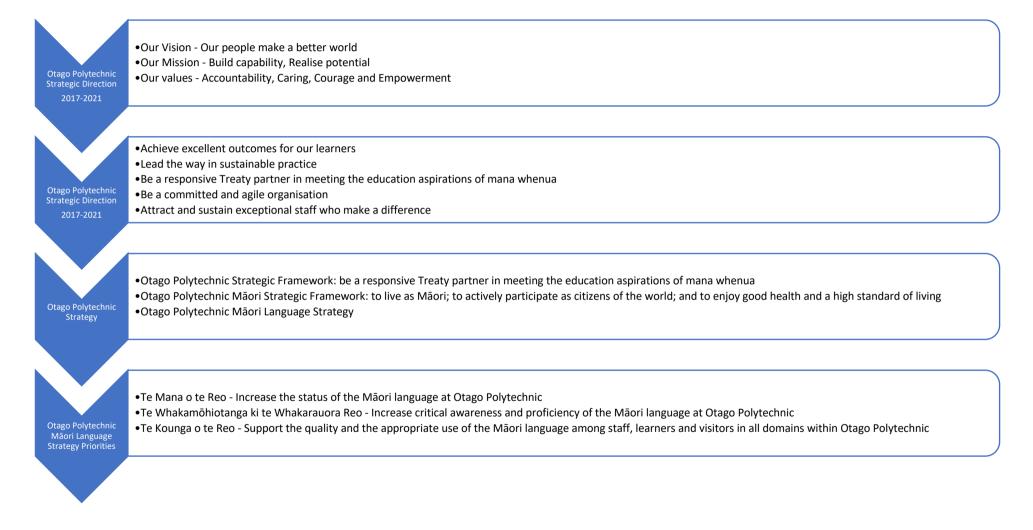# Te Rautaki Reo Māori ki Te Kura Matatini ki Otago

Otago Polytechnic Māori Language Strategy (2019-2022)

Toi te kupu, toi te mana, toi te whenua |The permanence of the language, prestige and land

Otago Polytechnic Strategic Direction 2017-2021

- Our Vision - Our people make a better world
- Our Mission - Build capability, Realise potential
- Our values - Accountability, Caring, Courage and Empowerment

Otago Polytechnic Strategic Direction 2017-2021

- Achieve excellent outcomes for our learners
- Lead the way in sustainable practice
- Be a responsive Treaty partner in meeting the education aspirations of mana whenua
- Be a committed and agile organisation
- Attract and sustain exceptional staff who make a difference

Otago Polytechnic Strategy

- Otago Polytechnic Strategic Framework: be a responsive Treaty partner in meeting the education aspirations of mana whenua
- Otago Polytechnic Māori Strategic Framework: to live as Māori; to actively participate as citizens of the world; and to enjoy good health and a high standard of living
- Otago Polytechnic Māori Language Strategy

Otago Polytechnic Māori Language Strategy Priorities

- Te Mana o te Reo - Increase the status of the Māori language at Otago Polytechnic
- Te Whakamōhiotanga ki te Whakarauora Reo - Increase critical awareness and proficiency of the Māori language at Otago Polytechnic
- Te Kounga o te Reo - Support the quality and the appropriate use of the Māori language among staff, learners and visitors in all domains within Otago Polytechnic

OTAGO POLYTECHNIC
Te Kura Matatini ki Otago

Strategic Directions
2017 – 2021

Our Vision
Tō Mātou Matawhānui
Our people make a better world.

Our Mission
Tō Mātou Whakatakaka
Build Capability. Realise potential.

Our Values | Ō Mātou Whanoka Pono

A Accountability
Takohaka

C Caring
Manaakitaka

C Courage
Whakamanawanui

E Empowerment
Whakamana

Our Strategic Goals | Ō Mātou Whāika ā-Rautaki

GOAL 1
Achieve excellent outcomes for our learners.

1.1 Provide best practice, research engaged learning and teaching to maximise learner success – academic and employment.
1.2 Provide fit for purpose and attractive learning and teaching facilities (space, IT, equipment) for all campus locations.
1.3 Provide a comprehensive and integrated set of support services for learners to maximise academic and employment success.
1.4 Develop academic staff as skilled and suitably qualified educators.
1.5 Ensure our learning and teaching is informed by research.
1.6 Ensure our graduates are prepared for a global workforce.
1.7 Improve secondary-tertiary participation.

By 2021:
> Course completion rate: 90% degree, 80% pre degree for all programmes and learner groups.
> Qualification completion rate: 70% for all programmes and learner groups.
> Graduate employment rate: 80%.
> 100% academic staff teaching on degrees are research engaged.
> All undergraduate programmes meet OP curriculum expectations.

GOAL 2
Lead the way in sustainable practice.

2.1 Embed education for sustainability in all undergraduate programmes so that our graduates may practise sustainably in their chosen vocation.
2.2 Operate sustainably in all that we undertake, maximising staff and student wellbeing, minimising our environmental footprint and expanding our environmental hand print.
2.3 Encourage sustainable practice in our communities. Trees planted in sustainable forestry, volunteering.

By 2021:
> 100% of undergraduate programmes address EfS.
> No lost time injuries.
> 80% reduction in waste to land fill (Base 2017).
> 30% reduction in energy consumption/sq m existing, 80% new build (base 2017).
> 3000 trees planted.
> 2000 volunteer hours p.a. by OP staff overall.

GOAL 3
Be a responsive Treaty partner in meeting the educational aspirations of mana whenua.

3.1 Ensure an effective partnership with Kāi Tahu and Ngāti Whātua.
3.2 Attract, support and retain Māori staff proportionate to Māori learner participation.
3.3 Ensure staff develop a baseline cultural competence: Māori cultural practices, Te Reo, Tikaka, Treaty, inclusive pedagogies, etc.
3.4 Ensure Māori learners participate and succeed as Māori, achieving at the same or a better rate as non-Māori.
3.5 Embed Māori knowledge and perspectives in all programmes of learning.
3.6 Foster Māori research and contribute to the advancement of mātauranga Māori.

By 2021:
> Māori learner participation rate 16% domestic EFTS.
> Māori learner success equals or exceeds rate for non-Māori.
> % of Māori staff matches % of Māori learners.

GOAL 4
Be a committed and agile organisation.

4.1 Make a consistent annual operating surplus to fund future investment.
4.2 Continue to diversify revenue through consultancies and microcredentials (EduBits).
4.3 Improve the viability and sustainability of Central Campus.
4.4 Grow Auckland International Campus as a profitable and long term sustainable business.
4.5 Achieve world class quality management in both learning and teaching and research and in organisation and management.
4.6 Secure the confidence of our stakeholders.
4.7 Strengthen our culture as an innovative, caring, accountable organisation committed to excellence.

By 2021:
> Operating surplus 5%, before improvement investment.
> Non SAC/Student fee review 30% of Total Revenue.
> NZQA Category 1 (HC x 2).
> NZBEF Gold Award.
> Staff live OP values – 95% agreement WES.

GOAL 5
Attract and sustain exceptional staff who make a difference.

5.1 Provide an outstanding and satisfying work environment, supportive of high performance, and staff engagement.
5.2 Develop staff as globally informed and expert practitioners in their fields.
5.3 Recruit and retain a diverse workforce reflective of student demographics.

By 2021:
> 90% staff satisfaction WES.
> 90% permanent academic staff tertiary teaching qualified and internationally recognised.
> OP workforce reflects learner profile.

Date created: May 2018

JO3144

Otago Polytechnic's Vision for The Māori language

Toi te kupu, toi te mana, toi te whenua | The Māori language is a living, breathing language at Otago Polytechnic (OP)

Background

The Māori language is a special and unique feature of the New Zealand landscape. OP is committed to ensuring it is a living and breathing part of our institution.

Prior to the arrival of European settlers, the Māori language (including tribal variations and sub-tribal dialects) was the predominant language spoken in Aotearoa New Zealand. Unfortunately, this changed in the latter half of the 19th century, where English became the norm and by the 1950s English was the dominant language and there were concerns that te reo Māori (the Māori language) was dying out. Since the 1970s, various groups have been committed to ensuring the survival and revitalisation of the Māori language by creating a range of initiatives[1] and in 1985 the Waitangi Tribunal heard the Te Reo Māori claim. This asserted that the Māori language was a taonga (treasure) that the government was obliged to protect it under the Treaty of Waitangi. The Waitangi Tribunal found in favour of the claimants and recommended a number of legislative and policy remedies[2].
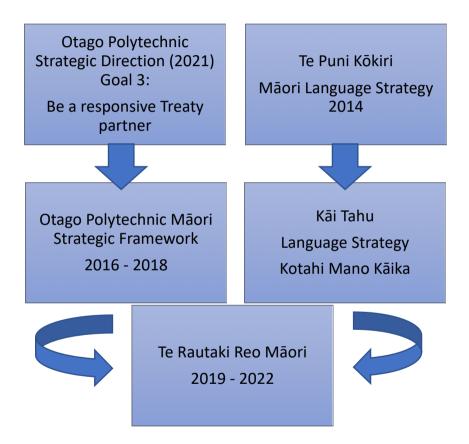
One of these was the Māori Language Act, which made Māori an official language of New Zealand and established the Māori Language Commission, renamed Te Taura Whiri i te Reo Māori in 1991, to promote its use. Positively, this has resulted in an increase in the number of Māori language speakers in the 1990s. In 2013, there were around 125,000 speakers of Māori in New Zealand, representing about 21 percent of the Māori population and 3 percent of all New Zealanders (ibid). Results of the 2018 Census to establish the current state of the language are still being processed.

OP's Te Rautaki Reo Māori/Māori Language Strategy (herein referred to as Te Rautaki Reo Māori) is guided by a range of documents, this includes the Government's Māori Language Strategy, Te Maihi Karauna, Kāi Tahu's Māori Language Strategy, OP's Strategic Direction (2021) and Māori Strategic Framework (MSF). The primary purpose of this strategy is to acknowledge that the Māori language is an official language of New Zealand and emphasise OP's commitment to being 'a responsive Treaty partner in meeting the educational aspirations of mana whenua'. It ensures that OP is fulfilling its MSF priorities and upholding the mana of the Māori language as one of Aotearoa New Zealand's official languages (i.e. alongside New Zealand Sign Language and English as the de-facto official language).

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[2] Source: https://nzhistory.govt.nz/maori-becomes-an-official-language

Context

Te Rautaki Reo Māori aligns with OP's strategic goal of being a responsive Treaty partner and with national and Kāi Tahu Māori language strategies. Informed by OP's MSF, in parallel with Te Puni Kōkiri's Māori Language Strategy and Kāi Tahu's iwi-focused strategy (Kotahi Mano Kāika), Te Rautaki Reo Māori illustrates the value of Māori language at OP and demonstrates how our people can contribute both locally and nationally to the revitalisation and preservation of the Māori language. The following diagram depicts the relationship between the various strategies, including Te Rautaki Reo Māori:

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┌─────────────────────────┐      ┌─────────────────────────┐
│  Otago Polytechnic      │      │   Te Puni Kōkiri        │
│  Strategic Direction    │      │                         │
│  (2021) Goal 3:         │      │   Māori Language        │
│                         │      │   Strategy              │
│  Be a responsive Treaty │      │   2014                  │
│  partner                │      │                         │
└───────────┬─────────────┘      └───────────┬─────────────┘
            │                                 │
            ▼                                 ▼
┌─────────────────────────┐      ┌─────────────────────────┐
│  Otago Polytechnic      │      │   Kāi Tahu              │
│  Māori Strategic        │      │                         │
│  Framework              │      │   Language Strategy     │
│                         │      │                         │
│  2016 - 2018            │      │   Kotahi Mano Kāika     │
└─────────────────────────┘      └─────────────────────────┘
            ↘       ┌─────────────────────────┐       ↙
                    │   Te Rautaki Reo Māori  │
                    │                         │
                    │   2019 - 2022           │
                    └─────────────────────────┘
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Rationale

MSF Priority	Strategic Objective
P1: Treaty of Waitangi	To have an effective partnership with Kāi Tahu/Māori
P4: Kāi Tahu/Māori Programmes	To develop quality courses and programmes in te ao Māori, te reo Māori and other robust kaupapa Māori options, and to incorporate Māori knowledge into all qualification areas

To realise the priorities of the institution's MSF, there must be buy-in from all levels of the organisation, including: Council, Executive Leadership Team, Directors, Heads of Colleges/Schools, Programme Leaders and the wider staff. With appropriate support and suitable role modelling from senior leaders, staff too will develop increased levels of comfort to express themselves in the Māori language, which will ultimately filter down to learners, thereby creating a positive environment throughout the institution.

Te Rautaki Reo Māori is structured as follows:
1. Rationale for each goal
2. Outcomes of each goal
3. Process to achieve outcomes
4. Those primarily responsible for implementation
5. Measurements used for success

Te Rautaki Reo Māori will be reviewed every three years, in alignment with the MSF, to ensure it remains current in relation. The next review of the Māori Language Strategy will take place in 2022.

Objective 1: Te Mana o te Reo

Increasing the status of the Māori language at OP

RATIONALE

The Māori language is a unique and inherent part of the identity of Aotearoa New Zealand. OP has a responsibility to recognise its status within wider society by ensuring its inclusion in and across the institution.

	Outcomes	Process	Primary Responsibility	Measures of success
1.1	Staff develop competence and confidence in using te reo Māori	• The Te Reo Māori in the Workplace EduBit (EBT) included in the PD calendar and on offer to staff four times per annum • Develop other Te Reo Māori EduBits, at L3/4 and higher levels on the NQF • Include cultural competencies (Te Reo Māori) in the Staff Capability Framework • Recognise and reward staff for their contribution to and participation in the Māori language by including an award in the annual Staff Excellence Awards	P&C, supported by KTO Performance Improvement P&C	• By 2022, 80% of all OP staff have completed Te Reo Māori in the Workplace EBT • Competence in te reo Māori is included in both IPPs and TPPs • An award to recognise staff has been established and is awarded annually

1.2	Learners with proficient reo Māori use the Māori language in their programme of study and are guided and supported by internal processes	• Deploy and promote the Māori Language Policy (MLP)
		• Processes in support of the MLP are promoted among staff and adhered to
		• Incorporate te reo Māori within all Graduate Profile Outcomes, as well as the Learner Capability Framework
		• Include a question in the Learner Satisfaction Survey (LSS) regarding learners' sense of support from staff to use
			QS (Policy)
			
			Organisational Research
			
			LTD and Learner Capability
				• The Māori Language Policy is reviewed annually
				• A monitoring system is established to measure engagement in the MLP
				• By 2022:
				  ○ GPO at L7+ have Māori language incorporated
				  ○ LCF has Māori language incorporated

					o OP learners feel supported to use Māori language in their programme of study
1.3	Staff, learners and visitors are empowered to use Māori language in day-to-day communications	• Develop and implement Te Rautaki Reo Māori and MLP • Include questions in Work Environment Survey (WES) and LSS about the extent to which staff and learners feel that the OP environment is conducive to using Māori language in their day-to-day communications	KTO and Performance Improvement Organisational Research, supported by KTO		• Te Rautaki Reo Māori and MLP are implemented and monitored for effectiveness • WES and LSS results show a positive level of satisfaction about the extent to which staff and learners feel that the environment is conducive to the day-to-day usage of Māori language at OP

Objective 2: Te Whakamōhiotanga ki te Whakaora Reo

Increase critical awareness and proficiency of Māori language at OP

RATIONALE

The development of Māori language in the workplace is particularly important as it is where one spends the majority of their time. In order to increase Māori language use in the OP environment, it is important to strengthen all types of language skills (i.e. reading, writing, listening, speaking). It is vital that regular use is encouraged in a range of situations.

	Outcome	Process	Primary Responsibility	Measures of success
2.1	Increase in the use of Māori language at OP	• Provide and promote educational opportunities for people to learn about the history and current status of the Māori language • Collect baseline data on language usage at OP by including questions in WES & LSS • Provide opportunities for staff to participate in Māori language activities on campus, building capability and confidence (e.g. Mihi Whakatau, Māori Pre-Graduation, Te Wiki o Te Reo Māori, etc.)	P&C supported by KTO LTD supported by KTO P&C supported by KTO	• Uptake of language learning opportunities increases by 10% on the previous year • Baseline data collected in 2020 demonstrates an increasing trend in subsequent years on usage from the WES & LSS • OP staff attending Māori language activities on campus increases by 10% on the previous year
2.2	Increase the proficiency levels of OP staff speaking Māori, listening to Māori, reading Māori and writing in Māori	• Collect baseline data on language proficiency, awareness and participation by including questions in WES & LSS that use the ZePA model • Teach and assess te reo Māori EBTs to staff • The Te Reo Māori in the Workplace EBT is delivered four times per annum as part of	LTD supported by KTO P&C and KTO	By 2022: • The number of OP staff who are proficient speakers is reflective of or better than wider society (3.7%) • 80% of OP staff have completed Te Reo Māori

		the PD programme, or with teams on request • Develop other Te Reo Māori EduBits, at L3/4 and higher levels on the NQF to scaffold learning	KTO supported by LTS	in the Workplace EduBit (or equivalent external training) • Two Te Reo Māori EBTs at L3/4 on and two at L5/L6 are on offer

2.3	Increase the use of Māori language in OP curriculum documentation and delivery	• New and current programmes are reviewed to ensure appropriate Māori language is included in curriculum
		• Use APR and ASR processes to determine the extent to which Māori language is embedded in programmes and promoted institution-wide to staff and learners
		• Develop and socialise clear processes and expectations for Māori translations, including associated costs
		• Deploy and promote the MLP to both staff and learners
			LTD
			
			HoS & Programme leaders supported by KTO and LTD
			
			KTO
			
			KTO
				• A database captures the programmes which include Māori language (including quantity scale)
				• By 2022:
				  o OP staff have Māori language included in all courses they teach
				  o All key strategic documentation is bilingual
				  o The MLP has been developed, deployed, promoted and monitored for compliance

Object 3: Te Kounga o te Reo

Supporting the quality and the appropriate use of Māori language among staff, learners and visitors to OP across all domains

RATIONALE

It is important to continually seek to increase levels of Māori language quality and ensure that OP staff and learners have opportunities to learn and use Māori language.

	Outcome	Process	Primary Responsibility	Measures of success
3.1	Staff and learners are supported in using Māori language of a high quality	• A measure of reo proficiency is developed for those intending to submit assessments in te reo Māori, as well as for assessors and moderators of te reo Māori • Create and promote Māori language processes and resources to support staff and learners (e.g. translation processes, assessments in the Māori language, etc.) • Provide lists of words and phrases appropriate to the OP context (e.g. as workplace, specific to departments, Colleges/Schools) • Include questions in the WES and LSS about the extent to which staff and learners feel supported in using Māori language of a high quality	KTO Communications Coordinator supported by KTO Organisational Research supported by KTO Organisational Research, supported by KTO	• Measure of reo proficiency developed and used consistently as to assess proficiency levels of learners, assessors and moderators • Communication channels are used effectively to promote Māori language processes and resources at OP (e.g. Tūhono, Student Hub, etc.) • Feedback on the quality of OP resources will be collected via the WES and LSS and fed into ongoing quality improvement processes • WES and LSS results show a positive level of satisfaction about the extent to which the OP environment is

				conducive to using Māori language of a high quality
3.2	Promote and encourage a high standard of use of Māori language by learners in assessments, examinations and research projects	• Deploy and promote the MLP • A Measure of Reo Proficiency (MORP) developed for those intending to submit work in te reo Māori, as well as for assessors and moderators • Create and promote Māori language processes and resources to support learner usage of te reo Māori • Create a database of proficient Māori language assessors and moderators to ensure the quality of the Māori language at OP is maintained at a high standard	Communications Coordinator supported by KTO KTO KTO	• Staff and learners are aware of and engaging with the MLP, processes and resources • MORP developed and used as a criteria for the submission of learners' work in te reo Māori • Staff and learners are aware of and engaging with quality assurance processes regarding the use of the Māori language of a high quality
3.3	Te reo Māori is used appropriately in OP communications, signage and buildings, and is visible across all campuses	• Work with M&C and Campus Services to ensure te reo Māori is included in official communications, signage and buildings, as appropriate • Undertake an audit of current bilingual signage across all OP campuses to capture usage and accuracy • Develop and maintain an up-to-date record of all bilingual signage • Develop and socialise clear processes (aligning with Ara Honohono and Campus Master Plan) and expectations for bilingual signage (and building names, as this occurs), including costs associated with consultation and design	KTO, with M&C & Campus Services Campus Services Campus Services, supported by KTO (with KK)	• Increase the number of bilingual outputs from OP (e.g. website, course outlines, research, publications, etc.) • A database is kept to record all bilingual signage used across OP campuses, including the consultation process undertaken • By 2022: o 75% of all campus common areas have bilingual signage

				• Mana whenua are consulted on the naming of all new builds