

# Expanding the Food and Fibre Skills Framework

**Core Transferable Skills &  
Understanding the Te Ao Māori  
Skills Toolkits**

**Presentation – 2025**



# The Food and Fibre Skills Framework

## What is it?

- A **visual representation** of the skills required for the food and fibre sector
- Infused with **Te Ao Māori**, explicitly using and prioritising Māori understanding of areas such as sustainability and wellbeing
- **Centred on skills**, knowledge and attributes – not qualifications or tasks
- **High-level**, not curriculum-focused
- **Iterative**; the high-level focus allows future skill needs to be captured as they bubble up.

## What is it for?

- To provoke conversation, develop a **common language**, and help sectors see the commonalities they share.
- To help employers to **recognise the skills** employees bring and support them with areas that need development
- To **help learners understand** what skills they already have as they enter and move along their career pathway
- To help inform **qualification development**
- To help **focus** training providers on the **core skills** required by our sectors

# A Food and Fibre Skills Framework – Why?

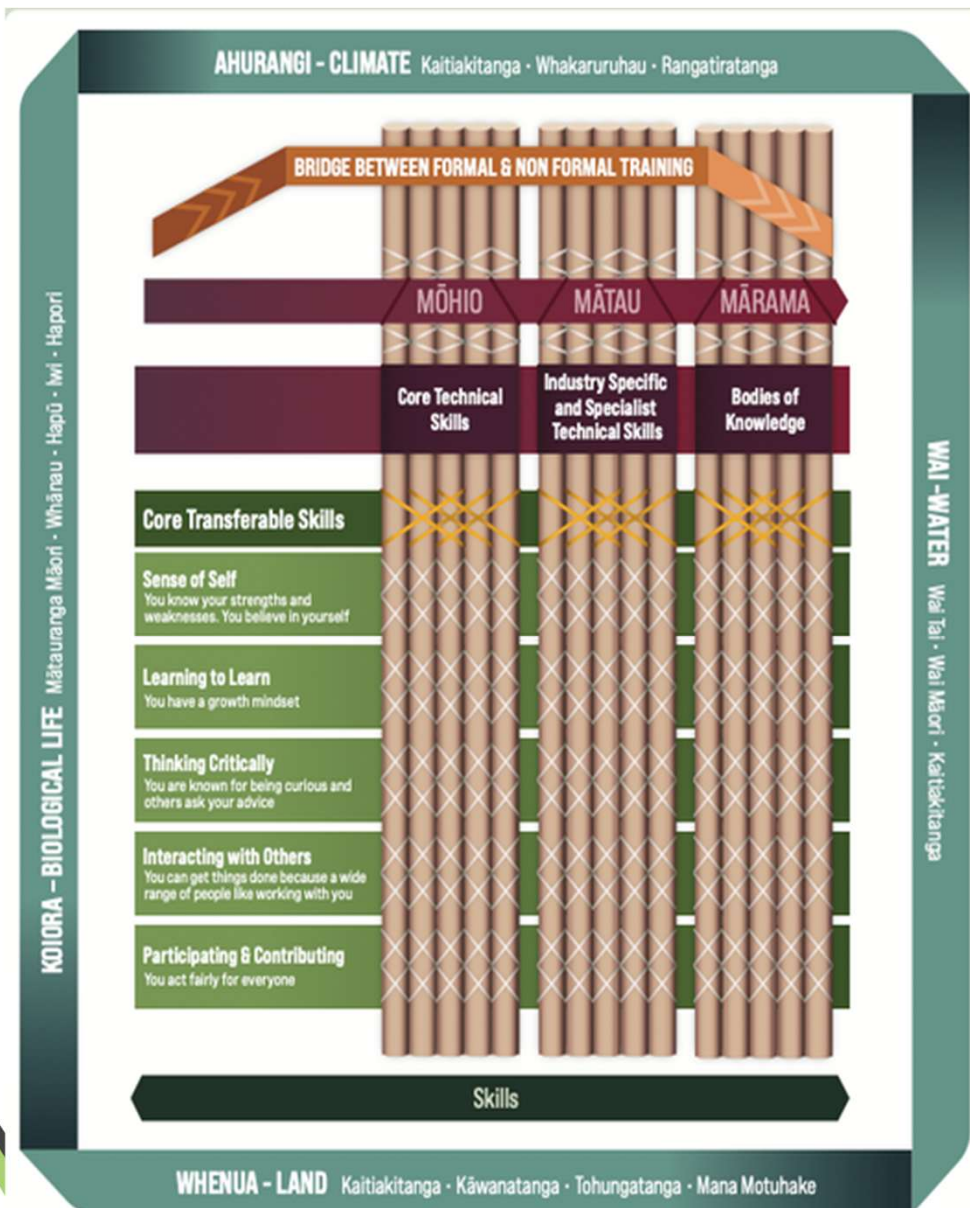
## Key points:

- **Skills-First** – Need to focus on skills rather than qualifications

*A skills-first approach focuses on whether a person has the right skills and competencies for a particular role, rather than having the right degree, job history or previous job titles.*

- A **common language** and understanding of the skills and their elements – across learners, employers and education providers
- The idea of **maturity or progression** across skill levels: mōhio (understanding), mātau (expertise), mārama (enlightenment).

*(Putting Skills First: A Framework for Action, May 2023, World Economic Forum)*



# The Skills Framework

## High Level Visualisation

- Te Taiao – encompassing all
- Tukutuku panels – interweaving Te Ao Māori, as well as interweaving skills
- Types of skills – categorised
  - Core Transferable running through all
  - Core Technical
  - Industry Specific and Specialist Technical
  - Bodies of Knowledge
- Three progression levels – identified
- Transferable Skill categories – listed

| [REPORTS AND RESOURCES](#) ^ | [EVENTS & WEBINARS](#) v | [NEWS & MEDIA](#)



[Portfolio Overview](#)

[Food and Fibre Skills Framework](#)

[Vocational Excellence Rubrics](#)

[Knowledgebase](#)

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[Primary Industry Capability Alliance \(PICA\) Research Index](#)

# The Core Transferable Skills



- Core transferable skills are 'skills to build skills': learning to learn (learner agency), learning for work, and learning for life.
- The term 'core transferable skills' has been deliberately chosen as these skill sets underpin the ability of ākonga to gain, value, extend and transfer any skills or knowledge to different contexts.
- Other acronyms could be "foundational" or "base" but prefer not "soft"

**Let's explore as a learner.....**



# The Core Transferable Skills –

Providing a broad explanation and definition



*You can get things done because a wide range of people like working with you.*

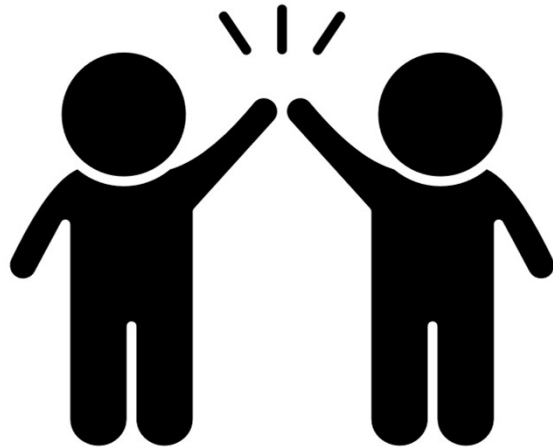
- **Te Reo Māori:** “Whīria te tangata, toitū te mātauranga”
- **English:** “If you weave the people, you weave their knowledge”
- **Explanation:** This whakataukī signifies the importance of collaboration. It speaks from the perspective of collective knowledge is greater than single knowledge. It can be used to connect people, cultures and individuals with different viewpoints.
- This is how you engage with people around you. You build strong relationships and know how to operate in different social and cultural dynamics.
- When you master this, you are strong in listening actively, recognising different points of view, negotiating and sharing ideas.

**That is what I need, what skills do I need.....**

# The Core Transferable Skills –

Refining the Skills Further

## Interacting with Others



### Listening

*You listen actively and respectfully to others*

### Communicating

*You communicate well with customers, workmates or other stakeholders in many different settings.*

### Whanaungatanga

*You honour the bonds that connect us collectively.*

### Manaakitanga

*You cultivate kindness in every action.*

### Developing people

*You lift others. You coach or support others to be better in your workplace.*

**How do I know if I need to develop further.....**

# The Core Transferable Skills –

How Do I know?

## Interacting with Others

- 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 ...

## Communicating



- 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 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...

**Reflect/discuss where you are and.....**



The background of the cover features a traditional Māori koru pattern in white on a black field. The pattern consists of stylized, swirling fern fronds. In the top right and bottom left corners, there are decorative curved elements in shades of blue and green.

# **Te Ao Māori Toolkits**

A Guide, for Learners, Employers and Providers

# Understanding the Skills Toolkits

A Guide, for Learners, Employers and Providers



## What is the Skills Toolkit?

A resource designed to support skill development based on Te Ao Māori for learners, employees, mentors, and programme developers in the Food and Fibre sector.



## Purpose of the Toolkits

Empowers individuals with transferable skills to adapt, grow, and contribute to industry and community.



## Cultural Foundation

Rooted in Te Ao Māori values, ensuring culturally responsive learning and development.

# Why the Skills Toolkits?

## Addressing Industry Needs and Gaps



### **Bridging Skills Gaps**

Recognises and validates skills gained through both formal education and life experiences.



### **Encouraging Lifelong Learning**

Supports personal growth, adaptability, and continuous skill development.



### **Strengthening the Workforce**

Ensures individuals are prepared for the changing needs of the Food and Fibre sector.



# Te Ao Māori Perspectives

## Cultural Framework and Significance

- **Te Whare Tapa Whā Model:** A holistic approach to well-being covering spiritual, mental, physical, and social health.
- **Mātauranga Māori:** Traditional and contemporary Māori knowledge integrated into learning.
- **Whakataukī and Values:** Guiding principles from Māori wisdom that shape learning and personal growth.

# Core Transferable Skills

Building a Strong Foundation



## **Sense of Self (Tūrangawaewae, Whakapapa):**

- Developing identity and understanding one's place in the world.

## **Learning to Learn (Ako):**

- Cultivating curiosity, adaptability, and a lifelong learning approach.

## **Thinking Critically (Mātauranga):**

- Applying knowledge, evaluating information, and making informed decisions.

## **Interacting with Others (Whanaungatanga, Manaakitanga):**

- Building relationships, fostering teamwork, and demonstrating care for others.

## **Participation & Contribution (Kōtahitanga):**

- Engaging in community and workplace initiatives to create collective success.



# The Role of Whakataukī

## Why Whakataukī?

- Māori proverbs that carry deep wisdom and teachings.
- Provide guidance on values, relationships, and decision-making.
- Reinforce key transferable skills with cultural meaning.

## Examples Used in the Framework:

- “Nāu te rourou, nāku te rourou, ka ora ai te iwi” – “With your basket and my basket, the people will thrive.” (Collaboration & unity – Kotahitanga)
- “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.” (Lifelong learning – Ako)





# Why This Approach?

## The Impact of a Māori-Centered Learning Model

- **Culturally Responsive Learning:** Ensures skills development aligns with Te Ao Māori values and perspectives.
- **Strengthening Identity and Community:** Encourages learners to build confidence through cultural connections.
- **Future-Proofing the Workforce:** Equips individuals to be resilient and adaptable to changing industry demands while respecting Mātauranga-based knowledge.
- **Encourages learning beyond formal education.**



# How to Use the Guidebooks

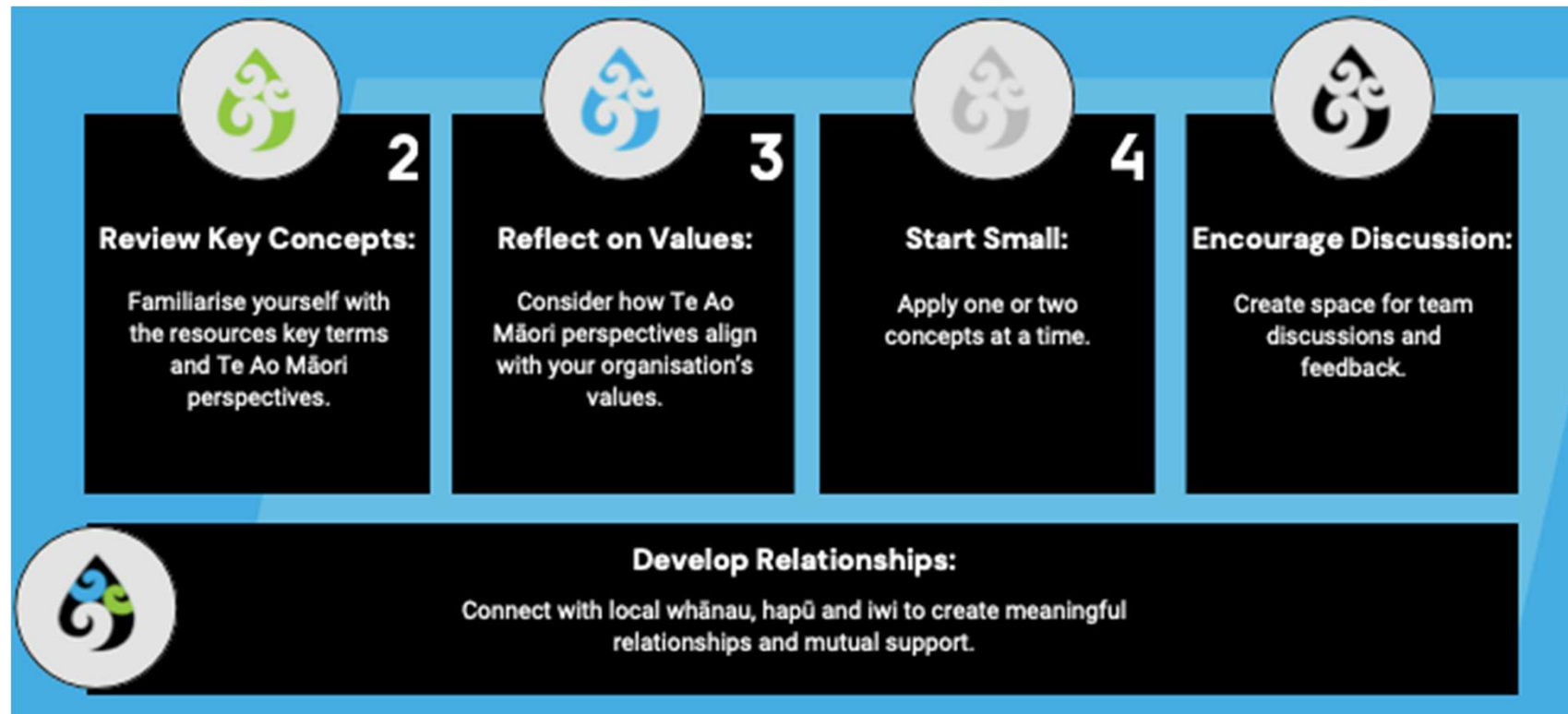
## Practical Application and Integration

- **For Learners:** Use the toolkit for self-reflection, goal setting, and skill development.
- **For Employers & Mentors:** Integrate skills framework into mentoring, training, and workplace development.
- **For Providers & Programme Developers:** Design culturally responsive education and training programs.



# Practical Application

## The Framework



# Practical Application

## Scenarios and Considerations

### Why Are Scenarios Included?

- Provides real-world applications of transferable skills.
- Helps learners, employees, and providers see the framework in action.
- Encourages reflection and decision-making based on Te Ao Māori values.

### How These Are Used:

- **Learners** → Self-reflection and skill-building.
- **Employers & Mentors** → Guiding employees through workplace challenges.
- **Providers** → Creating culturally grounded training programs.

TE AO MĀORI SKILLS FRAMEWORK TOOLKIT

FOR PROVIDERS AND PROGRAMME DEVELOPERS

## Examples

### Encouraging a Sense of Self

Providers and Programme Developers are encouraged to **embed a strong sense of self** within ākonga and participants by incorporating Te Ao Māori principles into their program design and delivery. This approach fosters inclusive environments that empower individuals to explore, embrace, and express their identity within educational and professional settings.

#### Scenario

A training programme in the Food and Fibre sector highlights whakapapa connections to whenua (land) and traditional practices like kaitiakitanga (guardianship).

#### Considerations

- Collaborate with iwi and hapū to teach traditional knowledge and its relevance to industry practices.
- Integrate practical tasks, such as sustainable farming projects or environmental conservation, to reinforce ancestral ties to the land.

#### Scenario

Programmes host workshops or wānanga (learning gatherings) in a local wharenui or culturally significant space. Learners engage in whakawhanaungatanga activities, explore their cultural roots, and reflect on how these spaces contribute to their sense of belonging.

#### Considerations

- Partner with marae and kaumātua to create immersive learning experiences where learners can connect to traditional spaces.
- Incorporate group discussions, cultural practices, and shared meals to deepen connections and understanding of Tūrangawaewae.

**Goal Checklist: Develop a strong sense of identity, grounded in Tūrangawaewae and Whakapapa, to build confidence, resilience, and a foundation for personal and professional growth.**

- ☐ Include local history, tikanga, and Mātauranga Māori in curriculum design.
- ☐ Collaborate with iwi and hapū to embed regional narratives and values.
- ☐ Develop activities that encourage learners to explore Tūrangawaewae and Whakapapa.
- ☐ Design reflective assessments to help learners understand personal growth and aspirations.

# Practical Application

## Providers– Scenarios and Considerations

### Sense of Self

### Tūrangawaewae

#### Element Tūrangawaewae:

01

#### Te Reo Māori:

"Ko taku rekereke, ko taku  
Tūrangawaewae."

02

#### English:

"Where I dig my heels is where I  
make my stand."

03

#### Explanation:

This whakataukī 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.

#### Overview:

Tūrangawaewae represents a sense of belonging and grounding, often tied to ancestral lands or spaces where one feels connected and secure. It is both a physical and spiritual foundation that provides stability and purpose.

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### Considerations

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# **Group Activity**






# **Group Activity Overview**

## **Applying the Framework**

### **Content:**

- Each activity focuses on a key skill set.
  - Activities are designed to be interactive and reflective.
  - Work in groups and engage in discussion.
  - Keep responses concise and focus on key takeaways.
- 

# Group Activities

## Applying the Framework

### Group 1:

**Skill Set:** Sense of Self

**Elements:** Whakapapa & Staying Positive

**Activity:** "Whakapapa Web – My Strengths & Resilience"

**Objective:** Help participants understand their identity and strengths through their whakapapa (ancestry) and personal experiences.

**Process:**

- Each participant draws a **"whakapapa web"** starting with their name in the center and branching out to **include 2–3 ancestors, mentors, and key influences in their lives.**
- For each connection, **they write down a skill, value, or lesson they've inherited/learned.**
- The group then discusses how these **strengths have helped them stay positive during challenges.**

**Reflection:**

- "How does knowing your whakapapa give you confidence?"
- "What skills have you inherited that help you overcome obstacles?"
- **I can Statement:** I know the strengths I inherit from my ancestors and how to use them positively.

# Group 1 Activities

## Describing your skills

- ☐ I know the traditions and history of my family
- ☐ I know my connections to people and place
- ☐ I feel my achievements are important to my family (whānau) and community
- ☐ 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
- ☐ 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

- ☐ 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
- ☐ 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
- ☐ 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

# Group Activities

## Applying the Framework

### Group 2:

**Skill Set:** Learning to Learn

**Elements:** Ako & Adapting

#### **Activity: "He Manu Tangiata – The Bird That Learns"**

**Objective:** Encourage participants to embrace a growth mindset by reflecting on how they learn best and setting personal learning goals.

#### **Process:**

- Begin with the 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.)
- Ask participants to **reflect on a time they struggled to learn something new and what strategies helped them succeed.**
- The group share their experiences and **identify three learning strategies** that worked for them.

#### **Reflection:**

- "What strategies help you learn best?"
- "How can you apply this mindset to future challenges?"
- **I can Statement:** I take responsibility for my learning, seek new knowledge, and share what I learn with others.

# Group 2 Activities

## Describing your skills

- ☐ 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
- ☐ 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
- ☐ 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.
- ☐ 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
- ☐ 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
- ☐ 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
- ☐ I develop wider networks

# Group Activities

## Applying the Framework

### Group 3:

**Skill Set:** Interacting with Others

**Elements:** Whanaungatanga & Active Listening

#### **Activity: "Hui Whakawhiti Kōrero – The Art of Listening"**

**Objective:** Strengthen active listening and communication skills by incorporating Māori values of whanaungatanga (building relationships) and manaakitanga (respect and kindness).

#### **Process:**

- Participants pair up and take turns **sharing a personal experience or challenge**.
- The listener must practice **active listening by summarising and reflecting back** what they heard, rather than offering solutions.
- Rotate partners and repeat, **building connections** across the group.

#### **Reflection:**

- "How does truly listening to someone strengthen your relationship with them?"
- "What did you learn about your own listening habits?"
- **I can Statement:** I communicate effectively and actively listen to understand others.



# Group 3 Activities

## Describing your skills

- ☐ 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
- ☐ 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
- ☐ 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
- ☐ 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
- ☐ 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
- ☐ 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

# Group Activities

## Applying the Framework

### Group 4:

**Skill Set:** Participating & Contributing

**Elements:** Kotahitanga & Building Inclusivity

#### **Activity: "Te Rourou – Our Collective Contribution"**

**Objective:** Encourage collaboration and shared responsibility in group settings using the whakataukī "Nau te rourou, naku te rourou, ka ora ai te iwi" – "With your food basket and my food basket, the people will thrive".

#### **Process:**

- Each participant writes down **one skill, resource, or approach** they bring to education/workforce training.
- Groups **share their strengths** and **identify one practical way** to support learners/employees more effectively.

#### **Reflection:**

- "What simple actions can we take to strengthen teamwork in learning spaces?"
- "How does collaboration improve problem-solving in education/the workplace?"
- **I can Statement:** I contribute as a group member and create opportunities for others to shine.

# Group 4 Activities

## Describing your skills

- ☐ 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
- ☐ 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
- ☐ 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

- ☐ 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
- ☐ 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
- ☐ 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

# Group Activities

## Applying the Framework

### Group 5:

**Skill Set:** Thinking Critically

**Elements:** Mātauranga & Problem-Solving

**Activity:** "Māramatanga Challenge – Seeing Solutions"

**Objective:** Develop critical thinking and problem-solving skills by analysing a real-world challenge through both modern and traditional knowledge.

**Process:**

**In small groups, choose one challenge** from either education or the workplace:

- **Education Challenges:** Engaging disengaged learners, supporting diverse learning needs, digital learning barriers.
- **Workplace Challenges:** Building a more inclusive work culture, improving staff retention, adapting to industry changes.

**Come up with two solutions:**

- One using **Mātauranga Māori** (traditional knowledge).
- One using **modern methods**.

**Reflection:**

- "How can combining traditional and modern knowledge create stronger solutions?"
- **I can Statement:** I explore and interpret the connections between traditional knowledge and modern applications

## Group 5:

### Skill Set: Thinking Critically

### Elements: Mātauranga and Problem Solving

#### Mātauranga Māori (traditional knowledge) Examples:

##### Education Challenges

- **Wānanga (Collaborative Learning):** Instead of traditional classroom learning, use discussion-based and hands-on learning activities.
- **Tuakana-Teina (Mentoring System):** Pair disengaged students with experienced mentors or peers to guide their learning in farming, forestry, or food production.
- **Mahi-a-ringā (Learning by Doing):** Incorporate practical, hands-on activities like planting crops, tending animals, or traditional weaving to make learning more engaging.
- **Whakapapa (Connection to Identity):** Help learners see the connection between their history, land, and career opportunities in food and fibre.
- **Hui (Group Sharing & Reflection):** Create spaces where students can openly share their challenges and aspirations in a culturally supportive way.
- **Ako (Reciprocal Learning):** Recognise that everyone learns differently—allow students to teach and learn from each other.
- **Mātauranga Māori Storytelling:** Use oral teaching and real-life examples to cater to students who learn better through listening rather than reading.
- **Whanaungatanga (Building Relationships):** Create a strong support system for diverse learners through positive relationships with teachers, peers, and the community.
- **Oral Teaching & Hui (Group Discussions):** When digital access is limited, use in-person discussions and storytelling as primary learning methods.
- **Kaupapa Māori-Based Learning Resources:** Develop culturally relevant digital resources that incorporate Māori knowledge and values to make online learning more relatable.

##### Workplace Challenges

- **Whanaungatanga (Strong Relationships):** Encourage team-building activities that strengthen relationships and respect between workers.
- **Manākitanga (Caring for Others):** Promote a workplace culture where employees look after each other's well-being and personal growth.
- **Tikanga (Cultural Protocols):** Integrate Māori customs like starting meetings with karakia (prayers) or mihi (introductions) to create a welcoming environment.
- **Tuakana-Teina (Mentorship Programs):** Pair new employees with experienced mentors to create strong professional relationships and increase job satisfaction.
- **Mauri Ora (Well-being at Work):** Support mental and physical health through wellness programs that reflect Māori values of holistic well-being.
- **Whakapapa (Understanding Connection to Work):** Help employees see how their role contributes to a bigger purpose, whether it's food sustainability, community well-being, or cultural preservation.
- **Celebrating Māori Values & Traditions:** Recognising and incorporating Māori events (e.g., Matariki) can create a sense of belonging and appreciation.
- **Maramataka (Planning with Natural Cycles):** Apply Māori seasonal knowledge to plan workforce activities and adapt to climate-related challenges.
- **Pātaka Kai (Traditional Food Storage):** Using Māori food storage methods to reduce waste.
- **Mātauranga Māori in Pest Control:** Using natural pest control methods instead of chemicals.
- **Rāhui (Temporary Restrictions for Sustainability):** Allowing fisheries/ecosystem to rest and regenerate.

# Group 5 Activities

## Describing your skills

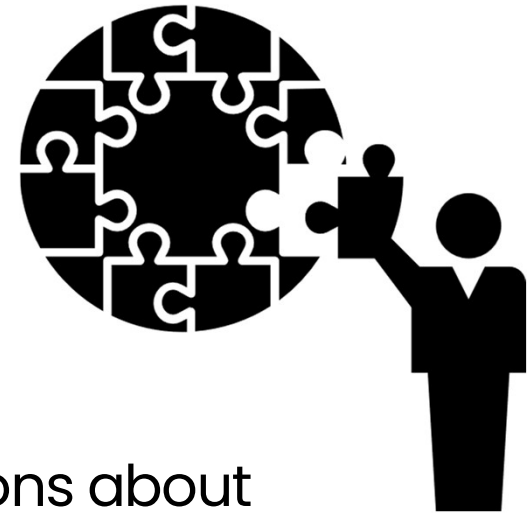
- ☐ I understand which decisions I can make and when to check in with my Supervisor
- ☐ I ask thoughtful and meaningful questions to deepen my understanding
- ☐ I understand the risks of not following guidelines
- ☐ I can identify when there is a problem that falls outside of the guidelines
- ☐ I can 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
- ☐ 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
- ☐ 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
- ☐ 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
- ☐ 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
- ☐ 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



# How might you use the Skills Framework in your Organisation?

Ways could include:

- As a tool to support conversations about skills
- A means of identifying skill strengths and gaps
- A way to identify training activities
- A way to simplify job descriptions



## More Information

- Updates, reports, and guidebooks are available on the Food and Fibre CoVE website- Scan the QR Code
- We welcome your feedback!



**Scan me!**

# Ngā Mihi

For Your Attention

