

Te Whaihanga

To better prepare built environment professionals to work and engage with Māori



“There is a pressing need for built environment professionals to become more culturally competent to work alongside Māori communities to ensure that Māori cultural identities can be fully expressed in the built environment.”



Image courtesy 'Design Tribe'

Project overview

The vision for this project is to ensure that future generations of planners, architects, engineers and landscape architects, both Māori and non-Māori, are better prepared to work with Māori professionals, iwi representatives and Community Economic Development and Papakāinga Developers in their day-to-day work and assist professionals to build and sustain positive working relationships with Mana Whenua.

Key to this work is understanding what knowledge Māori consider vital for built environment professionals to understand.

There is currently a dearth of discipline-specific material available to help prepare built environment professionals to work with Māori. (8.5% of the 25,000 graduates annually represent this discipline).

Through action research, the project has developed a comprehensive range of evidence-based resources – online videos and supporting material – for teaching and learning in the planning, architecture, engineering and landscape architecture disciplines.

Due to complete: December 2018

Kaupapa Māori principles underpinning this work:

Whakapapa: Whakapapa (genealogy) traces human ancestry back to the beginning of the universe and links humans to all other living things including the earth and the sky.

Mana whenua: The term Mana Whenua refers to the close association and authority an iwi or hapū has over their tribal territory.

Kaitiakitanga: Mana Whenua have a cultural responsibility to protect their landscapes. This responsibility is called kaitiakitanga. Mana Whenua maintain the responsibility of kaitiakitanga even if they do not 'own' the land.

Rangatiratanga: Rangatiratanga has been described as chieftainship, self-determination, Māori sovereignty, Māori self-management and, or Māori authority and control.

Main collaborating partners:

Ako Aotearoa, Auckland Council – Te Kaunihera o Tāmaki Makaurau

Project Team:

Professor Dory Reeves, Lena Henry, Dr Shaun Awatere, Professor Andrew Barrie, Jackie Bartley, Folko Boemans, Neil Challenger, Catherine Dunphy, Rau Hoskins, Derek Kawiti, Dr Barbara Kensington-Miller, Dr Brigid Livesey, Dr Vincent Malcolm-Buchanan, Dr Christine McCarthy, Dr Diane Menzies, Dr Te Kipa Kepa Morgan, Dr Nicola Naismith, Dr Fleur Palmer, Penny Pirrit, Helen Te Hira, Professor John Tookey, Piata Gardiner-Hoskins (Piwaiwaka Ltd)

International Reviewers:

Professor Alison Phipps, Glasgow University, UK
Professor David Jones, Deakin University, Australia

Tertiary partners:

University of Auckland – Te Whare Wānanga o Tāmaki Makaurau (Lead partner)
Auckland University of Technology – Te Wānanga Aronui o Tāmaki Makau Rau
UNITEC Institute of Technology – Te Whare Wānanga o Wairaka
Victoria University Wellington – Te Whare Wānanga o te Ūpoko o te Ika a Māui

Industry Partners:

Auckland Council – Te Kaunihera o Tāmaki Makaurau
Engineering New Zealand – Te Ao Rangahau, formerly IPENZ
Manaaki Whenua Landcare Research
Ngā Aho Māori Designers' Network
New Zealand Planning Institute – Te Kōkiringa Taumata and Papa Pounamu
New Zealand Institute of Architects

Project outputs and resources

Final report – in final stages of completion to be used as a teacher and facilitator set of resources, and will include the following:

- The Text-Based Learning Module – The “Why”
- Knowledge Assessment Tool for Students and Teachers – “WHAT”
- Video material including 4 short videos and scripts
- Critical Incident Analysis Tool for Students and Teachers

Impact and activities to date

- Presentations to New Zealand Institute of Architects during 2018
- Auckland Council in-house launch of the Te Whaihanganga videos
- Training for trainers event, Waipapa Marae, Te Whare Wānanga o Tāmaki Makaurau in February 2018
- Ngā Aho Māori Designers’ Network
- University of Auckland Fast Forward lecture and discussion series
- Australia and New Zealand Association of Planning Schools (ANZAPS)
- New Zealand Planning Institute Conference

Community

- Auckland Council became an important partner in the project, and enabled the enhanced video outputs to be produced. The Council is using the video materials, available through YouTube, as part of the in-house training for 60-70 professional planning staff. Trainer Jade Wikaira, is sharing their experience with the tertiary teachers. Their contribution and the work of Helen Te Hira and Penny Pirrit were acknowledged in the Auckland council in-house newsletter.

International

- Canada – Team member, Dr Biddy Livesey currently with Toronto City Council – disseminating work and exploring parallels with other work in this part of Canada; Visiting academic Dr. Janice Barry from Manitoba University and colleagues from the University of British Columbia have become aware of the project.
- Australia – roll out of materials via ANZAPS

With learners

The impact on learners is being tracked through their increased knowledge and understanding (Initially, comparing their results on the learning assessment tool with the responses to the relevant questions in their exam (BUrbPlan 101 PLANNING 100G at UoA).

Te Whaihanganga - Impact in 2018

Planning

University of Auckland – Te Whare Wānanga o Tāmaki Makaurau:

- PLAN 100G URBPlan101 Introduction to Planning – 90 students (Dory Reeves and Lena Henry)
- URBPlan 706 Māori Planning – 20 students (Dory Reeves and Lena Henry)
- URBPlan 311 Urban Planning Studio Six Community engagement, data collection and analysis using a project-based approach – 45 students (Lena Henry)

Architecture

UNITEC Institute of Technology – Te Whare Wānanga o Wairaka:

- ARCH 7511 Professional Studies – 120 students (Ainsley O’Connell and Rau Hoskins)

University of Auckland – Te Whare Wānanga o Tāmaki Makaurau

- ArchPrm 304 Project Management Course – 100 students (co-ordinated by Lynda Simmons)

Victoria University Wellington – Te Whare Wānanga o te Ūpoko o te Ika a Māui:

- Course details available on request

Landscape Architecture

Victoria University Wellington – Te Whare Wānanga o te Ūpoko o te Ika a Māui:

- LAND 312 Landscape Architecture Design Integration – 33 students (Diane Menzies)

Engineering

Auckland University of Technology – Te Wānanga Aronui o Tāmaki Makau Rau:

- ENBU708 Construction Engineering Management 2, Year 3 – 30 students (Nicola Naismith)

University of Auckland – Te Whare Wānanga o Tāmaki Makaurau:

- Enveng 244 Environmental Engineering I – 200 students (Tūmanako Fa’au)

Future work and next steps

- Undertake series of focus groups with Pacific students and professionals – understanding link between Māori and Pacific values (through SEED Grant from CLEaR (Centre for learning and research in higher education), The University of Auckland).
- Explore the development of online training material for teachers and facilitators delivering the material.
- Explore the development of an online module for students and professionals.

Summary of the teaching and learning material from the project

Both Māori and non-Māori professionals are encouraged to learn more about Te Tiriti o Waitangi, mātauranga Māori, te reo Māori, tikanga and kawa as an introduction to working successfully with these resources.

Teaching Material	Text Based Learning Module - WHY	Learning Assessment Tool - WHAT	Audio visual - HOW	Personal Reflection Tool - WHERE
Resource	Text based; explanation	Questions to be used as an online or offline survey	<ul style="list-style-type: none"> · Videos · Guidance for facilitators · Session plan · Summary discussion for each video · Transcripts · Worksheets 	Critical Incident Analysis including a checklist of questions for students and teachers and facilitators
Outcomes	Understand the discipline context and the relevance of working with Māori as a professional	A basic assessment of what the participant knows about Māori values: kaitiakitanga, mana and rangatiratanga	Each video has summary outcomes and these are listed at beginning and end	Understand personal development and future learning needs
Assessment	Report or essay as an assignment task. Multiple choice assessment (to be developed by the facilitator)	Used anonymously, it provides the teacher and student with an overview of the class.	Completed worksheets; Multiple choice; Role play (to be developed by the facilitator)	Completion of the Critical Incident Analysis report.
Available	Available in the Te Whaihanga report	Available in the Te Whaihanga report	Audio visual available online through YouTube. Supporting material available in the Te Whaihanga report	Available in the Te Whaihanga report

The Audio visual video material is available on YouTube. Some post production edits were made in September–October 2018.

The other material will be available in the final project report which is due before the end of December 2018

Keep an eye out for on on-line training in 2019.