

## **Rosina Taniwha**

Tauranga Moana, Tauranga Tangata

Mauao te maunga, Ngāi Te Rangī, Ngāti Tapu, Waikari marae

2012 -2009-Te Whare Wānanga o Awanuiārangi, (enrolled PhD student)

2006 University of Auckland: Master of Education (Māori Education)

2001 University of Auckland: Bachelor of Education (Teaching)

2000 Te Wānanga Takiura mō ngā Kura Kaupapa Māori o Aotearoa: Dip Tchg (Kura Kaupapa Māori)

Rosina has a Diploma of Teaching Kura Kaupapa Māori, completed her Bachelors and Masters in Māori Education and is pursuing a PhD, focusing on indigenous educational environments conducive to learning. Rosina is located within Haemata Ltd a Māori organisation that engages with a variety of projects that seek to actively, advance education, and educational achievement for Māori. She has a strong interest in, and commitment to quality initial teacher education programmes. Rosina retains a lecturing role on the graduate programme of Te Whare Wānanga o Awanuiārangi, in her specialist area of 'critical education pedagogies'.

### **AKO816 Critical Indigenous Pedagogy**

Master of Māori Studies. This course focuses on critical pedagogies as a means to engage with culturally appropriate frameworks, knowledge and practices for indigenous peoples within education. The course examines both western and indigenous theories and philosophies to enable students to critique, reflect and engage with transformative educational practices. The objectives are to enhance critical reflection of educational practices and to examine how these practices are shaped by social, political and economic environments. Students will be able to examine the relationships between western and indigenous pedagogies and practices for indigenous education; demonstrate an understanding of those relationships and the complexities of how they operate and; Critically examine and critique the outcomes for indigenous education within the context of transformative action and social, political and economic environments.

Content of this course includes; Critical pedagogy/ critical literacy and its roots in critical theory. The heterogeneous nature of educational contexts and the implications for learning/teaching pedagogy; Western educational pedagogies – the 'place' of indigenous knowledge and practices; Indigenous education pedagogies --- traditional constructions of Indigenous pedagogies and epistemologies; critical pedagogy and the politics of indigenous voices; and, The ethical and professional roles of reflective educators.

Rosina has been the New Zealand coordinator of the international VCI seminars between Hawai'i, Arizona, Alaska, Canada and Awanuiārangi on Culturally Based Education.

In the past five years while employed by Te Whare Wānanga o Awanuiārangi as Acting Director National Institute of Māori Education and National Sites Development Manager, Rosina has been responsible for:

- the initial set up of the National Institute of Māori Education
- project managing, reviewing, rewriting, re-developing and re-accreditation of Te Ōhanga Mataora – Bachelor of Science (Nursing Maori)
- maintaining and managing Awanuiārangi interests in all external sites – contract management and preparing sites and programmes for accreditation
- coordinating and lecturing on the Bachelor of Teaching and Learning (Early Years 0–8 yrs) Itirearea
- assisting project leaders of He Kākano (Ministry of Education national PLD initiative) in initial scoping visits at commencement of project in North island.

### **Professional Roles:**

**NZARE** – Māori caucus representative

**TEFANZ** (Teacher Education Forum of Aotearoa New Zealand) – Executive Committee member. The association aims to provide a national voice for teacher education issues in the political and policy arena by regularly consulting with the Ministry of Education and government agencies. Another stated aim is to improve the public perception of teacher education and the education profession. TEFANZ does not represent the institutional interests of its members but is instead focused on issues of quality in teacher education, with the intention of speaking on behalf of important professional and research-informed issues in education.

**Teacher Registration** – renewed 2011

### **Publications**

Taniwha, R. (2011). *From Theory to Practice – The Bicultural Reality: Aspirations, Perspectives and the Reality for Teacher Educators towards a Bicultural Pedagogy*. Lambert Academic Publishing ISBN 978-3-8383-6990-7

Morehu, C., Ferguson, S. Sinclair, E., Taniwha, R. (2006). eAKO. Developing an eLearning Culture for Te Iti Rearea. *Journal of Māori and Pacific Development*. Hamilton: The University of Waikato.

Taniwha, R., Morehu, C., Iopata, P., & Skerrett, E. (2005). *Ko te amorangi ki mua, Ko te hapai ō ki muri*. Paper presented to NZARE Conference, Dunedin. December 6–9, 2005.