

Navigating Māori Success

Review: Māori Succeeding as Māori

A Unitec Strategy
2018-2022

Table of Contents

INTRODUCTION	3
The Process	4
Māori Success at Unitec – Operationalising our Strategy	7
What does Māori Success look like at Unitec?	7
Prioritised barriers to Māori Success at Unitec	8
What are the key priorities and significant influencers?	8
Strategic Objectives: Māori Success at Unitec	10
What are the key action priorities and significant influencers?	10
1. Governance, Management and Leadership	10
2. Reporting and Accountability	11
3. Student Journey	11
4. Our Space	12
5. Staff Capability and Capacity	13
Unitec – Te Noho Kotahitanga Outcomes	14
Next Steps	14
Strategic Priority Action plans	16
Priority 1 Governance, Management and Leadership	16
Priority 2 Reporting and Accountability	18
Priority 3 Student Journey	19
Priority 4 Our Space – Rangatiratanga	22
Priority 5 Staff Capability and Capacity	24
Appendices	27
Unitec Māori student definition of success	27
Barriers to Māori Success at Unitec	28
Actions to overcome the barriers to Māori success at Unitec	30
Collective expectations from our Wānanga	33
Ētahi āwangawanga	35
Unitec – Navigating Māori Success Strategy - Agenda	36

Glossary

The Māori Dictionary online has been used to provide English meanings of Māori words.

hapū	sub-tribe
he mihi	greetings, salutation
hui	gathering
iwi	tribe
kaupapa	agenda
marae	precinct
Pākehā	non-Māori. Usually associated with white New Zealanders of British descent
rūnanga	council
tauirā	student, apprentice
te tuatahi	first
tono	request
tūāpapa	foundation
whakapapa	genealogy
whānau	family
wharehau	meeting house

Te tuatahi – he mihi, he mihi, he mihi

First - salutations

*Mauri kaha, Mauri tū, Mauri ora,
Tihei mauri ora*

Be strong, Stand strong, Be fulfilled
Let there be life

Tōtara wāhi rua, he kai nā te ahi

A tree split in two is food for the fire
speaks to the need to work together

E kore te upoko mārō e aro

Stubborn thinking prevents forward
thinking

Mai te kore ki te pō ki te Ao Mārama

From the nothingness, to the night to
enlightenment

*He moana pukepuke e ekengia e te
waka*

Even a mountainous sea may be
crossed by canoe (anything can be
accomplished with determination and
perseverance)

*Kotahi te kī, kotahi te kōrero, kotahi te
wānanga*

A learning space which unites mind,
body and spirit

E raka te mauī, e raka te katau

To be skilled with both hands

INTRODUCTION

In 2018 the goal of creating a Māori Success Strategy that represented the collective thinking of Māori staff was realised. Te Whare Wānanga o Wairaka developed a quick response in regards to the document realising its importance in progressing a positive narrative for not only the Māori students that chose Te Whare Wānanga as their place of study, but also the communities that they represented. A number of staffing changes occurred within a short period of time between 2018-2019, so it became necessary for the Māori staff to reconvene to assess the entirety of the Māori Success Strategy and to decide whether its contents were still relevant for the current direction of Te Whare Wānanga o Wairaka. What follows in this document is a synopsis of the self review that took place to ensure that the Māori Success Strategy remained relevant, not just for the institute but for the Māori students, their whānau, their hapū and other communities that they represent.

Our Unitec Māori Success Strategy is built on the unique strengths of the institution. Unitec will be fully cognisant of its purpose, its uniqueness and of who we serve. We have an understanding that we will return to a place of financial sustainability to support the strategic objectives that will activate the partnership of Te Noho Kotahitanga as a lead into the renewal of Unitec.

We will employ a positive opportunity approach to lead and inform the ITP Roadmap for Unitec. We will identify and invest in our strengths. We will invest in research and development opportunities to deliver on a mix of provision that serves the community, and strengthens the industries in Tāmaki Makaurau and the greater Auckland region.

We are confident that a partnership approach with the Rūnanga (Council), and our local community and iwi (tribal) leaders will help set a Quality Agenda and framework to instill a confidence in Unitec to deliver students who are nourished culturally and academically, and are equipped with the skills to manifest their future and care for themselves and their iwi and community.

The Unitec Māori Success Strategy provides a framework to give effect to Te Noho Kotahitanga. The principles of Te Noho Kotahitanga have guided not only

the way this strategy has been developed but also the aspirations of a community and iwi that guide it and the actions contained within it. The success of this strategy lies in the recognition that to achieve the outcomes we must change our actions and make change collectively in the spirit of Te Noho Kotahitanga.

The foundation of our Māori presence within the history of Unitec is one of building solidarity of heart, of vision and of aspiration and action. Survival is a reality within the context of what Unitec is currently facing both internally and externally. Internally the need to review and restructure given our financial situation; externally the restructuring of the ITP sector as a result of falling enrolments and financial debt ITPs are facing. The Minister of Education has required the sector undertake a major review.

Our attitude emanates from that of our ancestors. As a whānau (extended family) collective within Unitec we embrace the opportunities that, ironically, survival presents. We are focused on building solutions that seek to serve our tauira (students), our communities, iwi and other key stakeholders. We are positive this strategy (our voice) will remain relevant regardless of the outcome of the ITP Roadmap.

Through a renewal of shifting our mindset on the opportunities that our future presents, we the staff have joined our insights, visions and aspirations towards the renewal of Unitec as a leading cog in the national transformation of the ITP sector and as a renewed NZ Tertiary sector.

We are not led by ‘who is right’ rhetoric but on the value of “what is right”. We believe the vision we will share is centred first and foremost on the most important stakeholder in our institution, our students - “te tīmatanga me te whakamutunga” – the beginning and the end of our mission.

The Process

Te Tuatahi – He mihi, he mihi, he mihi mihi!¹

Led by Glenn McKay, 30 Māori staff and student representatives from across

Unitec chose to contribute to a two-day facilitated conversation and process with the outcome being ideas for the draft of a Māori Success Strategy. Each hui (gathering) participant shared their expectation and aspiration for Māori success². The hui participants were encouraged to bring their all to the two-day hui. Not only as Unitec staff, but as whānau, hapū (sub-tribe), community leaders, and experts. The hui was blessed with the presence of Rūnanga representatives, along with a presentation from the Interim Chief Executive, and her team on the current state of Unitec. It was an honest appraisal of fundamental issues that Unitec faces, along with a tono (request) for the hui to provide guidance and support to the overall Unitec renewal pathway.

We enacted an indigenous people's process built on the wisdom of generations of indigenous leaders through the ILIS system (Indigenous Leaders Interactive System) that allows all participants to contribute as equals in identifying:

- What does “MĀORI SUCCESS” look like for UNITEC's future?
- What are the “BARRIERS” that limit our ability to achieve “SUCCESS”?
- What are our “PRIORITY ACTIONS”?

We then worked through a process outlined for the day that helped the participants in the hui work through the key issues and aspirations. The ILIS (Indigenous Leaders Interactive System) structured dialogue system provides for a communal perspective when developing a vision for the future and an action plan for making that vision a reality – through consensus.

It is a system of dialogue that identifies success indicators, challenges, and creates action scenarios that:

- Enhances a collective voice
- Seeks collective wisdom
- Simplifies the ideas
- Identifies relationships of influence – being strategic!
- Keeps it simple

¹ See the Glossary for the translation

² See appendices

Through:

- Identifying common values
- Sitting in a circle
- Structuring the dialogue so that everybody has a voice
- Consensus decision making

Whānau participated in the process through a “mana ōrite” process that enabled voices of ALL whānau who participated to be heard. This was followed by decisions as a collective to identify a clear vision and actions to overcome barriers to achieve this vision. This plan has now been completed and is formally presented herewith to the Commissioner and Executive Leadership for approval. The voice of a section of the people who see the opportunities and excitement of the future look forward to having the opportunity to talk to this report and are fully committed to the potential success of this strategy.

Te Noho Kotahitanga

Unitec’s partnership document, Te Noho Kotahitanga, was created in 2001 to express Unitec’s commitment to the Treaty of Waitangi.³ It incorporates five principles that were developed to underpin Unitec’s goals and are a values based guide to Māori and Pākehā working in the spirit of partnership as originally conceived by the Treaty of Waitangi. Te Noho Kotahitanga is a key influence in this strategy in that the strategy is a “unique” Unitec response; it is everyone’s responsibility as a collective in making the changes we envisage for our future.

The principles that underpin the work in this refreshed Māori Success Strategy are:

- Rangatiratanga
- Wakaritenga
- Kaitiakitanga
- Whakakotahitanga
- Ngākau Māhaki

The ILIS (Indigenous Leaders Interactive System) process along with the core values of Te Noho Kotahitanga form the tūāpapa (foundation) for the following Māori Success Strategy outcome.

³ See Appendix 1 for the te reo Māori and English versions of Te Noho Kotahitanga.

Māori Success at Unitec – Operationalising our Strategy

What does Māori Success look like at Unitec?

Each participant was asked to come up with 3-5 idea statements, one idea per statement to share and be written up and placed on the whiteboard. They were asked to be succinct and simply share the idea without explanation. The trigger question was shared and the team generated 24 idea statements⁴.

The opportunity was given to the authors of the statements to clarify what they meant. Each idea was honoured and there was no debate or response given to the idea. However, members were encouraged to ask clarifying questions so that everybody could fully understand the meaning of the statement that was shared by the author. Such a process can be very difficult to undertake as at times one may want to respond to an idea, or debate its validity. What is important here is that the author of the idea is understood, and from there, as a team, we can create solutions that can address the complexity of the barriers.

The hui participants were then asked to choose the top 4 successes that were most important to them (in order of 1-4) and the top 7 of the combined 'most important' were chosen. They are:

- Partnership and promise of Te Noho Kotahitanga is activated
- Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community
- Te Ao Māori is normalised accepted and embraced "I see me".
- Māori succeed as Māori at Unitec
- Competent, confident and qualified staff
- Unitec is meeting the needs of our stakeholders
- Unitec provides a safe place, safe space

⁴ Please see appendices for the full list

The following success indicators were chosen as the major themes to guide the thinking of Māori Success at Unitec.

Mauri Kaha

Mauri Tū

Mauri Ora

Tihei Mauri Ora⁵

Prioritised barriers to Māori Success at Unitec

The trigger question to begin the dialogue was:

What are the challenges to achieving Māori success at Unitec?

Again, each of the hui participants was asked to come up with 3-5 idea statements; one idea per statement to share and be written up and put on the whiteboard.⁶ The whānau then choose their top five prioritised ideas that were most important to them individually. They chose five prioritised barriers, each with a numerical value. Their most important barrier they gave a value of 5, their second, a value of 4, all the way to their fifth choice, that was given a value of 1. The ideas were added up and the six that had the most votes were used to create a tree placing the idea that had the most votes at the bottom.

What are the key priorities and significant influencers?

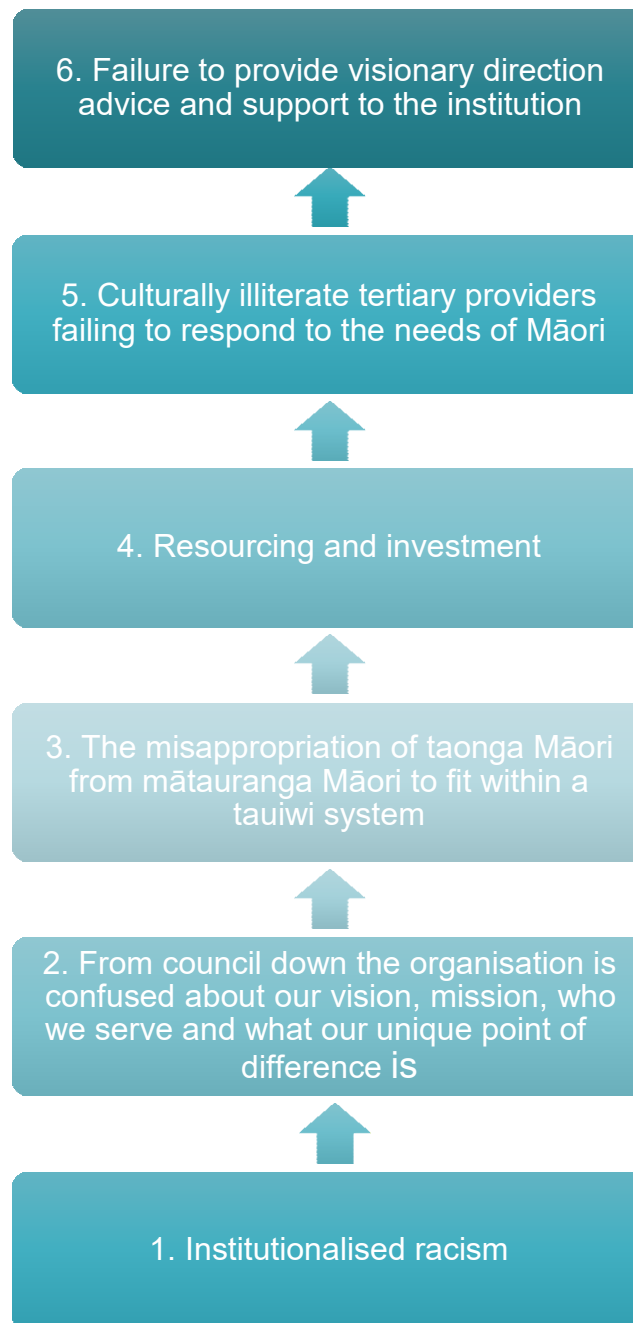
The hui participants then discussed the influencing relationships between the ideas. This was an opportunity to further explore the ideas and discuss which ones had the most influence. For instance, if we were able to significantly overcome the issue of confusion around our vision and mission would that then significantly help us in overcoming the issue of resourcing and investment? However, the most focus of the discussion was around identifying the two root issues to overcome – *Institutionalised Racism* and “*From Council down, the organisation is confused about our vision, mission, who we serve and what are*

⁵ Please see Glossary for meaning

⁶ Please see appendices

unique points of difference". The following tree of meaning and influence was created that states the root issues that need to be addressed. The root issue sits at the bottom of the table.

Tōtara wāhi rua, he kai nā te ahi⁷



⁷ See glossary for meaning

Strategic Objectives: Māori Success at Unitec

The hui participants were encouraged to write actions that would overcome the challenges and/or contribute to Unitec success. Although the whānau had identified a prioritised list of barriers for focus, any actions were encouraged to be shared and not at the exclusion of the other barriers that had been discussed and voted upon.

60 action ideas were generated and the following themes and actions were produced:

- **Governance Management and Leadership**
- **Reporting and Accountability**
- **Student Journey**
- **Space**
- **Staff Capacity and Capability**

What are the key action priorities and significant influencers?

The key action priorities and significant influencers were then themed and actions ordered. These could then be constructed into a strategic priority for Unitec with an action plan attached.

From this the following were constructed:

1. Governance, Management and Leadership

*E kore te upoko māro e aro!*⁸

- Capture, review and revise Te Noho Kotahitanga
 - Organise and implement a refreshed Te Noho Kotahitanga partnership agreement and practice at Unitec
 - Ensure Te Tiriti o Waitangi is also a founding document of this institution
 - Speak Te Noho Kotahitanga beyond its Pākehā⁹ abbreviations

⁸ See Glossary for meaning

⁹ See Glossary for meaning

- Deliver an Executive and Senior Leadership team training programme based on the Māori Success Strategy
- Ensure Te Noho Kotahitanga is apparent through the whole learning journey of students and staff
- Create a Co-Leadership and Co-Governance structure for Unitec
- Te Tumu Tauwhirowhiro co-leads Unitec
- Establish another Māori leadership role reporting to the Tumu
- Investigate alternative co-governance and leadership structures

2. Reporting and Accountability

Mai te kore ki te pō ki te ao mārama¹⁰

- Establish a role or group that is tasked with collecting outside the box evidence of Māori Learner Academic Achievement at Unitec and across Aotearoa
- Track our graduates so we know what Māori success looks like
- Hold people leaders personally accountable for Māori outcomes by building Māori KPIs into their ADEPs
- Ensure engagement with Mātauranga Māori at Unitec upholds its taonga status
- Create a suite of compulsory competencies for staff leading, teaching and engaging with mātauranga Māori taonga and programme content
- Te Reo Māori to be made compulsory for staff
- Accountability, responsibility report in relation to Māori aspirations
- Prioritise equity for Māori at Unitec even if inequitable practices are required.

3. Student Journey

He moana pukepuke e ekengia e te waka¹¹

- Targeted Marketing approach for Māori – Marketing and Recruitment
- Define our values proposition for tauira Māori
- Develop and deliver an on-boarding experience for tauira and their whānau

¹⁰ See Glossary for meaning

¹¹ See Glossary for meaning

- Duplicate mentoring programme integrating tuakana-teina practice in every pathway
- Engage Māori communities in student learning experience
- Provide more support for Mātātupu¹² and taura Māori initiatives

4. Our Space

*Kotahi te kī, kotahi te kōrero, kotahi te wānanga*¹³

Establish a wānanga within a wānanga

- Review and revise proposal to establish Wairaka Wānanga
- Create a Māori resource unit
- Establish an internal Te Hono o te Kahurangi¹⁴ Unit
- Establish buy in from Ministry of Education and Unitec to reinvest in Puukenga¹⁵ as a teaching and learning centre so it becomes a natural progression for our taura e.g. Whai Ake¹⁶ and academic pathways
- Provide a dedicated mauri ora (conscious) teaching space at Waitakere
- Be highly visible at kaupapa¹⁷ Māori events
- Create logo and rebrand to include Te Noho Kotahitanga
- Graduations are held at the marae (precinct)
- Ensuring Māori classes are taught in the wharehau (meeting house) and therefore accessible
- Nurture relationships between strategic partners, community groups, hapū and iwi.
- Whakaora anō te Whare Pora¹⁸

¹² Māori student's association at Unitec

¹³ See glossary

¹⁴ <https://www.nzqa.govt.nz/maori-and-pasifika/te-hono-o-te-kahurangi/>

¹⁵ Building 171

¹⁶ Unitec scholarship programme based on the tuakana teina principle.

¹⁷ agenda

5. Staff Capability and Capacity

E raka te mauī, e raka te katau

Invest in our cultural capital

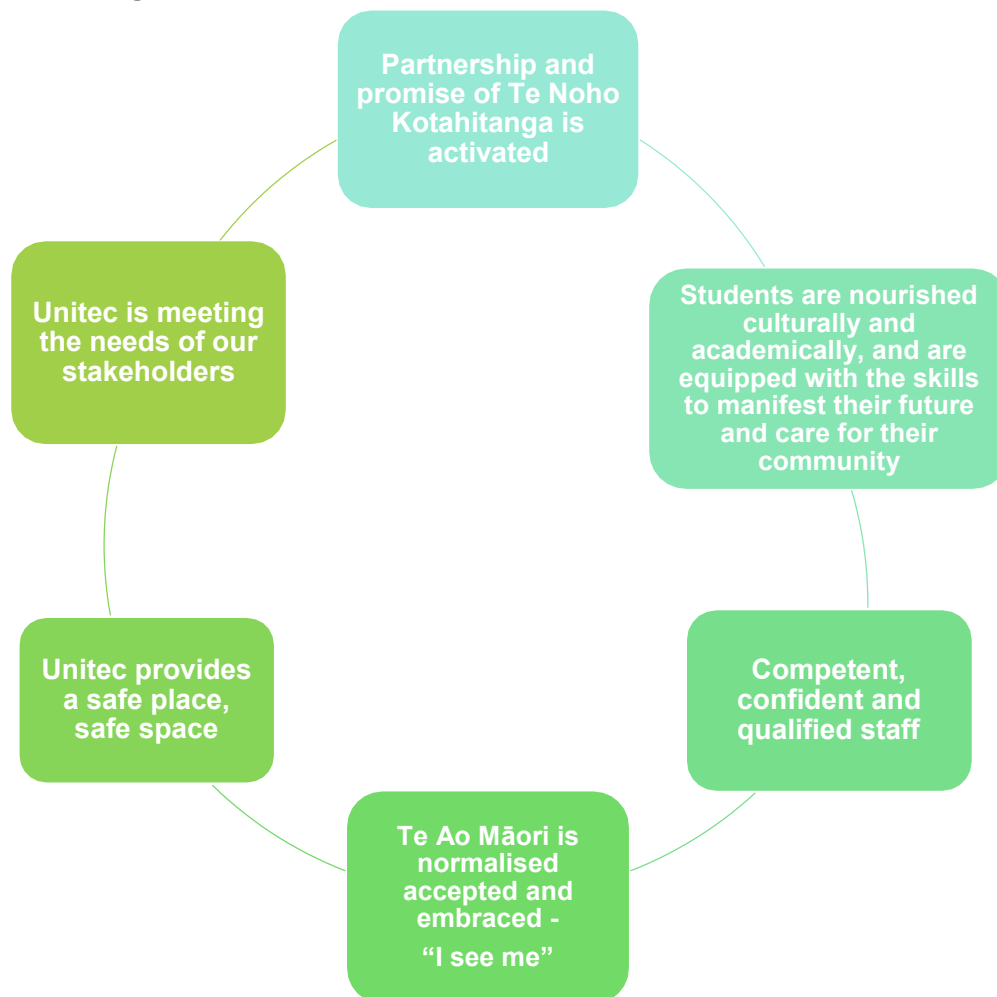
- Employ more Māori and te reo Māori speaking staff
- Māori competencies highly valued in general roles – not just Māori specific ones
- Provide more Māori ADL roles funded by the institution
- Establish Māori specific role in Marketing
- Commit and invest in significant and enduring visibility in the Māori community
- Review the Terms of Reference and revitalise Te Rōpū Mataara to help with implementation of the strategy

Invest in our cultural capacity

- Provide cultural Te Noho Kotahitanga sessions for service groups
- Provide for new staff, compulsory training with all Te Rito suite and Te Reo, and Te Noho Kotahitanga
- Ensure that there is Māori input at all planning hui at all levels of the organisation
- Staff build meaningful relationships with iwi

Unitec – Te Noho Kotahitanga Outcomes

The following outcomes have been established as a result of careful and deliberate analysis of their potential impact, identification of possible challenges and acceptability of time, place and the people to drive the work. It just so happens that the most important successes that were identified by the whānau – now provide the fundamental thought for the high level outcomes for Māori Success at Unitec:



These outcomes are written in a way to resonate across Unitec. That this work is led by Māori staff and taurira representation is right for this time.

Next Steps

A champions group was identified to keep the renewal strategy in the minds of the staff and lead out the implementation.

Sponsor: Glenn McKay
Champions: Dr. Josie Keelan, Te Urikore Biddle, Renee Peeni, Victor
Grbic, Ruth Marsters, Curtis Bristowe
Monitoring: Tuwhara should it be established

The Renewal Team will meet regularly to progress with the strategic priorities.
The following section is the first draft of a plan to monitor and measure the
successful implementation of the strategic priorities.

Strategic Priority Action plans

Priority 1. Governance, Management and Leadership: *E kore te upoko māro e aro*

Unitec/Our Māori Success Strategy is built on the unique strengths of the Institution. Unitec will be fully cognisant of its purpose, its uniqueness and of who we serve. We have an understanding that we will return to a place of financial sustainability to support the strategic objectives that will activate the partnership of Te Noho Kotahitanga as a lead into the renewal of Unitec. We are confident that a partnership approach with the Rūnanga, and our local community and iwi leaders will help set a Quality Agenda and framework to instill a confidence in Unitec to deliver Taura who are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community.

Actions	Lead Group	Timeframe	Outcome
Review and revise (principles, values, practice, partnership agreement) Te Noho Kotahitanga.	Ako Ahimura Mātauranga Māori (AAMM) Te Rōpū Mataara (TRM)	A	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated and strengthened. Te Ao Māori is normalised accepted and embraced “I see me”.
Establish another Māori Leadership role to report to the Tumu Tauwhirowhiro	Executive Leadership Team (ELT) Tumu Tauwhirowhiro	A	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated and strengthened. Te Ao Māori is normalised accepted and embraced
Create opportunities for Māori student/staff/community/iwi voice to be heard.	ELT Tumu Tauwhirowhiro	A	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated Te Ao Māori is normalised accepted and embraced Māori succeed as Māori

Actions	Lead Group	Timeframe	Outcome
			<ul style="list-style-type: none"> • Unitec provides a safe place, safe space • Unitec is meeting the needs of our stakeholders
Establish an Executive and Senior leadership training programme based on Te Noho Kotahitanga and the Maori success strategy	AAMM Tumu Tauwhirowhiro Rūnanga	B	<ul style="list-style-type: none"> • Partnership and promise of Te Noho Kotahitanga is activated • Competent, confident and qualified staff • Unitec is meeting the needs of our stakeholders • Unitec provides a safe place, safe space • Te Ao Māori is normalised accepted and embraced
Investigate establishing Tumu Tauwhirowhiro as co-leader for Unitec	Commissioner Rūnanga ELT TRM	C	<ul style="list-style-type: none"> • Partnership and promise of Te Noho Kotahitanga is activated • Māori succeed as Māori
Investigate alternate governance and leadership structures that reflect Te Noho Kotahitanga partnership agreement	Tumu Tauwhirowhiro	C	<ul style="list-style-type: none"> • Partnership and promise of Te Noho Kotahitanga is activated • Unitec is meeting the needs of our stakeholders • Unitec provides a safe place, safe space • Te Ao Māori is normalised accepted and embraced • Māori succeed as Māori

Priority 2 Reporting and Accountability: *Mai te kore ki te pō ki te ao mārama*

Unitec, Te Whare Wānanga o Wairaka is responsible and accountable for Māori Learner Academic Achievement and can provide evidence to support our Māori Narrative.

“Prioritise equity for Māori at Unitec, even if inequitable practices are required”

Actions	Lead Group	Timeframe	Outcome
Monitor organisational responsiveness to Māori Success Strategy.	Tuwhara/ Te Korowai Kahurangi (TKK) Whole of organisation	A	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated Te Ao Māori is normalised accepted and embraced Māori succeed as Māori
Establish the Tuwhara Unit tasked with collecting evidence of Māori Learner Academic Achievement internally and externally	AAMM, TKK	B	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community Te Ao Māori is normalised accepted and embraced Māori succeed as Māori
Ensure all staff accountability for Māori outcomes through KPIs and ADEP plans	QAB, PAQCs, HR - People and Capability	B	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated Competent, confident and qualified staff

Actions	Lead Group	Timeframe	Outcome
			<ul style="list-style-type: none"> Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community Unitec is meeting the needs of our stakeholders
Deliver on the Engagement plan and analyse Maori community/stakeholder data	Student Success	B	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated Unitec is meeting the needs of our stakeholders Te Ao Māori is normalised accepted and embraced

Priority 3 Student Journey: *He moana pukepuke e ekengia e te waka*

To guide and support student aspirations for success

Actions	Lead Group	Timeframe	Outcome
<p>Develop and deliver an on-boarding programme for Maori students and whānau:</p> <p><i>Initial Contact</i> <i>Post-enrolment - support available</i> <i>Check-in points</i></p>	Tumu, Student Success	A	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community Unitec is meeting the needs of our stakeholders Unitec provides a safe place, safe space
Develop mentoring programme integrating tuākana and teina practice in every Pathway	Student Success, AAMM	A	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community Unitec is meeting the needs of our stakeholders Māori succeed as Māori Unitec provides a safe place, safe space
Continue to support Mātātupu and tauria Māori initiatives	Mātātupu, Student Success, Marae	A	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for self and community Te Ao Māori is normalised accepted and embraced Māori succeed as Māori Unitec provides a safe place, safe space

Actions	Lead Group	Timeframe	Outcome
Strengthen support for Māori students at Waitakere and Mt Albert	Student Success	B	<ul style="list-style-type: none"> • Partnership and promise of Te Noho Kotahitanga is activated • Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community • Unitec is meeting the needs of our stakeholders • Unitec provides a safe place, safe space • Te Ao Māori is normalised accepted and embraced • Māori succeed as Māori
Engage Māori communities in student learning experience	Academic units, Recruitment, AAMM, Industry Workforce	B	<ul style="list-style-type: none"> • Partnership and promise of Te Noho Kotahitanga is activated • Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community • Unitec is meeting the needs of our stakeholders • Unitec provides a safe place, safe space • Te Ao Māori is normalised accepted and embraced • Māori succeed as Māori
Establish a Māori marketing strategy for Māori student engagement and recruitment	Marketing Māori Marketing Advisory Group	B	<ul style="list-style-type: none"> • Partnership and promise of Te Noho Kotahitanga is activated • Unitec is meeting the needs of our stakeholders • Te Ao Māori is normalised accepted and embraced

Priority 4 Our Space – Rangatiratanga: *Kotahi te kī, kotahi te kōrero, kotahi te wānanga*

Actions	Lead Group	Timeframe	Outcome
Action the iwi and community engagement strategy	Tumu	A	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated Unitec is meeting the needs of our stakeholders Te Ao Māori is normalised accepted and embraced Māori succeed as Māori
Review and revise proposal to establish the Wairaka Wānanga (ako and research) <ul style="list-style-type: none"> o Include structure, business plan and implementation 	Tumu, Ako Ahimura MM	B	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community Competent, confident and qualified staff Unitec is meeting the needs of our stakeholders Unitec provides a safe place, safe space Te Ao Māori is normalised accepted and embraced Māori succeed as Māori
Establish a Māori space at Waitakere campus.	Tumu, Marae, Student Success	B	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community Unitec is meeting the needs of our stakeholders Unitec provides a safe place, safe space Te Ao Māori is normalised accepted and embraced Māori succeed as Māori

Priority 5 Staff Capability and Capacity: *E raka te mauī, e raka te katau*

Actions	Lead Group	Timeframes	Outcome
Continue to support and invest in Te Rōpū Mataara	ELT	A	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated Competent, confident and qualified staff Unitec provides a safe place, safe space Te Ao Māori is normalised accepted and embraced Māori succeed as Māori
Māori competencies are highly valued competencies for the appointment of general roles	ELT People and Capability	B	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated Competent, confident and qualified staff Unitec is meeting the needs of our stakeholders Te Ao Māori is normalised accepted and embraced
Develop and implement mātauranga Māori professional development programme for all staff	Tumu AAMM Marae	B	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated Students are nourished culturally and academically, and are equipped with the skills to manifest their future and care for their community Competent, confident and qualified staff Unitec is meeting the needs of our stakeholders Unitec provides a safe place, safe space Te Ao Māori is normalised accepted and embraced Māori succeed as Māori

Actions	Lead Group	Timeframes	Outcome
Staff build meaningful relationships with community based on reciprocity	AAMM Te Rōpū Mataara Tūāpapa Rangahau	B	<ul style="list-style-type: none"> Partnership and promise of Te Noho Kotahitanga is activated Unitec is meeting the needs of our stakeholders Unitec provides a safe place, safe space Te Ao Māori is normalised accepted and embraced Māori succeed as Māori

Note:

- A. Critical – needs immediate attention and demands action
- B. Important but doesn't immediate action. Can be completed in 6 – 12 months but may need A completed first. Also depends on what is happening in the organisation.
- C. Important but nothing we can do right now sometimes due to A and B needing to be completed. Also depends on what is happening in the organisation.

Mā mua ka kite ā muri mā muri ka ora ā mua¹⁹

¹⁹ See Glossary for meaning

List of Appendices

- 1: Te Noho Kotahitanga
- 2: Unitec Māori student definition of success
- 3: Māori Success Strategy review 2019

Appendix 1: Te Noho Kotahitanga

Taken from the Unitec intranet.

English

I – Authority and Responsibility

Unitec accepts the principle that Māori have authority over and responsibility for all teaching and learning relating to the Māori dimensions of knowledge.

II – Legitimacy

Unitec believes that each partner has a legitimate right to be here, to speak freely in either language, and to put its resources to use for the benefit of all.

III – Guardianship

Unitec accepts responsibility as a critical guardian of knowledge.

IV – Co-operation

Unitec affirms that a spirit of generosity and co-operation will guide all its actions.

V – Respect

Unitec values each partner's heritage and customs, current needs and future aspirations. Māori and Pākehā working together within Unitec.

Te Reo Māori

I – Rangatiratanga

E whakarite ana te Whare Wānanga o Wairaka ki te pūtake ake o te rangatiratanga o te Māori me ngā mātauranga Māori.

II – Wakaritenga

E whakarite ana te Whare Wānanga o Wairaka ki te mana o tēnā, o tēnā, ki te noho kotahi, ki te puaki i tōna ake reo, ki te whakamahi i ngā rawa mō ngā iwi katoa.

III – Kaitiakitanga

E whakarite ana te Whare Wānanga o Wairaka ki te kaitiakitanga o ngā taonga mātauranga.

IV – Mahi Kotahitanga

E whakarite ana te Whare Wānanga o Wairaka kia tau he ngākau māhaki i roto i ngā mahi katoa.

V – Ngākau Māhaki

E whakarite ana te Whare Wānanga o Wairaka ki te whakanui i ngā taonga tuku iho o ngā ao e rua, a hīkoi ki mua. Ko te Māori me te Pākehā e mahi tahi ana mō Te Whare Wānanga o Wairaka.

Appendix 2

Unitec Māori student definition of success

1. I see me (23)
2. Continuation of Te Reo Māori
3. Pōhiri process at Unitec - Te Noho Kotahitanga (1)
4. Mauri Tū
5. Mauri Kaha
6. Mauri Ora
7. Tihei Mauri Ora
8. Wairaka (8)
9. Activation of partnership - Ahiteretere (22)
10. Rangatiratanga (9)
11. Compulsory te reo in primary schools to conversation level (1)
12. Normalised accepted & embraced (24)
13. Te Noho Kotahitanga workshops (1)
14. Self-discovery (9)
15. Hei raukura mō te wānanga o Wairaka (10)
16. Maximise potential (9)
17. Safe place safe space (20)
18. Graduation pōhiri town hall (6)
19. Māori are making Unitec their destination (11)
20. Their whanaungatanga has been rejuvenated to the extent that the whanau has become a stronger support unit for all of its members (7)
21. Tautoko (3)
22. Māori programmes should have their own tino rangatiratanga (4)
23. To reinvest in Puukenga as a teaching & learning kura through MOU (6)
24. Māori succeeding as Māori (25)

Barriers to Māori Success at Unitec

1. Institutional racism (31)
2. Resistance to change
3. Tension between survival and sustainability of governance and the leadership and their imperative
4. Non Māori colleague reneging on the treaty partnership responsibilities (4)
5. Tick box mentality 11)
6. Mauri mate
7. Lack of systemic cohesion
8. E kore te uku i piri ki te rino
9. Māori you are not the only people here at Unitec
10. True engagement
11. Changing mindsets and behaviours within ourselves and our colleagues (4)
12. The misappropriation of taonga Māori from mātauranga to fix within tauwi systems (25)
13. Resistance to things Māori (6)
14. Ageism (tuakana/teina)
15. Organisational complexity
16. Departmental silos and broken operational procedures
17. Ourselves (8)
18. The whanau (6)
19. Resources & investment (22)
20. Ka kitea te ngākau, ka kitea ngā whatu (8)
21. Working in isolation
22. Te Tiriti relationships rather than partnership (4)
23. Achieving buy in
24. From council down the organisation is confused, vision, mission, who are we here to serve & what our unique point of difference is (42)
25. Unrelenting change
26. Lack of will
27. Consultation feels like tokenism (10)
28. Not prioritising properly
29. Māori initiatives are too expensive (1)

30. White streaming of services within the institution
31. Lack of expertise & grounding – language/ understanding
32. Failure to provide visionary direction advice and support to the institution
(17)
33. Lack of expertise and grounding language understanding (4)
34. Lack of cultural competency at council level
35. Failure to understand the changing workforce demographic of Tāmaki
36. Culturally illiterate tertiary providers practice intergenerational violence by
failing to respond to the needs of Māori intergenerational (21)
37. Failure to acknowledge learner as an expert
38. Totara wāhi rua he kai nā te ahi (16)
39. Implementation not consultation (1)
40. Inability to see nothing is lost but everything is gained (2)

Actions to overcome the barriers to Māori success at Unitec

1. Establish buy-in from MOE and Unitec to reinvest in Puukenga as a Teaching and Learning Centre so it becomes a natural progression for our taura i.e. Whai Ake and Academic Pathways
2. Targeted marketing approach for Māori
3. A 30-day curated onboarding experience
4. Employment of more Māori staff
5. Duplicate Whai Ake in every pathway
6. Invest in our cultural capacity
7. Ensuring Te noho Kotahitanga is apparent through the whole learning journey
8. Accountability, responsibility report in relation to Māori aspirations
9. Executive leadership team and head of pathway training programme based on the Māori success strategy
10. Change the name
11. Establish a wānanga within a wānanga
12. Create a Māori research unit
13. Establish an internal Te Hono o te Kahurangi Unit
14. Te Tumu Tauwhirowhiro co-leads Unitec
15. To have evidence and initiate the process of safe space and safe place
16. Organise, discuss and implement (Te Noho Kotahitanga)
17. Prioritise equity for Māori at Unitec even if inequitable practices are required
18. Tracking our graduates so we know what Māori success looks like
19. Co-leadership and Co-governance
20. To revitalise the whare pora within a wānanga framework
21. Mai te kore ki te pō, ki te ao mārama. To create a suite of compulsory competencies surrounding mātauranga Māori
22. Fire and hire
23. Contractual commitment to having visibility in the Māori community
24. Rongoā Māori
25. Ensure that there is Māori input at all planning hui, at all levels of the organisation

26. To implement more Māori programmes in all the networks, rather than tokenistic papers with Māori content
27. Establish another Māori leadership role under the Tumu
28. Build a relationship with Unitec and Waipareira to assist our Waitakere campus
29. 30 day on-boarding for staff
30. Revitalise Te Rōpū Mataara to help with implementation of the strategy
31. Define our values proposition for Tauira Māori
32. Compulsory Te noho Kotahitanga session for service groups
33. For new staff, compulsory training with all Te Rito suites, te reo and Te Noho Kotahitanga
34. Tauira Māori parity
35. Marketing and recruitment
36. Ensure our Waitakere Māori students are provided adequate resources which supports their success. Mt Albert is not the only campus
37. Highly visible at kaupapa Māori events
38. Parity for Māori staff
39. Confirming the role of Māia (or not)
40. Ensuring Mātauranga Māori classes are taught in the whare and therefore accessible
41. Tino Rangatiratanga
42. Ensure engagement with Mātauranga Māori at Unitec upholds its taonga status
43. To speak Te Noho Kotahitanga beyond its Pākehā abbreviations
44. E kore te upoko mārō e aro!
45. More reo Māori speaking staff
46. Māori specific role in Marketing
47. Wairuatanga
48. A dedicated Mauri ora teaching space at Waitakere
49. Te Reo Māori to be made compulsory and for our community accredited papers as well
50. To eradicate casualisation
51. To establish a role or group that is tasked with collecting outside the box evidence of Māori achievement

52. Taha wahine, taha tāne
53. Capture, review, revise Te Noho Kotahitanga
54. Ensure the Te Tiriti o Waitangi is also a founding document of this institution
55. More support for Mātātupu and tauira Māori initiatives
56. Hold people leaders personally accountable for Māori outcomes by building Māori KPIs into their ADEP
57. Graduations are held at the marae
58. Our logo and brand represent Te Noho Kotahitanga
59. More Māori ADL roles funded by the institution
60. Establish a Puna Reo/Kōhanga Reo

Collective expectations from our Wānanga

- Capture Māori definition of what success looks like for Māori moving forward
- The future of Maori here at Unitec
- We need to collectively to own this process
- How we can do whakawhanaungatanga better
- It's about the tauira – reconnect across the institute and need to make strong connections again.
- Te Noho Kotahitanga is the whāriki – how can we enhance Te Noho Kotahitanga to take us into the future? How can we noho kotahi as one and weave in all the threads to truly noho Kotahi?
- Expectation that will work towards Māori academic achievement – in Maori success, students often get lost
- A framework that enacts our purpose and definition for our students
- Clear direction, foundation and expectation of kaimahi and for our students, that they pay for and deserve
- Be good to see everybody; regroup, review direction, focus on resources allocation.
- Improve Maori student engagement
- Noho Kotahitanga was not clear. How are the philosophies embedded through practice?
- Allow ourselves to be facilitated through the process, with an outcome of shared responsibility. Ma te mahi ngātahi!
- Coming together was a great achievement. Open to be what will be facilitated.
- Looking forward to understand the collective needs of tauira to inform a strategy accordingly
- That we all support a place for Māori students, that we are seen, and we know where we want to go
- To find out how I can contribute to programme development and improvement
- Great hui due to the number of whānau who are here. Māori men are suffering in places like this especially young Māori men

- Matariki Hāpuapua: Te Tīmatanga o te tau hou Māori Reference to Kilauea Hawaii (renewal) He wāhanga kia piripiri i te wāhanga o te tau. (Pouahi ahi – te wānanga te whakawhitiwhiti whakaaro). Anga whakamua. Language and culture is normalised through tikanga ethically
- We need to have this regularly.
- Look backward to go forward. Prefer to go to Te Noho Kotahitanga – interested in strategy and reclaiming our space here as Māori
- Learn more to contribute to Māori success
- “Cultures in Aotearoa” as a compulsory programme.
- Reinvesting in Puukenga and become a teaching centre once again
- Feel a responsibility to support students struggling to pay fees
- To uphold a collective voice and direction for Maori. Stay mindful of strategy and direction we take
- Here today for Bachelor of Social practice and that our strategy considers tauira out west.
- In terms of Strategy ensure we leave a good legacy for our mokopuna.
- I’m a product of the last success strategy. Hope we have learnt from the past and make better moving forward.
- Was here in 1992 and entered Te Whare Pora with Kahu Te Kanawa. Korero is to continuing to work on our collective mahi to support the whenua. Manaaki te Pa Harakeke and work to coordinate collective efforts and repair maintain systems of the water ways.

Ētahi āwangawanga

- Our concern is that this mahi goes nowhere!
- How do we get to trust the leadership/ management team to enact the plan that we have constructed?
- How do we establishment trust between us (Māori staff) and the leadership of the institution?
- It appears we will have a strategy and a plan for Maori success however it appears there is no Pākehā success strategy?
- We provide a safe space for the Pākehā leadership however their needs to be a Pākehā success strategy?
- This is what we are expecting from Management so please don't waste this mahi
- The realisation of the strategy does not materialise comes to fruition over time
- Some low hanging fruit
- Include specific targets and hold all levels accountable
- There was no appointment of Māori leadership in the past
- Resourcing and Investment (Appointments however no resources to enact mahi)

Unitec – Navigating Māori Success Strategy - Agenda

Māori Success Strategy – 20 June 2018			
Time	Activity	Facilitator	Venue
8:45am	Karakia / Whakataua	Hohepa Renata	Wharenui
9:00am	Wā Whakawhanaungatanga	Katie Cherrington + Bentham Ohia	Wharenui
10:00am	Paramanawa		Wharekai
10:30am	<ul style="list-style-type: none"> Setting the Scene Environmental Scan ITP Road Map – What's happening? Unitec - Current state Vision for Unitec 	<ul style="list-style-type: none"> Kay Bramley TEC Representative or David Glover Interim CE – Alastair Carruthers Interim CE 	Wharenui
12:30	Kai o te rānui		Wharekai
1:00pm	Purpose and vision – What does Māori success look like? Maori staff	Katie Cherrington + Bentham Ohia	Wharenui
2:00pm	Paramanawa		Wharekai
2:30pm	What are the challenges to achieving Māori success?	Katie Cherrington + Bentham Ohia	Wharenui
4pm	Karakia	Hohepa Renata	Wharenui

Maori Success Strategy – 21 June			
Time	Activity	Facilitator	Venue
8:45am	Karakia / Whakataua	Hohepa Renata	Wharenu
9:00am	(Small group work) Identifying the Unitec values – what do they mean? How are they expressed? <ul style="list-style-type: none"> • In your work • In your personal life • In your community Create a whakataukī/saying/proverb	Katie Cherrington + Bentham Ohia	Wharenu
10:00am	Paramanawa		Wharekai
10:30am	Identifying the key Strategic Priorities for Māori Success	Katie Cherrington + Bentham Ohia	Wharenu
12:30	Kai o te rānu		Wharekai
1:00pm	Action Planning	Katie Cherrington + Bentham Ohia	Wharenu
2:00pm	Paramanawa		Wharekai
2:30pm	Presentation of action plans	Katie Cherrington + Bentham Ohia	Wharenu
4pm	Karakia	Hohepa Renata	Wharenu

Appendix 3

Māori Success Strategy Review

Overview of Changes		
Date	Activity	Update
24 September 2018	Email from Glenn McKay	Commissioner Murray Strong endorses the Māori Success Strategy
March 2019	Operational Plan created	As part of the EER review an operational plan developed.
7 June 2019	Māori Staff Network hui	Review of the Māori Success Strategy included as a wider update session for Māori staff at Unitec.
21 June 2019	Māori Staff Network hui	Sole focus of this hui, to review the Māori Success Strategy and Operational Plan.
4 July 2019	Working party meets	Working party discusses the feedback and finalises the one-page Māori Success Strategy document – see below.
5 July 2019	Māori Success Strategy Officially launched	Held in Ngākau Māhaki
24 July 2019	Final version	Updated version of Māori Success Strategy sent to Māori Staff at Te Whare Wānanga o Wairaka