



Te Kura Matatini ki Otago

# Māori Strategic Framework 2012 - 2014

**Developed by Te Kōmiti Kāwanataka October 2006**

**Updated by Te Kōmiti Kāwanataka and Otago Polytechnic,  
February 2012**

Kia mahi a tātou tahi kia whāia ara ki mua  
*Let us all work together to find ways forward*

# 1. Introduction

## Mihi

Ko te mihi tuatahi ki a koutou ahakoa ko wai nō hea,  
Ko te tuarua, mihi tēnei ki a koutou nō tēnā hapū no tēnā rohe o te motu.  
Ki kā tini mate kua tukua atu ki te kōpū o te whenua  
Haere, haere ki te rika kauawhi ō tipuna, moe mai oki oki mai.  
Ka hōki ki te huka ora, ki kā mana, ki kā reo, raurakatira mā tēnā koutou katoa.  
He mihi tēnei mai i Te Kura Matatini ki Otago tātou ko Te Kōmiti Kawanataka ki a koutou kā iwi katoa  
nā mātou i te whakaaro me te kōrero, a tuhi, a waha hōki, i roto i kā hui rūnaka.

## CEO's Comments

I am pleased to introduce this second iteration of our Māori Strategic Framework as one of our key strategy documents, standing alongside our Strategic Plan. The Framework is the second significant milestone arising from and giving effect to our Memorandum of Understanding with our local rūnaka – the first being the appointment of our Kaitohutohu.

This revised Framework incorporates the recommendations from the 2011 Cultural Audit of our performance in implementing the first Māori Strategic Framework. With a three year timeline, the objectives and priorities set out in the Framework signal our intent to accelerate our overarching goal to earn the confidence of our communities, particularly Kai Tahu.

I am looking forward to this next stage of our development.

**Phil Ker**  
**Chief Executive**

The Otago Polytechnic Māori Strategic Framework has been developed to articulate Kai Tahu/Māori aspirations for tertiary education. The Framework represents a Treaty based model established on partnership, with the intention of building a tertiary system where Māori students are encouraged and supported to succeed. Fundamentally the Framework is underpinned by Professor Mason Durie's visions for Māori education<sup>1</sup>, which are:

***To live as Māori*** – being able to have access to Te Ao Māori, the Māori world, which means access to language, culture, cultural practice, marae, resources, iwi, hapū and whānau etc.

***To actively participate as citizens of the world*** – higher education should open doors to technology, to the economy, to the arts and sciences, to understanding others, and to making a contribution to the greater good.

***To enjoy good health and a high standard of living*** – educational achievement correlates directly with employment, income levels, standards of health and quality of life.

The impetus to develop a Māori Strategic Framework for Otago Polytechnic came from the Kōmiti Kāwanataka, whose principal responsibility is to ensure the effective implementation of the Memorandum of Understanding (MOU)<sup>2</sup> signed between Otago Polytechnic and Kā Papatipu Rūnaka.

The Framework can therefore be seen as a strategic foundation that incorporates the aims of the MOU and provides practical steps towards incorporating a Treaty framework into the fabric of Otago Polytechnic life for all staff and students.

The Framework has been developed from the National Māori Tertiary Education Framework<sup>3</sup> and is aligned with the MOU, the Ngāi Tahu 2025 Vision Document<sup>4</sup> and the Otago Polytechnic Strategic Directions. It is assisted by additional documents which provide support and direction for staff e.g. Awhina me te Muru, guidelines for consultation with iwi/rūnaka

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<sup>1</sup>Professor Mason Durie identified and discussed three shaping visions in his opening address at Hui Taumata Matauranga: Māori Education Summit convened in Taupo in 2001. Further information about Hui Taumata, including the full text of Professor Durie's opening address are available on line at [www.minedu.govt.nz](http://www.minedu.govt.nz).

<sup>2</sup> Memorandum of Understanding between Te Rūnanga o Moeraki, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Ōtākou, Hokonui Rūnanga Inc (Kā Papatipu Rūnaka) and Otago Polytechnic.(2004). Available online at [www.otagopolytechnic.ac.nz](http://www.otagopolytechnic.ac.nz)

<sup>3</sup> Māori Tertiary Education (2003) The Māori Tertiary Education Framework. Wellington: Ministry of Education. Available online at [www.minedu.govt.nz](http://www.minedu.govt.nz)

<sup>4</sup> Ngāi Tahu 2025 Vision. (2000). Available online at [www.Ngāitahu.iwi.nz](http://www.Ngāitahu.iwi.nz)

**The Māori Strategic Framework conceptualises and expresses a vision for Māori tertiary education at Otago Polytechnic, and as such offers a vehicle:**

- For implementing the Memorandum of Understanding signed between Kā Papatipu Rūnaka and Otago Polytechnic.<sup>5</sup>
- For giving effect to the Polytechnic's Strategic Goal: "To earn the confidence of our communities, particularly Kai Tahu, by anticipating and exceeding their expectations."

As a planning document, the Framework is a means to:

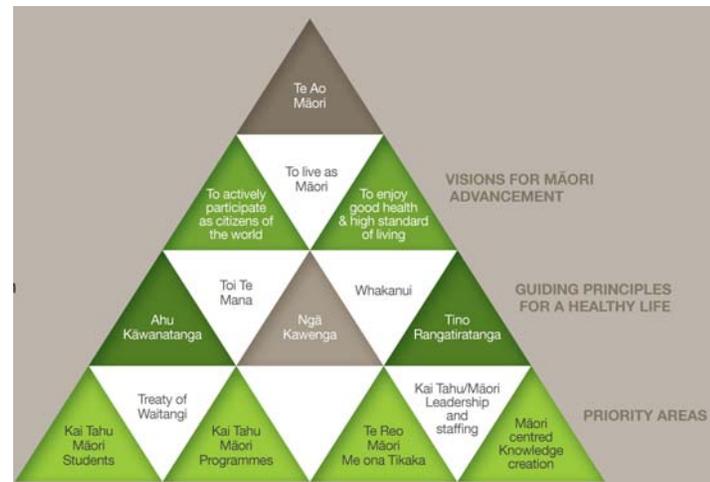
- Ensuring a Māori perspective informs Māori education initiatives and long-term strategies in order to bring a sense of cohesion to Māori focussed activities.
- Establishing relationships and facilitating communication between Kai Tahu/Māori expectations and needs and Otago Polytechnic education provision.
- Foster discussion and information sharing to align Kai Tahu/Māori community priorities, business opportunities and industry requirements, with Otago Polytechnic education provision.
- Inform the development and assessment of outcomes of the Otago Polytechnic Strategic Directions and Business Plans.
- Inform staff of the directions in which the Polytechnic is wishing to develop in its responsiveness to Māori.

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<sup>5</sup>Schedule A: 'Partnership Expectations for this relationship' within the MOU states; "The Otago Polytechnic and Kā Rūnaka will develop an agreed annual implementation plan including resourcing requirements."

## 2. The Māori Tertiary Education Framework

In its graphic form, the Māori Tertiary Education framework has been developed in tiers. It goes from te Ao Māori – the Māori world – which sits at the Apex, or the highest point, down to detailed priority areas.



The framework identifies shaping the visions for Māori educational advancement and continues down through to detailed action points.

The result is a structure that can operate at and inform all levels of Māori interaction within the tertiary sector.

The framework is expressed in a triangular niho taniwha (tooth of the taniwha) structure. The niho taniwha is a traditional pattern, chosen because it signifies:

- Accountability to every dimension
- Responsiveness to Māori values and development
- Equity and balance
- A Māori desire to participate in the tertiary system
- The cutting edge that tertiary qualifications have to offer iwi development
- The 'Kōkiri' a traditional fighting formation which spearheads the forward thrust of Māori development

## 2.1 Te Ao Māori – the top tier

At the apex, or highest point, of the triangle sits te Ao Māori (the Māori world). This symbolises the aspirations of Māori learners as they work to achieve their educational potential.

## 2.2 Visions for Māori advancement – the second tier

The second tier sets out three goals for Māori advancement, drawing on the landmark ideas of Professor Mason Durie. They are:

**To live as Māori** – being able to have access to Te Ao Māori, the Māori world – access to language, culture, marae, resources such as land, tikaka, whānau etc.

**To actively participate as citizens of the world** – education should open doors to technology, to the economy, to the arts and sciences, to understanding others, and to making a contribution to the greater good.

**To enjoy good health and a high standard of living** – educational achievement correlates directly with employment, income levels, standards of health and quality of life.

These goals should be pursued concurrently. They are broad in character, reflecting outcomes that rely on more factors than just success in education. At the same time there is acknowledgment that educational failure significantly reduces the chances of realising any of the three visions. The visions express a Māori definition of the results of educational success.

## 2.3 Guiding principles – the third tier

The third tier of the framework sets out five guiding principles that need to underpin a system that meets Māori expectations for quality tertiary education. Identified by the Māori Tertiary Reference Group, these guiding principles affect all areas of the framework and must exist at every point where Māori interact with the system. Māori practice these principles on a daily basis and they are at the heart of formal initiatives such as kōhanga reo, kura kaupapa Māori and wānanga.



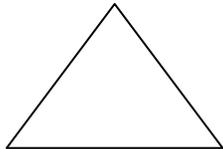
### **Ngā Kawenga – Responsibilities**

The first principle – 'ngā kawenga' means a system accountable to Māori and reflecting Māori goals and aspirations for advancement. An ongoing cycle of evaluation and improvement is vital here.



### **Tino Rangatiratanga – Authority/Self determination**

Principle two – 'tino rangatiratanga' means supporting aspirations for Māori self-determination, enabling provision by Māori and enshrining Māori ownership in and authority over tertiary education.



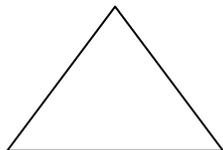
### **Toi Te Mana – Influence Empowerment**

The third principle – 'toi te mana' – means to empower Māori to influence the tertiary system at all levels



### **Mana Tiriti /Ahu Kāwanatanga – Contribution/Partnership**

Principle four – 'mana tiriti/ahu kā wanatanga' – means achieving shared visions and understandings within a partnership built on shared responsibility, contribution and accountability to all Māori.



### **Whakanui – Respect/Inclusiveness**

The fifth principle – 'whakanui' – means accommodating different Māori realities. Māori contributions and innovations need to be included and respected as a natural part of the system.

## 2.4 Priority areas – the fourth tier

At the base of the framework sit six priority areas. Each priority area is equally important because initiatives for Kai Tahu/Māori in Otago Polytechnic and the wider tertiary sector have tended to be implemented in an ad-hoc way, some areas are more advanced than others. Priorities will change over time and the framework can be adapted to reflect this. The six priority areas for Otago Polytechnic are:

### **Priority One: Treaty of Waitangi**

This priority area reflects an on-going commitment by Otago Polytechnic to its Treaty of Waitangi partner – Kai Tahu (through the MOU).

### **Priority Two: Kai Tahu/Māori Leadership and Staffing**

This priority area reflects the contributing role of strong accountable leadership and increased representation of Kai Tahu/Māori staff across Otago Polytechnic, which contributes to whānau, hapū, iwi and Māori advancement, locally and nationally.

### **Priority Three: Kai Tahu/Māori Students**

This priority area reflects the desire for increased recruitment, access, participation, retention, development and success of Kai Tahu/Māori students at Otago Polytechnic.

### **Priority Four: Kai Tahu/Māori Programmes**

This priority area reflects the development of quality programmes in Te Ao Māori, Te Reo Māori and other robust Kaupapa Māori options.

### **Priority Five: Inclusive Learning Environments**

This priority expresses the need for Otago Polytechnic to reflect Kai Tahu/Māori expectation of access to and acquisition of knowledge.

This shall also include te reo me ōna tikaka Māori among staff and students on campus.

### **Priority Six: Research and Māori-centred knowledge creation**

This priority area reflects the development of quality research that contributes to the achievement of Kai Tahu/Māori development aspirations and expresses the expectation that Otago Polytechnic values Te Ao Māori.

## Priority One – Treaty of Waitangi

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### **Strategic Objective:**

To have an effective partnership with Kai Tahu/Māori.

### **What are our aspirations?**

- a. To fully understand the specific educational needs of Kai Tahu/Māori within Rūnaka Takiwā and to respond appropriately.
- b. To involve Ka Rūnaka in strategy and policy development and in activities and business of the Polytechnic, wherever appropriate and desired by Kai Tahu
- c. To use Kai Tahu tikaka appropriately in the running and educational delivery of Otago Polytechnic.

### **What will we do to achieve our aspirations?**

- o Provide formal consultation processes and input to decisions at governance level through Komiti Kawanataka and Komiti Ki Waho
- o Involve Kai Tahu/Māori in the normal activities of our Schools, e.g. in PEACs
- o Consult Kai Tahu on all programme development
- o Be an active partner in Te Tapuae o Rehua
- o Organise all formal occasions using appropriate tikaka, in consultation with Kai Tahu staff,
- o Ensure all staff understand how the principles of the Treaty of Waitangi relate to their job
- o Provide safe learning opportunities for staff to develop their skills and knowledge in applying the Treaty to their role

### **How will we know we have been successful?**

- o Ka Rūnaka report satisfaction with our consultation, decision making and engagement processes.

## Priority Two: Kai Tahu Māori Leadership/Staffing

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### **Strategic Objective:**

To attract, support and retain Kai Tahu/Māori staff at all levels within Otago Polytechnic.

### **What are our aspirations?**

- a. To increase the number of Kai Tahu/Māori staff across the range of teams and levels within Otago Polytechnic.
- b. To have Māori staff providing leadership at all levels in the Polytechnic.
- c. To have a working environment in which Māori staff are valued and their contributions recognised.
- d. To have a physical environment and organisational culture that is inclusive of Kai Tahu/Māori cultural values

### **What will we do to achieve our aspirations?**

- Design recruitment processes to attract and support Māori applicants
- Support Māori staff members to realise their aspirations
- Provide support networks for Māori staff
- Provide workload allowances Kai Tahu/Māori staff for their contributions to OP responsiveness to Māori, and to their communities, where appropriate
- Use Kai Tahu/Māori tikaka at all ceremonies and celebrations
- Evaluate all job applicants for understanding of the Treaty
- Develop the physical environment at OP to include Kai Tahu/Māori imagery and language
- Encourage all staff to use te reo

### **How will we know we have been successful?**

- The numbers of Māori staff will at least reflect the proportion of Māori in the Otago region.
- Māori will hold leadership positions at all levels in the Polytechnic
- Māori staff turnover rate is lower or equal to that for non Māori
- Māori staff are at least as satisfied with the work environment as non Māori
- Māori staff affirm Otago Polytechnic as a safe place where they can work as Māori

## Priority Three: Kai Tahu/Māori Students

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### **Strategic Objective:**

To have Māori participate and succeed at all levels of learning.

### **What are our aspirations?**

- a. To provide a learning environment that is attractive to and supportive of Māori and facilitates their success
- b. To provide an outstanding learning experience for Māori learners
- c. For Kai Tahu/Māori learners to succeed in their programmes, and pathway onto higher qualifications where appropriate.
- d. For all Kai Tahu/Māori students to feel safe and included at OP, and able to learn as Māori

### **What will we do to achieve our aspirations?**

- Develop our understanding of barriers to potential Māori learners' engagement in Polytechnic learning and develop strategies to overcome the barriers
- Understand and use appropriate networks for reaching potential students
- Use Māori language and imagery in marketing materials and publications
- Welcome whānau involvement in the learning process and at formal occasions.
- Ensure all programmes have guidelines for flexibility to enable Māori to live as Māori e.g. attendance and assessment requirements
- Use Māori language and imagery in all physical and technological environments
- Provide a safe environment for Māori students e.g. not expecting them to step outside their student role to teach staff or other students about things Māori
- Provide opportunities for students to become stronger in their understanding of their identity, and a safe place to start that journey
- Consult Māori students on their needs and involve them in development of the learning environment
- Develop partnerships to enable Māori students to pathway into higher levels of learning and employment, both to and from the Polytechnic
- Provide good practice guidelines to staff to facilitate inclusive teaching and learning
- Recognise and celebrate students' personal growth as well as academic success
- Support staff to develop the skills and knowledge required to enable them to implement this strategy
- Provide an integrated approach to Māori student support that recognises and meets the needs of the whole learner.

**How will we know we have been successful?**

- Māori participate at each level, at least reflecting the proportion of Māori in the Otago region
- Māori learner retention rates are at least those of non-Māori, for all levels of qualification
- Māori learner successful course completion rates are at least those of non-Māori, for all levels of qualification
- Māori learner satisfaction rates are at least as high as those of non-Māori

## Priority Four: Kai Tahu/Māori Programmes

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### **Strategic Objective:**

To develop quality courses and programmes in Te Ao Māori, Te Reo Māori and other robust Kaupapa Māori options and to incorporate Māori knowledge into all qualification areas.

### **What are our aspirations?**

- a. To provide specific programmes and courses to meet Māori needs
- b. To ensure all programmes are inclusive of Māori knowledge so that Kai Tahu/Māori students recognise their context in programmes
- c. To ensure all programmes are inclusive of Māori knowledge so that all learners in general understand the cultural context of programmes
- d. To invite participation by Kai Tahu/Māori to ensure flexible delivery of kaupapa Māori options for learners

### **What will we do to achieve our aspirations?**

- Develop specific courses and programmes that are identified as appropriate in consultation with Kai Tahu
- Include relevant Māori content and Kai Tahu/Māori cultural practices and values in all programmes
- Develop partnerships with other providers for the delivery of appropriate knowledge/courses

### **How will we know when we have been successful?**

- A range of courses and programmes in Te Ao Māori and Te Reo Māori are available.
- All programmes incorporate Māori knowledge, tikaka and values

## Priority Five: Inclusive Learning Environment

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### **Strategic Objective:**

Kai Tahu/Te Ao Māori values are understood, recognised and valued within Otago Polytechnic's environment and delivery of programmes.

### **What are our aspirations?**

- a. To develop Otago Polytechnic as a culturally safe place for Kai Tahu/Māori learners and staff
- b. To integrate Kai Tahu/Māori cultural values into the learning environment
- c. To prepare all students for working in Māori contexts in their future careers

### **What will we do to achieve our aspirations?**

- Include relevant content and Kai Tahu/Māori cultural practices and values in all programmes, according to OP's best practice guidelines
- Follow protocols in our daily activities, as appropriate e.g. food and knowledge acquisition are not mixed.
- Understand and meet the needs of individual students, adapting our approach as needed
- Provide opportunities for social interaction and group learning
- Have high expectations of all our students and reinforce their successes
- Encourage staff to use Te Reo for greetings
- Ensure tikaka Māori is part of all celebrations and ceremonies
- Engage students in working with Māori as appropriate to their programme, e.g. how to engage effectively with rūnaka, appropriate tikaka when working with Māori or in a marae setting
- Ensure all staff have appropriate training and support to provide an inclusive learning environment, and to acknowledge the different ways Māori learners may have of engaging with and in knowledge.

### **How will we know when we have been successful?**

- Learning activities are evident which engage all learners with Māori practices
- Students express satisfaction with the bicultural learning environment
- Successful Māori students
- Ka rūnaka report satisfaction with the range of options and the incorporation of Maori Knowledge into programmes

## Priority Six: Research and Māori-centred knowledge-creation

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### Strategic Objectives:

1. To first engage with, and then ascertain what research priorities are important to Kai Tahu/Māori communities
2. To undertake research relevant to Kai Tahu/Māori communities that benefits Kai Tahu/Māori.
3. To undertake research that links to Kai Tahu/Māori development aspirations.

### What are our aspirations?

- a. To have Kai Tahu staff engaged in their own areas of research as well as being part of other research requiring Māori input/analysis.
- b. To develop research initiatives, priorities and funding with Kai Tahu/Māori communities.
- c. To build the capacity to develop and nurture kaupapa Māori research
- d. To undertake kaupapa Māori research with iwi.
- e. To recognise and embrace Kai Tahu/Māori guardianship of knowledge.
- f. To support the development of Māori intellectual independence and Māori knowledge according to tīkaka Māori

### What will we do to achieve our aspirations?

- Undertake strategic research planning in consultation with Kai Tahu/Māori to identify appropriate priorities and practices for research.
- Provide support, both financial and development, of Māori researchers and Māori research
- Support Kai Tahu/Māori staff and students to attend and present regularly at conferences
- Ensure Māori centred research is commissioned or led by Māori

### How will we know when we have been successful?

- Research outputs in relation to Māori research will be achieved annually
- Research outputs involving Māori staff will be achieved annually
- Rūnaka is satisfied research is relevant to Kai Tahu/Māori communities