



Education

# SUPPORTING OUR WORKFORCE THROUGH THE WHĀNAU ORA DIPLOMA

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*no Ngapuhi, Whakatohea me Te Arawa*

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Dale-Lynne Sherman-Godinet is a Whānau Ora tutor, National Urban Maori Authority Attendance Service Transitional Lead who works with Urban Māori Authorities to upskill kaimahi in workforce development and ensure that Attendance Services are operated appropriately across Auckland, Waikato and Wellington regions.

Dale has experienced success in the Education and Health services across Tertiary Education Commission, District Health Boards, Primary Health Organisation, Iwi Māori, Community and Māori provider groups. Dale established ProCare Health Treaty training and Māori Health Plans for General Practice, GP Services at the marae across Nga Hau e Wha marae (Pukekohe), Mangatangi marae and Oraeroa marae (Port Waikato).

Dale holds a Masters of Art in Māori Education (University of Auckland), a Teaching Diploma, Post Graduate diploma in Māori business development (Unitec), Advanced approaches to Professional Supervision (University of Auckland). Dale knows that when you invest in Whānau Ora workforce development that innovation and whānau reaching their full potential can occur.

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## Abstract

This article utilises an appreciative inquiry of cultural responsiveness focusing on manaakitanga through the environ of Whānau Ora qualification engagement. The article provides a backdrop of the qualification offered by Wai-Tech – the private training establishment portal of Te Whānau o Waipareira, and highlights the diverse spread of engaged Whānau Ora kaimahi from throughout Te Ika-a-Māui. The article uses the concept of “manaakitanga” to offer an experiential insight into the magnitude and value of Te Ao Māori foundations that underpin all interactions with Whānau Ora kaimahi. The article considers the learnings from working with Whānau Ora kaimahi in terms of the value of manaakitanga in its application.

*Kore rawa rātou e wareware ki ēnei manaakitanga ā mate noa rātou.*

They will never ever forget this hospitality until they die.

**Key words:** Whānau Ora, kaimahi, mana ki te tangata, qualifications

## Background

The landmark Whānau Ora Diploma was established in September 2012, a two-year part time work-based programme encompassing a Level 5 NZQA qualification that met:

- *Nga Kaupapa tuku iho* – The exploration of the role of social work and importance of language in their application to te timatanga o te ao, whakapapa and whanaungatanga in Iwi Māori/Social services
- *Kia matau, kia auaha te kawenga o nga mahi* – the competency and innovation of service delivery,
- *Nga huarahi e tika ai, e mataara ai te mahi* – ethical and safe practice
- *Mahi tahi me te whanau kia hapai i te mana o te whānau* – whilst working with whānau to uphold whānau integrity, culminating in a Whānau Ora practitioner.

Since 2012, 28 *kaimahi* have completed and graduated with the Waipareira Wai-Tech Diploma in Whānau Ora from a range of Whānau Ora providers of Te Whānau o Waipareira (Henderson), Te Ha Oranga o Ngati Whatua (Kaipara, Wellsford, Helensville) and Te Kohao Health (Waikato).

Te Whānau o Waipareira Board offer leadership and sign off through the Education Governance Group to Wai-Tech. Wai-Tech consists of a Programme Manager, back office support structures and two tutors that are responsible for teaching the current cohort of 53 students due to graduate in August 2018. The next cohort of 60 students are due to commence in July 2018.

## Reflections on the Fourth Cohort

Te Whānau o Waipareira began the facilitation of its fourth Diploma in Whānau Ora cohort in October 2016. Wai-Tech tutors quickly realised that significant changes to the programme were required as we were going to be increasing our student numbers from twelve to sixty learners. A funding commitment by the North Island Whānau Ora Commissioning Agency, Te Pou Matakana, was made to fund the Diploma for Whānau Ora kaimahi located and nominated within its thirteen lead partner organisations throughout Te Ika-a-Māui. The length and breadth of the North Island was captured through Whānau Ora kaimahi who came from Lead Partner Collectives; Ngāti Hine, Te Whānau o Waipareira, Te Kohao Health, Ngāti Rangī, Tui Ora, Whaiora Whānui, Te Arawa Whānau Ora, Ngā Mataapuna Oranga, Te Rūnanganui o Ngāti Porou, Te Taiwhenua ki Heretaunga, Te Tihi o Ruahine Alliance, and Te Roopu Awhina. This gave Wai-Tech the opportunity to create interactive, face-to-face, marae noho, relevant IT platforms in order to engage with our students across the North Island.

The New Zealand Qualification Authority (NZQA) independent external evaluation review in March 2017 noted the distinctive characteristics of Te Whānau o Waipareira programme delivery:

*Wai-Tech's core focus has strategically evolved to Whānau Ora workforce development with the provision of the Diploma in Whānau Ora qualification to Kaimahi (front-line workers). Kaimahi must be employed with a Whānau Ora provider to be enrolled on the course. The programme is predominately self-directed with scheduled tutorials held at workplaces across the North Island, in addition to online support, emails and phone contact. (NZQA, 2017)*

NZQA also noted the changes to the management of Wai-Tech: “The education management role has been replaced by a programme manager. There has been increased organisational alignment using Te Whānau o Waipareira personnel and resources – the finance, performance management, human resources, and quality assurance departments – to support Wai-Tech programme staff.” (NZQA, 2017)

Within the context of facilitation of the Whānau Ora Diploma to Whānau Ora kaimahi, there has been a focus on demonstrable elements of manaakitanga. Concepts and values associated with manaakitanga often talk about integrity, trust, sincerity and equity, however Te Whānau o Waipareira’s facilitation can be best described as “mana ki te tangata”, i.e., the reciprocity of mana between facilitator and kaimahi in the learning engagement process to recognise and affirm each other in an open and trusting relationship.

The design elements of the NZQA accredited Diploma in Whānau Ora provided the template for mana ki te tangata engagement. Eighteen unit standards were selected to meet the robust and diverse needs of Whānau Ora kaimahi and arranged in four unique modules:

- Ngā Kaupapa Tuku Iho
- Mana Whānau – working with whānau to uphold whānau integrity
- Te Maia o Ngā Mahi Hou – competent and innovative delivery of service
- Ngā Mahi Riunga Ora – ethical and safe practice

“Ngā Kaupapa Tuku Iho” set the scene for the Diploma journey with an intent that learners recognise the use of *te reo Māori* and apply te timatanga o te ao, *whakapapa*, and whanaungatanga into their respective Whānau Ora organisations. Furthermore, each ensuing module develops the learner throughout the qualification journey, thus creating a qualified mandate that recognise and validate their “voices of experience” as Whānau Ora kaimahi.

With this delivery foundation, the nuances of mana ki te tangata are incorporated into delivery dynamics. It is also demanded by the underpinning values of the umbrella organisation – Te Whānau o Waipareira, whose Code of Conduct asks staff to demonstrate manaakitanga in terms of being hospitable, fair and equitable. Therefore, effective delivery has been reliant on Te Whānau o Waipareira staff to offer flexible and individually attuned facilitation, so that all learners arise within a tide of growing competence.

NZQA comments on this by stating that:

*Activities allow students to draw on their own experiences, and also to put their learning into practice on the job. [...]The use of real-life examples and situations are encouraged to contextualise learning. [...] Both past and current students felt teaching staff were helpful, responsive, contactable, explained requirements clearly and gave good feedback on assessments. (NZQA, 2017)*

A summary of evaluative findings from 2017 survey results for Whānau Ora kaimahi engaged on the Diploma in Whānau Ora programme demonstrated that 93% of all learners gave a 5-star rating for the qualification itself, and 100% of all learners attested to satisfaction of programme delivery.

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*I have been well supported via email whenever I have asked kaiako have outlined in detail all feedback requests from them. This has always put me on the right track to answering or completing work*

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*I have been able to use the feedback for further assignments and have noticed my own work has improved*

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*Te Whānau o Waipareira staff have been marvellous in informing us about our catch up get together and feedback. Having one on one sessions have been excellent*

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*The use of social media, Zoom, FaceTime, Facebook Video, and Facebook LIVE have enabled me to have 24/7 access to learning*

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*Wanted to say how I appreciated time spent with everyone at our noho marae. It has challenged me to seek deep and draw from what feels culturally right.*

*"Mahia te mahi hei painga mō te iwi"*

*"Work for the betterment of our people"-  
(Te Puea Herangi)*

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*I thoroughly enjoyed our 4-day Wānanga and just want to thank everyone for the experience! My cup is overflowing and I have come home feeling revived, humbled and full of gratitude.*

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The Diploma in Whānau Ora requires mana ki te tangata – reciprocity in relationships, as it is critically important with successful programme delivery. In turn, Te Whānau o Waipareira Wai-Tech staff have been committed to:

- putting in the necessary time, i.e. the 24/7 nature of learner access has often required contact outside of normal working hours;
- having a love for those taught, i.e. being honoured to work with Whānau Ora champions who are making a difference in their own communities;
- having an effective management style suited to the different environs, i.e. understanding that what is right for one cohort, may not be necessary right for another
- having positive relationships with Whānau Ora kaimahi as well as their management, i.e. regular weekly pānui, evaluative surveys, and *kanohi ki te kanohi* interactions have been effective communication strategies;
- having a consistent focus on excellence, i.e. ensuring that sessions are well-planned, relevant, appropriate, and incorporate new learnings for improved practice;
- being competent with the use of instructional tools, i.e. utilising blended learning in all its forms and using these tools with a practised ease;
- in-depth content knowledge, i.e. being conversant with curriculum requirements in order to provide individually attuned frameworks for Whānau Ora kaimahi to successful engage;
- capacity for growth, i.e. being open and committed to life-long learning in order to continually give your best self to learners;
- steadiness and purpose of teaching personality, i.e. no highs and lows – being consistently authentic in the teaching approach;
- a complex act, i.e. being skilled, knowledgeable and having the ability to think fast on your feet with the information you have at hand.

Mana ki te tangata demonstrable elements have allowed Te Whānau o Waipareira measures of success, as attested by NZQA's independent evaluative review, survey feedback, kanohi ki te kanohi interaction and internal evaluative forums. The importance of relationship-building through reciprocity has been vital and this has not happened overnight. It has been achieved through persistent and consistent attention to authenticity. This takes time and mana ki te tangata – the reciprocity of mana between facilitator and kaimahi in the learning engagement process, recognises and affirms one another in an open and trusting relationship.

*He aha te mea nui o tēnei ao? Māku e ki atu, "He tangata, he tangata, he tangata!"*

When asked what is the greatest thing, I answer, "It is people, it is people, it is people!"

### **References**

NZQA. (2017, October 25). *Report of External Evaluation and Review*. Retrieved from NZQA Provider Reports: <http://www.nzqa.govt.nz/nqfdocs/provider-reports/7303.pdf>