

# Awhina Me Te Muru – Guide for Otago Polytechnic Staff

(Updated March 2012)

Staff at Otago Polytechnic have shown an increasing number of interests and activities under the Memorandum of Understanding Otago Polytechnic has with local Rūnaka. The following is a summary of queries that people have had in the past and outlines who to go to first for advice and/or information.

Depending on the actual situation, the people involved and the existing relationships that you or your department may have, some or all of this may change. These are therefore NOT rules or policies but advice for people to know where to go to first. The person you contact first may well refer you to another person, when they have had a chance to identify the appropriate person and process to use. Once you have clear existing relationships, you will develop established ways of doing things.

These approaches have been ratified by the **Komiti Kawanataka** and are designed to be useful.

We hope they will help staff at Otago Polytechnic to perform their jobs appropriately, by identifying key roles and responsibilities and through consulting existing support structures that exist within the institution.

If you are...	You need to....	You want to....	Consider....	The first place you go is....	Because....	What else you can do - Opportunities for Education?
<b>An individual staff member</b>	Incorporate positive Māori relationships or perspectives into your course/ work	Enrol in a Treaty of Waitangi Workshop or other Certificate in Mata a Ao Māori papers	What you know about the Memorandum of Understanding and the Māori Strategic Framework	EDC and Insite – click on 'Kaitohutohu' Icon for links to key documents.	It will provide greater understanding for other areas in this document.	Enrol in <i>Treaty of Waitangi</i> or <i>After the Treaty</i> workshop Enrol in other papers in the <i>Certificate in Mata a Ao Māori</i>
	Know what both the MoU <sup>1</sup> and MSF <sup>2</sup> require of each member of staff. To find the beginnings of these documents and why they are part of OP. Rūnaka relationship see end column	Understand how the MoU and MSF are incorporated into your day to day work	Have you completed a Treaty of Waitangi Workshop/paper previously? Was this paper delivered from a Kai Tahu perspective? Have you completed an After the Treaty Workshop?	EDC and Insite – click on 'Kaitohutohu' Icon for links to key documents.	You can enrol directly yourself	Enrol in Treaty workshop Cert Mata a Ao Māori. See website for documents
	Know that a meaningful relationship will be required before any requests can be seriously considered	To have a document translated	Word by word translations often miss the intent and may be grammatically incorrect. Where does your document fit in relation to others around it?	The Kaitohutohu	There may be a reason why your interest in a translation is an indication of a much larger consultation or planning process needed	Cert Paper Te Reo for the workplace. Or→external Māori Language paper if it considers te Mita ki a Kai Tahu (Kai Tahu dialect?)

<sup>1</sup> MOU: Memorandum of Understanding between Papatipu Rūnaka and Otago Polytechnic

<sup>2</sup> MSF: Maori Strategic Framework: Directly follows on from the MOU and outlines the key goals that Otago Polytechnic have committed to in regard to meeting the aspirations of Rūnaka as outlined in the MOU

If you are...	You need to....	You want to....	Consider....	The first place you go is....	Because....	What else you can do - Opportunities for Education?
<b>An individual staff member</b>	Know where to access information on Kai Tahu and Mataawaka Scholarships, understand the terms of them and the applications; know where to seek this information	To help a student get some information (for example on support or scholarships or whakapapa )	Making Scholarship information available to all students not just those who you identify as Māori	Student services support – see Kaiārahi	Māori student needs are well catered for by the Kaiārahi	Check website and Insite – click on ‘Kaitohutohu’ Icon for links to key documents.
	Read through the Māori Strategic Framework – Priority 6- Research and Maori Centred Knowledge Creation. (You’ll find this under Kaitohutohu on Insite)	Submit an ethics application to do research and you need to consult regarding the Treaty of Waitangi section.	Will the research involve Māori? Is the research being conducted by Māori? Is the research of interest to Māori? Could the research potentially benefit Māori?	Kaitohutohu page on Insite. After you have written your draft ethics application, please email the Kaitohutohu office with a brief description about your research proposal and details in the Treaty of Waitangi section.	We may be able to help! If we have comments we may do this through emails, phone conversation or arrange a meeting with you.	Please refer to ‘He Ara Tika’ (link under Kaitohutohu/ Research).
	Understand that many SOE funded agencies have relationships with local Rūnaka (or a similar iwi groups) and have (like OP), a MoU or some kind of arrangement. Here at OP, these require such organisations to have Treaty training delivered in a way that respects and reflects Kai Tahu education and experience of the Treaty (See MoU). Elsewhere they	The Otago Polytechnic to respond to a request for the development of a course from outside i.e. a member of the public has asked you if the Polytechnic can run a course for them	How you should approach TETU or Kāhui Kai Tahu for advice	EDC and The Kaitohutohu	It may be an existing course that EDC provides. If it is not EDC will consult with the Kaitohutohu	Check website and Insite for where these are located.

	are informed by local Iwi experiences and histories through their relationships.					
	You need to know what the MoU asks of any/all OP staff in terms of course content; with whom the conversations are to be had; begin consultation and forming a meaningful relationship in a timely fashion	A person to do some teaching related to Māori or the Treaty of Waitangi that has been done before	Who the most appropriate person to do the teaching might be and be clear in what you want before approaching the person	EDC and The Kaitohutohu	The Treaty education and training unit has staff who can provide such input.	MoU and MSF offer some insight
If you are...	You need to...	You want to...	Consider...	The first place you go is...	Because...	What else you can do - Opportunities for Education?
<b>Lecturer or Course coordinator</b>	Incorporate positive Māori relationships or perspectives into your course/ work	Appropriate references for a course that has been done before	What is driving this request? You, or something external to your school?	EDC	The Treaty education and training unit has staff who can provide such input.	MoU and MSF offer some insight as do the newest documents on Insite
	Incorporate positive Māori relationships or perspectives into your network	An introduction to student support services for Māori students	Why are you seeking this assistance?	Student services support and the Kaiārahi specifically as she has iwi information others may not have to hand	Māori student needs are well catered for by the Kaiārahi for Māori specific needs and by Student services for general ones	Refer MSF and MoU
	If you think a marae would be a desirable thing, <i>know why this might be so and that it will involve a pōwhiri?</i> Why might Rūnaka want to be engaged in this process ( <i>could there be a direct</i>	Arrange a marae visit, pōwhiri, or a hui.	What is driving this request? Why would/might Iwi be interested in hosting this and what might they receive from this for their wider membership? How might OP students and staff	The Kaitohutohu	The MOU requires you to use a Papatipu marae - you will need to consult about the intent and the process	Refer to the <ul style="list-style-type: none"> <li>• MoU,</li> <li>• MSF,</li> <li>• Cert in Mata a Ao Māori</li> <li>• Consultation with</li> </ul>

	<i>benefit for them); and, what might be mutually beneficial? An example of mutual benefit is a pōwhiri for an upcoming visiting scholar or conference where they have an area of research interest. Te Kete o Aoraki School visits assist teachers and students to understand the role of Iwi in influencing education of their tamariki and all children who live in our rohe(area)</i>		realise benefits?		as well as the location.	Iwi/Rūnaka for Programme Development
<b>If you are...</b>	<b>You need to...</b>	<b>You want to...</b>	<b>Consider...</b>	<b>The first place you go is...</b>	<b>Because...</b>	<b>What else you can do - Opportunities for Education?</b>
<b>Lecturer or Course coordinator</b>	Incorporate positive Māori relationships or perspectives into your course/ work. Know about OP and its Māori Intellectual Property policy. Find out what Iwi might want as a project so it becomes mutually beneficial to all participants.	Help a student doing a project that needs translations or consultations	What the Intellectual Property rights are? Consider why the student wishes to do this project and if it is appropriate to undertake. Might Rūnaka be interested in having input? Or might the student invite Rūnaka input? Are there ethical considerations that need to be addressed?	The Kaitohutohu or the person the Kaitohutohu has delegated/ told you to consult with.	There may be a reason why the interest in a translation is an indication of a much larger consultation or planning process needed	Attend Staff training days where Māori specific workshops are being offered. Enrol in Mata a Ao Māori papers
	Have established positive Māori relationships then incorporate aspects of what assisted these perspectives into your course/ work <b>Allow plenty of notice for the time frame required</b>	Contract a person to do some teaching on an existing course that has not been used before	Does the person have input into what is going to be taught? Have you asked them if it is appropriate?	The Kaitohutohu	There needs to be consultation on what is taught as well as who can teach it.	What might you consider if this is NOT what Iwi might think is worthwhile content?
	Understand what informs your practice and what is driving the 'want' you have	Discuss the development of a new curriculum, or	What preparation have you completed before this consultation? How does	The Kaitohutohu	Early and substantial input is required. This	See what Iwi are interested in education, research

		discuss a “re-packaging: of an existing course	your new curriculum reflect the MoU and MSF?		might include finding the appropriate person to work with you on detailed course by course development.	and aspirations by getting onto their website. Here in te Waipounamu and Otago there are the Iwi website as well as the four Papatipu Rūnaka websites
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If you are...	You need to...	You want to...	Consider...	The first place you go is...	Because...	What else you can do - Opportunities for Education?
<b>Lecturer or course coordinator</b>	First develop and form, then incorporate positive Māori relationships	To consult with local Māori	What would be the purpose of this consultation and at what stage would you consult? Earlier rather than later will see the process happen in a more seamless fashion. Remember Rūnaka are busy doing this with multiple treaty partners	The Kaitohutohu	This is the appropriate first place to go under the MOU	Enrol in the Mata a Ao papers; Find out if you are able to use pre-existing/ pre recorded Elluminate sessions; sessions to help with your personal and student/staff preparation and pronunciation.
	Form , then incorporate positive Māori relationships within and outside of OP	A person to teach a new module/course relating to Māori content	Who has selected the course, how does the content fit within the overall course, who assesses the course. How have you made preparation for integrated aspects of the course so that it becomes owned by all staff delivering the content. Check that it is not	The Kaitohutohu	There needs to be consultation on what is taught as well as who best can teach it.	Enrol in Cert paper Ceremonial Use. See the MoU for Treaty training .

			contravening the MoU.			
	You need to be clear why you want to offer welcome/s to Māori students; understand what the purposes of Māori welcomes are and whose responsibility it is for offering these. Be sure that you have follow up services and arrangements beyond the welcome that mirrors what happens in and through the process of a pōwhiri	A welcome to Māori students	Who is hosting the pōwhiri? Is this a welcome to the area or to OP? If it is the area, then Kai Tahu would do this.	The Kaitohutohu or Kāhui Kai Tahu Please refer to documents on Insite- Kaitohutohu Icon to see information about pōwhiri and mihi whakatau.	Local people need to do this following local tikaka. Find out how you might be a good co-host.	Enrol in Cert paper Ceremonial Use. Read the Guide to Off Marae Protocols
<b>If you are...</b>	<b>You need to...</b>	<b>You want to...</b>	<b>Consider...</b>	<b>The first place you go is...</b>	<b>Because...</b>	<b>What else you can do - Opportunities for Education?</b>
<b>A Head of Department or service area</b>	Be sure that you have follow up services and arrangements beyond the welcome that will incorporate what you need.	Seek advice on a Māori student who is at risk of failing their course	Are the support systems in your school accessible to Māori students and a way they will want use these? How can you find out what this might be?	The Kaiārahi	Māori student needs are accessed through the Kaiārahi	Read MoE and other Crown documents on retention of Māori students. Try a different approach to engaging the student and ask the Kaiārahi or any Kai Tahu staff what these might be? Seek advice from Kāhui if there are Taurahere rōpu (local groups) of other Iwi in Dunedin
	Incorporate positive Māori relationships or perspectives into your course/ work. Know the correct procedures for approaching the right person	Contract a Māori Lecturer to do some teaching on a particular course	Why do you want this? Or is it a requirement that needs to be done this way?		The Kaitohutohu	Often a small request is actually an indication of consultation at a larger level being needed

	Have established and incorporated positive Māori relationships or perspectives into your course/ work. Know the correct procedures for approaching the right person	A welcome for new staff member	Why do you want this and is it a mihi whakatau you are seeking?	The Kaitohutohu Please refer to documents on Insite-Kaitohutohu Icon to see information about pōwhiri and mihi whakatau.	Depending on the person and the position they are coming to, the nature of the welcome may change if it is to be a mihi whakatau	Enrol in Mata a Ao papers on offer
<b>If you are...</b>	<b>You need to...</b>	<b>You want to...</b>	<b>Consider...</b>	<b>The first place you go is...</b>	<b>Because...</b>	<b>What else you can do - Opportunities for Education?</b>
<b>A Head of Department or service area</b>	What do you need to know before considering the request? Whose images are you wishing to have portrayed and why? Have you a relationship with Kai Tahu?	Decoration for an area	The purpose of the decoration would serve what need? Whose values do you want the decoration to convey? What are you wanting to say in decorating an area?	The Kaitohutohu	Local people need be involved in selecting local images and materials and need to feel the request is accompanied by more than a nice look.	Please find and read the OP Māori IP. How have you considered what is outlined in this policy? Remember this is about cultural identity (whether iconic, artistic or other ) and has tikaka that governs its use and distribution. This differs from an invention an iwi may have developed for public use/consumption
	Have you a relationship already underway or established	New signage/titles	Why would a Māori name be beneficial to you, your staff or your students? How will it reflect your relationship with Kai Tahu?	The Kaitohutohu	The giving of names and titles needs to be carefully considered, and	MoU; MSF Role of te Komiti. Mata a Ao papers

					sometimes/most times earned	
	Processes and tikaka around welcomes	A welcome for visiting scholars	Why have a Māori welcome? What purpose does it serve and what message does or might it convey to the guest? Can you demonstrate this if asked?	The Kaitohutohu or Kāhui Kai Tahu Please refer to documents on Insite- Kaitohutohu Icon to see information about pōwhiri and mihi whakatau.	Depending on the person, the position they are coming to the nature of the welcome may change and local people need to do this following local tikaka..	Be enrolled in Mata a Ao Māori papers
<b>If you are...</b>	<b>You need to...</b>	<b>You want to...</b>	<b>Consider...</b>	<b>The first place you go is...</b>	<b>Because...</b>	<b>What else you can do - Opportunities for Education?</b>
<b>A Head of Department or service area</b>	Consider if you understand how Kai Tahu/iwi relate to place and whakapapa?	Plan for a new or altered building, or its opening	Do you understand what whakawātea are? Do you know why Iwi undertake these? Do you understand the significance of this site?	The Kaitohutohu	Local tikaka guides the protocol and people involved.	Enrol in Mata a Ao papers
	Understand and apply on your own professional journey of treaty –based relationships	Organise an After the Treaty workshop for your department or service area	What purpose will this workshop serve for you? your staff and how will Māori and other students benefit from you undertaking this training	EDC and The Kaitohutohu	The course exists that can be delivered specifically for you	Enrol in Mata a Ao papers to better prepare for the workshop
	Have an already established relationship with Kai Tahu staff in their roles	A Treaty workshop for your section	What are the preparations and commitments if/after this happens? How will it be demonstrated and what will the benefits be to students?	EDC	The course exists and is advertised that can be delivered specifically for you	Enrol in Mata a Ao papers See MoU; MSF
	Have an established relationship with iwi through Kai Tahu staff	A marae visit or hui as part of a course.	What are the preparations/ expectations and commitments if/after this happens of students? How will Kai Tahu benefit from	The Kaitohutohu	The MOU requires you to use a <b>Papatipu</b> marae - you will need to consult about the	Enrol in Mata a Ao papers, and have done your own Treaty training.

			<p>this? Have you the same expectations of yourself and staff that you have of your students? If numbers are high, be aware of extra costs needed to host and how you can budget for assistance in the kitchen. Begin your mihi preparation and be sure to use what has already been developed for use within OP when visiting marae and the tikaka surrounding this</p>		<p>purpose, sponsor and overall relationships.</p>	
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