models, animations, and YouTube videos.

In 2023, she was part of a team which secured Waikato–Newcastle seed funding for the project Enhancing Indigenous Cultural Capability and Student Engagement in Science and Health through Collaborative Learning and Animated Videos. After visiting the University of Newcastle in Australia and based on student feedback, she sought to innovate by embracing microlearning, where small single-focused interactive content is presented to learners asynchronously, using technologies that accommodate multimodal delivery, and which can be accessed where and when convenient. With assistance from the Centre for Tertiary Teaching and Learning (CeTTL), Kim developed online interactive content that follows each micro 5-to-10-minute lecture recording – a vast change from the conventional 1.5-to-2-hour block lectures she previously delivered. Students can pace their learning and then test themselves, fostering retrieval practices shown to be highly effective for enhancing retention of anatomy and biomechanics. Her microlearning approach has increased student engagement and feedback from students has been overwhelmingly positive.

Kim says she is on a continuous journey towards bettering her understanding and promotion of mātauranga Māori. In her practice, relationships are fostered, learning environments are interactive and varied, and power is shared. In 2023, she started incorporating weekly activities, such as icebreakers and games, motivated by discussions with students. When she first started teaching in New Zealand in 2016, she used examples from sports that were familiar to her Canadian background, like ice hockey, but soon realised she could be further culturally responsive and reach students more by adapting her examples. The biomechanics student cohort is diverse, with a third identifying as Māori or Pacific, and these students especially vocalise their desire to take their knowledge back to impact their communities. Kim has found that student success rates have risen due to the clarification, diversification, and redesigning of assessments which cover the spectrum of graduate knowledge and skills sought.

Having worked in clinics and sports, Kim has a good grasp of the skills the industry seeks in graduates. She engages daily with key industry stakeholders as she works from the Adams Centre for High Performance. She also maintains good relations with national and community organisations, such as ACC and Ngāti Ranginui Te Piripoho. As a role model for women in biomechanics, she has led National Biomechanics Day at the UoW since 2017. The organisers host 70 to 150 secondary students annually at the Adams Centre who partake in experiential biomechanics activities. She has published two peer-reviewed articles with international colleagues on this initiative and, in 2021, she and her PhD student received a NBD Women Outreach grant, targeting at least 50% women participation. Since 2016, she has supervised to completion eight PhD and eleven research MSc students, which

included two MSc Māori (Ngāti Whātua and Te Arawa) students who excelled in their research studies and secured top jobs in the industry. Kim's work can be replicated across various domains of education, such as nursing and other medical professions.

“My current microlearning model with interactive online H5P activities and mixed-methods assessment strategies builds resiliency within teaching and learning that is adaptable to future societal shifts and amenable to remote learning.”





## General Award

Category:  
Innovation in learning,  
teaching, and  
curriculum

### John Murrie

Lecturer  
School of Aviation  
Massey University

**“Aviation students share a passion for flying and a common desire to acquire the practical and theoretical knowledge they need to begin or further careers in a demanding and constantly changing industry.”**

The Massey University School of Aviation, whose student body consists of high-school leavers, mature students, and aviation industry professionals, teaches both the next generation of airline pilots and aviation industry professionals through its Pilot and Aviation Management programmes. It provides the only integrated degree and professional flight training programme in the country and is the only flight training provider whose qualifications are granted the equivalence of external Civil Aviation licences.

John has been teaching at the Aviation School since 2006 and at Massey University since 2003. He has delivered over a dozen courses across multiple programmes and disciplines, including Human Resource Management, Employment Relations, Airline Management and Meteorology. He teaches core courses within two undergraduate aviation programmes - the Bachelor of Aviation Management, focused on future industry professionals, and the Bachelor of Aviation, which produces the next generation of airline pilots. His teaching approach reflects the importance of student engagement and feedback and he continually adapts his teaching practice in response to student and industry needs, exemplifying a teaching style that emphasises engagement and student-centred learning.

The School of Aviation’s operating environment is challenging, characterised by capped enrolments, strict external accreditation requirements, and the complex demands of the aviation industry. This requires constant revision of course and programme content and teaching that emphasises adaptability, problem solving and an effective balance between practical and theoretical knowledge. Students undertake both internal (on-campus) and distance (off-campus) study, with internal students typically entering the school’s programmes direct from high school and distance cohorts consisting almost entirely of older aviation industry professionals. This mix presents a significant challenge to John’s teaching, requiring courses to balance the divergent needs, experiences and learning preferences of each group while ensuring their learning meets current and future industry needs.

John teaches three courses for the School, two in airline management, one for first-year and one for second-year students, each taught once a year to approximately 50 internal and 50 distance students per course, and a first-year course in aviation meteorology to 25-30 internal pilot students twice a year. As all three courses are mandatory for students enrolled in their respective programmes, they act as unofficial programme gate keepers, with curriculums that not only have to link students to, and prepare them for, future study, but set academic standards and expectations for those programmes. Learning for pilot students is complicated by a workload that is significantly higher than that for other tertiary students. Aviation students complete a four-year degree within three years in combination with extensive practical flight training and face higher academic standards aligned with the professional standards, curricula and assessment practices set and audited by the Civil Aviation Authority. These include, for example, summative assessments with a 70% minimum pass mark rather than the 50% required for standard tertiary courses. Also, students need to apply theoretical knowledge gained in the classroom simultaneously with the demanding operational environment encountered when flying. As a former commercial pilot, John knows first-hand meteorology's importance to pilots and the challenge of linking theory to flight operations. He also understands the difficulties student pilots face in taking a traditionally science intensive subject and reframing it in a practical context.

The driving force behind John's teaching practice and professional development is constant student and course evaluations and peer review. He evaluates his courses every semester and has found that aviation students, while a diverse group, want similar things - problem based learning, industry relevant courses, clear expectations, regular communication, and engaging and supportive teaching. Pilot students must also contend with the complexity of the Civil Aviation's meteorology curriculum that contains hundreds of individual learning items with which they must be competent. In Meteorology, John has developed a 'bookending' approach that attempts to give students more control over their own learning. Lessons alternate between traditional lectures and small group discussions to engage students. It involves working collaboratively with students, using group and individual activities to explore and discuss topics, allowing students to develop their own solutions to relevant problems and to draw from operational practice or course lesson plans to learn from each other.

Despite receiving consistently high positive student feedback, John was concerned by a trend towards low completion rates for distance students in Aviation Management and wanted to improve these. He noted that low completion rates were related to a decline in student engagement and satisfaction, notably with assessment. He worked with Massey University's Teaching and Learning Enhancement Service to adopt new approaches, including duplicating the student/teacher-developed lesson plan process he had successfully used in Meteorology. Another tool has been to regularly foreground aviation in the news, with posts highlighting and discussing industry events. Other activities include self-paced learning packages, word-clouds, discussion forums, Padlets, and formative assessment tasks. As a result of these changes the proportion of students who withdrew or failed to complete the course fell to historically low levels. In recognition of the positive impact these approaches had shown on student learning, John completed an AdvanceHE Teaching Fellowship in 2023 and received the 2023 Massey Business School and Massey University Vice Chancellor's Awards for Teaching Excellence.

John's non-teaching responsibilities include membership on several strategic, policy, and decision-making committees, such as the Business School's College Board (since 2018), the Assurance of Learning Committee (2015-2019), the Academic Programmes Committee (2017-2020), and the Teaching and Learning Committee (since 2018). In May 2024 he was also elected to the Universities Teaching and Learning committee which has similar responsibilities for the University as a whole.

“Twenty years after beginning my teaching journey I still love what I do and have earned a reputation for being an engaging and caring teacher who does his best for his students and who contributes positively to teaching within my School and University.”



## General Group Award

Category:  
Innovation in learning,  
teaching,  
and curriculum

### Massey University Mental Health and Addiction Team

Led by Associate Professor  
Dr Chrissy Severinsen  
with Associate Professor  
Dr Andy Towers,  
Hoani Moriarty, Phil Brookes,  
Andrea Meni and Luke Rowe

School of Health Sciences  
Massey University

**“Their students learn to express and then implement the values of manaaki, whanaungatanga and aroha because that is how they are taught. This isn’t how clinical teaching is normally delivered, but it works. It’s powerful, and it’s what we need to see more of in the sector.” (Te Whatu Ora Clinical Team Manager, 2024)**

The Massey University Mental Health and Addiction Team (MHA) provides a comprehensive, interdisciplinary approach to mental health and addiction education. Inspired by numerous reviews highlighting the failure to address the needs of Māori and the absence of flexible training pathways, particularly the 2018 *He Ara Oranga* national review of mental health and addiction, the MHA programme was developed with the sector in 2019. Its major is a specialisation within the Bachelor of Health Science - the Bachelor of Health Science (Mental Health and Addiction) (BHlthScMHA). The programme offers two pathways: Addiction Practitioner for students wishing to become registered addiction practitioners and Mental Health Promotion for students wishing to work in mental health promotion, programme development, research and policy roles. The Bachelor of Health Science is a three-year undergraduate degree consisting of 24 courses (360 credits) delivered online.

The MHA team, led by Associate Professors Andy Towers and Chrissy Severinsen, includes team members with expertise in public health, hauora Māori, Pacific health, mental health and addiction, and the social determinants of health. Its programme aligns with Te Tiriti o Waitangi and is co-delivered by Māori and non-Māori educators and practitioners. It prepares students to develop and implement innovative health solutions. It is delivered collaboratively by staff from the School of Health Sciences, School of Social Work, and Te Pūtahi a Toi School of Māori Knowledge, reflecting a commitment to Te Tiriti and honouring mātauranga Māori and social work practice. Several other Massey courses and programmes, including postgraduate public health, health promotion, psychology, the creative writing programme, and the University Teaching Academy’s new staff training course, have begun adopting elements of the framework.

The programme’s curriculum integrates hauora and public health perspectives, equipping students to support the diverse needs of individuals and communities. It aims

to decolonise mental health and addiction training by challenging dominant Western perspectives and centring Māori conceptualisations of health. Rather than solely emphasising clinical skills, the MHA team provides a broad understanding of factors contributing to mental health and addiction challenges, preparing graduates to support tāngata whai ora in recovery. It emphasises a public health, community-based, strengths-focused approach, incorporating hauora and critical engagement skills. Central to its philosophy is creating learning experiences that positively contribute to the workforce and developing graduates passionate about supporting change, embracing respect, aroha, and hope, and collaborating to promote social justice and inclusion.

BHlthScMHA's students come from diverse backgrounds and often face equity challenges when pursuing higher education. Rather than face-to-face training in urban institutions for small cohorts, the programme is designed with flexible online delivery to support equity and inclusion. Clinical assessment skills are taught alongside whānau engagement skills, mental health promotion, and hauora Māori approaches. This ensures a high-quality curriculum that enhances equity in health outcomes for Māori, prioritises whānau and community-led approaches, fosters cultural competencies, and reflects Te Tiriti o Waitangi-led practice. The curriculum is co-designed with MHA sector partners, including workforce development agencies (such as Te Pou and DAPAANZ), service managers and practitioners, Māori leaders, support services, and educational experts.

The team's teaching and learning practice is guided by Durie's (2008) Whakapiri, Whakamārama, Whakamana Framework, a relational model outlining three stages for working with tāngata whai ora in the mental health and addiction field. The first year (Whakapiri) emphasises relationship building, the second year (Whakamārama) focuses on Māori mental health and addiction work, and the third year (Whakamana) focuses on students becoming agents of social inclusion. The framework incorporates engagement strategies known to support retention, such as early and individualised student contact, consistent online staff presence, public recognition of learning and encouragement of interaction, prioritising dialogue and engagement activities, recognising lived experience and diverse identities, and promoting positive and reflective discussions among students. Online delivery is complemented by on-campus workshops, while the team engages in routine reflective hui, allowing it to continually refine its approach based on student feedback, assessment data, and observations. It also works closely with Massey's disability support services to ensure that its course structure and multimodal content enhance accessibility and engagement for neurodiverse and disabled students.

The Whakapiri Framework is committed to embedding Māori knowledge systems and Māori language and culture in its curriculum design. Some ways of achieving this are starting online sessions with karakia, including relevant case studies, structuring readings and assessments to include mātauranga Māori, prioritising Māori and Pacific understandings of MHA concepts and approaches, and using Māori terms as standard terminology. The teaching team, consisting of mental health and public health experts, clinical practitioners, and health science tutors, provides a foundation from which to deliver content reflective of their strengths.

Redesigned and rolled out in 2020, the foundational MHA course (147102 Whakapiri) resulted in better class grades, fewer non-engaged students and an improvement of class grade point average (GPA) from 36% in 2020 to 60% in 2023. The MHA team has won two team teaching awards – the Council of Academic Public Health Institutions Australasia

(CAPHIA) Teaching Excellence Award 2023 and the Massey University Learner Success, Retention, and Transitions Excellence Award 2023. Feedback from organisations hosting students on placement has been overwhelmingly positive and graduates' success in the workforce, with a 100% employment rate post-graduation, reflects the high demand for the unique skill set and perspective the programme provides.

“Our collaborative teaching approach draws on the expertise across the Schools, reflecting the Tertiary Education Strategy’s call for greater collaboration to support learner success.”



## Le Moana Mua Award

### Jone Valevou Tawaketini

Senior Lecturer  
Bachelor of Applied Technology  
Unitec

**“Our school is very grateful to Jone, his dedication to supporting and leading in Pacific ākonga is exceptional.” (Head of School, Unitec Institute of Technology)**

As senior lecturer in the Bachelor of Applied Technology (BAT) programme at Unitec since 2008, Jone aptly describes himself as a phenomenal educator. He is driven by his learner-centric educational philosophy, with a special interest in the needs of Pacific learners. He aims to increase Pacific student success, completion and participation rates, grow the Unitec staff’s capability and capacity to empower and support Pacific students, grow Pacific knowledge and awareness, and develop and maintain partnerships with Pacific communities and stakeholders.

An Indigenous Fijian from Keteira village, Moala Island, Lau Group, Jone is proud that Unitec is a leader in the BAT programme, the only Level 7 programme currently on the framework considering modern automotive technology. The course offers a staircase for Trades Level 3 (with high enrolments of Pacific students), creating an opportunity for students to pursue a Bachelor’s degree. Jone’s students are a mixed ethnic group of Pacific students, including New Zealand-born/raised Pacific islanders (NZPI) and international students from the Pacific Islands (PI) of Samoa, Tonga, Niue, Cook Islands, Tuvalu, and Tokelau, Fiji-I-taukei, PNG, and Vanuatu.

When Jone became a Pacific Champion in 2019, he focussed on the BAT automotive students, where he fulfilled this role by finding the resources to implement initiatives, supporting students in overcoming embedded cultural attitudes, and using creativity in his teaching and learning approaches. To his Pacific Champion role, he then added the Electrical Pre-Trade students who are mainly NZPI, under the Maori Pacific Trade Training scholarship. This group of students had been referred to him because Pacific students’ enrolment numbers were high, but their success rates were low. He now supports all enrolled Pacific students in both programmes, despite only teaching the BAT.

Jone leads by example by continuing to educate himself informally and formally. He has worked in the industry and studied beyond the Pacific. Since joining Unitec, he has gained a Master in Educational Leadership and Management, with his thesis topic based on *The cultural influences on retention of Pasifika students*. He has done further research, based on the initiatives he established to

contribute to Pacific students' success and retention, and presented at various Pacific symposiums. He attends meetings and sits on boards to ensure that Pacific students and communities are represented and considered in decision-making and represents Pacific staff in the Tertiary Education Union (Unitec Branch). He also supports the Unitec Pacific Centre's initiatives to enhance Pacific capability.

Although Jone started his Unitec career as an academic lecturer, he became a Curriculum Leader in 2010, Discipline Lead/Programme Coordinator in 2021, and Senior Lecturer in 2023. He supports staff development through Professional Development (PD) sessions and is responsible for curriculum development that satisfies industry, community, professional, and student needs. He ensured that the BAT Programme methodology was equitable for Pacific learners and encouraged non-PI staff to take PD on *Working with Pacific learners*. He also assisted the Academic Programme Manager (APM) in preparing the programme for internal and external audit monitoring and five-year reviews.

Jone reflects and evaluates after every lesson, end-of-topic assessment and programme review to inform future practice. He listens to his students and adapts practical activities. For example, one of his assessments on *Road Transport Guidelines* required a route risk analysis of moving a house from Unitec to Te Puke. While most students used GPS to gather data for their assessment, some travelled the route, which generated better results. When a student suggested taking a road trip to prove this finding, Jone organised a bus trip, making the field trip an authentic, equitable experience for all. This field trip continues to be part of this assessment, and the concept extended to other course assessments.

Jone believes in truly getting to know his students and appreciating what they bring as learners. He sees them as unique individuals, shaped by their various cultural protocols, traditions, and practices. When he noticed differences between his Tongan students, such as being unable to speak easily to each other, he learned they had varied class backgrounds and realised the culture of respect for a noble can make that student feel isolated from the commoner Tongans. As a result, he used the noble as a leader in group work. In the programme's assessment changes, he included group activities and talanoa (storytelling). As Unitec requires all to adhere to Te Noho Kotahitanga values, combining these with a Pacific-centric value of talanoa has worked well in his mainstream classroom. Jone says the meaning of talanoa is being able to speak and to be free of all tapu.

Jone's work with his Pacific students extends to building trust and rapport with their families and communities. In collaboration with the Unitec Pacific Centre he organises family evenings for Pacific students, staff, and their families, promoting mutual support and confidence. He also established a "bridging the gap" fono with the Trades staff and students, inviting two BAT alumni (PI and Non-PI) as guest speakers, with the aim of showing students the possibility of a higher degree and career pathways. Jone was guest speaker at Mahurangi College during their Pasifika evening in 2023, allowing him to encourage Pacific students to pursue higher education and to advertise Unitec as a possible tertiary pathway. Beyond his lecturer role, he created a village-style talanoa group for his BAT Pacific students in 2008 and later extended this idea, calling it the Bitesize Talanoa. The idea of this is based on time, kai, and learning; bitesized chunks that can be digested in a one-hour lunch session. This Pacific-centric initiative culminated in two research presentations at Te Pukenga Pacific Research Symposium at MIT in 2022 and 2023.

To enhance class retention and success, Jone makes sure his students have fun and he draws on his industry experiences, photographs, videos, and Zoom. His stories about



working for BP Oil SW Pacific and living in the SW Pacific resonate with his students, and they are encouraged to share their lived experiences and generate critical thinking. Jone motivates his students and instills good work habits by role modeling, giving them a sense of belonging and empowerment. He values his learners' unique perspectives and encourages them to use their experiences as sources of knowledge and inspiration. He also encourages students to base their industry projects on their countries.

“I deconstruct the deficit myths surrounding Pacific learners by working with the strengths they bring to the classroom and allowing them to embrace their own ways of doing and being.”



## Kaupapa Māori Award

**Tākuta Phil Borell**  
Ngāti Ranginui

Senior Lecturer  
Aotahi School of Māori  
and Indigenous Studies  
University of Canterbury

**“Ko te mea nui, kia kitea au e taku hapori, i roto tonu i taku hapori: Ko au tonu te tino taurira o te kanohi kitea (ā-tangata nei) ā-tāne Māori, ā-pūkenga mātauranga, ā-kaiārahi hākinakina hoki.”**

Kore rawa a Phil i whakaaro ka whakakotahitia ngā hao e rua o tōna ngākau, arā, ko te hākinakina me te ao Māori, hei tūranga mahi māna ki tetahi whare *wānanga*. *Waihoki*, e *whai* pānga ana āna mahi i te ao mātauranga ki etahi atu kaupapa o tōna anō ao. He Pūkenga Matua ia ki Aotahi ki Te Whare Wānanga o Waitaha, he kaitohutohu whutupōro rīki, he kaupakihi e whai ana i te mana taurite, he kaitakawaenga hauora, he kaihaka, he hoa tāne, ā, he pāpā hoki ia. Ko ngā mātāpono o te ao Māori ngā mea e *ārahi* ana i a ia i tēnā tūranga, i tēnā tūranga.

Neke atu i te haurua o ōna tau a Phil e whakaako ana, e mahi ana hoki i te UC, ā, e kawea ana ia i etahi kaupapa motuhake, arā, ko āna kaupapa rangahau me āna kaupapa kaingākau, ki Aotahi, ā, kua whāngaia hoki ēnei ki ngā Kura o te Toi, o te Ture me te Hauora. Mai anō i te tau 2011, ko tana takohanga kaupapa whakaako matua, ko tetahi akoranga e pā ana ki Te Tiriti me ngā tikanga āpiti e whā, he wāhi tērā o te tohu paetahi o te Kura Māori and Indigenous Studies me ngā kaupapa matua o te Sociology, o te Hītori me te Cultural Studies. Kua whakapūmautia taua kaupapa mā te katoa, ki te tohu Bachelor of Criminal Justice me te Bachelor of Social Work, ā, hei te tau 2025, ka whakapērātia hoki taua akoranga i raro i te kaupapa hākinakina hou o Te Ao Hākinakina Māori, nāna rā i whakatū mō te Bachelor of Sport. I te mea kua whakaturetia *tēnei kaupapa ako ki ngā tohu paetahi maha, nā te ngoikore o etahi ākongā ki ēnā mātauranga, kua toro atu a Phillip ki a rātou, ā, ka arotahi ia ki te whanaungatanga, ki te aroha me te ūkaipōtanga (wāhi āhuru) mō rātou ngā ākongā. Kua piki ake te tokomaha o ngā ākongā katoa e angitū ana, ā, kua whāiti haere te āputa i waenganui i ngā ākongā Māori me etahi atu, mai i te 14% i te tau 2018 ki te 4.8% i te rā nei.*

Hei tā Phil, ko tā te kaiwhakaako he whakatauiria *i ngā painga o te mātauranga ki ngā ākongā me tōna hapori mā roto i ngā āhuatanga o tōna anō oranga. Kei te whakatinana ia i āna anō tikanga o te aroha, o te manaakitanga, o te whakamana tāngata, me te ngākau pono i roto i te akomanga. Ko ia anō te whakatinanatanga o te kaupapa tuakana-teina i roto i āna mahi ia rā, ia rā. Kei te noho ia ki te taha rāwhiti o Ōtautahi, ā, he maha tonu ngā whānau Māori me ērā nō Te Moananui-a-Kiwa kei tērā wāhi, arā, he wāhi he tokoiti nei*

ngā ākongā e noho roa ana ki te kura, he nui te pōharatanga, me te maha noa o ngā momo hua kino e pā atu ana ki tērā pāpori. Mā te whakatūnga o tetahi tatau ki te mātauranga, mā tana tū tūturu, kei te whai ia kia whakatahuringia ake te kura tuatoru hei wāhi *āhurutanga mō te ahurea Māori*.

Ko ngā mahi whakaako ā Phil, he mea *ārahi* e te ao Māori, me te whakaaro me ngā tikanga Māori. Whakamahī ai ia i te pūrākau, ā, i tana kaupapa ako o Sport and Culture in Aotearoa, ka akiaki ia i ngā ākongā kia tūhura i ō rātou ake wheako kia whai māramatanga ai mō te hākinakina me ngā mahi tohutohu hākinakina. Mā konā ka kite rātou i te hononga i waenga i ā rātou ake pūrākau me ngā tuhituhinga *mātauranga*. Mā te pūrākau, ka whakapuaki atu a Phil i ngā tikanga whakaako hou (ahakoa nō mua noa atu), kia whakaaro anō ai rātou he pēhea nei tēnei mea te ako. E rua anō ngā kaupapa Māori matua e *ārahi* ana i a Phil i roto i āna mahi whakaako, arā, ko te manaakitanga me te kaitiakitanga. Nā tōna taera whakaako, nā tōna anō āhua ake, me tōna wairua manaaki, kua turakina noa ngā *ārai* e kaha kitea ana i waenga i te pūkenga whakaako me te ākongā. Kua whakawhiwhia ia ki te tohu Overall UCSA Lecturer of the Year (2021 me te 2022), te Lecturer of the Year Faculty of Arts (2022), te Lecturer of the Year College of Arts (2021) me te University of Canterbury Teaching Medal (2023), ā, kua tae ia ki ngā kōwhiringa whāiti *mō te huhua* noa o ngā tohu whakahirahira.

Ko Phil tetahi o ngā kaiwhakaako o te Tohu Paerua *mō te hōtaka o te Māori and Indigenous Leadership*, ā, e whakaakongia ana, e aromatawaitia ana hoki tēnei kaupapa mai i te tirohanga o te ao Māori. Ko tēnei tohu paetahi, i taketake ake mai i ngā āhuetanga o te wānanga, ā, he mea whakapakari i ngā pūkenga Māori ngaio ki ngā pūkenga, ki te mātauranga me ngā āhuetanga o te hunga *ārahi* i te ōhanga Māori. Ko tāna, he whakatū wānanga e pā ana ki ngā ariā o ngā Iwi Taketake mō te kaiārahi, mō ngā pūnaha whakawhiti me te mana motuhake o te Iwi Taketake; ā, he wānanga nāna anō i kōkiri e whakakotahi ana i ngā tikanga o te tukukauhau ā te pūkenga mātauranga, tae atu hoki ki ngā rukutanga hōhonu o ngā wānanga o te ao hou. Ka hāpai ia i te reo, i ngā tikanga me te mātauranga Māori i roto i āna mahi whakaako katoa, ā, ka whakaurua e ia he kupu me te whakaaro Māori ki roto i āna mahi whakaako, kia noho māori noa ai ēnei āhuetanga katoa o te Māori ki te ahurea auraki o Aotearoa. Ka whai ia i ngā tauira hauora *Māori i āna whakaakoranga mō te Bachelor of Sport Coaching*, pērā i Te Whare Tapawhā me Te Wheke, kia whai māramatanga ai ngā ākongā mō te toiora, mō te tohutohu hākinakina me ngā tikanga whakaute o te ao hākinakina; otirā, kia whakawhānuitia ake ēnei tauira e rātou, i runga anō i ō rātou ake kitenga, me ā rātou ake pūrākau.

Ka takoha ake a Phil i ōna mōhiotanga ki ngā tikanga me te mātauranga Māori ki te whare wānanga *whānui*, arā, ko te mea matua ko te akoranga o Te Tiriti, koia nei tetahi o ngā pou matua o te Bicultural Confidence and Competence kei roto i te Graduate Profile o te Whare Wānanga o Waitaha. He mea āta whakamahī aua kaupapa i te kaupapa Sport and Culture in Aotearoa/New Zealand, kāti, he tuku mōhiotanga ahurea hei tūāpapa tonu mō ngā tūranga hākinakina mō te hunga Kiwi. E toru tau ia e tū ana ki te Human Research Ethics Committee o Te Whare Wānanga o Waitaha, ā, ko ia anō te kanohi *Māori i runga i te Ngāi Tahu Consultation and Engagement Group* mō te tikanga Māori (2022–23). He ringa *ārahi* anō hoki a Phil i ngā hoamahī hou. Nāna hoki te ao hākinakina, te whakaaro Māori me te ao Māori i whakahuihui hei whakatū i te kaupapa Te Ao Hākinakina, he kaupapa matua ako hou e aronui ana ki te hākinakina Māori i te Kura Hauora. Hei te tau 2026, ka tū tetahi akoranga ki te taumata 300 e pā ana ki ngā tikanga Māori i te ao hākinakina, arā, he kaupapa Māori motuhake anō tērā i ngā akoranga hākinakina o te kura tuatoru.

Ki tua atu i Te Whare Wānanga o Waitaha, kua tonoa a Phil ki te tuku kauhau ki ngā Whare Wānanga o Toyo, o Rikkyo, o Sendai me Josai ki Nīpona, ā, ki etahi atu whare *wānanga* i Aotearoa nei. Ka rite tonu ngā tono ake kia kōrero ia ki ngā huihuinga hapori, ā, he kaitohutohu ia i Sport NZ, i Oranga Tamariki, i Te Manatū Whakahiato Ora, ā, ki te ao pāpāho hoki. Ko ia te heamana o Canterbury Rugby League, te heamana tuarua o mua hoki o te kapa haka o Te Pao a Tahu. E toro atu ana ngā tikanga whakaako ā Phil ki te hapori whānui. I te tau 2017, ka whakatū rātou ko tōna hoa wahine, arā, a Stephenie, ko Heperi Harris hoki i te Kutt Kollektive i runga i te whāinga kia hangaia ai he huarahi ki te oranga hauora *mō te Māori*. Ko ngā kaupapa o tēnei kāhui, ko tetahi whare *hākinakina mō ngā whānau rawa iti o te taha rāwhiti o Ōtautahi*; he wānanga mā ngā rangatahi mō te kaiārahitanga me te hauora *mā te whakamahi ā-tauira Māori nei; me te tuku pūtea mā ngā kapa hākinakina o te hapori tata. Whakaako hoki ai ia i te whutupōro rīki, ā, ko ōna tūtakitakinga ki ngā kaihākinakina Māori, he mea whakamōhio i āna mahi* akoako. Nō nā tata nei, ka whakahaere ia i tetahi wānanga e kīia ana ko Tama Tū – Hapori Ora, ā, he mea tautoko nā MSD; ā, ka whakamahia ai ko ngā mātāpono *Māori ki tetahi wāhi Māori, hei whakahuihui i ngā kaitākaro rīki*, ki te kaupare atu hoki i ngā pōhēhē kino e pā ana ki ngā tāne Māori me ērā o Te Moananui-a-Kiwa i te ao hākinakina. E hāngai pū ana ki te tikanga o ‘ako’, ko ia tonu tēnā te kaiako, me te ākongā anō hoki.

“E kore e tāea te whakahē i te tino painga ki a ngāi Māori o tōna kite me tōna rongo i te aroha, i te manaakitanga, i te whakamananga tāngata, i te ngākau pono hoki, i roto rā i te ao mātauranga me te ao hākinakina.”



## Kaupapa Māori Award

**Dr Phil Borell**

Ngāti Ranginui

Senior Lecturer  
Aotahi School of Māori  
and Indigenous Studies  
University of Canterbury

**“A large part of my influence is simply being visible in and to my community: I exemplify the importance of kanohi kitea (being seen in-person) as a tāne Māori, an academic, and a sporting leader.”**

Phil never imagined that his professional life would coalesce at a university around two of the biggest drivers in his life – sport and te ao Māori. Not only that, but his academic pursuits overlap with the other aspects of his life. As well as being a Senior Lecturer in the University of Canterbury’s Aotahi School of Māori and Indigenous Studies, he is a rugby league coach, an equity-focused small business owner and hauora navigator, a kaihaka, a husband, and a pāpā. He is guided by kaupapa Māori principles in each of these roles.

Having studied and worked at UC for more than half his life, Phil brings a unique set of research and personal interests to Aotahi and incorporates these into his teaching through the Faculties of Arts, Law, and Health. His main contribution, taught since 2011, is a course on Te Tiriti with four co-codes, contributing to the degree in Māori and Indigenous Studies and to majors in Sociology, History, and Cultural Studies. The course is compulsory for the Bachelor of Criminal Justice and the Bachelor of Social Work and, in 2025, will be a core paper in the new Te Ao Hākinakina Māori sports major which he developed for the Bachelor of Sport. Because this course is compulsory for several degrees, Phil has to reach out to less motivated students through a teaching pedagogy focused on whanaungatanga, aroha, engagement, and a sense of ūkaipō (safe spaces) for ākongā. Pass rates for all students have increased, and the equity gap for ākongā Māori has narrowed from 14% in 2018 to 4.8% today.

Phil believes his role as a teacher is to demonstrate educational potential both for students and for his community through the example of his own life. In class, he lives his own personal values of aroha and manaakitanga (care and support), whakamana tāngata (empowering people), and ngākau pono (loyalty and integrity). He also embodies the concept of tuakana-teina (role-modelling) in his day-to-day life. He lives in the east side of Christchurch, which has a high proportion of Māori and Pasifika families, lower levels of educational retention, greater poverty, and a myriad of other negative social outcomes. By providing a gateway to education merely by being tūturu (true to himself) he aims to transform the tertiary setting into a culturally safe space.

Phil's teaching practice is driven by te ao Māori, whakaaro Māori and tikanga Māori. He uses pūrākau (oral traditions/storytelling) and, in his Sport and Culture in Aotearoa paper, encourages students to draw upon their own experiences to shape their understanding of sport and sport coaching practice. This requires them to recognise the synergy between personal pūrākau and academic literature. Through pūrākau, Phil introduces his students to new (though centuries-old) ways of learning and re-evaluating how we learn. Two further key elements of kaupapa Māori that influence Phil's teaching practice are manaakitanga and kaitiakitanga (guardianship). His teaching style, personality, and approachability have enabled him to break down barriers that often exist between lecturer and student. He has been awarded Overall UCSA Lecturer of the Year (2021 and 2022), Lecturer of the Year Faculty of Arts (2022), Lecturer of the Year College of Arts (2021) and the University of Canterbury Teaching Medal (2023), as well as being a finalist for many other awards.

Phil teaches in the Master of Māori and Indigenous Leadership (MMIL) programme, which teaches and assesses entirely through a kaupapa Māori lens. This degree is a wānanga-based programme that equips mid-career Māori professionals with the skills, knowledge, and attributes they need to take on leadership roles within the Māori economy. He teaches wānanga on Indigenous theories of leadership, Indigenous systems change and mana motuhake (collective autonomy and self-determination), a wānanga he personally developed which combines traditional academic lecture-style teaching with the deep-dive components of modern wānanga. He draws on te reo, tikanga and mātauranga Māori across his teaching practices and incorporates kupu and whakaaro Māori into his teaching as his part in normalising all things Māori in mainstream New Zealand culture. In the Bachelor of Sport Coaching, he draws on Māori models of health, such as Te Whare Tapa Whā and Te Wheke, to give students a framework through which to understand wellbeing, coaching and sportsmanship and extend these models based on their own insights and pūrākau.

Phil contributes his knowledge of tikanga and mātauranga across campus, most notably through teaching the Te Tiriti course, which is a vital component of the Bicultural Confidence and Competence (BCC) pillar of UC's Graduate Profile. A more niche utilisation of this occurs in the course Sport and Culture in Aotearoa/New Zealand, which offers cultural awareness that is essential to professional Kiwi sporting careers. He has been a member of UC's Human Research Ethics Committee for three years and was the Ngāi Tahu Consultation and Engagement Group Māori consultant for Māori ethics (2022–23). Phil also mentors junior colleagues. He wove together the partnering of sport, whakaaro Māori, and te ao Māori in the development of Te Ao Hākinakina, a new major focused on Māori sport in the Faculty of Health. From 2026, it will also feature a new built-for-purpose 300-level course in Māori sporting practices which will provide a uniquely Māori approach to tertiary sport education.

Beyond UC, Phil has been invited to deliver guest lectures at Toyo, Rikkyo, Sendai and Josai Universities in Japan, and other universities in New Zealand. He is regularly invited to speak at community events, has acted as a consultant for Sport NZ, Oranga Tamariki and the Ministry of Social Development, and is consulted by the news media. He is the chairperson for Canterbury Rugby League and former deputy-chair for Te Pao a Tahu kapa haka. The ethos of Phil's teaching extends into the community. In 2017, with his wife Stephenie and Heperi Harris, he founded The Kutt Collective with the aim of offering hauora solutions for Māori. It's projects include a whānau-friendly community gym for the under-served residents of Christchurch's eastern suburbs, facilitation of leadership

and wellbeing wānanga for rangatahi using kaupapa Māori models, and sponsorship of local sporting teams. He also coaches rugby league and his interactions with young Māori athletes feed back into his teaching. He recently facilitated the MSD-funded Tama Tū – Hapori Ora wānanga in which kaupapa Māori principles and a Māori space were used to bring together rugby league players and challenge the negative stereotypes of Māori and Pasifika men in the sport. True to the concept of ‘ako’, he is both the teacher and the student in all cases.

“It is inarguable that it is beneficial for Māori to see and experience aroha, manaakitanga, whakamana tāngata, and ngākau pono within academic and sporting spaces.”



## Kaupapa Māori Award

### Ahorangi Tūhono Kelli Te Maihāroa

Waitaha, Ngāti Rārua Ātiawa  
Taranaki, Ngāti Maniapoto

Te Kura Matatini ki Otago

**“E arahina ana āku mahi whakaako e te mana Māori, kia huri rawa rā te pūnaha whakahaere, kia hua mai ai hoki ngā putanga taurite.”**

Hei tā Kelli, he hōnore nui āna mahi huhua hei kaiako. Mai i te tūranga kaiako tae atu ki tērā o te kaitohutohu mō te mahi ako, mai i te tūranga kaiwhakangungu kaiako hou ki tērā o te kaitohu rautaki i Te Tāhuhu o te Mātauranga – ko tāna, he waihanga i ngā ara hou kia puāwai ai ngā ākonga Māori. Hei tāna anō, he hua ia nō te māia me te mātātoa o ōna tīpuna, ā, ko te mana Māori te tūāpapa o āna mahi whakaako kia puāwai rawa ai ngā kākano i ruia mai i Rangīātea. Koiane ngā pou o tōna whare whakaako e hāpai ana i ngā ākonga, e whakatutuki ana i ngā wawata o Ngāi Māori mā te whakamarumarutanga o ngā tikanga o te Iwi Taketake me te whakatairangatanga o ngā mahi e turaki ana i ngā mahi tāmi ā tauwi.

E ai ki tēnei mokopuna ā Te Maihāroa, arā, o te tohuka, o te poropiti whakamutunga o Te Waipounamu, he whāinga nui te mātauranga ki a rātou ko tōna whānau i tēnei ao hurihuri. I huri ōna tīpuna mai i te tūranga poropiti ki tērā o te kaikohikohi rīwai, ā, i te reanga kotahi anake, ka manenetia rātou, ka tāhaengia hoki ō rātou whenua. Nā tō rātou māia ki te whakaora i a rātou anō, e ū tonu ana ngā mōrehu i ngā pēhitanga ā tauwi. Nā ō rātou whakapaunga kaha, ka whakatipuria ia ki te takiwā o Wānaka, ka kuraina ki ngā kura pai. Ko Kelli te tuatahi o tōna whānau ki te whiwhi i te tohu paetahi, i te tohu paerua me te tohu kairangi. He wahine pukumahi ia, pērā i ōna tīpuna. Ka whai tamariki ia i a ia e rangatahi tonu ana, ka pakeke ia, kātahi ka whaiwhai i te mātauranga, ā, kei te whakatipu rāua ko tōna hoa i ā rāua tamatāne tokorima, ā, he heamana takirua ia o ngā huihuinga mō te rongomau ki rāwāhi.

I te tau 2010, nā Kelli te kaupapa o Māori Mentoring i whakatū ki ngā kura tuarua o Ōtepoti hei tautoko i ngā ākonga Māori o ngā Tau 9 me te Tau 10 kāre rawa e āta eke ana ki ngā taumata e tika ana mō rātou. Kua whakatakotoria ngā painga o tetahi atu o āna kaupapa e hāpai ana i te hiranga o te reo Māori i Ōtepoti, ki tāna tuinga roa mō tōna paerua, arā, ki *Day Te Reo School Excellence*. Nā rāua ko tetahi hoamahi te akoranga whakapūmau tikanga, arā, a Te Weu 101: Ko Wai Au i whakahoahoa i raro i tana tūranga hei kaiwhakaako i te whare wānanga. Ko te mahi ā ngā kaiako hou, he waihanga i tetahi taonga kia mārama ai rātou ki te hiranga o tēnei mea te ahurea ki ngā ākonga. I raro i tana tūranga hei Māori Learning Advisor ki Te Kura Matatini o Taranaki, ka waihanga ia i te Māori Learner Handbook, arā,



he puka ārahi tērā e tautoko ana i ngā kaimahi ki te hāpai i ngā tikanga i roto i ngā mahi ako me ngā whakapōtaetanga Māori.

I te tau 2018, ka whakatūria ia ki ngā tūranga whakahaere hou e rua ki Te Kura Matatini ki Otago, arā, ko te Tumuaki: Rakahau Māori me te Tumuaki Kaihautū: Te Kāhui Whetū, i mua i tōna whakawhiwhinga ki te tūranga Kaihautū mō te wā kikī i te mutunga o te tau 2020. I raro i ēnei tūranga, ka whakatūria e ia ngā rangahau e pā ana ki te mōhio o te whakahaere whānui ki ngā tikanga, e arotahi ana hoki ki ngā putanga taurite mō ngāi Māori. Nāna anō te rautaki mahi o Te Rautaki Rakahau Māori i whakawhanake, i whakatū hoki, hei whakaū i ngā rangahau Māori ki roto i ngā mahi katoa o Te Kura Matatini ki Otago. I raro i te mana o te Tari o te Kaitohutohu me te iwi kāinga, nāna ngā huihuinga rangahau Māori i whakatū hei whāngai i ngā kōrero e pā ana ki ngā tikanga Māori ki ngā rangahau katoa huri noa i te kura. I te tau 2018, ka tāpaea hoki aua kōrero ki ngā rangahau katoa ā ngā ākonga, ā, he tuatahitanga tērā.

Nā Kelli te pae tukutuku o KTO Kaupapa Māori Moodle i whakahoahoa hei tautoko i ngā ākonga me ngā kaimahi e whaiwhai ana i te mahi rangahau. Hei reira ka tūhura, ka whakapakari hoki ngā ākonga me ngā kaimahi i tō rātou māramatanga ki ngā mātāpono me ngā pātuinga i raro i Te Tiriti o Waitangi, waihoki ki ngā take e whai pānga ana ki a Ngāi Māori, pērā i te mātauranga, i te mana whakahaere, i te whakapapa me te huahuatanga. Nāna te rōpū whakahaere o te Māori Research Symposia ki Te Kura Matatini ki Otago i whakahaere i raro i tana tūranga hei Tumuaki: Rakahau Māori (i te tau 2018) me te hui Kaitiakitaka i tū i te tau 2020. Kei te takiwā o te 120 ngā kairangahau Māori i tae atu ki aua hui.

He nui anō ngā mahi a Kelli mō te kaupapa o Capable NZ ki Te Kura Matatini ki Otago, pērā i tētahi kaupapa ā-ipurangi e whakamana ana, e whakawhānui ana i te mātauranga o te ākonga mā tetahi ara tere ki te whakatutukinga o ngā tohu mātauranga, mai i te tohu paetahi ki te tohu kairangi. I te tau 2020, nā tetahi o ngā arotake ā Capable NZ ngā taupā nō roto tonu i te pūnaha mātauranga i tautohu. E tino whakaū ana aua āhuetanga i ngā putanga taurite kore mā ngā ākonga huri noa i te kura, ā, ko ngā ākonga Māori tetahi hauwhā o tērā hunga. I te tau 2021, ka tahuri ngā kaiwhakahaere o Capable NZ ki te whai i te tauira o ngā pātuinga i raro i Te Tiriti. Ka arotahi rātou ki te kounga o ngā akoranga, o ngā kaiwhakaako me ngā rangahau me te whakawhanaketanga ake o ngā tikanga o te auahatanga, o te manaakitanga me te pono. Nā Kelli te rōpū o Capable Māori i ārahi, arā, he kaupapa ako tērā e whakaea ana i ngā hiahia o te Māori, e aro nui ana ki te tangata, ā, he ngāwari anō ngā whakahaere ā-tuihono mā te pakeke. He kaupapa hoki tērā e whakapuare ana i te tatau ki te ao mātauranga me ngā tohu paerua, ā, i raro i te kaupapa o Capable Māori ka piki ake anō te nui o te hunga i eke ki te pae o angitū ki tua atu i te 96% tāngata i eke ki taua taumata, i mua noa ake i te horapatanga o te mate urutā.

Nā runga i ngā urupare ā ngā ākonga, ka whakatū a Kelli rātou ko etahi atu i tetahi wānanga tuhituhi ki te marae hei tautoko i ngā mahi ā ngā ākonga kia tutuki pai ai ā rātou mahi. Kua āta whakatōkia ngā noho marae ki ngā mahi ā ngā kāhui ako ināianehei hei manaaki, hei hāpai hoki i ngā akoranga o ngā ākonga, ā, he tokomaha atu i te 25 rātou. Nā runga i ngā hua o ngā tūmomo hononga ki ngā iwi me ngā pakihī Māori, kua whakapūmautia te tū o Capable Māori ki te ao pakihī, waihoki, kua whai tauira etahi atu kia eke hoki ā rātou mahi ki ngā taumata tiketike.

Nō te tīmatanga o te noho taratahi i te tau 2020, ā, nō te whakakorenga o ngā huihuinga ā-tinana, ka kuhu mai te kāhui nui rawa o ngā ākonga nō Ngāi Tahu ki te kaupapa o Capable Māori. Nā Kelli tetahi pae tukutuku Moodle i whakatū, he mea whakawai tāngata. Kei te reo

Māori te tahua takaiho, he ngāwari, he mārama hoki ngā rauemi hei whai mā ngā ākonga e noho ana ki te kāinga. I tutuki ēnei mahi i raro i te kaupapa Māori, ā, ināianei, kua tū tetahi pae tukutuku Moodle motuhake mā ia kāhui ako, kia whai ai rātou i ngā rauemi Māori, pērā i te Capable Māori Manual, i te noho marae me ngā pānui whakatairanga hei tautoko i te rapunga mai me te rēhitanga o ngā ākonga mō Capable Māori. Nā ēnei tū kaupapa, ka tohua a Kelli e ōna hoamahi, ka whakawhiwhia hoki ia ki te Implementation of Māori Strategic Frame Work Staff Award 2020. I raro i tana tūranga hei kaiaromatawai o Capable NZ, kei te ārahi a Kelli i ngā tukanga aromatawai mā te kāhui ako o Capable Māori, kei te whakangungu i ngā kaiaromatawai, kei te kuhu atu hoki ia ki ngā aromatawai kaupapa Māori mō ngā ākonga e whai ana i ō rātou tohu mātauranga ki ngā taumata o raro iho, o runga ake hoki i te tohu paetahi. Ki a ia anō, he mea nui ngā tikanga ako o te tuakana/teina, kia āhei ai ngā ākonga Māori me ērā nō ngā Iwi Taketake ki te eke ki ngā taumata tiketike i te whare wānanga.

E pūmau ana a Kelli ki te mana o te Māori mā ngā rangahau whai-taunaki e pā ana ki ngā kaupapa Māori me te whakapikinga ake o te reo me te mātauranga Māori. Nā āna rangahau nunui, kua whakaputaina ngā pukapuka pērā i a *Ka Puananī o Te Reo as an Effective Means of Te Reo me Ōna Tikanga Enrichment from the Perspective of Tamariki and Whānau* (2012), i a *Optimal Learning Conditions for Master and Doctor of Professional Practice for Māori Learners* (2021), i a *Ko te mouri o te mahi, te mouri o te ora* (2021) hoki. Nāna tētahi wāhanga o *Unleashing potential – legitimising Māori talent through Capable Māori* (2022) i tuhituhi, ā, i mahitahi ia ki etahi atu ki te whakaputa i ngā pukapuka nei a *Mapping Transformational Change* (2019) me *Communities of Practice for Independent Learning Practitioners at Capable NZ, Otago Polytechnic* (2020). Nāna hoki te ētītanga o *Our Sacred Māori Voices* (2022), o *Indigenous Autoethnography: illuminating Māori voices* (2023) me *Māori and Pacific Models of Praxis* (e tāia tonutia ana) i ārahi. Ka whiriwhiringia a Kelli ki te tohu o te Outstanding Indigenous Scholar nā te hiranga o tōna mātauranga me āna takohanga rangahau ki te rangahau ā-Iwi Taketake me ōna hononga ā-hapori, i ngā tohu Indigenous Inquiry Circle Research ki te 20th International Congress of Qualitative Inquiry Conference 2024. Kei a ia te tūranga o te Co-General Secretariate Asia Pacific Peace Research Association (2022–2026) me tērā o te Heamana Takirua o te International Peace Research Association 2024–25.

“Me whakapiki ake te tokomaha o te hunga Māori me ērā o ngā Iwi Taketake ki roto i te ao mātauranga teitei huri noa i te motu me te ao, kia ahu whakamua ai ngā wawata e pā ana ki te hauora me te whanaketanga o ngā reanga Iwi Taketake.”



## Kaupapa Māori Award

### Associate Professor Kelli Te Maihāroa

Waitaha, Ngāti Rarua Ātiawa  
Taranaki, Ngāti Maniapoto

Associate Professor  
Otago Polytechnic

### **“Mana Māori guides my educational practice to create systemic change for equitable outcomes.”**

Kelli considers it an honour to hold a variety of Māori roles as an educator. From kaiako to learning adviser, initial teacher educator to strategic adviser for the Ministry of Education, she creates opportunities for ākonga Māori to flourish. She describes herself as a product of tīpuna resilience and resistance, her educational practice is underpinned and guided by Mana Māori, the unlimited potential of Māori. This framework serves ākonga and the aspirations of Ngāi Māori through the protection of indigeneity and promotion of decolonial practices.

As a mokopuna of Te Maihāroa, the last tohuka (tohunga) and prophet of Te Waipounamu, Kelli says being a learned person in this ever-changing world is an important aspiration for her and her whānau. Her tīpuna went from prophet to potato pickers, dispossessed and dislocated from their stolen whenua within one generation. Turning to survival mode ensured that her whakapapa continued, as mōrehu, survivors of colonisation. It is because of their sacrifices, she was able to be raised in rural Wānaka, with access to a good education. Kelli is the first of her whānau to gain a university degree, a master’s qualification and a doctorate. She carries the strong work ethic of her tīpuna, from being a teenage mother, to an adult student, to co-parenting five sons and being co-chair of international peace conferences.

In 2010 Kelli initiated the Māori Mentoring programme for Dunedin Secondary Schools, an effective intervention for Year 9 and 10 Māori learners ‘at risk’ of not meeting their potential. Her master’s thesis One Day Te Reo School Excellence documented the success of another local initiative designed to nurture and accelerate te reo Māori excellence in Ōtepoti. As a University Lecturer, she co-designed the culturally affirming Te Weu 101: Ko Wai Au paper which required initial trainee teachers to create a cultural artefact and realise the importance of culturally located learners. As the Māori Learning Adviser for Western Institute of Technology, she designed the Māori Learner Handbook, a guide to support culturally responsive practices, including Māori pre-graduation celebrations.

In 2018 she was appointed to two newly created directorship roles at the Otago Polytechnic (OP) - Tumuaki: Rakahau Māori/ Director: Māori Research and Tumuaki Kaihautū: Te Kāhui Whetū/ Director: Capable Māori – before moving fulltime into the Kaihautū role at the end of 2020. These

roles provided the opportunity to build institutional-wide research cultural capabilities focused on equitable outcomes for Māori. Here, she led the development and deployment of Te Rautaki Rakahau Māori/ Māori Research Strategy, a new vocational strategy which embedded Māori research across OP. On behalf of the Office of the Kaitohutohu (KTO) and mana whenua, she provided Māori research consultations which provided cultural advice and guidance on all research institution-wide, including, for the first time in 2018, all ākonga research.

Kelli designed the KTO Kaupapa Māori Moodle site to support ākonga and kaimahi undertaking research. This online site invites ākonga and kaimahi to explore and develop a deeper understanding of Te Tiriti o Waitangi principles and partnerships, and issues affecting Ngāi Māori, such as knowledge, power, race and privilege. As Māori Research Director, she led the host team for the OP's biennial Māori Research Symposia Mauri Ora (2018), and Kaitiakitaka (2020), each attracting around 120 ākonga Māori researchers. Kelli has made a substantial contribution to OP's Capable NZ, offering online degrees which validate and extend ākonga knowledge in a fast-track pathway towards a formal qualification, ranging from degree to doctorate. In a 2020 strategic review, Capable NZ identified systemic barriers which led to pronounced inequitable learner outcomes across the institution, where ākonga Māori made up around 25%. In 2021, the Capable NZ leadership structure changed to adopt a Te Tiriti co-partnership model, focused on delivering a world-class quality learning, teaching and research unit and developing a culture that was innovative, caring, and accountable. Kelli led the development of the Capable Māori Team which supports a culturally responsive, Māori-centric, personalised learning programme, delivered flexibly to suit mature online learners. Capable Māori's pre-pandemic success rate of 96%, opens the pathway towards higher learning and postgraduate studies.

Responding to learner feedback, Kelli co-developed an intensive noho marae writing retreat wānanga as an initiative to support learner engagement and success. Noho marae have been strategically embedded within the last few cohorts, providing a culturally responsive learning environment for over 25 learners. The lessons gained from these partnerships with iwi and Māori-based businesses have positioned Capable Māori well for future business partnerships and provided a potential model of excellence.

Capable Māori started its largest Ngāi Tahu cohort at the start of lockdown 2020, which prevented in-person wānanga opportunities. Kelli developed an engaging online Moodle site, with te reo Māori dropdown tabs, accessible and meaningful resources for now home-based ākonga. This kaupapa Māori-led practice now includes a bespoke Moodle site for each cohort, providing culturally relevant Māori-specific resources, such as the Capable Māori Manual, noho marae and Capable Māori marketing pānui to support recruitment and enrolment processes. Such initiatives resulted in her peer nomination for, and receipt of, the OP Implementation of Māori Strategic Framework Staff Award 2020. As a Capable NZ assessor, Kelli leads Capable Māori cohort assessment processes, including assessor training, and participates in kaupapa Māori undergraduate and postgraduate assessments. She sees mentoring as an important tuakana/teina aspect of her practice, enabling Māori and Indigenous scholars to succeed in higher tertiary education.

To uphold the mana of Māori, Kelli is committed to building evidence-based research on kaupapa Māori initiatives and contributing to the advancement of te reo and mātauranga Māori. Her extensive research has resulted in publications such as Ka Puananī o Te Reo as an Effective Means of Te Reo me Ōna Tikanga Enrichment from the Perspective of

Tamariki and Whānau (2012), Optimal Learning Conditions for Master and Doctor of Professional Practice for Māori Learners (2021) and Ko te mouri o te mahi, te mouri o te ora (2021). She wrote a book chapter for Unleashing potential – legitimising Māori talent through Capable Māori (2022) and worked collaboratively on Mapping Transformational Change (2019) and Communities of Practice for Independent Learning Practitioners at Capable NZ, Otago Polytechnic (2020). She was the lead co-editor for Our Sacred Māori Voices (2022); Indigenous Autoethnography: illuminating Māori voices (2023), and Māori and Pacific Models of Praxis (in press). Kelli was selected as the Outstanding Indigenous Scholar for her outstanding scholarship and contributions to Indigenous research and community relationships at the Indigenous Inquiry Circles Research awards for the 20th International Congress of Qualitative Inquiry Conference 2024. She is the current Co-General Secretariate Asia Pacific Peace Research Association (2022-2026) and Co-Chair for the International Peace Research Association 2024-25.

*“Increasing Māori and Indigenous representation within the academy, nationally and across the globe, is important to advance intergenerational visions of wellbeing and advancement for Indigenous people.”*

## The story behind the korowai – Rauaroha

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The korowai – Rauaroha – is a chiefly garment that recognises the mana of the Educator of the Year, as part of the annual Te Whatu Kairangi awards ceremony. New recipients have the honour of being photographed wearing it at the ceremony, but it remains in the care of its guardian, Ako Aotearoa after the awards. However, recipients may request its use for formal occasions during the year. Meanwhile a taonga pounamu is bestowed on the new recipients of the Educator of the Year which they get to keep.

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 the Te Whatu Kairangi Awards.





Te Whatu Kairangi Awards administered by



Nā āheitanga ā-mātauranga,  
ko angitū ā-ākonga  
Building educational capability  
for learner success