



MANU AO
Academy



*A National Inter-University Māori Academy for
Academic and Professional Advancement*

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Manu Rere



2011 Te Amorangi National Māori Academic Recipients

Te Amorangi National Māori Academic Awards

On Friday the 29th of April, the ninth annual Te Amorangi National Māori Academic Awards were held at Turangawaewae Marae, Ngaruawahia. MANU AO Regional Chapter Coordinators Maria Huata, Darrell Ihaia and Malcolm Mulholland were in attendance, as was Project Manager Rawiri Tinirau. Members of Te Kāhui Amokura were also present, including Professor Sir Mason Durie, Professors Linda Smith and Piri Sciascia, Associate Professor Pare Keiha, Jim Peters and Darryn Russell.

The Te Amorangi National Māori Academic Awards is an annual event that acknowledges Māori PhD graduates across the country. Since its inception in 2002 the number of recipients total 239 to date. The awards were instituted in the time when Emeritus Professor Tamati Reedy was instated as Pro Vice Chancellor Māori at Waikato University.

A lifetime achievement award is also presented every year to acknowledge people who have made a significant contribution within the Waikato region. This year the award was given to Bentham Ohia.

MANU AO has provided sponsorship towards the event for the last two years, and continues to be proudly associated with the Awards that celebrate Māori success and wish each and every Doctor acknowledged all the best with their future career.

APRIL 2011

Nau mai haere mai ki a *Manu Rere* te karere rorohiko o MANU AO mō tēnei marama.

The E-Newsletter is designed to keep people up to date and in touch with current initiatives assisting Māori Academics and professionals in their leadership development.

Every month MANU AO will profile the latest seminar reviews and also keep you informed on what is happening in each of the University Chapters as well as other associated events. We welcome all your feedback and if you have any pānui you would like to be shared through the MANU AO network please let us know.

Tihei Mauri Ora!

For the month of April, Tihei Mauri Ora, featured King Tuheitia about thinking globally to achieve locally. Whina Cooper was about seeking the quest for power to gain power over ourselves to be a dominant force and Dr Apirana Mahuika was about steering clear of people who try and belittle your ambitions, aim to be great.

Please go to the MANU AO website to access these motivators and more.

If you would like to receive Tihei Mauri Ora! – Monday Motivational email, please contact Taniya Ward at T.M.Ward@massey.ac.nz to be put onto the mailing list or visit our website on www.manu-ao.ac.nz

Weekly Seminar Reviews

Education was the themed topic for the month of April, which Professor Wally Penetito started with “An education that looks, sounds and feels Māori”. Professor Graham Smith concluded the month with a workshop on “Transforming education: Māori struggle for higher education”.



Prof. Wally Penetito – 6 Apr [*An education that looks, sounds and feels Māori*](#)

Professor Penetito shared his views on the education system, and its impact on Māori. From 1867-1980, education was ‘about’ Māori, based on attempts to colonise, acculturalise, and marginalise Māori, which influenced the way Māori perceived and valued the education system. Systematic approaches through education led to a diminution of the Māori psyche and resulted in distortions of Māori identity. From 1980-2010, the focus shifted to education that is ‘in’ Māori, with the advent of kōhanga reo and kura kaupapa Māori in particular as an alternative system of schooling, and as a dual strategy of resurrecting whānau and revitalising te reo Māori.

Reflecting on the last three decades, and looking forward, an education ‘to be’ Māori is now required. Professor Penetito argues that education that supports us ‘to be’ Māori must be self-determining and accountable to whānau, hapū and iwi. It must also help to transform mainstream and encompass a place-based ethic.



A/Prof. Huia Jahnke – 13 April [*Video: Primary Education*](#)

Associate Professor Tomlins-Jahnke focused on developments that have occurred within an iwi context to help raise education achievement. The Ngāti Kahungunu Cultural Standards Project aims to incorporate Ngāti Kahungunu culture, history and language in mainstream centres and primary schools in the iwi rohe, and links directly to iwi strategies for te reo, education, research and cultural identity, as well as national curricula and education policies.

Benchmarks for cultural standards in Ngāti Kahungunu centres and schools include culturally and pedagogically competent teachers, access and transmission of selected tribal knowledge, and active usage of distinctive tribal dialects. Examples of cultural standards developed by Mohaka School and Greytown Kindergarten, and how these standards are imbedded into their planning and practice, were presented. Dr Tomlins-Jahnke challenges us to consider teacher competencies for Māori, and the role that iwi might play in initial teacher education provision.

2011 Upcoming Seminars **(at all University BRCCS sites)**

Wed 4 May 12noon- 1pm	Patricia Grace <i>Living our stories</i>
Wed 11 May 12noon- 1pm	Dr Kathie Irwin <i>Whānau Research</i>
Wed 18 May 12noon- 1pm	Matanuku Mahuika <i>The marine and coastal area (Takutaimoana) Act 2010: Where to from here?</i>
Wed 25 May 12noon- 1pm	Derek Fox <i>Māori Media</i>

Upcoming presenters

Dr Colin Knox - AUT
Dr Mere Kēpa - AUT
Dr Maria Bargh – VUW
Willie Te Aho - UoW
Naida Glavish - AUT
Wharehuia Milroy - UoW
Awanui Black - UoC
Nin Tomas - VUW
Matiu Dickson - VUW
Carwyn Jones - VUW
Tai Ahu - VUW
Amanda Black - LU
Dr John Pirker - UoC
Dr Paul Whitinui - UoC

Links

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Dr Mere Berryman – 20 April

[Video: Te Kotahitanga – A culturally responsive model for teacher professional development](#)

Dr Berryman presented some of the outcomes of the Te Kotahitanga project, the aim of which is to improve Māori students' educational achievement.

Through discussions with Māori students, whānau, teachers and principals, an effective teaching profile has been debated and developed, based on cultural appropriateness and responsiveness to the needs of Māori students. Supporting teachers to implement a pedagogy of relations, as part of an in-school professional development cycle, was also examined, including the value of co-construction meetings, focused on teacher agency and the implementation of an effective teaching profile.

For reform to be sustained within the education system, Dr Berryman argues that new structures are required within schools, and leadership that is responsive to Māori needs, and is proactive, must also be developed and nurtured. The importance of cultural identity for Māori students, as well as recognising and implementing Māori values and practices in education, was also emphasised.



Professor Graham Smith – 27 April

[Video: Transforming education - Māori struggle for higher education](#)

Professor Graham Smith concluded the month on Education and argued that there is a need for renewal in respect of educational strategies that are aimed at intervening in continued high and disproportionate levels of Māori educational under-development. One of the key strategies of the Māori education revolution was the

regeneration of cultural power within the whānau, where a major change in thinking occurred: Māori became proactive, and assumed responsibility to make changes for themselves. The Kōhanga Reo movement was the vehicle that facilitated that revolution. Professor Smith proposes that there is a need for renewal and further innovation, and to build on the successful elements of this Māori education revolution, within the emerging spaces of the post-Treaty settlement era. Other key strategies discussed included more fully understanding transformation; understanding new formations of indigenous colonisation; validating indigenous ways of knowing; developing critical understandings; and growing transforming intellectuals. Given that a Treaty settlement is a beginning and not an ending, Professor Smith encourages all New Zealanders to contemplate how we move forward and reconfigure a new citizenship and future in the post-Treaty settlement environment.

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