



**WINHEC AOTEAROA ACCREDITATION
EXPERIENCE JULY 2004**

**REPORT TO THE WINHEC ACCREDITATION
WORKING PARTY
BRISBANE, AUSTRALIA 2004**

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WINHEC AOTEAROA ACCREDITATION EXPERIENCE JULY 2004

This Paper is aimed to share the WINHEC Accreditation experiences that Aotearoa undertook recently and to launch some discussions around the processes and procedures that inform the WINHEC Accreditation Authority.

Background

In late April 2004 Ray Barnhardt was invited by Te Tauihu o Ngā Wānanga (Te Tauihu) to visit Aotearoa to assist in the development of its own Quality Assurance Body and to further develop the WINHEC accreditation systems and practices.

As a result WINHEC Aotearoa along with Te Tauihu o Ngā Wānanga representation agreed to trial the WINHEC accreditation process by agreeing to the following; that:

- ?? each Wananga submit one programme for WINHEC accreditation
- ?? accreditation take the form of a self study
- ?? the process be complete for presentation to the WINHEC board in Brisbane, July 31 2004.

mohio...

Preparation

After Ray met with Te Tauihu and WINHEC Aotearoa teams, a set of Interim Wananga **Cultural guidelines** were written and approved by the WINHEC Aotearoa and Wananga representatives on 23 April.

Timelines 2004

May

- ?? Consulted with Tumuaki (CEO)
- ?? Confirmed wānanga programme submissions to WINHEC
- ?? Initial consultation with programme faculty
- ?? Possible Review Team members identified and invited to participate.

June

- ?? Self Study information gathering and report writing commenced
- ?? Consultation with programme faculty.

July 4-17

- ?? Documentation sent out to International Review Team
- ?? Site visit preparation.

July 18-24

- ?? International Review Team Induction
- ?? WINHEC accreditation visits commenced

The timeline set for this exercise, although achievable, was demanding for each contributing wānanga. It is noted in the WINHEC Accreditation Handbook that six to

twelve months is recommended to undertake a full accreditation of a programme and/or institution.

Disseminating Information

Given that this was the first accreditation of its kind, all three Wānanga needed time to absorb the new information, such as the values that drive WINHEC, the systems being tested and of course the people driving it, most importantly the Review Team. It was nothing short of a miracle that Trevor Moeke was able to assemble an international team of outstanding qualities and fully qualified for this exercise, however, due to the limited time, we were unable to inform each wānanga of exactly who the review team members were until quite late into the process.

How to best disseminate the WINHEC information and share the vision and goals of this project was a challenge at times. This was new territory for all involved and the liaison team had to ensure that Wānanga were comfortable with what they were being asked to participate in.

Understanding of purpose of WINHEC – its guiding principles and the development of a process that expresses those guiding principles is another key component to the successful execution of its role as an Indigenous Accreditation Authority.

Previous Accreditation Experiences

All three applying institutions had mainstream quality assurance experiences to that at times impacted on their ability to understand the intent of the WINHEC Accreditation programme. The use of language such as ‘Panel’, ‘accreditation’, ‘standard’ can have negative connotations depending on the previous experiences of the contributing institution. The WINHEC accreditation handbook must clearly define the language used.

Role of Contributing Nation and/or Institution Leaders

The role of the Tumuaki (CEOs) cannot be underestimated during a project such as this. In order for this process to be fully accepted and undertaken, Tumuaki must agree to allocating time and resource for faculty members to undertake the self study tasks demanded of them.

It was noted that in all three wānanga the self study exercise was added to already full and demanding workloads. Although this did not compromise the integrity of the process it did affect the health and wellbeing of wānanga staff contributing to this project. Also we cannot underestimate the time it took to physically compile the documentation and the self studies. Nga mihi nunui ki ngā Wānanga e toru!

Recommendations

- (a) Allow at least six months to prepare from conception through to completion of an accreditation programme
- (b) Institution CEOs encouraged to support the process by allocating time and resource to contributing wānanga faculty to assist with the self study documentation and accreditation process
- (c) Advise the applying institution on WINHEC; its values, accreditation handbook and practices before the self study process begins.

- (d) Inform contributing wānanga about the background, qualities and qualifications of the Review Team before the accreditation visit commences.
- (e) WINHEC contributing nation and/or institution liaison team to meet regularly
- (f) Produce documentation in electronic form.

matauranga...

Process in Action– The WINHEC Accreditation Aotearoa Site Visits

There are some things that you cannot possibly control. At all stages of this very special visit, we were reminded of the humbling affects that our natural elements impose from time to time. Flights were delayed due to weather, our lands were flooded and families duly affected in one of our contributing wānanga sites. All these impacts were taken on board and dealt with in humility and prayer.

The review team were assembled in Wellington on 18 July to commence an induction consisting of prayer, introductions, briefing on the programme and focussing on the week ahead. The chair, Dr. Ranginui Walker was unable to attend this important facet of the programme but he was able to meet the team briefly on the Monday morning before heading out to Otaki - Te Wananga o Raukawa to begin the first of the programme accreditations.

Te Wananga o Raukawa – some reflection Bachelors of Maori Laws and Philosophy



Te Wananga o Raukawa immersed the Review team in their environment through ceremony, visual display of graduations, photos, graduate attestation, language, open discussion, food and laughter.

The Liaison and Review team were completely led by the contributing wānanga. Any discussion around endorsing the wānanga self study took place with the wānanga staff and review team. There were no independent deliberations by the review team concerning the Te Wananga o Raukawa on site.

Te Whare Wananga o Awanuiarangi – some reflection Bachelors of Maori Education –Te Tohu Paetahi Matauranga Maori



Due to an act of God Te Whare Wananga o Awanuiarangi were unable to host the review team and present their programme for accreditation on their site in Whakatane.



However, the liaison team, along with Te Whare Wananga o Awanuiarangi were able to organise for the self study leader to meet in Wellington at the central city offices of Te Wananga o Aotearoa, and through talking directly to the self study documentation the review team was able to go ahead with the accreditation process. One of the founding fathers, Hirini Moko Mead, who is located in Wellington, was able to attend and assist the accreditation presentation provide a foundation by explaining the goals and visions of Te Whare Wananga o Awanuiarangi.

It was interesting to note that a deliberation by the review team occurred whilst the contributing wānanga was still on site.

Te Wananga o Aotearoa- some reflection

Te Arataki Manu Korero – (Elders Programme)



The WINHEC accreditation process was embraced and celebrated by the many elders that participated in this presentation. The Review and Liaison Teams were blessed to be able to attend the opening of a marae (meeting house) at one of the Wananga campuses. The Review team not only attended but were honoured by being asked to be the first to step through the threshold of the marae, a significant role in these types of ceremonies.



This ceremony along with the celebrations of song, dance and food was an appropriate way to express the many challenges, joys and achievements of the week.

Many of the elders felt they were being recognised and celebrated for their wisdom and knowledge by being asked to participate in a self study of their programme. The WINHEC accreditation process honoured and endorsed their life

experiences and the strength of their oracy as a valid form of communication and literacy.

Recommendations

- (a) Review team to undergo an induction process that includes:
 - i. Introductions
 - ii. Team building
 - iii. Clarification on documentation
 - iv. Cultural Awareness
- (b) Contributing nations and/or institutions confirm the itinerary for the review team visits to their respective sites. **The protocols and custom of each contributing nation and/or institution must be adhered to.**
- (c) An open forum discussion and evaluation of the self study and institute presentation is encouraged between the Review team and faculty members.
- (d) Exclusive review team deliberations take place off the hosting institutions site.
- (e) Allocate within the itinerary specific reflection time for the review team to produce narratives and recommendations to the programmes they are accrediting.
- (f) Allow two full days per institution, including accreditation visit and evaluation/reflection.

maramatanga...

Direction

Key to the overall success of this project has been the following:

- ?? Relationships
- ?? Adherence to protocol
- ?? Vision

Relationships

Relationships between the liaison team and the participating wānanga are key. Liaison team members' having ongoing relationships with wānanga helped to gain the wānanga approval and trust in submitting their programmes for WINHEC accreditation. The ability to move quickly during the self study process and sit alongside wānanga as they gathered material and wrote up their documentation was invaluable and also provided the liaison team an insight into what it really took to undertake the self study in a short timeframe.

Another relationship crucial to this process is that of the review team; with one another, with the liaison team and ultimately the participating wānanga. This can be partly managed through facilitation and team building exercise but really is determined on the indigenous values, experience and qualities that each participant contributions to the process.

‘The role of WINHEC visitors is to first be well founded in ways Indigenous, themselves positioned in Indigenous serving institutions’

[Dr Janine Pease, WINHEC Accreditation Authority Review Team member]

Adherence to Protocol

From the very beginning it was agreed that once the accreditation visits commenced the Review Team and liaison team would be led and hosted by each contributing wānanga on all aspects of the visit to their sites.

This enabled wānanga to express and maintain their autonomy throughout the process and allowed the review team to express its role to assist and endorse the wānanga programme self study.

Vision

Through belief in the WINHEC, and contributing wānanga collaborative efforts, and the capacity to administer an indigenous accreditation system; the vision for indigenous nations to be responsible for their own expression of values, developments, initiatives and practices is becoming a reality.

Recommendations

- a) Review the content of the WINHEC Accreditation Handbook including:
 - ?? Format
 - ?? Self Study Section

Also including guidelines around:

- ?? Cultural Standards
- ?? Review Team eligibility
- ?? Host Nation and/or Institution liaison team roles and responsibilities

- b) That an option be available for applying institutions to develop their own cultural standards on consultation with the WINHEC nation they represent.

Conclusion

For the liaison team from Aotearoa, this experience has highlighted the absolute need for the WINHEC Accreditation Body. Aside from the aches and pains that come with creating new pathways, this project has proven to be immensely successful in:

- ?? Assisting WINHEC in the development of its Accreditation processes
- ?? Celebrating the achievements of all three Wānanga in Aotearoa
- ?? Creating the space for academic rigor, challenging discourse and the exploration of indigenous ways of validating and celebrating our achievements
- ?? Allowing Wānanga to take the time to critically evaluate their programmes in relation to their principles, goals and visions.

It has been a privilege to have assisted in the first WINHEC accreditation pilot with all three wānanga, the review team and the WINHEC Aotearoa leadership. We hope this reflective paper about the management and logistics component assist with the overall development of the WINHEC accreditation body and we hope that our experiences will assist other WINHEC members who may want to pursue this direction.

Mauri ora ki a tātou!

Ehara taku toa, i te toa takitahi, engari, he toa takitini
My strength is not sourced from myself but from the multitudes

Recommendations

It is recommended that the WINHEC Accreditation Working Party:

- (a) accept this paper, and
- (b) discuss and action recommendations accordingly.