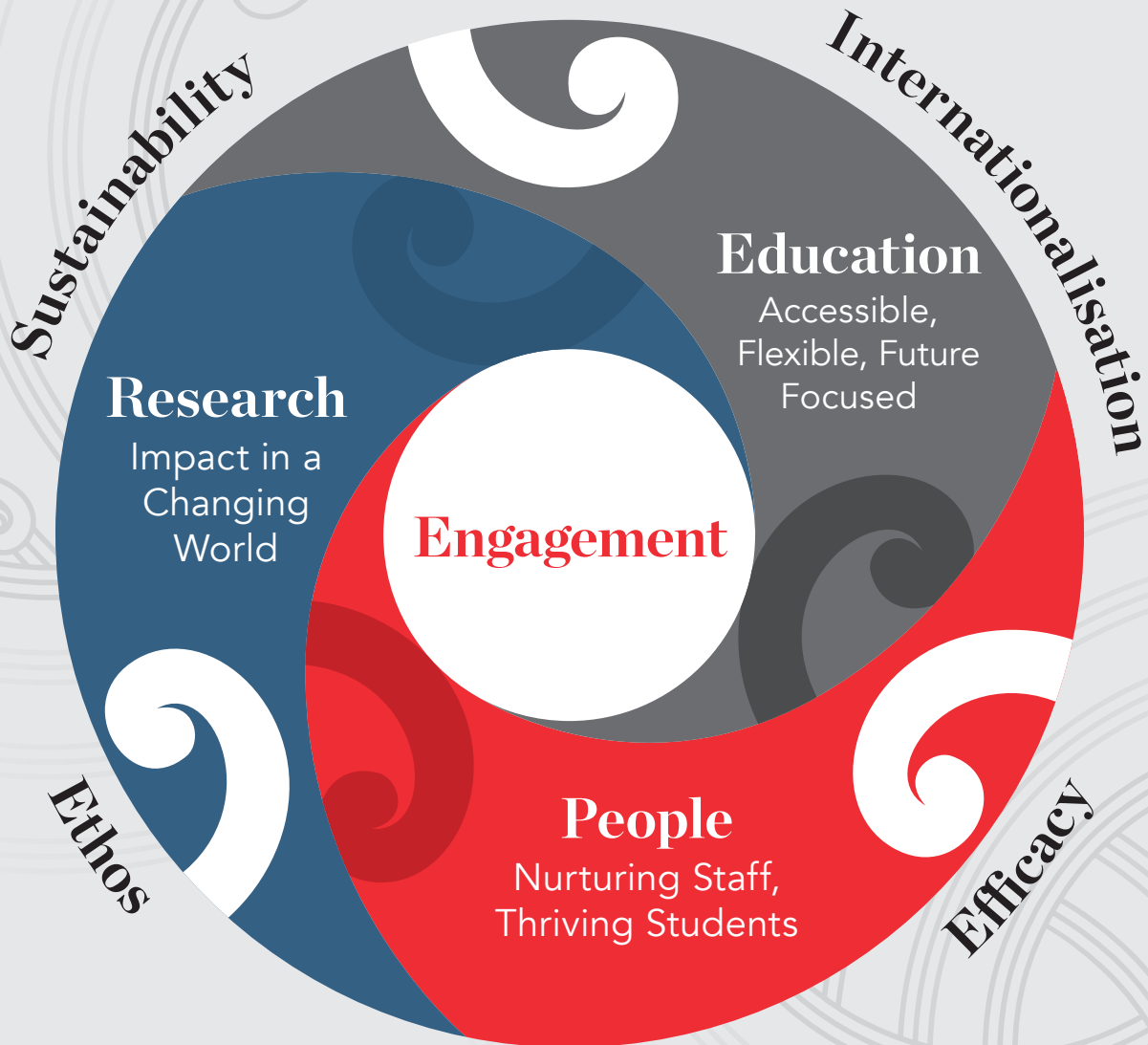


# Te Rautaki Māori

## Strategy for Māori Development



**Contributing to UC Strategy**  
**Tangata Tū, Tangata Ora**  
**Engaged, Empowered, Making a Difference**  
**Strategic Vision 2020 to 2030**

# Kupu Whakataki | Introduction

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*Te Rautaki Māori – Strategy for Māori Development* (Te Rautaki Māori) represents the second articulation of the aspirations of Te Whare Wānanga o Waitaha to support Māori development and innovation. Te Rautaki Māori also aligns and contributes to the University of Canterbury Strategy *Tangata Tū, Tangata Ora, Engaged, Empowered, Making a Difference, Strategic Vision 2020 to 2030* (UC Strategy).

*Te Rautaki Māori* recognises the special relationships with Ngāi Tūāhuriri and Te Rūnanga o Ngāi Tahu, as mana whenua<sup>1</sup>. The partnership agreement between Te Whare Wānanga o Waitaha | University of Canterbury (UC) and Ngāi Tūāhuriri guides the collaboration and drives outcomes to support the partnership.

Māori identities and knowledges are recognised and valued at Te Whare Wānanga o Waitaha. There is an expectation that all graduates will develop and deepen their understanding, and will respect and acknowledge Māori knowledges and systems through the opportunities they are provided with through the curriculum, activities and experiences of their degrees.

It is vital that local, regional and national Māori knowledge systems are valued, and furthermore, that Te Whare Wānanga o Waitaha will value international engagement with indigenous peoples and systems of knowledge. UC aims to be the best educator in New Zealand; by definition this means the best educator for Māori students and ensuring Māori knowledge systems are integrated in its teaching.

Te Whare Wānanga o Waitaha will be defined by its unique commitment to graduating ākonga who demonstrate bicultural confidence and competence, to live and work in a bicultural Aotearoa New Zealand as tangata whenua<sup>2</sup> and tangata tiriti<sup>3</sup>, and in intercultural settings. This goal aims to ensure tangata tiriti graduates are aware of their own identity and its influence in engaging with any other person or community. It recognises the aspiration to ensure that the relevance of, and responsiveness to Te Tiriti o Waitangi | Treaty of Waitangi and its principles is recognised and reflected at Te Whare Wānanga o Waitaha.

These expectations will be underpinned:

- in our relationship with Ngāi Tūāhuriri and Ngāi Tahu as mana whenua
- in the recognition of te reo Māori as an official language of Aotearoa NZ
- by the embedding of bicultural competence and confidence (BiCC) and the link to intercultural competence and confidence,

as a feature of our teaching, research and physical environment.

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<sup>1</sup> Territorial rights, power from the land, authority over land or territory, jurisdiction over land or territory – power associated with possession and occupation of tribal land. The tribe's history and legends are based in the lands they have occupied over generations and the land provides the sustenance for the people and to provide hospitality for guests. ([www.maoridictionary.co.nz](http://www.maoridictionary.co.nz))

<sup>2</sup> Local people, hosts, indigenous people - people born of the whenua, i.e. of the placenta and of the land where the people's ancestors have lived and where their placenta are buried. Ibid.

<sup>3</sup> Refers to non-indigenous New Zealanders who are in the country by virtue of the Treaty of Waitangi. Although some see it as close to (but not necessarily synonymous with) the term pākehā, the peoples who have arrived through the auspices of the monarchs of Great Britain and then of New Zealand range in ethnicity, ancestry and roots from most parts of the world including the continents of Europe, Asia, Africa and the Americas, as well as many islands in the Pacific. As used notably by Judge Eddie Durie, the notion of tangata tiriti underlines partnership and acceptance. ([https://en.wikipedia.org/wiki/Tangata\\_wheua](https://en.wikipedia.org/wiki/Tangata_wheua))

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## Tirohanga Whānui Vision

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Te Rautaki Māori recognises the strategic intent and vision of the UC Strategy *Tangata Tū, Tangata Ora, Engaged, Empowered, Making a Difference, Strategic Vision 2020 to 2030*. Te Rautaki Māori gives life to the university vision and emphasises the role that all staff have in embedding this vision.

### **Kia matakirua te tere ki te pae tawhiti** **Let our journey to the future be** **multifaceted**

In its literal translation this whakataukī means “Utilise sails and paddles in sailing to the future”. In the context of Te Rautaki Māori, this whakataukī recognises the integral role that we all have in strengthening bicultural competence and confidence across Te Whare Wānanga o Waitaha.

## Whakatakanga Mission

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Te Whare Wānanga o Waitaha will be a vibrant leader in:

- tribal economics and business
- law, particularly for whenua
- Māori health and well-being
- indigenous knowledges
- sustainable environments and water
- bicultural and intercultural competence and confidence

# Kaupapa | Areas of Development

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## 1. Mātauranga | Education

All programmes at Te Whare Wānanga o Waitaha will drive successful learning and teaching at UC.

## 2. Rangahau | Research

Provide leadership in developing impactful rangahau in a changing world, through collaboration with iwi, Māori and indigenous communities and ensuring Vision Mātauranga is integrated across research domains.

## 3. Whakapakari Pūkenga | People

Provide access and development for all staff at Te Whare Wānanga o Waitaha to contribute to the UC Strategy by ensuring participation in, and contribution to, indigenous knowledges.

## 4. Ākonga Poipoia | Ākonga Māori Recruitment, Retention and Achievement

Provide initiatives that support ākonga Māori recruitment, and that ensure retention, progression, and achievement at Te Whare Wānanga o Waitaha.

## 5. Kanohi o Te Whare Wānanga o Waitaha Physical and Virtual Environment

Ensure the physical and virtual environments of Te Whare Wānanga o Waitaha reflect the bilingual and bicultural commitment of the university.

## 6. Hononga | Engagement

Develop and maintain strategic relationships, locally, nationally and internationally which enhance and advance the provision of Māori knowledge and priorities, and Māori student and Māori staff development.

## 7. Te Reo Māori | Māori Language

Develop, endorse and implement a framework for te reo Māori at UC, for the university to continue the enrichment of te reo Māori as one of the official languages of Aotearoa New Zealand.

# 1 Mātauranga | Education – Accessible, Flexible, Future Focussed

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All programmes at Te Whare Wānanga o Waitaha will drive successful learning and teaching at UC.

- 1.1 Te Whare Wānanga o Waitaha | University of Canterbury will continue to develop and enhance bicultural competence and confidence in graduates, through ensuring learning outcomes and assessment activities are integrated across programmes of study. Accessible, flexible and future-focused teaching will assure diverse programmes are in place to support diverse learners. It will also ensure these developments are conducted in a culturally responsive and sustaining manner.
  - 1.1.1 Te Waka Pākākano | Office of the Assistant Vice Chancellor Māori, Pacific and Equity will shape the annual operational BiCC goals and related activities in collaboration with the Tumu Tuarua Akoranga | Deputy Vice Chancellor Academic (DVC Academic) and colleges. Each college will co-create an annual action plan based on agreed priorities.
  - 1.1.2 Continue to strengthen policy and processes that are inclusive of mātauranga Māori across curricula (i.e. course content, new course approval, academic reviews, and accreditation).
  - 1.1.3 Continue to support the requirement that undergraduate programmes of study embed all the kaupapa of bicultural competence and confidence at a base and growth level.
  - 1.1.4 Continue the development and application of bicultural competence and confidence at postgraduate level.
  - 1.1.5 Support the revitalisation of te reo Māori in undergraduate and postgraduate programmes and qualifications.
- 1.2 Te Amokapua Waka Pākākano | Assistant Vice Chancellor Māori, Pacific and Equity will collaborate with the DVC Academic in establishing and delivering the Centre for Academic Success, ensuring teaching approaches and programmes of study are accessible, flexible and future-focused. This must reflect diversity in programmes to meet diverse learner needs.
- 1.3 Te Amokapua Waka Pākākano | Assistant Vice Chancellor Māori, Pacific and Equity will collaborate with Kā Waimaero | Ngāi Tahu Research Centre (NTRC) in driving successful teaching and learning at UC through the establishment of an interdisciplinary academy, with a particular focus on the priority areas determined by NTRC.

## 2 Rangahau | Research – Impact in a Changing World

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Provide leadership in developing impactful rangahau in a changing world, through collaboration with iwi, Māori and indigenous communities and ensuring Vision Mātauranga is integrated across research domains.

- 2.1 Continue to support research consultation protocols and processes with Ngāi Tahu, acknowledging the mana of Ngai Tūāhuriri and Māori at Te Whare Wānanga o Waitaha.
- 2.2 Support the Ngāi Tahu Research Centre's strategic plan, as articulated in the partnership agreement with Ngāi Tahu.
- 2.3 Ensure research domains and activities across the university actively recognise and incorporate Vision Mātauranga, including external and internal proposals for research funding.
- 2.4 Collaborate with Māori communities and organisations to advance rangahau that meets the needs and aspirations of Māori and ensure research outcomes are disseminated back.
- 2.5 Support postgraduate Māori students' progression and achievements in order to become capable and competent tāura and able to contribute to Māori research approaches.
- 2.6 Support all supervisors of Post Graduate students to enhance their understanding and application of Māori research approaches.

## 3 Whakapakari Pūkenga | People – Nurturing Staff, Thriving Students

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Provide access and development for all staff at Te Whare Wānanga o Waitaha to contribute to the UC Strategy by ensuring participation in, and contribution to, indigenous knowledges.

- 3.1 Māori staff
  - 3.1.1 Continue to develop Māori academic staff capacity, capability, collaboration and advancement.
  - 3.1.2 Establish a Professor/ Senior Māori academic position in each college.
  - 3.1.3 Develop strategies that increase the number of Māori staff at UC<sup>4</sup>, including active monitoring and reporting, with a target of 9.33% by 2025<sup>5</sup>.
  - 3.1.4 Develop initiatives that identify and support high-performing postgraduate ākonga Māori and alumni to transition to an academic career, including pathways for study at international universities.
  - 3.1.5 Support Te Kei<sup>6</sup> to develop Māori staffing leadership initiatives for the wider university sector.
- 3.2 Non Māori staff
  - 3.2.1 Continue to develop and deliver professional development initiatives that support staff responsiveness and develop their skills in contributing to Te Rautaki Māori.
  - 3.2.2 Ensure policy and processes for all staff advancement and performance includes measures against Te Rautaki Māori and UC's Bicultural Competence and Confidence Framework.
- 3.3 All staff access professional development courses that support the vision of the UC Strategy including, but not limited to:
  - Bicultural competence and confidence
  - Culturally responsive and sustaining pedagogies
  - Mātauranga Māori
  - Te reo Māori
  - Te Tiriti o Waitangi
- 3.4 Ensure recruitment and orientation processes reflect clear expectations that all new Te Whare Wānanga o Waitaha staff understand Te Rautaki Māori and UC's Bicultural Competence and Confidence Framework.

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<sup>4</sup> Māori staff, as at April 2020, are represented as 94.6FTE, or a total of 3.83% of all UC staff. This is made up of 32.0 Māori academic FTE (3.83% of all UC staff) and 62.6 Māori General and Technical FTE (5.39% of all UC staff).

<sup>5</sup> Current forecast for TEC key performance indicators.

<sup>6</sup> Te Kei is a Universities NZ initiative targeting the development of Māori academic leadership in a collaborative professional development programme.

## 4 Ākongā Poipoia | Ākongā Māori Recruitment, Retention and Achievement

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Provide pastoral and academic initiatives that support ākongā Māori recruitment, and that ensure retention, progression, and achievement at Te Whare Wānanga o Waitaha.

- 4.1 Continuously review and enhance Māori student recruitment activities, with a target of Māori student enrolments being 15.3% of total UC domestic EFTS by 2025.<sup>7,8</sup>
- 4.2 Collaborate with the DVC Academic to develop a strategy for retention, supported by research and evidence to create equity in Māori student retention and achievement.
  - 4.2.1 Modify pastoral and academic services that support ākongā Māori retention based on evidence.
  - 4.2.2 Develop a targeted approach to encourage transition from:
    - Pre-undergraduate programmes to undergraduate degree
    - Undergraduate to postgraduate degree.

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<sup>7</sup> Current forecast for TEC key performance indicators.

<sup>8</sup> Māori student enrolment as at April 2020 is 8.4% of total UC domestic EFTS

## 5 Kanohi o Te Whare Wānanga o Waitaha | Physical and Virtual Environment<sup>9</sup>

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Ensure the physical and virtual environment of Te Whare Wānanga o Waitaha reflects the bilingual and bicultural commitment of the university.

- 5.1 Contribute to the development of the Campus Master Plan, including:
  - Appropriate cultural spaces that support Te Rautaki Māori
  - The embedding of the cultural narrative across the university campus, in conjunction with Ngāi Tūāhuriri and Ngāi Tahu
  - Bilingual signage
- 5.1.1 Ensure the UC digital and virtual realm, and marketing and communications, conform to tikanga and includes:
  - Te reo Māori and imagery/iconography
  - UC Cultural Narrative
  - Ākongā Māori profiles

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<sup>9</sup> Physical and Virtual Environment refers to our digital, virtual and physical environment, communications and marketing

## 6 Hononga | Engagements

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Develop and maintain strategic relationships and engagements, locally, nationally and internationally which enhance and advance the provision of Māori knowledge and priorities, and Māori student and Māori staff development.

- 6.1 Strengthen the special relationship and joint venture initiatives with Ngāi Tūāhuriri and Te Rūnanga o Ngāi Tahu, through the partnership agreement signed in 2019.
- 6.2 Enhance our social sustainability in Ōtautahi through growing the diversity of talent in our student and staff profile.
- 6.3 Strengthen existing relationships with other iwi, and work with those iwi in whose rohe we have campuses, to acknowledge their mana whenua status.
- 6.4 Progress relationships with other iwi to identify potential research and student focussed opportunities.
- 6.5 Develop and maintain strategic relationships with key indigenous collectives and organisations to inform Te Rautaki Māori.
- 6.6 Develop and maintain relationships with key Māori tertiary stakeholders.

## 7 Te Reo Māori Māori Language

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Develop, endorse and implement a “Te Reo Māori Framework” for the university to continue the enrichment of te reo Māori as one of the official languages of Aotearoa New Zealand.

- 7.1 Acknowledge the role of UC in promoting and supporting the continued vigour of te reo Māori.

