



CONTINUOUS IMPROVEMENT: WHAKAMANA I TE TIRITI O WAITANGI

VARIABLE	Kākano Sowing the Seed <i>Potential</i>	Pihinga Early Growth <i>Building momentum</i>	Māhuri Strong growth <i>Strong momentum</i>	Puāwai Flourishing <i>Continuous renewal</i>
Current State: examples of progress and implementation (not all will be relevant and there will be many examples unique to each department).	Our staff are aware of the priorities and workstreams of the Pae Tata Whakamana i Te Tiriti o Waitangi ("Te Tiriti") Domain, and these are reflected in our planning. We seek advice and guidance from Māori staff in our area to help inform departmental academic, research, service and administrative processes. We have started a review of our curriculum and/or processes to increase te ao Māori perspectives and pedagogies. All staff have enrolled in and started Te Rito Bicultural Training. We are reporting on the numbers of Māori staff and students to show achievements across key Te Tiriti priorities. How do you ensure Māori students know about your Divisional Māori students' association, Kaiāwhina Māori support and other services available to them?	We are becoming more comfortable with and have exemplars of successful initiatives and approaches set out in our department/Divisional Te Tiriti Domain Action Plan; our department is actively working to implement these. We utilise the expertise of Māori staff in our area to inform departmental academic, research, service and administrative processes. At least 50% of all staff and 100% of all leadership have completed the modules (Courses 1-7) and wānanga of Te Rito. We are using the reporting on the number of Māori staff and students to inform future planning.	Staff are appropriately proactive in contributing towards achieving outcomes in our Divisional Te Tiriti Action Plan. We include the expertise of Māori staff in our area to review and further enhance departmental academic, research, service and administrative processes. We are working with hapū and iwi on research, teaching or initiatives to support research and outcomes that matter to them. Our curriculum and internal practices reflect mātauraka Māori and all students and staff are provided with opportunities to learn. Te Tiriti Domain outcomes are being achieved and we are consistently improving outcomes for Māori staff and students. There is an established understanding, awareness and integration of te ao Māori across our approaches. All staff have completed all modules (Courses 1-7) and wānanga of Te Rito. Evidence of bicultural training and/or kaupapa Māori and Te Tiriti training forms part of our departmental performance review processes. We are actively reporting and monitoring on the number of Māori staff and students to inform future planning, enhance departmental processes and show improvements across key Te Tiriti priorities.	Our Divisional/departmental operational processes have been reviewed with reporting showing evidential shift to a Tiriti approach. We have Māori leadership involved in all departmental decision making processes to continuously improve departmental academic, research, service and administration. Our kaimahi Māori retention rates are (more than) equal to population numbers and included in designated leadership roles. Staff who have completed Te Rito are scaffolding into other courses or completing qualifications in te reo, tikanga or te ao Māori. Māori perspectives and pedagogies are included in papers and course work, and in all recruitment, induction, and promotion processes for staff. Māori-led research and kaupapa Māori research-informed solutions are contributing to local, national and global issues. Māori staff networks and Māori students' associations are fully resourced and flourishing. Māori student numbers completing papers and programmes meet or exceed TEC and Otago benchmarks. Māori student evaluations and Graduate Opinions surveys consistently achieve > 90% satisfaction. There is continuous improvement and quality peer reviewed integration of te ao Māori, mana whenua and tangata whenua priorities throughout our departmental processes.
Kākano Sowing the seeds <i>Potential, at developmental stages.</i> Understanding & Awareness: knowledge of Te Tiriti Domain priorities.	Pihinga Early growth <i>Building momentum</i> Current Practice & Evidence: what the Dept. is doing now, including strengths & capability building.	Māhuri Strong growth <i>Adaption & momentum</i> Gaps & Challenges: areas that need more attention or resourcing.	Puāwai Flourishing <i>Continuous renewal</i> Opportunities & Next Steps: aspirations & new directions; embedding change.	