

The Food and Fibre Skills Framework

Core Transferable Skills

Skill Descriptions, Reflection Scenarios and Resource Links



Version 1.1

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Version Control Table

Version #	Date	Description of update
1.0	30 September 2024	Original Document
1.1	14 October 2024	Updated Whakataukī to be consistent across Summary and individual skill set pages

Introduction

This paper provides further detail to articulate examples of the skills within the Core Transferable component of the Food and Fibre Skills Framework. The aim of providing these examples, is for the Skills Framework to be able to be used by the industry – individuals working in it, employers, and educators. It provides an approach that can be contextualised for any organisation, providing a common foundation to build the skills the industry needs to develop an engaged, effective and empowered workforce.

Background

[A New Approach to Learner Pathways](#), was published by Muka Tangata in January 2023 to put forward concepts and design principles to reform the Vocational Education approach for the Food and Fibre Sector. From there, a co-funded research project by Muka Tangata and the Food and Fibre Centre of Vocational Excellence (FF CoVE) investigated what type of framework would provide the desired outcomes for the sector (See research report [here](#)). This document aims to breathe life into the Food and Fibre Skills Framework, by expanding it to include skill descriptions and attributes for the Core Transferable Skills.

Vision for the Food and Fibre Skills Framework

The vision for the Food and Fibre Skills Framework is that it be:

- A living skills framework, with accompanying resources, which are used (and contributed to) by all food and fibre sector vocational education stakeholders, to develop engaged, effective and empowered employees.
- A mechanism to support the skills-first approach across all sectors, enabled by aligned policy, funding and qualifications approval settings.

Aim

The Food and Fibre Skills Framework has been developed to:

- Develop a common language to describe skills and knowledge, which will support flexible qualifications and transferable skills
- Help understand which skills are relevant across many food and fibre sectors and workplaces, and which are more specialised
- Help recognise skills that are gained outside of the formal qualification system
- Enable the future proofing of food and fibre sector skills and capabilities, addressing new and emerging skills as well as current skills.
- Enable the simplification of qualifications

Outline

This document expands on the initial conceptual framework by adding the following details to the Core Transferable Skill Sets:

- Skill descriptions for each skill set
- Expanded depth of view of the skills, using whakataukī (proverb or saying that expresses wisdom or advice, with no known author) and whakatauāki (proverb or saying attributed to a known person, often a leader or someone of significance expressing their personal views or philosophies).
- Descriptions of elements which make up the skill
- Framing statement for each level in the progression, to help the reader identify their competency
- A scenario to set the scene for each skill set, to help the reader understand the importance of the skills
- An indication of available learning resources for each skill set

How to use the Skills Framework

The Skills Framework has multiple dimensions, and the reader should approach from their own context as either an individual, employer or an educator.

As an individual

The Skills Framework is designed to aid your exploration of your current skills, and how they may be developed further to aid your development in life and at work. Each skill element has three progression levels. These should be broadly interpreted, and may not perfectly describe your situation (ie. you may want to develop skills, but not be in a supervisory role). Descriptive statements for each skill element take the form of “I can” statements, to help you assess where your skill level currently sits. In addition, the Scenario may assist by putting you in a real-world situation, and provide further grounding for the reflection on your skills. The resources listed for each skill set are an indication of next steps you could take in your development journey.

As an employer

As an employer or leader in an organisation, there is an additional interpretation that the Skills Framework can support. You should review your skills as an individual (as per above), but in addition think how the Skills Framework could be integrated into current processes to aid recruitment, induction, ongoing development of your team. The resources are indicative of the environment you could provide to develop these skills in your work-place.

As an educator (provider or trainer)

As an educator, the Skills Framework provides common language and skill descriptions for skills that you are probably familiar with. By encouraging a consistent approach across the Vocational Education system, these skills can be amplified to make the workforce more flexible and transferable for our learners and employers. The resources are indicative of the environment you could provide to develop these skills for your ākongā.

Acknowledgements

This Skills Framework detail has been jointly developed by a core team, funded by the Food and Fibre CoVE. It has been developed as a starting point for many discussions and iterations to come.

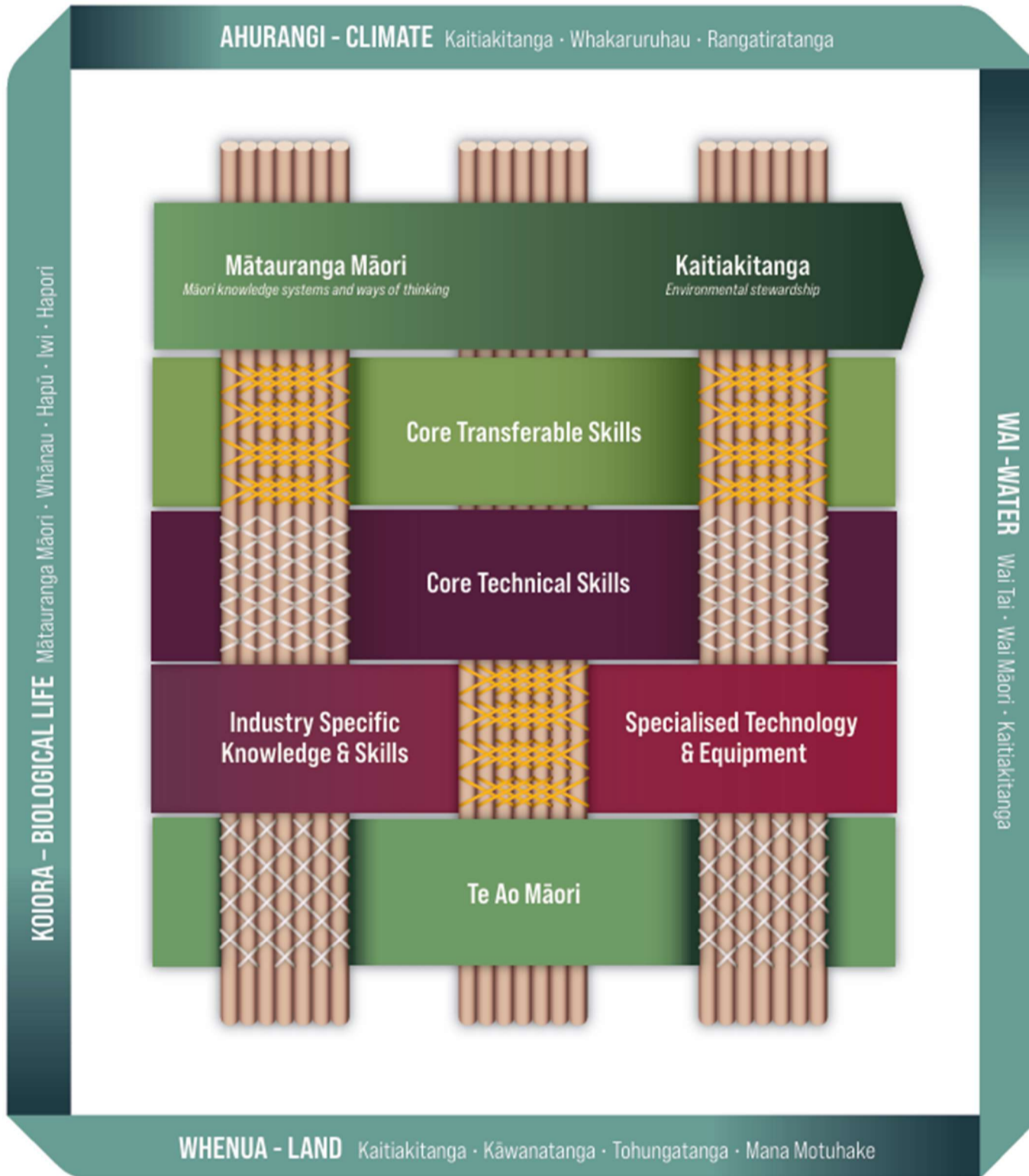
With thanks to Boost Business Services, On Task Ltd, HTK Group Ltd and Ripple Ed Ltd for their expertise, valuable insights and fruitful collaboration.

Visualisation of the Food and Fibre Skills Framework

This is a high-level visualisation of the Food and Fibre Skills Framework, which shows the interwoven nature of the core components. Te Ao Māori principles and values are integrated into The Framework, symbolised by toi Māori in the form of Tukutuku Lattice panels which adorn the pakiwaitara (stories) on the walls of the Whare Tipuna.

The Core Transferable skills are woven in the centre of the panel, as they provide the core skills needed by individuals in life and in work.

For further information about the Skills Framework, refer to the outputs of the Research Project on the FF CoVE website ([here](#)).



Core Transferable Skills Overview

These are ‘skills to build skills’: learning to learn, learning for work, and learning for life. The term ‘core transferable skills’ has been deliberately chosen as these skill sets underpin the ability of individuals to gain, value, extend and transfer any skills or knowledge to different contexts. There are five skill sets that make up the Core Transferable Skills.

This table outlines these skill sets, gives depth of explanation with whakataukī/whakatauāki and a definition, then provides elements which make up the skill sets. These are the foundations on which the skill sets are built. They are given as guides and examples. Each individual should review these and adjust them based on their experience and situation.

Skill sets	Explanation	Definition	Elements
Sense of self	<p>Te Reo Māori: “Kia kaha ake te pakiaka, ka kaha ake te tipu o te rākau” English: “The stronger the roots, the stronger the tree will grow” Explanation: This whakataukī emphasises the importance of strong foundations (roots) for growth and success, which is a concept that resonates in many cultures.</p>	<p>This is understanding who you are. Our sense of self is strengthened when we are connected not only to ourselves, but our whānau, communities and environment.</p> <p>A strong sense of self means you are reliable, resilient and have a can-do attitude. You can be honest when you self-reflect. You know how to set personal goals, make plans and meet challenges.</p> <p><i>You know your strengths and weaknesses. You believe in yourself.</i></p>	<p>Whakapapa Staying positive Self-managing Tūrangawaewae Aiming high</p>
Learning to learn	<p>Te Reo Māori: Ko te manu e kai ana ī te miro, nōna te ngahere. Ko te manu e kai ana ī te mātauranga, nōna te ao. English: The bird that partakes of the miro berry owns the forest. The bird that partakes of knowledge owns the world. Explanation: This whakataukī emphasises that while physical sustenance provides for immediate needs, knowledge offers limitless opportunities. It encourages lifelong learning as the key to broader horizons and success.</p>	<p>This is when you solve problems by finding, using and then sharing knowledge. You fill your personal kete and are confident you can keep learning.</p> <p>You keep a positive mindset about yourself when it gets tough. You are comfortable to either be the learner or to share your experience depending on the situation.</p> <p><i>You have a growth mindset.</i></p>	<p>Seeking knowledge Reflecting Adapting Ako</p>
Thinking critically	<p>Te Reo Māori: “I orea te tuatara ka patu ki waho” English: “A problem is solved by continuing to find solutions” Explanation: This whakataukī refers to the need for creative thinking, critical thinking, adaptability and perseverance. In order to solve a problem you need to have all of these.</p>	<p>This is when you see connections and opportunities. You are open to the views of others and new experiences. You need this to get ahead with the technical skills in your work.</p> <p>When you think critically you can make sense of information, experiences, and ideas. You make informed decisions and can explain clearly your perspective.</p> <p><i>You are known for being curious and others ask your advice.</i></p>	<p>Creative thinking Problem solving Mātauranga</p>
Interacting with others	<p>Te Reo Māori: “Whiria te tangata, toitū te mātauranga” English: “If you weave the people, you weave their knowledge” Explanation: This whakataukī signifies the importance of collaboration. It speaks from the perspective of collective knowledge is greater than single knowledge. It can be used to connect people, cultures and individuals with different viewpoints.</p>	<p>This is how you engage with people around you. You build strong relationships and know how to operate in different social and cultural dynamics.</p> <p>When you master this, you are strong in listening actively, recognising different points of view, negotiating and sharing ideas.</p> <p><i>You can get things done because a wide range of people like working with you.</i></p>	<p>Listening Communicating Whanaungatanga Manaakitanga Developing people</p>

Skill sets	Explanation	Definition	Elements
<p>Participating and contributing</p>	<p>Te Reo Māori: “Taakiri tū te kōtahitanga, taakiri tū te mana motuhake” English: “Independence is strong, unity is stronger” Explanation: This whakatauāki was said by Kingi Tūheitia in relation to the gathering of iwi across the country. He welcomed everyone’s voices, allowing all to share knowledge, share ideas and have discussions of how the country can proceed ahead with the implementation of our new government. This whakatauāki signifies the collaboration among people who are different in their own way but have the same end goal.</p>	<p>This is when you are actively involved in your community. This means you contribute as a group member, you make strong connections with others, and you can create opportunities for others to shine.</p> <p>You have a sense of belonging and the confidence to put your hand up in new situations.</p> <p>When you master this, you understand the importance of balancing rights, roles, and responsibilities of everyone in your community. You play your part in ensuring your place is a quality environment for everyone.</p> <p><i>You act fairly for everyone.</i></p>	<p>Building inclusivity Kotahitanga Kaitiaki</p>

Skill Set 1: Sense of Self

Whakataukī: “Kia kaha ake te pakiaka, ka kaha ake te tipu o te rākau.”

(Stronger the roots, the stronger the trees will grow.)

This whakataukī emphasises the importance of strong foundations (roots) for growth and success, which is a concept that resonates in many cultures.

This is understanding who you are. Our sense of self is strengthened when we are connected to ourselves, and also to our whānau, communities and environment.

A strong sense of self means you are reliable, resilient and have a can-do attitude. You can be honest when you self-reflect. You know how to set personal goals, make plans and meet challenges.

You know your strengths and weaknesses. You believe in yourself.

Elements	What it looks like	Finding your place	Building your place	Nurturing your place
		Responsibility: works with supervision Autonomy: becoming independent	Responsibility: leading others Autonomy: independent	Responsibility: set strategy Autonomy: leading direction or innovation
		Mōhio (understanding)	Mātau (expertise)	Mārama (enlightenment)
Whakapapa	<p><i>You understand how your background makes you who you are.</i></p> <p>Te Reo Māori: “He rau rengarenga nā roto I te raukura” English: “Listen to the whisperings” Explanation: Traditionally this whakataukī speaks about healing but it also refers to the importance of listening to your intuition for these are the things of the spirit and our ancestors.</p>	<ul style="list-style-type: none"> I know the traditions and history of my family (whānau) I know my connections to people and place I feel my achievements are important to my family (whānau) and community 	<ul style="list-style-type: none"> I learn from those who hold knowledge within my family (whānau) and community I value the skills and knowledge I have inherited and seek to refine them I know the strengths I inherit from my ancestors I align my goals to my values, so I contribute positively to my community and environment 	<ul style="list-style-type: none"> I know the importance of context and history in informing my decisions and actions I continuously seek to expand my knowledge and abilities to better serve my family and community I take on challenges that lead to personal and spiritual growth
Staying positive	<p><i>You keep trying. You look for opportunities and motivate others to be positive.</i></p> <p>Te Reo Māori: “Te whakawhetai me te waiaro” English: “Gratitude and Attitude” Explanation: This whakataukī encourages us to appreciate what we have and maintain a positive outlook, suggesting that these two elements are key ingredients for a fulfilling and positive outlook.</p>	<ul style="list-style-type: none"> I know when I feel positive or negative I know when others feel positive or negative I keep trying when something goes wrong I keep trying and stay calm when something goes wrong I keep trying when something goes wrong, and think about what happened I keep trying when something goes wrong and help cheer others up I keep trying when something goes wrong and encourage others to keep trying too 	<ul style="list-style-type: none"> I look for opportunities in difficult situations I look for opportunities in difficult situations, and share these with others I look for opportunities in difficult situations, and adapt plans to use these opportunities I look for opportunities in difficult situations, and create new plans to use these opportunities I see risks and gains in new opportunities, and plan for these 	<ul style="list-style-type: none"> I support others to stay positive, by managing my own responses I support others to stay positive, by helping others to see opportunities I support others to stay positive, by helping others to see opportunities and creating plans to achieve them

Elements	What it looks like	Finding your place	Building your place	Nurturing your place
		Responsibility: works with supervision Autonomy: becoming independent	Responsibility: leading others Autonomy: independent	Responsibility: set strategy Autonomy: leading direction or innovation
		Mōhio (understanding)	Mātau (expertise)	Mārama (enlightenment)
Self-managing	<i>You own your own well-being. You know your triggers and how to manage them.</i> Te Reo Māori: “Ko au te awa, ko te awa ko au” English: “I am the river, the river is me” Explanation: This whakatauki references that self-care begins with paying attention. Paying attention to yourself, to the earth, the elements, ancestors.	<ul style="list-style-type: none"> • I know my personal triggers • I know when I am becoming stressed • I know what to do to manage stress ahead of time • I manage my disruptive impulses • I use positive self-talk to limit negative thoughts • I reflect on my actions to improve my responses • I seek help when it is needed 	<ul style="list-style-type: none"> • I check-in with my well-being to make sure I am effective in my work • I have well established stress releases that work for me • I can explain why I choose my responses to situations • I use my own self-regulation to model how to diffuse situations. • I am known for integrity because I am honest • I set boundaries to manage work-life balance 	<ul style="list-style-type: none"> • I set time aside to evaluate my well-being and seek opportunities to improve my effectiveness • I create a safe environment for others to share their well-being • I support the organisation to bake integrity and trustworthiness into our expectations • I take the time to endorse programmes for the well-being of others
Tūrangawaewae	<i>You understand your place of belonging.</i> Te Reo Māori: “Ko taku rekereke, ko taku Tūrangawaewae” English: “Where I dig my heels is where I make my stand” Explanation: This whakatauki refers to the fact that it doesn’t matter where you were born or raised, your Tūrangawaewae (place of belonging) is anywhere you feel strong and at home.	<ul style="list-style-type: none"> • I understand the importance of a place as a part of my identity • I seek to understand the history and cultural stories of my place • I keep learning about the land and traditions of my place 	<ul style="list-style-type: none"> • It is important to me to play my part in protecting and enhancing the well-being of my place • I develop expertise to represent and preserve my place • I share my knowledge of my place with others • I commit to lifelong learning to better serve the needs of my place 	<ul style="list-style-type: none"> • I champion the organisation as a guardian of our place • When I face challenges I draw energy from my place that I call home • I share how our actions and values represent and preserve our place • I champion our organisation to make responsible connections and use of the land
Aiming high	<i>You set clear goals. You create plans and strategies to reach these.</i> Te Reo Māori: “Me aro ki ngā whetu, engari me ū ki te whenua ” English: “Keep your eyes on stars, and your feet on the ground” Explanation: This whakatauki encourages people to aim for the stars but remain realistic and practical.	<ul style="list-style-type: none"> • I know when I am finding something too difficult • I know what doing well looks like for me • I work with care and attention to detail • I work with pride when I am being successful • I work with a positive approach to new challenges 	<ul style="list-style-type: none"> • I set goals for myself • I set goals informed by an understanding of what is needed • I set goals, ordering and prioritising tasks to achieve them • I set goals and secure the right resources to achieve them • I set goals and plan to involve others in the best way 	<ul style="list-style-type: none"> • I create plans that are informed by my skill set and that of others • I create plans that include clear targets to make progress tangible • I create plans that are informed by external views, including constructive criticism • I develop long-term strategies based on strengths, weaknesses, opportunities and threats • I develop long-term strategies that use regular milestones to keep everything on track • I develop long-term strategies that include feedback loops

Scenario and Reflection Questions

Sense of Self: Recruitment
There is a family run business in the food and fibre industry in New Zealand which has been operating for over five generations. The business has traditionally been a small, family-run operation, but the current owner has decided it is now time to expand. Four years ago, an apprentice was employed, who is now fully qualified, technically competent and keen to contribute to the growth of the business. With plans to expand the business further, the core team needs to expand.

Individual	Individual with responsibility	Business Leader
<p>You are applying for a new role at this operation. You have a range of skills to offer. Now, you believe it is time for a change and although you haven't had a lot of experience in the food and fibre industry, you are keen to present yourself as well as you can at your interview.</p>	<p>This is an opportunity to step up and supervise the new team members while the business leader oversees the business. You are keen to contribute to the growth of the business and see this as an opportunity for you to develop leadership skills. You and the business leader are currently preparing to interview two people for the team roles.</p>	<p>With plans to expand further, you have decided to employ two new team members, and your recently qualified worker will become their team leader. You are currently preparing to interview them.</p>
<p>Generic questions</p>		
<p>How does your background inform who you are?</p> <p>How do you motivate yourself and others in challenging situations?</p> <p>How do you manage your own well-being?</p> <p>How do you self reflect and keep focused?</p>		
Individual - questions	Individual with responsibility - questions	Business leader - questions
<p>What could you include in your application or explain at interview to present yourself and your skills? LINK TO LINK TO COLUMN 1 E.G. WHAKAPAPA, TŪRANGAWAEWAE, STAYING POSITIVE, SELF MANAGING, AIMING HIGH.</p> <p>How can you make sure you understand what is important to the business owner and the business as a whole? LINK TO LINK TO COLUMN 3 E.G. WHAKAPAPA, TŪRANGAWAEWAE, AIMING HIGH</p>	<p>What is it about you that will help you become a great team leader? LINK TO COLUMN 2 E.G. WHAKAPAPA, TŪRANGAWAEWAE, AIMING HIGH</p> <p>How can you make sure you understand what is important to the business owner and the business as a whole? LINK TO LINK TO COLUMN 3 E.G. WHAKAPAPA, TŪRANGAWAEWAE, AIMING HIGH</p> <p>How could you prepare for your new role as team leader? Other than technical skills, what additional skills will you need to be successful as a team leader? LINK TO COLUMN 2 E.G. SELF-MANAGING, STAYING POSITIVE</p>	<p>What can you do to make your interviewees feel welcome? What can you ask to find out more about them, their skills and their future goals? LINK TO COLUMN 3 E.G. WHAKAPAPA, TŪRANGAWAEWAE, AIMING HIGH</p> <p>What can you do to help your current worker step up to become the team leader? LINK TO LINK TO COLUMN 3 E.G. STAYING POSITIVE, SELF MANAGING, AIMING HIGH; LINK TO COLUMN 2 E.G. WHAKAPAPA, TŪRANGAWAEWAE, AIMING HIGH</p> <p>What could you do during the interview to find out if your new workers will fit in with the rest of the team and your business goals? LINK TO LINK TO COLUMN 1 E.G. WHAKAPAPA, TŪRANGAWAEWAE, STAYING POSITIVE, SELF MANAGING, AIMING HIGH.</p>

Resources

SENSE OF SELF	Individual	Employer	Educator	All Roles
Whakapapa				
Staying Positive				
Self-managing	Skillpod: Building your resilience (\$)		The Emotional Culture Deck by Riders & Elephants (\$)	Short, succinct 4 minute video explaining EQ Article explaining EQ Article explaining EQ from MindTools
Tūrangawaewae				
Aiming High				
General fit				<p>Good Yarn (\$)</p> <p>GoodYarn is an evidence-based, peer-delivered mental health literacy programme. GoodYarn has three key aims and evaluation indicators:</p> <ul style="list-style-type: none"> • Increase awareness of signs and symptoms of common mental illnesses; • Build confidence in starting a conversation where you are concerned; and • Improve knowledge of where and how to get help. <p>https://www.goodyarn.org/programme/#what-is-goodyarn</p>

Skill Set 2: Learning to Learn

Whakataukī: "Ko te manu e kai ana i te miro, nōna te ngahere. Ko te manu e kai ana i te mātauranga, nōna te ao."

(The bird that partakes of the miro berry owns the forest. The bird that partakes of knowledge owns the world.)

This whakataukī emphasises that while physical sustenance provides for immediate needs, knowledge offers limitless opportunities. It encourages lifelong learning as the key to broader horizons and success.

This is when you solve problems by finding, using and then sharing knowledge. You fill your personal kete and are confident you can keep learning.

You keep a positive mindset about yourself when it gets tough. You are comfortable to either be the learner or to share your experience depending on the situation.

You have a growth mindset.

Elements	What it looks like	Finding your place	Building your place	Nurturing your place
		Responsibility: works with supervision Autonomy: becoming independent	Responsibility: leading others Autonomy: independent	Responsibility: set strategy Autonomy: leading direction or innovation
		Mōhio (understanding)	Mātau (expertise)	Mārama (enlightenment)
Seeking knowledge	<p>You are curious and always learning.</p> <p>Te Reo Māori: "Tangata ako ana i te whare, te turanga ki te marae, tau ana" English: "A person who is taught at home, will stand collected on the marae"</p> <p>Explanation: This whakataukī highlights the value of learning and knowledge gained from one's family, community and experiences. This instils the confidence in a person of their knowledge collected throughout their life.</p>	<ul style="list-style-type: none"> I use different learning approaches I plan for my next steps in my career I am receptive towards knowledge sharing I focus on the process and effort rather than outcome or talent 	<ul style="list-style-type: none"> I model on-going learning to my team by prioritising my own development I support feedback among team members. I support my team with their career aspirations career development I give opportunities for my team to practice new tasks to help them with their career goals 	<ul style="list-style-type: none"> I champion activities that support the continuous learning path of others I support a collaborative learning environment I encourage the adoption of new learning approaches I identify new learning opportunities for the organisation
Reflecting	<p>You regularly stop and consider what is happening around you. You search for understanding and meaning.</p> <p>Te Reo Māori: "Titiro whakamuri, kōkiri whakamua" English: "Look back and reflect so you can move forward"</p> <p>Explanation: This whakataukī encourages us to look back on where we have been and our connection to the present allows us to consider what the future holds and the pure potential before us.</p>	<ul style="list-style-type: none"> I know how I am feeling about something I know how to explain my feelings about something to my team I know how to recognise others' feelings about something I see obstacles as an opportunity to learn I learn from constructive feedback and understand it is not personal I understand mistakes are part of the learning process 	<ul style="list-style-type: none"> I check in on the work culture of the team I understand why something is working well within the team. I carefully give constructive feedback to others so they can reflect I look back on work we have completed to see how we can improve I consider the ideas of others in the team to see how we could all improve. 	<ul style="list-style-type: none"> I consider personal purposes, intentions and feelings in my decisions I analyse our work practices to consider how we can improve I analyse our work culture to make sure it matches our expectations I champion self-reflection in the organisation
Adapting	<p>You think on your feet and come up with solutions when changes are needed.</p> <p>Te Reo Māori: "Moea to poi, moea to taiaha" English: "Sleep with your poi, sleep with your taiaha" Explanation: This whakataukī is about being prepared for the unexpected.</p>	<ul style="list-style-type: none"> I can see unexpected situations in my work I know when to propose solutions to my Supervisor and get the OK I see sudden challenges as a learning opportunity I can learn from trial and error to adapt to new situations I support my workmates when they need support in a new situation 	<ul style="list-style-type: none"> I communicate changes and solutions to my team I know when my team is struggling with changes and need my support I know what problems each of my team can independently solve 	<ul style="list-style-type: none"> I understand global challenges and opportunities for our organisation I spend time to keep up with latest trends and innovations in my industry I seek alternatives for our organisation when needed I understand the pros and cons of leading change and the impact on staff I lead others when we are work in a state of change

Elements	What it looks like	Finding your place	Building your place	Nurturing your place
		Responsibility: works with supervision Autonomy: becoming independent	Responsibility: leading others Autonomy: independent	Responsibility: set strategy Autonomy: leading direction or innovation
		Mōhio (understanding)	Mātau (expertise)	Mārama (enlightenment)
				<ul style="list-style-type: none"> I develop wider networks
Ako	<p>You learn and then share.</p> <p>Te Reo Māori: “Kia hōhonu ai te puna kupu”</p> <p>English: “Let the pool of words fall deep”</p> <p>Explanation: This whakataukī suggests that one should strive for depth in understanding and knowledge, valuing profound insights over superficial ones.</p>	<ul style="list-style-type: none"> I take responsibility for my own learning I reflect on my growth, using insights from others’ to help me improve I manage my time effectively I engage in discussions I value my contribution and the knowledge others bring, helping everyone to grow 	<ul style="list-style-type: none"> I apply critical thinking to make informed decisions In my team I model being open to learning from others. I encourage our team to drawing on the experiences of those around me to overcome challenges. I share my expertise with others I know learning is a mutual process I seek feedback from my peers and mentors 	<ul style="list-style-type: none"> I inspire others by sharing creative ideas I encourage the organisation to take a collaborative approach to problem-solving and innovation. I initiate new projects that challenge conventional thinking I guide others in group activities I learn alongside others as we navigate complex tasks together I identify opportunities for the organisation that draws on everyone’s strengths. I create a space where everyone feels empowered to contribute.

Scenario and Reflection Questions

Learning to Learn: Training & development		
An additional worker has recently been employed at the business. The new worker is about to attend an induction and will be learning about the business and how to complete various tasks. The responsibility for training the new worker sits mainly with the team leader who is technically competent and qualified. The business leader takes responsibility for leading the team and setting direction for the business.		
Individual	Individual with responsibility	Business Leader
Although you have been looking forward to starting your new job, you notice you are starting to feel nervous. You keep wondering if you’ve made the right decision to change jobs. You also wonder if you will pick up the skills you need quickly enough and whether you will cope with getting things wrong from time to time.	You have enjoyed your apprenticeship and have been told that you have picked up the skills and knowledge quickly. Although you are keen to be working in a larger team, you are worried that you don’t have the skills to be a team leader. You hope you get it right but you know there is a lot for you and the team to learn and keep improving.	You have been training your experienced worker as well as running the business for the last four years. As your team leader is taking responsibility for training and supervising from now on, you are wondering how you will spend your time. You are also wondering how you can make your workplace a great place to be.

Generic questions		
What steps can you take to stay curious and keep feeling positive about learning?		
How do you create a growth mindset and respond positively to feedback?		
How do you approach challenges, setbacks and change?		
How do you make sure you are receptive to the knowledge and experiences of others?		
Individual	Individual with responsibility	Business Leader
How could you take a future-focused approach to your own learning and development? LINK TO COLUMN 1 E.G. SEEKING KNOWLEDGE, REFLECTING	How can you encourage a culture of continuous improvement within the team? LINK TO COLUMN 2 E.G. SEEKING KNOWLEDGE, REFLECTING, ADAPTING	How can you move from a supervisor/trainer role to the leader of the business? LINK TO COLUMN 3 E.G. SEEKING KNOWLEDGE, REFLECTING, ADAPTING
If you are unsure about how to carry out a task, what are three different approaches you could take to learn and become more confident and competent? LINK TO COLUMN 1 E.G. SEEKING KNOWLEDGE, REFLECTING, ADAPTING, AKO	What can you do to support the development of individuals in the team? LINK TO COLUMN 2 E.G. SEEKING KNOWLEDGE, ADAPTING	How can you support your team leader and the team to continuously upskill and adapt? LINK TO COLUMN 3 E.G. SEEKING KNOWLEDGE, ADAPTING
	How can you encourage your team to share their feedback and ideas? LINK TO COLUMN 2 E.G. REFLECTING, AKO	How can you help to make your business a great place to work so you can retain your best workers? LINK TO COLUMN 3 E.G. SEEKING KNOWLEDGE, REFLECTING, AKO

Resources

Learning to Learn	Individual	Employer	Educator	All Roles
Seeking Knowledge		What is learner agency? Ace Aotearoa	<ul style="list-style-type: none"> What is learner agency? Ace Aotearoa More research based Learner Agency resources FutureMakers 	
Reflecting				
Adapting				
Ako				
General Fit				

Skill Set 3: Thinking Critically

Whakataukī: “I orea te tuatara ka patu ki waho”

(A problem is solved by continuing to find solutions)

This whakataukī refers to the need for creative thinking, critical thinking, adaptability and perseverance. In order to solve a problem you need to have all of these.

This is when you see connections and opportunities. You are open to the views of others and new experiences. You need this to get ahead with the technical skills in your work.

When you think critically you can make sense of information, experiences, and ideas. You make informed decisions and can explain clearly your perspective.

You are known for being curious and others ask your advice.

Elements	What it looks like	Finding your place	Building your place	Nurturing your place
		Responsibility: works with supervision Autonomy: becoming independent	Responsibility: leading others Autonomy: independent	Responsibility: set strategy Autonomy: leading direction or innovation
		Mōhio (understanding)	Mātau (expertise)	Mārama (enlightenment)
Creative thinking	<p><i>You imagine and generate ideas. People say you think outside the box.</i></p> <p>Te Reo Māori: “Tukua te wairua kia rere ki ngā taumata” English: “Allow one's spirit to exercise its potential” Explanation: This whakataukī promotes unleashing one's full creative potential and thinking beyond limitations.</p>	<ul style="list-style-type: none"> • I imagine different situations • I imagine different situations and can say what I imagine • I imagine different situations and can bring them to life in different ways • I create ideas when I've been given a clear brief • I create ideas to improve something • I create ideas by combining different experiences I've had 	<ul style="list-style-type: none"> • I develop ideas by using mind mapping • I develop ideas by asking myself questions • I develop ideas by considering different perspectives • I explore concepts outside my field of expertise • I encourage discussion with my team exploring different ideas 	<ul style="list-style-type: none"> • I innovate effectively when working in a group • I innovate effectively by seeking out varied experiences and stimuli • I support others to innovate by sharing a range of tools • I support others to innovate by evaluating the right creative tools for different situations • I support others to innovate by coaching them to be more creative • I endorse collaboration and the integration of knowledge within and outside the organisation
Problem solving	<p><i>You complete tasks. You explore and analyse different solutions when your work is not straight-forward.</i></p> <p>Te Reo Māori: “Ka mate kāinga tahi, ka ora kāinga rua” English: “There is more than one way to achieve an objective” Explanation: This whakataukī highlights the importance of flexibility and considering multiple approaches when solving problems.</p>	<ul style="list-style-type: none"> • I complete tasks by following instructions • I complete tasks by finding someone to help if I need them • I complete tasks by explaining problems to someone for advice if I need • I complete tasks by finding information I need myself 	<ul style="list-style-type: none"> • I explore problems by creating different possible solutions • I explore problems by thinking about the pros and cons of possible solutions • I explore complex problems by building my understanding through research • I explore complex problems by analysing the causes and effects 	<ul style="list-style-type: none"> • I create solutions for complex problems by generating a range of options • I create solutions for complex problems by evaluating the positive and negative effects of a range of options • I analyse complex problems by using logical reasoning • I analyse complex problems by creating and testing hypotheses • I implement strategic plans to solve complex problems and assess their success • I collect our learning from strategic planning to refine our plans over time

Elements	What it looks like	Finding your place	Building your place	Nurturing your place
		Responsibility: works with supervision Autonomy: becoming independent	Responsibility: leading others Autonomy: independent	Responsibility: set strategy Autonomy: leading direction or innovation
		Mōhio (understanding)	Mātau (expertise)	Mārama (enlightenment)
Mātauranga	<p><i>You innovate through wisdom, resilience and action.</i></p> <p>Te Reo Māori: “I orea te tuatara ka patu ki waho” English: “A problem is solved by continuing to find solutions” Explanation: This whakatauki refers to the need for creative thinking, critical thinking, adaptability and perseverance. In order to solve a problem you need to have all of these.</p>	<ul style="list-style-type: none"> • I understand which decisions I can make and when to check in with my Supervisor • I ask thoughtful and meaningful questions to deepen my understanding • I understand the risks of not following guidelines • I can identify when there is a problem that falls outside of the guidelines • I can identify risks when proposing solutions to an unexpected problem • I can identify possible solutions to an unexpected problem • I develop solutions that respect cultural foundations • I make a call when I am expected to 	<ul style="list-style-type: none"> • I make sure the team knows the decision-making process • I analyse multiple sources of information and share with others • I explore and interpret the connections between traditional knowledge and modern applications • I make sure others know what to do when unexpected problems arise • I identify risks across a project that could impact others • I propose solutions for others • I ask others on my team to offer possible solutions • I make a call and communicate this to others in my team so they can act • I reflect on my own thinking process, and am aware of my biases in my critical thinking 	<ul style="list-style-type: none"> • I understand the compromises made in decision-making • I ensure risk management is prioritised across the organisation? • I set decision making criteria and processes • I actively seek information widely and call on the experiences of others • I understand what has worked well for our organisation and what we can carry into the future • I make calls on strategy for the organisation • I evaluate the effectiveness of decision-making within the organisation • I inspire new ways of thinking, guiding others with wisdom and foresight • I lead discussions that explore traditional ideas with new innovations

Scenario and Reflection Questions

Thinking Critically: Solving an operational challenge
<p>Due to an unexpected and serious operational challenge, the business leader and his team must reassess how to move forward as a business. While the team leader has attempted to manage the issue and has guided the team initially, the potential issues have become more serious. The business leader has organised a team meeting to set the direction for the coming months.</p>

Individual	Individual with responsibility	Business Leader
<p>When you first noticed the problem, you weren't sure what to do, so you waited to speak to your team leader. You have never been great at making quick decisions. In the meantime, the problem got a lot worse and now there is a team meeting to figure out what to do next. Although you are becoming confident at following instructions to carry out certain tasks, you haven't had much experience solving problems or thinking outside the box.</p>	<p>Although you are used to solving minor technical problems yourself, you have never encountered an issue that could seriously impact the business. Your boss has asked you and the team to come up with some ideas to move forward as a business. Your boss also wants you to choose two ideas and explain why you think they are the best. You are not used to doing this kind of thinking, and you are not sure how to get your team to contribute their ideas either.</p>	<p>Although responsibility for making the final decision sits with you, encouraging the team to actively contribute their ideas and solutions to solve the issue is a priority. However, you are not sure what criteria you will use to decide on the best solution. You are wondering how the problem became so serious and what you could have done to prevent it from happening at all.</p>
<p>Generic questions</p>		
<p>How do you come up with ideas and solutions?</p> <p>How do you solve problems and know that you've been successful at solving them?</p> <p>How do you know when you are responsible for making a decision?</p> <p>How do you make decisions?</p>		
Individual - questions	Individual with responsibility - questions	Business leader - questions
<p>When you encounter a problem, what do you do? LINK TO COLUMN 1 E.G. PROBLEM SOLVING, DECISION MAKING</p> <p>How do you come up with ideas and solutions for doing things differently? LINK TO COLUMN 1 E.G. CREATIVE THINKING</p>	<p>If there is a problem or issue, what are some different methods you could try to solve it? LINK TO COLUMN 2 E.G. PROBLEM SOLVING, DECISION MAKING</p> <p>How do you come up with different ideas and solutions? LINK TO COLUMN 1 E.G. CREATIVE THINKING, PROBLEM SOLVING</p>	<p>If there is a problem or issue, what are some different methods you could try to solve it? LINK TO COLUMN 3 E.G. PROBLEM SOLVING, DECISION MAKING</p> <p>How can you encourage others in the team to share their ideas and solutions? LINK TO COLUMN 3 E.G. CREATIVE THINKING</p> <p>What tools or processes could help you make the best decision? LINK TO COLUMN 3 E.G. DECISION MAKING</p> <p>How will you know if the decision you and your team make is successful? LINK TO COLUMN 3 E.G. PROBLEM SOLVING</p> <p>What steps could you take in the future to prepare and plan for future unexpected issues? LINK TO COLUMN 3 E.G. DECISION MAKING</p>

Resources

Thinking Critically	Learner	Employer	Educator	All Roles
Mātauranga				
Creative Thinking				
Problem Solving				Digital Skills - Modules and passport
General fit		<ul style="list-style-type: none"> • How to foster a culture of critical thinking • How to encourage critical thinking in the workplace 	<ul style="list-style-type: none"> • How to foster a culture of critical thinking • How to encourage critical thinking in the workplace 	<ul style="list-style-type: none"> • Critical Thinking, a vital skill in today's ever-changing work environment

Skill Set 4: Interacting with others

Whakataukī: “Whīria te tangata, toitū te mātauranga.”

(If you weave the people, you weave their knowledge.)

This whakataukī signifies the importance of collaboration. It speaks from the perspective of collective knowledge is greater than single knowledge. It can be used to connect people, cultures and individuals with different viewpoints.

This is how you engage with people around you. You build strong relationships based on respect and care. You know how to operate in different social and cultural dynamics.

You are strong in listening actively, appreciate different points of view and share ideas.

You can get things done because a wide range of people trust you

Elements	What it looks like	Finding your place	Building your place	Nurturing your place
		Responsibility: works with supervision Autonomy: becoming independent	Responsibility: leading others Autonomy: independent	Responsibility: set strategy Autonomy: leading direction or innovation
		Mōhio (understanding)	Mātau (expertise)	Mārama (enlightenment)
Listening	<p>You listen actively and respectfully to others.</p> <p>Te Reo Māori: “Whakarongo ki te hau ka rere ki te tonga, ki te hau ka rere ki te raki”</p> <p>English: “Listen to the wind that blows from the south, and to the wind that blows from the north”</p> <p>Explanation: This whakataukī encourages being attentive to different perspectives and information from all directions, highlighting the value of listening in decision-making.</p>	<ul style="list-style-type: none"> • I listen to others without interrupting • I listen to others and can remember short instructions • I listen to others and can ask questions if I don't understand • I listen to others and can tell someone else what it was about • I listen to others and record important information as I do 	<ul style="list-style-type: none"> • I show I am listening by how I use eye contact and body language • I show I am listening by using open questions to deepen my understanding • I show I am listening by summarising or rephrasing what I have heard • I am aware of how a speaker is influencing me through their tone • I am aware of how a speaker is influencing me through their language 	<ul style="list-style-type: none"> • I listen critically and compare different perspectives • I think about where differences in perspectives come from • I identify potential bias in different perspectives • I use questioning to evaluate different perspectives • I look beyond the way speakers speak or act to objectively evaluate different perspectives
Communicating	<p>You communicate well with customers, workmates or other stakeholders in many different settings.</p> <p>Te Reo Māori: “He tangata ki tahi”</p> <p>English: “A person who speaks once”</p> <p>Explanation: This whakataukī highlights the value of speaking with intention and integrity, suggesting that effective communication involves being a person of your word.</p>	<ul style="list-style-type: none"> • I communicate with others to share information • I respond to general inquiries • I ask for specific information • I show empathy to understand the feelings and actions of others • I check in to make sure there are no misunderstandings • I influence others on our work tasks • I understand customer needs or objectives • I deliver an effective customer experience 	<ul style="list-style-type: none"> • I change communication approaches to suit the audience • I decide suitable methods to convey and exchange information • I develop relationships with stakeholders to build confidence and alignment • I share purpose, goals or objectives • I build relationships with customers so I can anticipate needs • I actively seek feedback to improve the customer experience 	<ul style="list-style-type: none"> • I summarise information to communicate an overarching message to multiple stakeholders • I build consensus with stakeholders on matters of strategic importance. • I champion strategies to improve our engagement with customers • I reflect on my own leadership style, and adapt my approach according to the situation • I reflect on my own leadership style and its effect on others

Elements	What it looks like	Finding your place	Building your place	Nurturing your place
		Responsibility: works with supervision Autonomy: becoming independent	Responsibility: leading others Autonomy: independent	Responsibility: set strategy Autonomy: leading direction or innovation
		Mōhio (understanding)	Mātau (expertise)	Mārama (enlightenment)
Whanaungatanga	<p><i>You honour the bonds that connect us collectively.</i></p> <p>Te Reo Māori: “He hono tangata e kore e motu; ka pa he taura waka e motu”</p> <p>English: “Unlike a canoe rope, a human bond cannot be severed”</p> <p>Explanation: This whakataukī emphasises the enduring strength of human relationships. It contrasts the unbreakable nature of human bonds with the fragility of physical objects, like a canoe rope. The whakataukī highlights the core value of whanaungatanga. It serves as a powerful reminder to nurture and prioritise relationships within families, communities and experiences to share.</p>	<ul style="list-style-type: none"> I develop meaningful connections with others while maintaining my own independence I understand my role in building relationships that support individual and collective growth I demonstrate self-awareness and respect for others while learning to assert my ideas I seek out relationships that empower me to grow both personally and within my community 	<ul style="list-style-type: none"> I stand confidently in my own identity. I contribute independently or collaboratively to group initiatives I maintain strong, respectful connections with others I take responsibility for my actions I confidently navigate social situations, knowing how to contribute to shared goals 	<ul style="list-style-type: none"> I ensure new innovation benefits the collective I create opportunities for collaboration and collective input I inspire others to embrace new ideas I lead by example with values of mutual respect and support I guide teams to achieve new milestones while maintaining the integrity of our relationships and shared purpose
Manaakitanga	<p><i>You cultivate kindness in every action.</i></p> <p>Te Reo Māori: “He aroha whakatō, he aroha puta mai”</p> <p>English: “If kindness is sown, then kindness is what you shall receive”</p> <p>Explanation: This whakataukī emphasises the reciprocal nature of kindness, suggesting that acts of love and kindness will lead to receiving the same in return. It highlights the importance of generosity and the positive outcomes that arise from nurturing relationships with care and compassion.</p>	<ul style="list-style-type: none"> I show respect to others by listening actively and being open to their ideas I offer help when someone in my team is swamped I acknowledging others' contributions in a group setting I take responsibility for my words when working with others and correct mistakes respectfully I play my part to make sure everyone is included 	<ul style="list-style-type: none"> I independently demonstrate kindness and compassion to others in my daily interactions I create a positive, inclusive environment I offer constructive feedback with empathy that is beneficial to the recipient I manage conflicts diplomatically, aiming for solutions that respect all parties involved I understand different needs of my team at different times I lead my team with a people-first priority 	<ul style="list-style-type: none"> I inspire others to act with kindness and respect in their interactions I ensure everyone’s voice is heard and respected I mentor others to develop their skills in fostering positive relationships I ensure our organisation is known for being hospitable
Developing people	<p><i>You lift others. You coach or support others to be better in your workplace.</i></p> <p>Te Reo Māori: “Mā te kimi ka kite, Mā te kite ka mōhio, Mā te mōhio ka mārama”</p> <p>English: “Seek and discover. Discover and know. Know and become enlightened”</p> <p>Explanation: This whakataukī describes the journey of learning and the encouragement of personal development.</p>	<ul style="list-style-type: none"> I show others how to do work I know well I support new workmates to become part of the team 	<ul style="list-style-type: none"> I manage dividing up tasks between others in a fair way I manage time and share resources to support completing tasks I manage group discussions to reach shared decisions I manage disagreements to reach shared solutions 	<ul style="list-style-type: none"> I know my own strengths and weaknesses as a leader I know the strengths and weaknesses of others in my team I know the strengths and weaknesses of others in my team, and use this to allocate roles accordingly I support others through mentorship or coaching I support others through motivating them I lead by example, ensuring my actions consistently reflect the principles of manaakitanga

Scenario and Reflection Questions

Interacting with others: A customer complaint uncovers communication issues		
<p>An important and long-standing customer has recently lodged a complaint with the business. The customer representatives believe that communication between themselves and the team around delivery dates and quality specs has been poor. The customer representatives also feel like they are being treated impersonally, and that their needs are being overlooked. When the team holds a meeting to discuss the complaint, it becomes clear that there have been some communication issues. With the team now larger and having worked together for some time, they decide it is time to evaluate how well they are communicating and interacting with each other and their customers.</p>		
Individual	Individual with responsibility	Business Leader
<p>You attend a communications course with the rest of the team. At the course you learn that good communication is based on sending and receiving messages effectively. If you speak to someone, you must make sure others can understand you. When you actively listen to someone, you should make sure you understand. You reflect on the way you communicate with others and wonder how you can interact better with the team and your customers.</p>	<p>You think about a recent time when you interacted with the team or a customer. You remember a time when the conversation didn't go well. As the team leader, you know you should be managing others in the team and thinking about the way you communicate. When you reflect on your listening and communication skills, you wonder how you can communicate better to understand and get the best out of the people you regularly interact with.</p>	<p>You wonder why there has been a communication breakdown between your long-standing customer and your team. You think it might be because of different communication styles, especially now that your team has grown. You have noticed that your culturally diverse team are sometimes not on the same page. You wonder how to listen and communicate more effectively with your individual team members. You also wonder how you might improve engagement with your key customers.</p>
Generic questions		
<p>How can you show that you can respectfully and actively listen to others?</p> <p>How can you communicate effectively with others to get your message across?</p> <p>What can you do to develop, manage or lead others?</p>		
Individual - questions	Individual with responsibility - questions	Business leader - questions
<p>What could you do to develop your listening and communication skills with customers to understand what is required? LINK TO COLUMN 1 E.G. LISTENING, COMMUNICATING</p> <p>What could you do to communicate with other team members to complete tasks effectively? LINK TO COLUMN 1 E.G. LISTENING, COMMUNICATING, DEVELOPING OTHERS</p> <p>How could you prevent or solve any communication issues? LINK TO COLUMN 1 E.G. LISTENING, COMMUNICATING</p>	<p>As you come from a different cultural background from your team, you sometimes find the supervisor role challenging. What could you do so that other team members will understand how to carry out their tasks and feel comfortable sharing information with you? LINK TO COLUMN 2 E.G. COMMUNICATING</p> <p>As well as supervising the team, you have a lot more to do with customers to understand their requirements. What could you do to improve your listening skills? LINK TO COLUMN 2 E.G. LISTENING</p> <p>Sometimes you think it would be easier to just do the tasks herself, rather than supervising the team. What could you do to become more confident as a supervisor and improve your communication skills? LINK TO COLUMN 2 E.G. LISTENING, COMMUNICATING, DEVELOPING PEOPLE</p>	<p>Although you are not directly responsible for supervising and mentoring the team, you consider your role in all of this. How could you support your experienced worker to ensure these types of communication issues don't happen again? LINK TO COLUMN 3 E.G. LISTENING, DEVELOPING PEOPLE</p> <p>What could you do to understand and interact effectively with customers? LINK TO COLUMN 3 E.G. LISTENING, COMMUNICATING</p>

Resources – Interacting with Others

Inreacting with others	Learner	Employer	Educator	All Roles
Listening	<ul style="list-style-type: none"> Pathways Awarua (listening pathway) 	<ul style="list-style-type: none"> Questioning techniques Types of questions Pathways Awarua – how to use 	<ul style="list-style-type: none"> Pathways Awarua – how to use 	SkillPod – Self Assessment tool
Communicating		<ul style="list-style-type: none"> Skillpod: Communication skills (\$) Giving feedback Tik Tok video on asking questions and giving feedback Blog- Effective Communication Skills That Make You A Better Leader 	Short, succinct 4 minute video explaining how communication works	
Manaakitanga				
Whanaungatanga				
Developing People		<ul style="list-style-type: none"> Skillpod: Building your team (\$) Business.GOVT – self assessment and learning resources for Management and Leadership 		
General fit		<ul style="list-style-type: none"> How to foster a culture of critical thinking How to encourage critical thinking in the workplace Best practice guide – employer: For employers of staff who have dyslexia	<ul style="list-style-type: none"> How to foster a culture of critical thinking How to encourage critical thinking in the workplace 	<ul style="list-style-type: none"> Critical Thinking, a vital skill in today's ever-changing work environment

Skill Set 5: Participating and contributing

Whakatauāki: “Taakiri tū te kōtahitanga, taakiri tū te mana motuhake”

(Independence is strong, unity is stronger)

This whakatauāki was said by Kīngi Tūheitia in relation to the gathering of iwi across the country. He welcomed everyone’s voices, allowing all to share knowledge, share ideas and have discussions of how the country can proceed ahead with the implementation of our new government. This whakatauāki signifies the collaboration among people who are different in their own way but have the same end goal.

This is when you are actively involved in your community. This means you contribute as a group member, you make strong connections with others, and you can create opportunities for others to shine.

You have a sense of belonging and the confidence to put your hand up in new situations.

When you master this, you understand the importance of balancing rights, roles, and responsibilities of everyone in your community. You understand you play a part in ensuring your place is a quality environment for everyone.

You get stuck in without prompting and act fairly for everyone.

Elements	What it looks like	Finding your place	Building your place	Nurturing your place
		Responsibility: works with supervision Autonomy: becoming independent	Responsibility: leading others Autonomy: independent	Responsibility: set strategy Autonomy: leading direction or innovation
		Mōhio (understanding)	Mātau (expertise)	Mārama (enlightenment)
Building inclusivity	<p>You take time to understand and respect the culture, belief and background of others. You make sure everyone is welcome.</p> <p>Te Reo Māori: “E koekoe te tui e ketekete te kaka, e kuku te kererū” English: “The tui squawks, the kaka chatters, the kererū coos”</p> <p>Explanation: This whakataukī celebrates diversity and differences. It reminds us that just as different birds have their unique calls, people have their own backgrounds and ways of expressing themselves. This whakataukī encourages appreciation and respect for these differences rather than judging them.</p>	<ul style="list-style-type: none"> I work to make links with others and find common ground I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds I work well with others by showing kindness and being hospitable I take the time to welcome others to the team and listen to their background 	<ul style="list-style-type: none"> I work effectively in a cross-cultural environment I manage relationships across diverse groups within the organisation I improve the team by building relationships beyond my immediate team 	<ul style="list-style-type: none"> I lead the resolution of the challenges of operating in a cross-cultural environment I build our organisation’s capabilities to compete in a global environment I champion processes and practices which build an inclusive work environment I monitor diverse groups working effectively together
Kotahitanga	<p>You nourish and grow the collective as one.</p> <p>Te Reo Māori: “Nāu te rourou, nāku te rourou, ka ora ai te iwi” English: “With your food basket and my food basket, the people will thrive”</p> <p>Explanation: This whakataukī highlights the power of unity and collective effort. It's a powerful statement about the importance of community, reciprocity, and working together.</p>	<ul style="list-style-type: none"> I work with others in a positive way I work well with others by behaving appropriately I work well with others by being on time and reliable I work well with others by taking responsibility for completing my tasks I work well with others by supporting them if I can do so 	<ul style="list-style-type: none"> I contribute to group decision making I contribute to group decision making, whilst recognising the value of others' ideas I contribute to group decision making, encouraging others to contribute I improve the team by not creating unhelpful conflicts I improve the team by resolving unhelpful conflicts 	<ul style="list-style-type: none"> I influence the team by reflecting on progress and suggesting improvements I influence the team by evaluating successes and failures and sharing lessons I support the team by evaluating others' strengths and weaknesses, and supporting them accordingly I support the team by bringing in external expertise and relationships

Elements	What it looks like	Finding your place	Building your place	Nurturing your place
		Responsibility: works with supervision Autonomy: becoming independent	Responsibility: leading others Autonomy: independent	Responsibility: set strategy Autonomy: leading direction or innovation
		Mōhio (understanding)	Mātau (expertise)	Mārama (enlightenment)
Kaitiaki	<p><i>You lead by nurturing knowledge and sharing it with purpose.</i></p> <p>Te Reo Māori: “He aha te kai ō te rangatira? He Kōrero, he kōrero, he kōrero.”</p> <p>English: “What is the food of the leader. It is knowledge. It is communication”</p> <p>Explanation: This whakataukī is about leadership and the two important elements. the first is knowledge and how over many years this may be collected and developed. the second is how the beholder of said knowledge imparts it - therefore how well we communicate it.</p>	<ul style="list-style-type: none"> • I understand how my actions contribute to a sustainable future • I recognise the importance of protecting and caring for the environment and collective • I make informed decisions that positively impact the environment 	<ul style="list-style-type: none"> • I mentor others on the principles of kaitiakitanga and encourage them to take actions that support sustainability • I evaluate the impact of my actions on the environment and community, and adjust my practices accordingly • I collaborate with other individuals and groups to create meaningful change in our approach to environmental protection 	<ul style="list-style-type: none"> • I inspire and guide others to become kaitiaki through education and awareness • I lead by example, fostering a culture of respect for the environment and the interconnectedness of people and nature

Scenario and Reflection Questions

Participating and Contributing: A new contract requires collaboration		
<p>The business secures a new international contract requiring a production boost over the next three months. To meet this demand, the business leader hires two temporary workers. An external technical consultant is also contracted to assist with the specialised requirements. The team must get to know and upskill the new members and collaborate effectively with the consultant. They must learn to work together quickly and successfully in order to fulfill the customer’s needs.</p>		
Generic questions		
<p>How do you show that you appreciate and respect people from different cultural backgrounds?</p> <p>Depending on your role in the team, what could you do to make sure everyone works together successfully?</p> <p>How can you influence team behaviour?</p>		
Individual	Individual with responsibility	Business Leader
<p>It has taken a few months, but you are getting used to the job and your team. After hearing that you will be working with two temporary workers, you are wondering how you will get along with them and work together successfully. You have heard they are not from New Zealand. You have also heard that before coming to your workplace, they were working at a much larger food and fibre business.</p>	<p>Although your new worker is a different kind of learner from you, they are picking up new skills and you work well together. Now that your team is expanding, you are wondering how you will all work together successfully. The two new workers are not from New Zealand, so you wonder if there may be language or cultural differences. Having learnt your skills on-job, you are very suspicious of consultants who might know what happens in theory, but not knowledgeable about what happens in practice.</p>	<p>You are excited to get the new contract, but you are worried about making the required boost in production in time. Your team leader and new worker are competent, but they are not used to the new specialised requirements. You are wondering what you can do to help the team to work together collaboratively, efficiently and successfully.</p>

Individual - questions	Individual with responsibility - questions	Business leader - questions
<p>How could you make sure the two temporary workers feel included as part of your team? LINK TO COLUMN 1 E.G. CULTURAL CAPABILITY, INCLUSIVITY</p> <p>It turns out that the two new workers have some knowledge and skills gaps and need support from you to carry out the tasks competently. How could you approach this? LINK TO COLUMN 1 E.G. COLLABORATION</p>	<p>You have heard that the technical consultant is a university graduate with very little practical on-job experience. Despite this, how do you get to know and value the consultant? LINK TO COLUMN 2 E.G. CULTURAL CAPABILITY</p> <p>Both of the temporary workers have had experience working in much larger food and fibre businesses. They bring different knowledge and skills and believe their methods will be better at meeting the new contract requirements. How could you manage their enthusiasm while making sure ideas from others in the team are heard? LINK TO COLUMN 2 E.G. CULTURAL CAPABILITY, INCLUSIVITY</p> <p>Frustrated that your own workers are not following the new procedures correctly, the technical consultant makes a complaint. Your own workers also complain that the temporary workers are often on their phones. What could you do to resolve the conflicts and ensure the team works together collectively? LINK TO COLUMN 2 E.G. CULTURAL CAPABILITY, INCLUSIVITY, COLLABORATION</p>	<p>How could you ensure the team is equipped to meet customer requirements? LINK TO COLUMN 3 E.G. INCLUSIVITY, COLLABORATION</p> <p>To ensure the contract specifications are being carried out correctly and the team is working together effectively, what could you do to support this? LINK TO COLUMN 3 E.G. CULTURAL CAPABILITY, INCLUSIVITY, COLLABORATION</p>

Resources – Participating and Contributing

Participating and contributing	Learner	Employer	Educator	All Roles
Building Inclusivity	Skillpod: Building positive relationships (\$)	<ul style="list-style-type: none"> Skillpod: Unconscious bias package (\$) Diary NZ – Building a great team 	<ul style="list-style-type: none"> Pathways Awarua – Cultural Capability for Educators Ako Aotearoa – range of resources to support your teaching practise 	Diversity Works NZ - Hub for many resources, also offering training and elearning modules (\$)
Kotahitanga		Diary NZ - Productive Workplaces		
Kaitiaki				
General fit				

Appendix 1: Design Principles

In order to provide a consistent approach across the development team and the various resources, some common design principles were used. In any future iterations, these should also be considered and updated as appropriate.

Skills Descriptions:

- The descriptions are aimed at an individual (learner)
- Te Ao Māori is integrated throughout, not add-on
- Any skills description is in simple language and in a work context where appropriate
- Whakataukī/Whakataukāki add depth to the descriptions. Where possible they have a food and fibre context
- Some skill elements are from Te Ao view (ie. whakapapa), as it is the best explanation of the element for everyone, not exclusively Māori
- The progression levels are generic so that people in a range of roles can identify with them. They build on each previous level.
- An individual may be at different levels in each element and skill set

Scenarios:

- The scenario describes a generic organisation – could be any in the food and fibre sector (ie. dairy farm or orchard)
- The language of the scenario is neutral, the reader selects the role they want to explore
- The scenarios build through the skill sets in a logical business and skills progression
- The questions ask the reader to consider their response, and then point them to the relevant skill element for further reading/consideration

Resources:

- The Framework should include some learning resources to give an indication of the type of learning available.
- However, the main source of learning materials may be through educators
- The selection is by availability, and is not ranked or guaranteed
- It has a focus on Food and Fibre, then NZ where possible
- The aim would be to have content in each skill element for the individual, however, it may be that this could take the form of short “development moments” as per the [UK Skills Builder](#) (to be decided at a later stage of implementation)

Kupu (Māori Word)	English Translation
Ako	Learning and teaching; often refers to a reciprocal learning process.
Awa	River, symbolising flow and connection between people and the land.
Iwi	Extended kinship group, tribe, nation, people, nationality, race - often refers to a large group of people descended from a common ancestor and associated with a distinct territory.
Kaitiakitanga	Guardianship, stewardship; often used in relation to the care and protection of the environment.
Kete	Basket, often used metaphorically to represent knowledge or skills.
Kōrero	Speech, discussion, conversation.
Kōtahitanga	Collective unity or togetherness, highlighting the power of working together.
Marama	Moon, to be clear, light, easy to understand, lucid, bright, transparent.
Manu	Bird, often used metaphorically to symbolise learning or individuals in the context of proverbs.
Mana	Prestige, authority, control, power, influence, status, spiritual power, charisma - <i>mana</i> is a supernatural force in a person, place or object.
Manaakitanga	Hospitality, kindness, generosity, and support; the process of showing respect and care for others.
Mana Mōtuhake	Separate identity, autonomy, self-government, self-determination, independence, sovereignty, authority - <i>mana</i> through self-determination and control over one's own destiny.
Māori	Indigenous people of New Zealand.
Mārama	Enlightenment, understanding.
Mātau	Expertise, competent, clever, knowledgeable, or to understand.
Mātauranga	Knowledge, education, or wisdom.
Mātauranga Māori	Māori knowledge - the body of knowledge originating from Māori ancestors, including the Māori world view and perspectives, Māori creativity and cultural practices.
Miro	A type of berry, often used in proverbs to symbolise sustenance or knowledge.
Mōhio	To know, understand, realise, comprehend, recognise.
Ngahere	Forest, symbolising the natural environment or a community of knowledge.
Pakiaka	Roots, referring metaphorically to one's foundation or origin.
Pakiwaitara	Stories or narratives, often passed down through generations.
Poi	A lightweight ball swung rhythmically, used in metaphor to symbolise preparation or focus.
Rākau	Tree, often symbolising growth or development.
Rangatira	Chiefly, to be of high rank, become of high rank, enobled, rich, well off, noble, esteemed, revered.
Reo	Language or voice.
Rourou	Basket, used in a metaphorical sense to symbolise contributions or resources brought together for the good of the community.
Taiaha	A traditional Māori weapon, used metaphorically to refer to preparedness and focus.
Tangata	To be a person, human being, individual.
Te Ao Māori	The Māori worldview, encompassing their beliefs, values, and way of understanding the world.
Toi Māori	Traditional and contemporary Māori art forms, including visual arts, carving (whakairo), weaving (raranga), painting, and tattooing (tā moko).
Tukutuku	Lattice panels, typically found on the walls of wharehau (meeting houses), often used for storytelling through patterns.
Tūrangawaewae	A place to stand; a place of belonging or connection, often referring to one's home or ancestral land.
Wairua	spirit, soul - spirit of a person which exists beyond death.
Whakataukāki	Proverb or saying attributed to a known person, often a leader or someone of significance, expressing personal views or philosophies.
Whakataukī	Proverb or saying that expresses wisdom or advice with no known author.
Whakapapa	Genealogy or lineage; the understanding of one's background and family history.
Whānau	Family or extended family.
Whanaungatanga	Relationship, kinship, sense of connection and belonging within a group, community or collective.