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# TE PEU E TE AKONOANGA MAORI

## DOCUMENT CONTROL

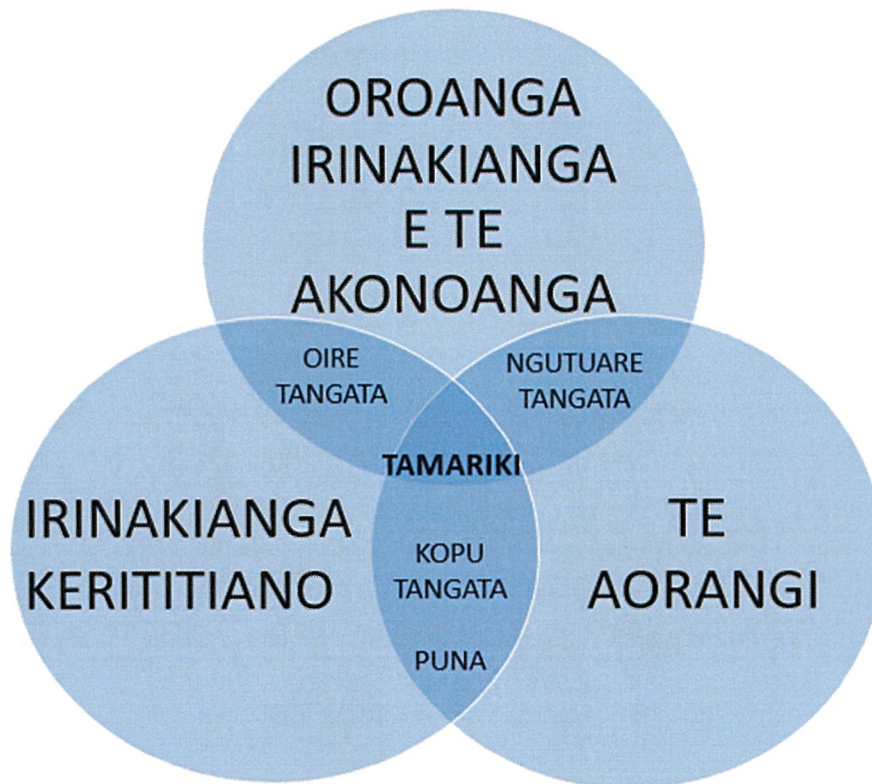
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## REVISION RECORD

Date	Version	Revision description
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## TE PEU E TE AKONOANGA MAORI

*'Ka akara ana i te mato i paoia mai ei koe e te tipoko o te vaarua i koia mai ei -  
Look to the rock from which you were cut and to the quarry from which you were hewn.'*  
Isaiah 51:1



Te Peu e te Akonoanga Maori forms the foundation for learning and teaching in the Cook Islands. It is a weaving together of Te Iti Tangata e ta ratou Oroanga Irinakianga e te Akonoanga, Te Iti Tangata e to ratou Irinakianga Kerititiano, and Te Iti Tangata e to ratou Aorangi. Each supports and strengthens the other, with the tamariki at the centre.

Tamariki, and all other learners in the Cook Islands, are a product of their community - their puna (immediate family/tribe/those with common ties), their ngutuare tangata (household), their kopu tangata (extended family) and oire tangata (village), all of which are in turn shaped by the three parts which form the foundation.

- Te Iti Tangata e ta ratou Oroanga Irinakianga e te Akonoanga meaning the people and their protocols, values and customs. This includes but is not limited to culture, language, storytelling, music and dance, traditional games, arts and crafts such as tivaevae, history, food, clothing and rituals.
- Te Iti Tangata e to ratou Irinakianga Kerititiano meaning the people and the Christian values which guide them.
- Te Iti Tangata e to ratou Aorangi meaning the people and their environment – Te Rangi (The Sky and the Heavens), Te Enuā (The Land), Te Moana (The Ocean) and taporoporo (traditional conservation practices).

Te Pou e te Akonoanga Maori policy, acknowledges that education in the Cook Islands was established based on colonial understandings and interpretations of education, and the ongoing relationship with New Zealand education. (see Appendix A)

## 1. STATEMENT OF POLICY

Te Pou e te Akonoanga Maori is an overarching philosophy for learning and teaching in the Cook Islands. The Ministry of Education (MoE) will ensure that learners are empowered to achieve their highest aspirations through education programmes that are broad in their scope, holistic in their approach, and adaptive to change, and which are built on skills, knowledge, experiences and the values of relationships, respect, reciprocity, spirituality, participation and resourcefulness, as encompassed in Te Pou e te Akonoanga Maori.

## 2. PURPOSE

The MoE is committed to meeting the goals of:

i.) Learning for Life - Cook Islands Education Master Plan (2008-2023)

Taku Ipukarea Kia Rangatira

*Focus: Involves strength in Maori language, culture, perspectives and aspirations and will provide a firm foundation for engagement with the wider world.*

*Goals:*

- *Improved Maori literacy at all levels of education.*
- *Relevant learning and teaching styles and methods identified and developed.*
- *Develop as a centre of excellence for all things Cook Islands.*

Learning and Teaching

*Focus: Equitable access to quality learning and the experience of success through a range of programmes that meet individual needs and celebrate individual talents.*

*Goals:*

- *Equitable access for all learners to quality learning programmes*
- *Improved literacy and numeracy outcomes for all learners*

ii.) 'Te Kaveinga Nui' - National Sustainable Development Plan 2016-20

- *Goal 8 – Inclusive and equitable quality education and promote life-long learning opportunities*
- *Goal 3 – Promote sustainable practices and effectively manage solid and hazardous waste*
- *Goal 7 – Improve health and promote healthy lifestyles*

- Goal 14 – *Preserve our heritage and history, protect our traditional knowledge and develop our language, creative and cultural endeavours*
  - Goal 15 – *Ensure a sustainable population engaged in development for Cook Islanders by Cook Islanders*
  - Goal 16 – *Promote a peaceful and just society and practice good governance with transparency and accountability*
- iii.) Te Akapaanga Kopapa Kura Api'i o te Kūki 'Airani – Cook Islands Curriculum Framework  
Ministry of Education Cook Islands, 2002
- iv.) Te Kura Apii o te Reo – Ingariti and Maori — Languages Curriculum –Te Tango o te Peu Maori – The Foundation of Maori Culture
- v.) Pacific Regional Education Framework – Moving Towards Education 2030
- Quality and Relevance  
*Intent: Students can identify and engage with learning opportunities, in a safe, positive environment, that are meaningful, valued and future focused.*  
*Goals (i) To ensure that curriculum and programmes stem from the land and the Vaka to embed them in the Pacific*
  - Learning Pathways  
*Intent: All learners have access to multiple and seamless pathways and modalities of learning that allow them to meet their full potential.*  
*Goals (i) An enabling policy environment, with appropriate resourcing, for increased school's/providers decision making and flexibility in the delivery of learning.*
  - Student Outcomes and Wellbeing  
*Intent: That all learners achieve the knowledge, skills and attributes they need, underpinned by social values and behaviour, for the livelihoods they want and to contribute to their communities and nation building.*
- vi.) The Cook Islands National Cultural Strategy and Policy 2017-2030
- Goal 1. Language - *"Strengthen the use of our Cook Islands Maori Languages and/or any of its dialects through wide and proper use to ensure it is preserved, perpetuated and promoted into the future".*  
*Objective: To increase the number of Cook Islands people using Cook Islands Maori language and /or any of its dialects in their homes.*
  - Goal 2. Art and Art Forms - *"To preserve, perpetuate and promote all arts and art forms that belongs to the Cook Islands and its people".*
  - Goal 3. History and Historical Places - *"to collect, store and promote our history and preserve, perpetuate and promote our historical places for the current and future generations of Cook Islands people".*
  - Goal 5. Support and Co-ordination - *"To increase support from all sectors of government and the community and to gauge positive backing from our nation, regional and international partners to better preserve, perpetuate and promote our culture and language".*

- v.) UNESCO 'Education 2030' Framework for Action which for Sustainable Development Goal 4, Quality Education, includes:
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
  - By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
  - By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries and small island developing states.
- vi.) UNESCO Sustainable Development Goals
- *Goal 4 - Quality Education*  
*Ensure inclusive and quality education for all and promote lifelong learning*
  - *Goal 3 – Health and Well-being*  
*Ensure healthy lives and promote wellbeing for all ages*
  - *Goal 12 – Responsible Consumption and Production*  
*Ensure sustainable consumption and production patterns*
  - *Goal 16 - Peace, Justice and Strong Institutions*  
*Promote just, peaceful and inclusive societies*
  - *Goal 17 - Partnerships for the Goals*  
*Strengthen the means of implementation and revitalise the global partnership for sustainable development*
- vii.) Ministry of Culture Act, 1990
- viii.) Te Reo Maori Act, 2003
- v.) Traditional Knowledge Act, 2013

### 3. SCOPE

This policy applies to all parties who are bound by the requirements of the Education Act, 2012.

### 4. STRATEGIC OBJECTIVES and OUTCOMES

#### Outcome

Education in the Cook Islands fosters a deep pride in Cook Islands' values, traditions and knowledge, and ensures that all aspects of Te Peu e te Akonoanga Maori are protected and shared with future generations.

## **Strategic Objectives**

- Ensure that the language, customs, environment and values of the Cook Islands people are recognised, celebrated and protected at all levels of education.
- Education providers recognise and value the importance of all aspects of Te Peu e te Akonoanga Maori in the development of confident learners with a strong sense of who they are.
- Research, develop and implement relevant pedagogies and methods to maintain or acquire Cook Islands Maori language and cultural practices in educational programmes.
- Ensure the knowledge of traditional practices and customs are continued, to strengthen and establish sustainable resource practices and environmental protection by all Cook Islanders.
- Ensure that Cook Islands culture provides a foundation for establishing relationships with the rest of the world.
- Develop an understanding of the world and our place in it with respect for cultural diversity and social justice, and tolerance of world views.
- Ensure that education in the Cook Islands, which is inclusive of Te Peu e te Akonoanga Maori, provides a pathway for employment opportunities and national economic development.
- Recognise the challenges to Cook Islands identity brought about by globalisation, population movement and the evolving nature of Cook Islands society and culture.
- Develop as a centre of excellence for all things Cook Islands.

## **5. POLICY DETAIL**

### **5.1. Learning and Teaching Approaches**

Cook Islands learners communicate, participate and learn in patterns and conventions which are distinct to their way of learning, based around values of respect, generosity, loyalty, cooperation, sharing, humility, and fulfillment of mutual obligations.

Learning and teaching approaches must rely on evidence based decision making, create shared understanding and contexts between the learner and the teacher, and recognise and support Cook Islands values, knowledge, ways of communication and learning systems.

#### **5.1.1. Guidelines to support Learning and Teaching Approaches**

Learning and teaching in the Cook Islands recognises the importance of the following strategies:

- Use of traditional values, knowledge, communication and learning systems to communicate with and teach learners.

- Provide learning experiences which involve participation, observation and imitation.
- Use of group learning, allowing learners to teach and learn from their peers based on the values of cooperation, relationships, consensus, and respect.
- Recognise that learners have a high degree of sensitivity to social cues and the emotional tone of the interaction.
- Build on the wealth of experience, knowledge and skills that the learners bring with them.
- Ensure the curriculum embraces Cook Island values and promotes a strong sense of self.

## 5.2. Language and Identity

The MoE recognises the importance of learners being proficient in Cook Islands official languages, which are Cook Islands Maori and English.

Language is integral to identity. It determines how we communicate, what we say and how we say it. Identity, directly relates to a successful educational journey whereby learners' have a strong sense of self and an awareness of their place in their community and the world.

Educational research has shown that where a learner has fluency in their first language there is a corresponding strength in the development of identity.

### 5.2.1. Guidelines to support Language and Identity

- Recognise the role of Cook Islands Maori language in the maintenance and promotion of culture and identity.
- Cook Islands Maori language and cultural activities form the foundation of the school curriculum at all levels of education.
- Create parent and family engagement activities that support Cook Island's language, culture, traditional practices and customs.
- Strengthen community engagement and ownership of education programmes to improve the status and value of Cook Islands Maori language.
- Collaborate with the Cook Islands Ministry of Cultural Development in the maintenance and preservation of the Cook Islands Maori language and culture.
- Develop appropriate Cook Islands achievement standards within the New Zealand Qualifications Framework, which pertain to language, knowledge and skills specific to the Cook Islands culture.
- Develop strong support systems for students enrolled in tertiary education outside of the Cook Islands to enable academic success alongside maintenance of identity.

## 5.3. Social Responsibility and Participation

Education's role is to enable learners to make decisions and take responsibility for their own lives, and for the community they belong to. It is about ensuring learners develop experience and expertise to enable them to:

- make a positive contribution to the Cook Islands
- understand their rights and their responsibilities

- prepare them for challenges and opportunities that lie ahead
- recognise the changing nature of the world they live in

Education programmes support Te Iti Tangata e te Aorangi, and in particular taporoporo (traditional conservation practices) which form the basis of traditional sustainable resource practices and consumption patterns in the Cook Islands.

#### 5.3.1. Guidelines to support Social Responsibility and Participation

- Ensure there is a focus within the content of curricula on cultural practices and values pertinent to health, environmental management, fishing, agricultural and other production activities.
- Ensure that curriculum review, especially in the areas of social science and health, are cognisant of identity and issues in the contemporary Pacific.
- Develop and implement policy to promote sustainable resource practices across the education sector of both human and physical resources, in alignment with the UNESCO theme of Education for Sustainable Development.
- Embed in teaching practices concepts of education for international understanding which includes values of respect, human rights and cultural diversity.

## 6. RISK and MITIGATION

The table below lists examples of possible consequences, along with mitigating actions, that relate to this policy not being adhered to:

<b><i>Issue/Risk - examples</i></b>	<b><i>Mitigation - examples</i></b>
<ul style="list-style-type: none"> <li>• Loss of Cook Islands Maori language, culture, and identity</li> <li>• Limited community knowledge of Te Peu e te Akonoanga</li> <li>• Cook Islands unable to make a unique contribution to rest of world.</li> <li>• Loss of a culture as a key tourism attraction</li> <li>• Limited national economic development</li> <li>• Lower learner achievement due to inappropriate teaching practices</li> <li>• Accelerated population mobility</li> <li>• Unsustainable resource use</li> </ul>	<ul style="list-style-type: none"> <li>• Strong Cook Islands Maori language programmes within all schools</li> <li>• Adult Cook Islands Maori language literacy courses widely available</li> <li>• Traditional elements of Cook Islands culture</li> <li>• included within curriculum at all levels</li> <li>• Cultural performance a regular part of school activities</li> <li>• Traditional values and sustainable resource practices incorporated into the curriculum</li> <li>• Incorporate local content into the national qualifications structure</li> <li>• Ensure teaching and learning methods rely on evidence based decision making and are appropriate for Cook Islands learners</li> <li>• Appropriate professional development in learning and teaching provided for teachers</li> </ul>



## 7. ROLES and RESPONSIBILITIES

Party/Parties	Roles and Responsibilities
MoE	Lead in the support of Te Peu e te Akonoanga Maori as an overarching philosophy for learning and teaching in the Cook Islands, through policy development, research and support for schools and teachers in areas of learning and teaching.
Principals	Ensure their school embraces the concepts of this policy, in particular that learning and teaching in their schools fosters a deep pride in Cook Islands' values, traditions and knowledge, and ensures that all aspects of Te Peu e te Akonoanga Maori are protected and shared with future generations.
Teachers	Ensure that classroom practices embrace the concepts of this policy, as guided by their school, in particular that learning and teaching fosters a deep pride in Cook Islands' values, traditions and knowledge, and ensures that all aspects of Te Peu e te Akonoanga Maori are protected and shared with future generations
Community	Recognise that tamariki, and all Cook Islands learners, are a product of their community, and provide support to learners by the sharing of knowledge and expertise in all aspects of Te Peu e Te Akonoanga Maori.

## 8. MONITORING, EVALUATION and REVIEW

Monitoring is keeping track of the workings of a policy, noting whether the policy is referred and adhered to during the development of education processes and programmes.

Evaluation involves making careful judgements about the worth, quality and benefit of a policy. It provides feedback on the efficiency, effectiveness and performance of policy and is critical to policy improvement and innovation.

Review refers to implementing any required changes that have become apparent during the monitoring and evaluation processes.

This will include evaluation of the following indicators:

- Evidence of Te Peu e te Akonoanga Maori, including Cook Islands language, culture and values, across the curriculum.

The Planning and Development Division will monitor and evaluate the implementation and impact of this policy every three years and report as required. Feedback will be presented to key stakeholders in a range of modalities.

## 9. DEFINITIONS and ABBREVIATIONS

Term	Meaning
Akonoanga	Customs
Community	Inclusive of puna ((immediate family/tribe/those with common ties), ngutuare tangata (household), their kopu tangata (extended family) and oire tangata (village)
Cook Islands Maori	'Maori' – (a) means the Maori language (including its various dialects) as spoken or written in any island of the Cook Islands; and (b) is deemed to include Pukapukan as spoken or written in Pukapuka; (c) includes Maori that conforms to the national standard for maori approved by Kopapa Reo. <i>Te Reo Maori Act, 2003</i> .
Culture/Peu	A way of life, or characteristics of a group of people, which is defined by, for example, values, language, art and customs. It is a way of life that is shared and accepted, and is ever changing and dynamic.
EMP	Education Master Plan
Kopu Tangata	Extended Family
Identity	Who you are and where you come from
MoE	Ministry of Education
Ngutuare Tangata	Household
Oire Tangata	Village
Puna	A term recognised by the MoE to have varying definitions including immediate family/tribe/those with common ties
Tamariki	Children/Learner

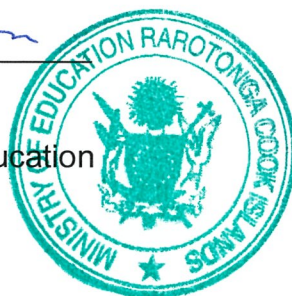
Tamataora	Celebration
Taporoporo	Preparedness/preservation

## 10. APPENDICES

### Appendix A – History of Education in the Cook Islands



D Cochrane  
Secretary of Education



01.04.2019

Date

### APPENDIX A

#### History of Education in the Cook Islands

Formal education in the Cook Islands was introduced through the London Missionary Service in the 1820s (Vaiimene, 2003). Learning in the Cook Island had previously been family led through the sharing of knowledge and skills between generations. Traditional community leaders were soon of the belief that their children should have a formal education to prepare them for living in the wider world and not only the skills needed to continue living on their island. By the 1880's most children could read and write in local dialects of Maori. In the last 130 years, changes in governance structure and politics has brought many changes to the Cook Islands but the basic idea of formal education and western schooling models still stand.

The models of education introduced were based on colonial understandings and interpretations of education which differed from the ways of knowing and understanding within the community. Nabobo (1998) identifies learning in Pacific communities as traditionally through observation, imitation and participation. In the same paper, Ritchie and Ritchie support this with the addition that verbal interaction between the teacher-tutor and student instigated for the primary purpose of learning was very rare.

#### REFERENCES

- Nabobo, U. (1998). *Cultural values and some implications for classroom learning in the Pacific*. Pacific Curriculum Network
- Vaiimene, G. (2003). *Api'i: Culture in Education*. Suva: Institute of Pacific Studies, University of South Pacific