

HE PĀNUI

Te Puna Wānanga

Here-turi-kōkā (August) 2024



Foreword from Head of School (Urumatua Tari), Helene Connor

Tēna koutou, tēna koutou, tēna koutou katoa.

The reopening of Tūtahi Tonu, on the City Campus, marks the start of a new chapter for Māori education at Waipapa Taumata Rau. The whakairo of the whareniui have been delicately refurbished by master carver Katz Maihi (Ngāti Whātua Ōrākei, Ngāpuhi) and placed in their new home and look stunning. Thank you to Ursula McIntyre, Mals Araullo, Nathan Tohovaka, Raven Tawhara, Bruce Taplin and all the academic staff who helped with setting and packing up for the reopening on Saturday 10th August. More about the opening in the panui.

Amongst all the excitement of the reopening of Tūtahi Tonu the staffing review of the Faculty of Education and Social Work has put a considerable damper on all staff. During this very stressful time, staff have maintained their teaching and supervision commitments to our taura. I have been impressed with the resilience and professionalism of staff as everyone has completed their Employee data forms for in-scope staff, on top of their teaching, research and service. Others have also worked on their Promotion Applications which have required significant work. I know everyone is feeling exhausted and many are feeling deflated. Make sure you book in some leave as soon as you are able after this incredibly stressful time.

I would like to acknowledge and thank Mals for all her hard work and creativity in putting this latest pānui together. I hope you enjoy reading it and catching up on all the latest news in TPW.

Ngā mihi nui ki a koutou katoa

Handwritten signature of Helene Connor

Dr Helene Connor

(Te Atiawa | Ngāti Ruanui ōku iwi; Ngāti Rahiri | Ngāti Te Whiti ōku hapu)

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Getting friendly with policies

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Read the following policies [here](#)

New approach to increase Māori and Pacific success

Waipapa Taumata Rau, University of Auckland launches a new initiative to improve Māori and Pacific University Entrance pass rates and increase success at tertiary level.

Read more [here](#)

ReoSpace launches

Congratulations to all involved in the successful launch last week of ReoSpace on Level 1 of the General Library. ReoSpace is an important part of the University's Te Reo Revitalisation Strategy, providing a place for speakers of te reo Māori to come together to practise and improve their skills. You can learn more [on our News pages](#) and [watch the launch video](#).

Outstanding University of Auckland alumni honoured

Distinguished Professor Linda Tuhiwai Smith, one of the most influential researchers in Māori education, is one of this year's University of Auckland distinguished alumni.

Read more [here](#)



News & Notices

Ngā Pae o te Māramatanga Matakiteanga Project funding success

A team led by Selena Meiklejohn-Whiu (Ngāti Raukawa) (CURRPD), with Professor Melinda Webber (Ngā Puhi, Ngāti Kahu, Ngāti Whakaue) (TPW), Dr Maia Hetaraka (Ngāti Wai, Ngā Puhi, Ngai Tahu) (TPW) and Associate Professor Rebecca Jesson (CURRPD), has been awarded funding of \$52,000 by Ngā Pae o te Māramatanga (New Zealand's Māori Centre of Research Excellence) to support their Matakiteanga Project entitled 'Tohunga Talks: Digital narratives of tohunga that nurture multiliteracies of ākonga'.

The research project aims to prioritise the reclamation and communication of Māori knowledge systems. Drawing on literature and existing datasets, the research team will work with kaumātua and tohunga within the [Hihiaua community](#) to collect kōrero tuku iho and mātauranga tuku iho for an educational digital platform. In partnership with tohunga, kaumātua and the Hihiaua community, the research team will identify pūrākau that could be made available in a digital space for ākonga.

Inclusive Education research supported by the Spencer Foundation

Dr Sandra Yellowhorse (TPW) has been successful in attracting a US\$50,000 (NZ\$82,000) grant from the Spencer Foundation for her research into how Inclusive Education could be developed within Indigenous contexts and rooted in Indigenous knowledge.

Her research project entitled 'Indigenous perspectives of Inclusive Education for indigenous schools: Across waters and ancestral wisdom' commences in August 2024 and will respond to gaps in the literature by answering these questions: What are Indigenous perspectives of Indigenous Inclusive Education in the development of Indigenous schools? What are the cultural foundations necessary for meaningful learning for disabled and neurodiverse learners?





Photo taken from Te Ao Māori News

Tūtahi Tonu Opening

Tūtahi Tonu taonga (taken from the Dean's Digest - 29 July 2024)

Saturday morning saw a significant step in the final settling of Education and Social Work on the City Campus. A hīkoi from Epsom carried a range of smaller taonga from Tūtahi Tonu to Waipapa where they were welcomed in a kawē mate ceremony.

Although too large to be carried into the Tāne-nui-ā-rangi (stored instead in a container to the side of the ātea), the whakairo that will be installed in the new whare in Building 113 were also welcomed. The whakairo were transported from Rotorua where new carvings have been created and old ones restored by Tohunga Whakairo Katz Maihi and his expert team.

University to open second marae on City Campus

Tūtahi Tonu, tuākana of Waipapa Marae and originally from the Epsom Campus, will re-open in its new home on 10 August.

Read the full article [here](#).

Tūtahi Tonu Marae re-opens in its new home

The University of Auckland's Tūtahi Tonu Marae formerly located in Epsom has now been opened in its new home on the city campus.

Read the full article and watch the video [here](#).



'A place for all to stand': the new Ngā Tauria Marae

In partnership with Ngāti Whātua Ōrākei, Waipapa Taumata Rau has unveiled a new marae, Ngā Tauria. It marked a milestone in the University's history, celebrating the re-establishment of the historic Tūtahi Tonu whareniui.

Watch the news clip from Te Karere [here](#).

Tūtahi Tonu whareniui reopens, marking new era for Māori education

Watch the news clip from Te Karere [here](#).

Watch a short clip from the opening [here](#).

(Video by: Antonia Tangatakino-McIntyre)





Photo taken from Te Ao Māori News

Tūtahi Tonu Opening

Listen to the interviews below:

[Episode 14: Tūtahi Tonu Ano](#)

[Kua ea te wāhi ki ngā mahi hūnuku i te whare o 'Tūtahi tonu' ki tōna kāinga hou – Hemi Dale](#)

[Marae opened at Waipapa Taumata Rau, Auckland University.](#)

Mapuna is at Waipapa Taumata Rau, Auckland University, where this morning was the official blessing of Tutahi Tonu Marae which has been shifted from the Epsom campus where it had been for 40 years. Julian Wilcox talks to the director of Maori medium education Hemi Dale.

[Tutahi Tonu Marae Relocating to UoA City Campus](#)

Tūtahi Tonu Marae name discussion

Anei te whakairo:

The previous name of Te Aka Matua o Pou Hawaiki gives us some direction around appropriate suggestions for the papa hosting Tutahi tonu in its future state. The use of Te Aka invokes Tāwhaki and associated exploits regarding mātauranga through the kete, Uruuru Matua, Uruuru Tawhito, Uruuru Tau. Tāwhaki climbed to the 10th level of heaven under the advice of his grandmother, Whaititiri, he ascended the heavens holding fast to the aka matua and returned safely with the knowledge. He kōrero anō tēnei.

Of the 10 levels of heaven Tāwhaki is allocated responsibility of 3[1]

Hau-ora - The Water of Life, [Te Waiora-o-Tāne](#), was in this heaven. It is the origin of the souls of newborn children.

Ngā-Tauira - It is the abode of beings who attend on the inferior gods, who themselves officiate in the highest heaven, [Naherangi](#).

Ngā-atua - The sixth (upward) division of the [Māori heaven](#), the abode of the inferior gods

Ngā-Tauira has some resonance with the claim of our wānanga space. It also offers an opportunity to acknowledge the role of tauira responsible for brining of and maintenance of life to Tūtahi Tonu Ngāti Whātua Ōrākei claim descent from Tāwhaki, nāna ka puta ko Wahieroa, Ko Rata, Ko Tūwhakararo, Ko Rongomai, ko ia te kaihautū o te waka Māhūhū ki te rangi. Waiho ki konei.

Tāwhaki is also present in Tāne-nui-a-rangi forming the Pou Wharaua along with Hema and Kaitangata. This offers then a hononga to Waipapa marae where both principle narratives can be shared regarding the acquisition of knowledge.

The proposed name therefore is: Ngā Tauira marae

[1] [Ngā-atua | Facts, Information, and Mythology \(pantheon.org\)](#)



CONGRATULATIONS



Wicazō Sa Review

Sandra Yellowhorse, Ph.D., has been selected as the Wicazo Sa Review Writing Fellow for 2024-2025.

Project Focus: A Special Edition on “Indigeneity and Disability: Honoring all our Relations”

HRC funding success

Congratulations to Dr Sandra Yellowhorse, from Te Puna Wānanga, who has been awarded a Health Research Council Emerging Researcher First Grant. The award is for a total of \$400k over a three-year period. In an outstanding achievement, Sandra was the only UoA recipient of this grant from a non-STEM faculty in this year’s round. You can read about Sandra’s project and other UoA recipients of these awards [here](#).



CONGRATULATIONS

Raven Tawhara, MA

Thesis title:

Ngā Tāngata Tiriti nō Te-Moana-Nui-ā-Kiwa: Pacific Peoples' Engagement with Te Tiriti of Waitangi

Supervisors: Rāhera Meinders & Lincoln Dam



Kiharoa Iversen, MA

Thesis title: How can

Mātauranga Māori and Sport and help People from Refugee Backgrounds Build Social Capital in Aotearoa?

Read [here](#).

Supervisors: Helene Connor, Jay Marlowe & Lincoln Dam

Amber King Savage, MEd

Thesis title: Voices of the South: Making space for Māori and Pasifika women leaders in educational leadership in South Auckland

Read [here](#).
Supervisors: Helene Connor & Rāhera Meinders



CONGRATULATIONS

Martha Aseta - Doctor of Philosophy Examination – Dean’s List

Congratulations to Martha Aseta on achieving the award of a place on the Dean of Graduate Studies List (Dean’s List) in recognition of excellence achieved with her PhD thesis.

This award is made to only a few recipients each year from the large number of doctoral students completing their theses.

Martha’s examiners were all especially complimentary regarding the high quality of the content and presentation of her thesis.



Title of thesis:

The Laei Samoa Framework: Exploring the Long-term Impacts of Samoan Bilingual/Immersion Education on the lives of Samoan Graduates

Martha’s doctoral thesis can be viewed at the Library’s Research Space:

<https://hdl.handle.net/2292/69260>

Supervisors:

Professor Tony Trinick, Professor Melinda Webber, and Dr Rae Si’ilata

Abstract:

Despite its status as the third most spoken language in Aotearoa NZ, there is a dearth of research on the long-term outcomes and experiences of Samoan Bilingual/Immersion Education (SBIE) learners.

In light of concerns about language shift and potential loss of gagana Samoa, this doctoral study highlights the power of Indigenous Education to support language revitalisation.

The study sought to answer the question: “How have Samoan Bilingual/Immersion Education schooling experiences impacted graduates’ subsequent life journeys?” Adult graduates were raised in Samoan speaking homes and schooled in SBIE during their primary years, having a marked influence on their maintenance of gagana Samoa and their cultural wellbeing.

The findings revealed that SBIE graduates transitioned smoothly into English-medium secondary schooling, university, and the workforce, attributing their success to their embedded Samoan educational experiences. Equipped with skills and strategies acquired in Samoan bilingual units, graduates navigated challenges for positive future pathways. Bilingualism and biliteracy were advantageous in the workplace and held personal value for these Samoan adults in their aiga (families) and communities. The graduates’ perceptions of “success” were deeply nested in their Samoan identities, reflecting a commitment to Samoan values and ways of being. Their success in SBIE enabled them to stand strongly in their Samoan identity and to be successful in multiple worlds. These findings contribute valuable insights into the benefits of heritage language education in dominant language societies. SBIE emerges as a catalyst for producing educated, and linguistically and culturally grounded role models who are fully contributing bilingual and biliterate members of society



CONGRATULATIONS

Research Excellence Award 2024 - Stephen May

University of Auckland awards recognise innovation, excellence and quality of work by senior, early career and emerging researchers.

Read more [here](#).



2024 Celebrating Research Excellence Research Excellence Medal awardees: (from left) Udaya Madawala, Jacqueline Allen, Snejhina Michailova, Stephen May, Anna Miles.



Farrah Jabeen, PhD

Thesis title: Literary artefacts, street art and doctoral learning metamorphosis: Who were we? Who are we? Who will we be?

Supervisors: 'Ema Wolfgramm-Foliaki and Susan Carter



CONGRATULATIONS



Old A's Summer Scholar Prize recipient – Tayla Faddy

Ka nui te mihi ki a Tayla Faddy i whakawhiwhia ki te Tohu Karahipi Raumati e kīia nei ko te Old A's Summer Scholar Prize mō 2023-2024

The 2023-2024 Old A's Summer Scholar Prize has this year been awarded to Tayla Faddy for her work in refining the Huarahi Māori education and curriculum glossary Te Papakupu a Te Huarahi Māori. Tayla, one of our third year Huarahi Māori students, is currently completing her final year of the BEd(Teaching) – Huarahi Māori.

The Summer Scholar Prize was established in 2021 and is jointly funded by the Old A's (Retired) Association and the North Shore Teachers' College Trust Board Fund. The Old A's was a teachers' alumni association founded in 1908 at the Auckland Teachers' College, forerunner to the Auckland College of Education and the current Faculty of Education and Social Work.

The main purpose of the Prize is to recognise and reward excellence from a Summer Research Scholar in the Faculty of Education and Social Work who aspires to a career in teaching.

The Prize is awarded to the summer scholar whose work on a research project in Education has been deemed by the Selection Committee to be of the highest quality with the basis of selection being research excellence, research contribution, written communication skills, and personal and professional development.



WELCOME

Bruce Taplin - Amo Taurima



Ko Makeo te maunga
Ko Waiaua te awa
Ko Ngati Ruatakena te hapu
Ko Te Whakatohea te iwi

Bruce has a long association with Tutahi Tonu, in fact he has come full circle. Bruce started his educational career in 1982 at Auckland Teachers College and was one of the students who opened Tutahi Tonu.

Since the opening Bruce was part of the organising committees for the marae's 20th, 25th, 30th and 40th celebrations.

He also assisted in the successful shift of Tūtahi Tonu from Epsom in late 2023 and its reopening on the 10th of August 2024.

Since graduating in 1984 Bruce has held various teaching positions in South Auckland primary schools, including being the lead kaiako in a Māori enhancement unit, and running adult community courses at a college.

In 2006 Bruce was brought on as a lecturer at Te Puna Wānanga.

In 2014 Bruce became a PLD Facilitator focusing mainly on Pangarau, until July of this year.

Bruce is looking forward to reconnecting with Tutahi Tonu as the Amo Taurima and developing its presence at the new site in the city campus and promoting it to the wider education community.

Work hours: Monday, Tuesday, Thursday, and Friday

VISITING SCHOLAR



Mihi Whakatau for Professor Tod Shockey, Friday, 17 May 2024, Te Piringa, Te Puna Wānanga.

Left to right:

Tod Shockey, Piata Allen, Bruce Taplin, Ella Newbold, Ruth Lemon, Magnhild Haugen, Tauwehe Tamati

A warm welcome to **Professor Tod Shockey**, visiting scholar from University of Toledo and the Western Norway University of Applied Sciences. Tod is the Editor in Chief for the Journal of Mathematics and Culture, a peer-reviewed journal sponsored by the North American Study Group on Ethnomathematics.



ABOUT ME

Teaching: Mathematics Education

Research interests: Ethnomathematics, Place-Based Mathematics Education

What do you hope to achieve while you are in Aotearoa New Zealand?

This opportunity as a visiting scholar allows me to learn more about place-based mathematics education. The catalyst for this visit was to learn more about the important research of Dr. Tony Trinick and Dr. Piata Allen. While here at Te Puna Wānanga I have been able to draft a matrix for a framework for place-based education based on existing research. This preliminary model begins with the Cultural Symmetry Model put forth by Meaney, Trinick and Allen (2022). From this starting point, concepts related to Tribal Critical Race Theory (Brayboy, 2005), socioTransformative Constructivism (Rodriquez, 1998) are considered when looking deeper at what are authentic problems in an Indigenous context and what might this mean in mathematics teacher preparation. Being here at the University of Auckland with the two most highly recognized Māori scholars for their important contributions in mathematics education was truly a remarkable opportunity.

There is a tremendous overlap between the work of Drs' Trinick and Allen and my work in ethnomathematics in the United States. For most of my career I have been focused on ways to improve mathematics education particularly for Native Americans. My colleagues Dr. Ed Galindo (Yaqui) and Mr. John Bear Mitchell (Penobscot) have been very gracious and welcoming in allowing me insights into their communities and their respective work. Previous curriculum work with Dr. Jerry Lipka, University of Alaska-Fairbanks, through his Adapting Yu'pik Elders' Knowledge project introduced me to place-based education, which offered many life lessons and professional mentoring for how I have spent much of my career.



Te Ao Māori News: Lecturer weighs in on 'last-year fees free' for Māori uni students (Hēmi Dale)
Watch the interview and read the article [here](#).

Speak Up Kōrerotia - Plains FM (96.9fm)

Dr Tania Cliffe-Tautari joined the conversation on human rights issues in New Zealand and gave a plug for the Bachelor of Social Justice Studies.

Listen [here](#)

Speak Up Kōrerotia - Plains FM (96.9fm)

Pūrākau Māori Stories and Storytelling

Guests Tania Cliffe-Tautari and Isla Huia discuss why pūrākau - stories and storytelling - are fundamental to te ao Māori and how they are, and might be utilised as, tools for empowerment.

Listen [here](#).

Te Ao Maori News: Māori linguists offer insights into te reo revitalisation (Peter Keegan)

Read the full article [here](#)

Te Waha Nui: Māori lecturers say mispronunciation of te reo remains a significant issue in New Zealand (Peter Keegan)

Jamie Lawlor (AUT Journalism student), interview on mispronunciation of Māori

Click [here](#) for the article and to listen to the interview.



Farewell

On Thursday, 20 June, TPW held a farewell afternoon tea for Lincoln Dam, our beloved, “random Asian” as Lincoln often referred to himself as.

It was an afternoon filled with laughter, tears and aroha, as we and many guests from across the Faculty shared stories of working with Lincoln.

Lincoln had been with TPW for 12 years. He started as a student in Peter Keegan’s class before becoming Stephen May research assistant. He later became a GTA and then transitioned into a PTF role.

Lincoln has been studying for his PhD with his supervisors, Stephen May and Te Kawehau Hoskins. His thesis, *Be(com)ing Ethically Responsible Relations: Asian Communities and Te Tiriti o Waitangi* is currently under examination.

We will look forward to his graduation in semester 1, 2025.

Lincoln started his new job as a lecturer at AUT on Monday 24 June in the week of Matariki, a timely and auspicious beginning.

AUT held a Mihi whakatau for Lincoln on Monday 8th July and several TPW staff were able to support him as he was warmly welcomed to his new job.



Recent Publications

Reports

Tuifagele, R., Uasike-Allen, J. Meinders, R & Webber, M. (2024). COMPASS: Whānau Pasifika navigating schooling in Aotearoa New Zealand. Wellington: New Zealand Council for Educational Research.

Journal Articles

Highfield, C., Webber, M., Woods, R. (2024) Culturally responsive middle leadership for equitable student outcomes. Education Sciences, 13(327).

Highfield, C., Webber, M. & Woods, R. (2024). Indigenous student voice: the astute witnesses of schooling. Australian Educational Researcher.

Hoskins, T. K., & Jones, A. (2024). What is 'indigenising the academy' and why attempt it? PESA KEYNOTE LECTURE 6 December 2023. Educational Philosophy and Theory, 1–7.

Bright, N. & Webber, M. (2024). Poipoia ngā Tamariki: How whānau and teachers support tamariki Māori to be successful in learning and education—COMPASS. Wellington: Te Wahanga / New Zealand Council for Educational Research.

Trinick, T., Allen, P. (2024). Wayfinding in an indigenous initial teacher education mathematics programme. ZDM Mathematics Education.

Ualesi, Y.M. Lessons from a Va Relational Approach: Embedding Indigenous Constructs for Classroom Practice. NZ J Educ Stud 59, 125–139 (2024).

2024 Burns, C., Hetaraka, M. & JONES, A. Te Tiriti o Waitangi: The Treaty of Waitangi, Principles and Other Representations. NZ J Educ Stud (2024).

Mattingley, W., Panther, F., Todd, S., King, J., Hay, J., & Keegan, P. J. (2024). Awakening the Proto-Lexicon: A Proto-Lexicon Gives Learning Advantages for Intentionally Learning a Language. Language Learning.

Mattingley, W., Hay, J., Todd, S., Panther, F., King, J., & Keegan, P. J. (2024). Ongoing exposure to an ambient language continues to build implicit knowledge across the lifespan. Linguistics Vanguard, 10(1).



Recent Publications

Peer-Reviewed Journals

Barbour, J., & Keegan, P. J. (2024). Māori language research. Te reo: the journal of the Linguistic Society of New Zealand, 66(2 Special Issue), 1-9.

Barbour, J., & Keegan, P. J. (eds.) (2024). Te reo: the journal of the Linguistic Society of New Zealand, 66(2 Special Issue Māori language research).

Keegan, P. J. (2024). Teaching of Māori language pronunciation based on research and speech analysis. Te reo: the journal of the Linguistic Society of New Zealand, 66(2 Special Issue), 57-73.

Shields, I., Watson, C. I., & Keegan, P. J. (2024). Ngā āhuatanga o te /r/ o te reo Māori: preliminary investigations into the acoustics of Māori /r/. Te reo: the journal of the Linguistic Society of New Zealand, 66(2 Special Issue), 105-131.

Appleby, J., Staniforth, B., Kemp, S., Connor, H. (2024). How should CAMHS work with young people involved with Oranga Tamariki. ANZSWJ

Appleby, J., Staniforth, B., Kemp, S., Connor, H. (2024). What interventions can CAMHS provide for young people involved with Oranga Tamariki?: A review of the literature. ANZSWJ

Books

Erlam, R., & Keegan, P. J. (2024). Mātauranga Māori and the linguistically diverse learner. In R. Erlam (Ed.), Teaching the linguistically diverse learner in Aotearoa New Zealand (pp. 4-19). NZCER.

Keegan, P. J. (2024). Ko te torotoro i te whenua o Īnia. Keegan, Peter J.



THESIS COMPLETIONS

2024, Raven Tawhara, MA. Ngā Tāngata Tiriti Nō Te-Moana-Nui-Ā-Kiwa: Pacific Peoples' Engagement with Te Tiriti o Waitangi. Supervisors: Rāhera Meinders and Lincoln Dam

2024, Malvina Ferris, MEd. A New Zealand study of teacher preparedness to support students experiencing trauma. Supervisor: Tania Cliffe-Tautari

2024, Raima Hippolite Holly Morgan, An Approach to Embracing Indigenous Financial Wellbeing: Wāhine Māori Transitioning From Economic Precarity and Trauma, PhD 2024. Supervisors: Michael O'Brien, Toni Brucie, Helene Connor

Helene Connor, Lincoln Dam. Saniya Surani, The resettlement experiences of Pakistani refugee mothers in Aotearoa-New Zealand. MEd. Supervisors: Helene Connor, Lincoln Dam.

