Interecting with others	Learner	Employer	Educator	All Roles
Listening	• Pathways Awarua (listening pathway)	• Questioning techniques • Types of questions • Pathways Awarua – how to use	• Pathways Awarua – how to use	SkillPod – Self Assessment tool
Communicating		• Skillpod: Communication skills ($) • Giving feedback • Tik Tok video on asking questions and giving feedback • Blog- Effective Communication Skills That Make You A Better Leader • BCITO employer modules: Tips and trick for communication	• Short, succinct 4 minute video explaining how communication works	
Manaakitanga				
Whanaungatanga		Ako Whakaruruhau – Tuākana mentor book	• Ako Aotearoa: Culturally responsive questioning strategies (fostering whanaungatanga) (Workshop, $)	
Developing People		• Skillpod: Building your team ($) • Business.GOVT – self assessment and learning resources for Management and Leadership • Ako Whakaruruhau Being A Great Leader and Supervisor • 12 Change Management Activities (website)	• Ako Aotearoa: Mentoring in education | Principles, practices and skills (online course, $) • Ako Aotearoa: Leaders growing leaders (online course, $)	
General fit		• 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	• How to foster a culture of critical thinking • How to encourage critical thinking in the workplace	• Critical Thinking, a vital skill in today's ever-changing work environment Further reading: Melanie Katzman *Connect First* Brené Brown *The Power of Vulnerability* Richard E. Boyatzis, Annie McKee *Resonant Leadership: Renewing Yourself* and *Connecting with Others Through Mindfulness, Hope and Compassion* Jon Katzenbach and Douglas Smith: *The Wisdom of Teams: Creating the High-Performance Organization* General Stanley McCrystal *Team of Teams: New Rules of Engagement for a Complex World* Patrick Lencioni *The Five Dysfunctions of a Team: A Leadership Fable* Oliver Burkeman *Four Thousand Weeks: Time Management for Mortals*
User Guides & Toolkits	Te Ao Māori Skills Framework Toolkit: For Ākonga (Learners)	Te Ao Māori Skills Framework Toolkit: For Employers and Mentors User Guide for Workplace Trainers and Employers	Te Ao Māori Skills Framework Toolkit: For Providers and Programme Developers User Guide for Educators User Guide for Programme Designers	

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 an 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

- Whakatauki 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)