




**Rautaki  
Whakawhanake  
Kaupapa Māori  
Strategy for Māori  
Development**

**2012**

**UC**   
**UNIVERSITY OF  
CANTERBURY**  
*Te Whare Wānanga o Waitaha*  
CHRISTCHURCH NEW ZEALAND



# Rautaki Whakawhanake Kaupapa Māori



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# Rautaki Whakawhanake Kaupapa Māori



## Kōrero Whakapūaki Introduction

This Strategy for Māori Development represents the first articulation of the University of Canterbury's aspirations to support Māori development and innovation. This Strategy is complementary to the University of Canterbury's investment plan, strategic plan and operational plan.

This Strategy recognises the special relationship with Ngāi Tahu and our commitment to explore opportunities to extend our common interest and strengths, for Ngāi Tahu and all Māori.

Our commitment to contributing to indigenous knowledge economies is about ensuring we explicitly support Māori communities in utilisation of their collective resources for their futures.

The value of regional and national Māori knowledge systems is vital, but the University of Canterbury will also value international engagement with indigenous peoples and systems of knowledge.

The University of Canterbury will be defined by the unique commitment to graduating students who demonstrate cultural competence and confidence, to live and work in a bicultural Aotearoa (Māori and non-Māori) and a multi-cultural world. This uniqueness will not be targeting non-Māori to have an understanding of Māori, as the 'other', rather this goal will be aiming to ensure graduates are aware of their own identity and its influence in engaging with any other person or community. It recognises the aspiration to ensure Treaty relevance and responsiveness is recognised and reflected at the University of Canterbury.

Māori identity and knowledge is recognised and valued at the University of Canterbury. As the indigenous people, an understanding is needed for all non-Māori graduates to respect and understand Māori knowledge and systems.

The Strategy will be driven by tikanga Māori, Māori philosophy. While Mātauranga Māori might be carried in the mind, tikanga Māori puts that knowledge into practice and dimensions of Māori values and dignity.

# Rautaki Whakawhanake Kaupapa Māori



## Tirohanga Whānui

### Vision

This Strategy recognises the University of Canterbury's strategic intent and vision of *People prepared to make a difference – tangata tū, tangata ora.*

This Strategy also has a vision which underpins its mission of contributing to Māori and indigenous development regionally, nationally and internationally.

#### **Ko te toa i a tini, i a mano o te takata**

*It is the bravery of a multitude, of thousands of people.*

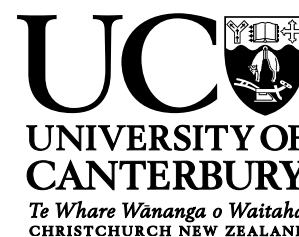
This Ngāi Tahu whakatauki<sup>1</sup> represents a statement of the strength of collectivity. It aims to ensure we use our resources collectively in our aspiration to engage and support Māori and indigenous development.

### Mission

The University of Canterbury will be a vibrant contributor to indigenous knowledge economies regionally, nationally and internationally.

<sup>1</sup>Appendix 1 outlines the origins of the whakatauki.

# Rautaki Whakawhanake Kaupapa Māori



## Ngā Kaupapa Areas of Development

### 1. Ngā Hononga Strategic Relationships

Develop and maintain strategic relationships locally, nationally and internationally.\*

### 2. Ākongā Poipoia Māori Student Recruitment, Retention and Achievement

Develop initiatives that ensure Māori student recruitment, retention and achievement at the University of Canterbury.\*

### 3. Mahi Rangahau Research

Provide leadership in developing research which is collaborative with Māori and indigenous communities which is responsive and relevant to their needs.\*

### 4. Hōtaka Kōunga Quality Programmes

All University of Canterbury programmes will develop learning objectives which support cultural confidence and competence in graduates.\*

### 5. Whakapakari Pūkenga Staff Development

Provide growth and development opportunities for staff at the University of Canterbury to contribute to indigenous knowledge economies.\*

### 6. Taiao Ako Physical Environment

The University of Canterbury will recognise the indigenous people of Aotearoa and the rights and responsibilities associated with Te Tiriti o Waitangi, including physical space, signage and space planning.\*

\*The University of Canterbury acknowledges that Māori have a unique place as tangata whenua and partners to Te Tiriti o Waitangi. The University also acknowledges its responsibility to contribute to te reo Māori. Improving the quality of te reo Māori will be important in helping Māori achieve success throughout the education system. A framework for te reo Māori quality assurance and coordination will be developed and will be supporting documents in the implementation of this Strategy. This will be led by the Assistant Vice-Chancellor Māori.

# Rautaki Whakawhanake Kaupapa Māori



## 1. Ngā Hononga Strategic Relationships

Develop and maintain strategic relationships locally, nationally and internationally.

- 1.1 Strengthen the special relationship and joint venture initiatives with Ngāi Tūahuriri and Te Rūnanga o Ngāi Tahu.
- 1.2 Strengthen existing relationships with other iwi in whose rohe the University of Canterbury has campuses.
- 1.3 Develop and maintain strategic relationships with key indigenous collectives and organisations to advance the University of Canterbury Strategy for Māori Development.
- 1.4 Develop and maintain strategic relationships with key Māori tertiary stakeholders.

## 2. Ākonga Poipoiā Māori Student Recruitment, Retention and Achievement

Develop initiatives that ensure Māori student recruitment, retention and achievement at the University of Canterbury.

- 2.1 Develop an innovative and targeted strategy for Māori student outreach, recruitment and achievement initiatives at the University of Canterbury.
- 2.2 Develop evidence-based services that support Māori student retention.
- 2.3 Develop initiatives that encourage transition from diploma to wider undergraduate degree and postgraduate study for Māori students at the University of Canterbury<sup>2</sup>.
- 2.4 Students are able to access introductory courses through to advanced classes in te reo Māori and tikanga Māori.
- 2.5 Develop initiatives that support enhanced opportunities for Māori postgraduate student retention, engagement and completion.

<sup>2</sup> Note importance of regional domination and engagement; recognition of mature student opportunity; targeted communities and disciplines.

# Rautaki Whakawhanake Kaupapa Māori



## 3. Mahi Rangahau Research

Provide leadership in developing research which is collaborative with Māori and indigenous communities and is responsive and relevant to their needs.

- 3.1 Develop clear research consultation protocols and processes with Ngāi Tahu, acknowledging the mana of Ngāi Tūahuriri and Māori at the University of Canterbury.
- 3.2 Support the Ngāi Tahu Research Centre strategy plan, in partnership with Ngāi Tahu.
- 3.3 Support research which contributes to the revitalisation of te reo Māori.
- 3.4 Collaborate with Māori communities to advance research that meets the needs and aspirations of Māori.
- 3.5 Develop Māori academic staff capacity, capability, collaboration and advancement in research.
- 3.6 Develop opportunities for postgraduate Māori students to contribute to indigenous research.
- 3.7 Develop Māori research supervision capability and capacity at the University of Canterbury.
- 3.8 Disseminate knowledge effectively with relevant communities.
- 3.9 Encourage Māori methodologies that help researchers to understand the cultural processes of scientific inquiry.
- 3.10 Maintain links with key external research stakeholders.

## 4. Hōtaka Kōunga Quality Programmes

All University of Canterbury programmes will develop learning objectives which support cultural competence and confidence in graduates.

- 4.1 Develop policy and processes that are inclusive of Mātauranga Māori across curricula i.e. course content, new course approval, academic reviews and accreditation.
- 4.2 Ensure cultural competence and confidence is acknowledged and demonstrated in the learning objectives of the University of Canterbury graduate profile (based on 4.1).
- 4.3 Programmes will be available to support the revitalisation of te reo Māori in undergraduate and postgraduate programmes and qualifications.
- 4.4 Develop cross-faculty curricula, where appropriate, which provide foundations in aspects of cultural competency and confidence in conjunction with 4.1 and 4.2.



# Rautaki Whakawhanake Kaupapa Māori

## 5. Whakapakari Pūkenga Staff Development

Provide growth and development opportunities for staff at the University of Canterbury to contribute to Māori and indigenous knowledge economies.

### 5.1 Māori staff

- 5.1.1 Develop a targeted Māori staff recruitment framework to ensure Māori capacity and capability across the University of Canterbury.
- 5.1.2 Māori staff are able to access introductory courses through to advanced classes in te reo Māori and tikanga Māori.
- 5.1.3 Develop initiatives that identify and support high-performing postgraduate Māori students to transition to an academic career.

### 5.2 Non-Māori staff

- 5.2.1 Develop professional development initiatives that support staff responsiveness in contributing to the Strategy for Māori Development (including, where appropriate, teaching, learning and research<sup>3</sup>).
- 5.2.2 Ensure policy and process for staff advancement and performance recognises, where appropriate, the Strategy for Māori Development.
- 5.2.3 Non-Māori staff are able to access introductory courses through to advanced classes in te reo Māori and tikanga Māori.

- 5.2.4 Develop initiatives which support supervision capability and capacity to support Māori and indigenous research at the University of Canterbury.
- 5.2.5 Ensure recruitment and orientation processes reflect clear expectations for all new University of Canterbury staff to the Strategy for Māori Development.

## 6. Taiao Ako Physical Environment

The University of Canterbury will recognise the indigenous people of Aotearoa and the rights and responsibilities associated with Te Tiriti o Waitangi, including physical space, signage and space planning.

### 6.1 Contribute to the development of the campus master plan, including:

- Appropriate cultural space that supports the Strategy for Māori Development.
- Including cultural interpretation and representation across the University of Canterbury campus, in conjunction with Ngāi Tūahuriri and Ngāi Tahu.

<sup>3</sup> Issue of time and resource need to be recognised in staff being able to participate.

# Rautaki Whakawhanake Kaupapa Māori



## Appendix I

### Ko te toa i a tini, i a mano o te takata

### It is the bravery of a multitude, of thousands of people

When Kāti Kurī were preparing to take on Kāti Māmoe just north of present day Kaikoura they received word that the Māmoe had a special weapon known as tetewhai. This was a wooden weapon that also had stingray barbs attached to it. This news had disturbed the Kurī people and they were starting to panic a little. Their tohuka, Pohatu, had begun to recite karakia to bring on night quickly so that the people could escape if necessary. Rakaitauheke was a very brave and confident warrior and he was working hard to lift the spirits of his people. He had already uttered the boast “Kuanei ēnā tetewhai ka ngaua ki aku niho, ka whatiwhati” (Soon these tetewhai will be bitten by my teeth and broken) and now he was inciting others to rise and speak of their bravery.

He turned to two warriors Tū Whakauika and Te Oreorehua and said to them “Rise and speak of your bravery”.

They replied, “Ko te toa i a tini, a mano takata” (It is the bravery of a multitude, of thousands of people).

He eventually convinces Maru to speak and he states “I au anō e tamariki ana kāore anō i pakari kā iwi o ōku rika me ōku waewae roko rawa au i te reka o te kai o te ahiahi. Ko tēnei kua pakari kā iwi o āku rika me ōku waewae”. (When I was a child and the bones of my hands and feet were not yet firm I had tasted the delights of victory. It was this that hardened the bones of my hands and feet). Maru leapt up and the people were inspired.

Rakaitauheke then turned once more to Pohatu and said “Hahua ka puka, tukua ka pari, kia haere tātare a Tāne Moehau”. (Dig the pools and raise the trenches as the sharks of Tane Moehau strike). Rakaitauheke struck his weapon deep into a karaka tree where, it is said, you may still find it today.

*Source: Te Wanikau, H.T., The History of Ngai Tahu (Ngāti Kurī clan) translation by Tahu Potiki.*



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