Aromatawai Wānanga

By Shelley Hoani and Angela Malcolm
Te Wānanga o Aotearoa

Symposium on Tertiary Assessment and Higher Education Student Outcomes

17 - 19 November 2008
- 1984 Otawhao Marae Project
- Waipa Kokiri Arts Centre
- 1987 TEI status 212 students
- 1988 Aotearoa Institute – Manukau, Hamilton
- 1993 Wānanga Status – Lockwood Smith
Expansion and Growth

- **2001** - Capital Works Funding ($40 million over three years)
- **2002** - 10 campuses (North Island)
- **2003/2004** - 34,000 EFTS & 1,200 FTE
- **2005** - Election, CEO resigns, Crown Management
Te Anga Whakamua

- Right sizing (350 positions disestablished)
- Centralisation (school functions)
- 168 programmes (on the books)
- 99/168 programmes (being delivered)
- Retention 82% - Graduation 48%
Snap Shot of Assessment

• Over-assessment

• Authenticity questionable

• Heavily text based

• Assessment to protect the organisation
Aromatawai Wānanga

• Reclamation of knowing

• Ethno-vision

• Student centric

• Transformation
Epistemologies and Ontologies

- Ways of knowing and being

- Entrench Māori epistemology
  (staff spirit, thought and practice)

- Embedding, underpinning practices of assessment with Māori values and concepts

- How did we do this?
Aromatawai

• Language – aromatawai vs whakamātautau

• Concept of Ako

• Wisdoms in cultural references and metaphors (cultural norms)

• Principles reflect Māori values
Aromatawai

- Languaging for assessment
- Ako as a theory
- Ngā kupu ārahi – Guiding wisdoms/knowledge
- Ngā kaupapa ārahi – Assessment Principles
- Ngā tikanga ārahi – Assessment Guidelines
- Me whai kiko te kōrero - Training
Closing Comments

- Activity - Competing worldviews

- Context – Scene Setting

- Journey of Reclamation