| Learning to Learn | Individual | Employer | Educator | All Roles |
|---|---|---|---|---|
| Seeking Knowledge | | What is learner agency? Ako Aotearoa<br>12 Best Growth Mindset Activities for Adults (website) | What is learner agency? Ako Aotearoa<br>More research based Learner Agency resources FutureMakers<br>Ako Aotearoa: Learner agency (online course, $) | Learning Hub, University of Auckland Deep learning and habits of mind |
| Reflecting | | | University of Waikato Reflective Practice handbook<br>Learning Hub, University of Auckland Reflective practices for learning | |
| Adapting | | 10 Adaptability Activities for Employees (website) | | |
| Ako | | BCITO employer modules: Creating a space for learning | Ako Aotearoa: Exploring Ako \| Six steps to success (online course, $) | |
| General Fit | | BCITO employer modules: Tips and tricks for numeracy<br>BCITO employer modules: Tips and tricks for literacy | | Learning Hub, University of Auckland Developing a growth mindset<br><br>Ako Aotearoa: Dyslexia resources |
| User Guides & Toolkits | Te Ao Māori Skills Framework Toolkit: For Ākonga (Learners) | Te Ao Māori Skills Framework Toolkit: For Employers and Mentors<br>User Guide for Workplace Trainers and Employers | Te Ao Māori Skills Framework Toolkit: For Providers and Programme Developers<br>User Guide for Educators<br>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)