

Te Rautaki Māori ki Te Kura Matatini ki Ōtāgo

Māori Strategic Framework

2020 – 2022



First developed by Te Komiti
Kāwanataka, October 2006

Updated by Te Komiti Kāwanataka
and Otago Polytechnic, September 2020





Mihi

Tēnei te rūru e kōkōu mai nei

Kīhai māhīhīhi, kīhai mārakaraka

Te upoko nui o te rūrū

Terekou!

Tēnā koutou katoa. As the Chair of Komiti Kāwanataka and Deputy Chair of the Otago Polytechnic Ltd Board, I am privileged to introduce this Māori Strategic Framework (MSF, 2022). This strategy provides a roadmap for Te Kura Matatini ki Ōtāgo and draws on the partnership expectations within the Memorandum of Understanding between Te Rūnanga o Ōtākou, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Moeraki, Hokonui Rūnanga and Otago Polytechnic Ltd. This framework has been developed in collaboration with papatipu rūnaka via Komiti Kāwanataka; it reflects the educational aspirations of mana whenua and articulates how we will continue working together to achieve our desired outcomes. This MSF also aligns with the expectations of the new national system, Te Pūkenga, which is also premised on a Treaty-based partnership approach to vocational education.

On behalf of Komiti Kāwanataka, I can firmly say that we look forward to contributing at a local, regional and national level to the advancement of educational aspirations for mana whenua and Ngāi Māori through this strategic roadmap. Haere tou kā mahi.

Nāhaku noa, nā

Megan Pōtiki

Chair, Te Komiti Kāwanataka

Deputy Chair, Otago Polytechnic Ltd Board



Chief Executive's comments

I am pleased to introduce this fourth iteration of our Māori Strategic Framework (MSF, 2022), which is one of our key strategic pillars in support of Otago Polytechnic Ltd's Strategic Direction. The MSF has evolved as our relationship with kā papatipu rūnaka ki Araiteuru has matured, and in line with two previous Cultural Audits and an external evaluation undertaken in 2019, all of which has brought external review and critique to our efforts to develop Otago Polytechnic as an inclusive place for Māori to learn and work as Māori.

I am confident that the priorities and objectives in this framework will build on the gains already made and provide further direction to Otago Polytechnic Ltd as a new subsidiary of Te Pūkenga, continuing to lift performance over the next three years in relation to Māori learner success.

Nāku noa, nā

Dr Megan Gibbons

Chief Executive

Introduction

Otago Polytechnic's first Māori Strategic Framework was launched in 2006 and subsequently reviewed in 2012 and 2015. This framework is the fourth iteration and was developed in consultation with mana whenua via Komiti Kāwanataka (a sub-committee of the former Council and current Board) and staff from across the institution. It was also informed by an external evaluation undertaken by Ihi Research in 2019. This Māori Strategic Framework was formally adopted in February 2020 by the former Council of Otago Polytechnic prior to the Polytechnic's transition as a subsidiary of Te Pūkenga.

The framework is strategically aligned with:

Ka Hikitia – Ka Hāpaitia | Māori Education Strategy

Tertiary Education Strategy

**Te Pūkenga Charter and Te Tiriti o Waitangi Excellence Framework,
Te Pae Tawhiti** (see diagram below)

Memorandum of Understanding with Kā Papatipu Rūnaka ki Araiteuru

Otago Polytechnic (Ltd) Strategic Plan (2023)

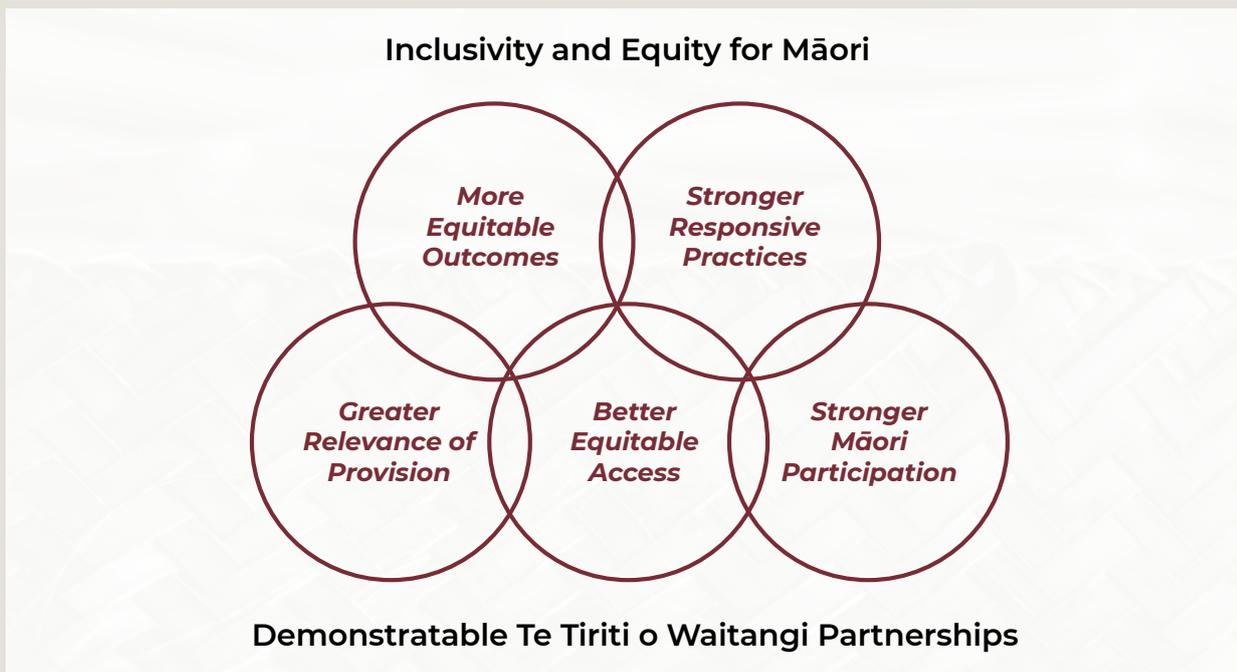


Diagram supplied by Te Pūkenga



Te Rautaki Māori expresses a vision for Māori education at Otago Polytechnic Ltd. It conceptualises a way in which we can give effect to Te Tiriti o Waitangi, aligning with the Te Pūkenga Te Tiriti o Waitangi Excellence Framework, Te Pae Tawhiti, and achieve educational equity for mana whenua and mātāwaka within the takiwā of Te Rūnanga o Ōtākou, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Moeraki and Hokonui Rūnanga (kā Papatipu Rūnaka). Further, it aims to empower taura Māori to participate in vocational education, persist in the pursuit of their goals and achieve their educational aspirations.

As expressed in Otago Polytechnic's Memorandum of Understanding with local kā papatipu rūnaka, Te Rautaki Māori offers a vehicle to:

1. Identify education objectives and aspirations of mana whenua and mātāwaka within the takiwā of 'kā Papatipu Rūnaka'.
2. Work together to articulate how objectives and aspirations will be achieved by way of a strategic framework.
3. Recognise and prioritise the needs of mana whenua and mātāwaka within this strategic framework, including:
 - ▶ Rakatirataka (governance/leadership)
 - ▶ Kaimahi Māori (staff)
 - ▶ Taura Māori (learners)
 - ▶ Mātauraka Māori (knowledge/content & quality programmes)
 - ▶ Wāhi ako ngātahi (Inclusive learning environment)
 - ▶ Rakahau Māori (research)
4. Monitor and report on progress made towards the achievement of agreed objectives and aspirations by way of a Māori Annual Report.

This framework builds on previous iterations and addresses the following six priority areas:

PRIORITY ONE

Te Tiriti o Waitangi – an effective partnership with mana whenua

PRIORITY TWO

Kā Kaimahi – attracting and developing Māori staff and the cultural capability of all staff

PRIORITY THREE

Te Taumata Angitu Māori – Māori learners succeeding as Māori

PRIORITY FOUR

Kia Eke Panuku – High Quality and Culturally Relevant Programmes

PRIORITY FIVE

Kia Kōtahi Tātou – Culturally Inclusive Learning and Working Environment

PRIORITY SIX

Te Rakahau Māori – Māori Research

PRIORITY ONE

Te Tiriti o Waitangi

An effective partnership with mana whenua

OBJECTIVES

1. Partner with mana whenua in the development of strategies that have mutual relevance to priorities and interests
2. Ensure institutional strategies, actions and innovations align with and contribute to the educational priorities of mana whenua
3. Uphold the mana of mana whenua (i.e. iwi and hapū with whom the institution partners) through the observation of and adherence to tikaka ā-iwi/tikaka ā-hapū across all Otago Polytechnic campuses
4. Continue to develop the capability of our people to become culturally responsive practitioners through the understanding and application of the Treaty of Waitangi principles

OUTCOMES

- > Komiti Kāwanataka and representatives of mana whenua are involved in the development of strategies that are of mutual priority and interest
- > Otago Polytechnic strategies, actions and innovations align with the educational priorities of mana whenua
- > Mana whenua are represented on committees, panels and groups that are of mutual priority
- > Formal occasions are led in partnership with mana whenua
- > The kawa and tikaka of mana whenua is used in Otago Polytechnic ceremonies and celebrations, where relevant
- > Baseline expectations of proficiency in culturally responsive practices are developed
- > Otago Polytechnic understand and apply the Treaty principles of partnership, protection and participation in their role and to enhance their practice

PRIORITY TWO

Kā Kaimahi

Attracting and developing Māori staff and the cultural capability of all staff

OBJECTIVES

1. Attract, recruit, retain and develop Māori staff across all levels of Otago Polytechnic, especially leadership roles
2. Establish and strengthen a shared understanding among staff of culturally responsive practices, eg:
 - a. The impact of caring, respectful, reciprocal relationships between staff and learners
 - b. Effective learning and teaching strategies for Māori learners
 - c. *Ako*, *whanaukataka* and *manaakitaka* as culturally inclusive and effective pedagogical practices
3. Build the capability of staff to be more culturally responsive and inclusive practitioners

OUTCOMES

- > Cultural capabilities are integrated throughout Otago Polytechnic's Staff Capability Framework
- > Goals and objectives of the AMA (Advancement of Māori, Otago Polytechnic's Māori Workforce Action Plan) are advanced and monitored for success
- > Māori staff:
 - Proportions match that of Māori learners
 - Advance their career aspirations through tailored professional development and successful promotion applications, leading to more Māori staff in leadership roles
 - Are valued for their cultural capability and their contributions are recognised by their colleagues
- > Culturally capable staff:
 - Have a baseline understanding of Te Tiriti o Waitangi and how it applies in a tertiary context
 - Pronounce te reo Māori accurately
 - Demonstrate a basic level of tikaka within the campus' local context
 - Are culturally responsive and inclusive practitioners
 - Have high expectations for Māori learner success
 - Live and work according to our values of manaakitaka (caring), māia (courage), takohaka (accountability) and whakamanataka (empowering)
- > Te Kāhui Māori (Otago Polytechnic's Māori Staff Collective) is meeting the needs of participating staff
- > Te Rautaki Reo Māori is advanced through staff engagement in te reo Māori initiatives

PRIORITY THREE

Te Taumata Angitu Māori

Māori learners succeeding as Māori

OBJECTIVES

1. Provide an attractive learning environment and an outstanding learning experience that is conducive to Māori learner participation and success at all levels of study (especially Foundation level and sub-degree programmes)
2. Deliver research-informed and integrated support services to Māori learners, maximising pastoral, academic and employment success
3. Show-case exemplars of good practice (i.e. that have a positive impact on Māori learner success) through research that enhances Otago Polytechnic's ongoing quality improvement processes and data that informs decision making processes

OUTCOMES

- > Māori learners:
 - Feel welcomed and valued as Māori, reporting a strong sense of belonging
 - Experience culturally capable and responsive teachers and support staff (from a strong, relational base)
 - Are fully informed about the range of support services and developmental opportunities available to them
 - Are appropriately supported to transition through various stages of their learning and to thrive
 - Sense an expectation to participate, engage and succeed as Māori
 - Pathway into either employment or further study
- > Culturally responsive programmes are delivered by culturally capable, credible and suitably qualified pedagogues
- > The 'Priority Learner Success Steering Group' works with Programme Leaders (i.e. of low performing programmes) to improve outcomes for Māori learners
- > Māori learner outcomes continue to improve
- > Māori learner data and research undertaken with Māori learners will:
 - Identify enablers and barriers to Māori learner success
 - Inform Otago Polytechnic's strategic direction, quality improvement processes and decision making processes
 - Help to define what 'excellence' looks like with regard to Māori learner success
 - Provide exemplars of good practice across Otago Polytechnic
- > Māori learner success will be profiled and appropriately communicated locally, regionally and nationally

PRIORITY FOUR

Kia Eke Panuku

High Quality and Culturally Relevant Programmes

OBJECTIVES

Develop and offer a range of culturally relevant, quality programmes that:

1. Integrate and embed mātauraka Māori (i.e. Māori knowledge)
2. Are Māori-specific, imbued in Te Ao Māori and delivered from a kaupapa Māori perspective
3. Provide Māori learners with tailored pathways into either employment or higher qualifications
4. Teach learners the importance of cultural capability in the bicultural context of Aotearoa/New Zealand
5. Equip OP graduates with the capability (i.e. skills, knowledge and attributes) to become culturally capable practitioners

OUTCOMES

- > New programmes and programmes under review undertake a rigorous process with the Office of the Kaitohutohu and Learning and Teaching Development Team to ensure the following are integrated throughout the programme:
 - Mātauraka Māori and kaupapa Māori perspectives
 - Culturally responsive and inclusive learning and teaching practices
- > Programmes of learning at Otago Polytechnic integrate mātauraka Māori in a relevant and meaningful way (as well as being discipline-specific and embed sustainability, this includes the use of te reo Māori, tikaka Māori, Māori values and perspectives)
- > Māori learners observe their language, culture and knowledge authentically embedded throughout their programme of learning, thereby inspired to participate, learn and succeed as Māori
- > Learners graduate from their programme with a base level of cultural capability
- > All learners have the opportunity to graduate with:
 - Micro-credentials in introductory Te Tiriti o Waitangi, te reo Māori and tikaka Māori (i.e. all integrated into their programmes of learning);
 - Bicultural capability and other transferable skills via the Learner Capability Framework; and
 - Elements of mātauraka Māori that are relevant and applicable in local, regional, national and global contexts

PRIORITY FIVE

Kia Kōtahi Tātou

Culturally Inclusive Learning and Working Environment

OBJECTIVES

Otago Polytechnic's environment:

1. Is culturally inclusive and conducive to an outstanding experience for all of those whom learn, teach, lead, create, build and visit
2. Acknowledges and values the tikaka ā-hapū of mana whenua, which is evident in our processes and practices across all campuses
3. Visually reflects the reo (language) and narratives of mana whenua.

OUTCOMES

- > Otago Polytechnic is known as a culturally inclusive and safe place for Māori to learn, teach, lead, create, build and visit as Māori
- > The values and tikaka of mana whenua are imbued throughout Otago Polytechnic's processes and practices, from the moment people walk in the front door, until the time they leave
- > The language, narratives and cultural symbols of mana whenua are visible throughout all Otago Polytechnic campuses
- > Opportunities for Māori learners and staff to connect with and learn from each other are available throughout the year
- > Learners and staff are availed of opportunities to appropriately engage with and learn more about the activities, functions and/or business of mana whenua, Māori providers, Māori community organisations and Māori-owned businesses through project work, work experience, clinical placements and other outreach activities.

PRIORITY SIX

Te Rakahau Māori

Māori Research

OBJECTIVES

1. Partner with mana whenua and other Māori entities to identify applied research opportunities of mutual interest
2. Collaborate on applied research projects that align with the strategic aspirations of each research partner
3. With the Research and Postgraduate Office, develop a vibrant Māori research agenda that serves as a benchmark for others to aspire to
4. Increase the number of Māori research outputs derived from research collaborations with both national and international research partners

OUTCOMES

- > With mana whenua and Māori entities:
 - Identify applied research priorities of mutual interest
 - Jointly apply for and secure external funding for applied research that is of mutual interest and mutual benefit
 - Collaborate on applied research projects (led by Māori research-active staff and/or senior academics with a proven Māori research ethic)
 - Acknowledge and protect intellectual property rights
- > The Office of the Kaitohutohu has representation on Otago Polytechnic's Research Ethics Committee and Research and Postgraduate Committee
- > Te Kāhui Rakahau Māori is a strong, thriving network of Māori research-active staff, which:
 - Meets regularly to support the research needs of Māori staff
 - Helps to progress Otago Polytechnic's research outputs achieved by Māori staff
 - Explores the feasibility of a Māori Research Hub
 - Oversees the development, implementation and monitoring of Otago Polytechnic's Māori Research Plan; an annual Māori research seminar series; SCOPE: Kaupapa Kāi Tahu; and Māori Research Symposium.
- > Māori staff are supported to engage in research by their formal leader and the activities of Te Kāhui Rakahau Māori
- > Māori research micro-credentials are developed, delivered and assessed, and undertaken by academic staff to increase their understanding of Māori research ethics and kaupapa Māori research methodologies
- > The number of Māori research outputs derived from research collaborations with both national and international/ indigenous research partners increases annually



ON THE COVER

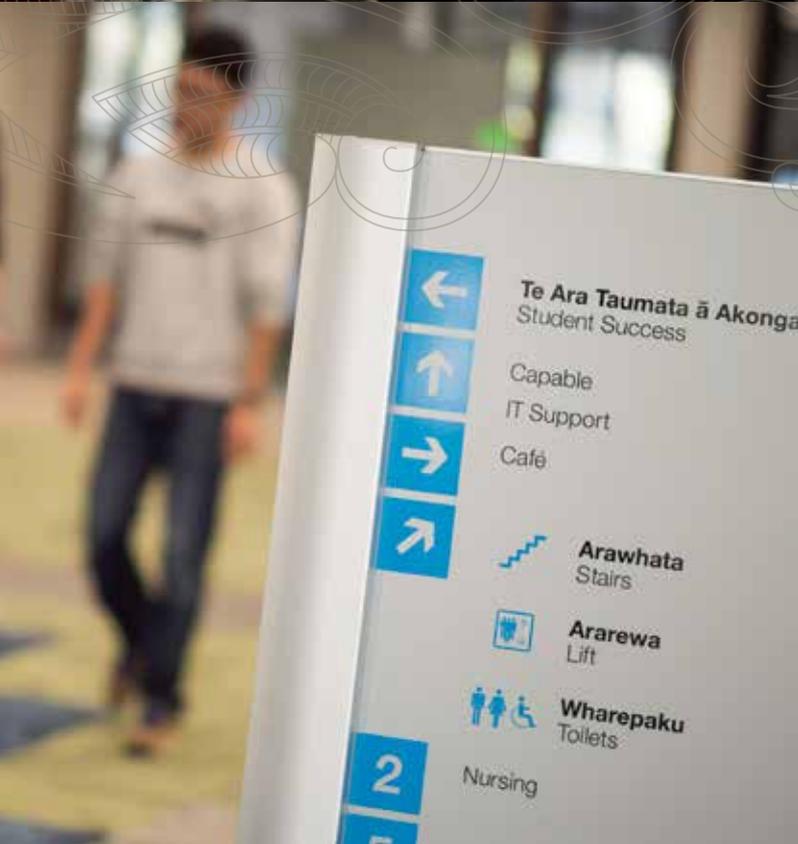
Tio III, 2018, Chinese ink and acrylic on board, 600mm x 600mm, Simon Kaan

INSIDE

Kotahitaka – Unity

by Dana Te Kanawa, née Russell –
Kāi Tahu, Kāti Māmoe, Waitaha

The design you can see as a watermark throughout this document was created by Dana especially for Otago Polytechnic, to appear on its website and elsewhere across its campuses. It explores the theme of blending and gathering, with the “four winds” representing the many directions from which our staff and students reach us.





OTAGO

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