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## **Addressing Treaty Responsibilities**

### **Māori Strategic Framework**

**Te Kura Kairūri o Aotearoa / National School of Surveying**

Response to the University of Otago  
Māori Strategic Framework,  
incorporating direction from the  
Division of Sciences  
Te Timatanga plan.

Revised January 2015



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# 1. THE OTAGO UNIVERSITY MĀORI STRATEGIC FRAMEWORK

This document was established in 2007 as a result of the Treaty of Waitangi Stocktake. It aims for a cohesive approach to the University-wide strategy to support 'things Māori'.

**Goal 1** - Te Arahina – Leadership

**Goal 2** - Te Honohono – Partnership

**Goal 3** - Te Rangahau Māori – Māori Research

**Goal 4** - Te Tipuranga – Growth and Development

**Goal 5** - Nga Whakahaerenga Pai – Quality Programmes

**Goal 6** - Nga Taonga Tuku Iho – Language and Culture

## 1.1. TE TIMATANGA – A PLAN FOR MĀORI WITHIN THE DIVISION OF SCIENCES, UNIVERSITY OF OTAGO

Prepared in 2006, this document has the full support of the Division of Sciences and the Pro Vice Chancellor Sciences. Its goals are worthy of replicating in an adaptation of the Māori strategic framework within Te Kura Kairūri, the School of Surveying.

**Goal 1** - Develop an environment where Te Reo and tikanga are mainstream and accepted by staff and students

**Goal 2** - Develop research that supports and enhances Te Ao Māori

**Goal 3** - Develop teaching that is inclusive of Te Ao Māori

**Goal 4** - Increase recruitment, retention and support of Māori students

**Goal 5** - Increase recruitment, retention and support of Māori staff

**Goal 6** - Demonstrate consistent pro-active leadership that encourages Māori development within the Division of Sciences.

## 1.2. SURVEYING MĀORI STRATEGIC FRAMEWORK

The following pages outline the response of Te Kura Kairūri o Aotearoa / The National School of Surveying's response to the University and Divisional perspectives on promoting the role of and focus on Māori. The framework document comprises a serious and fully committed approach to promoting the full participation of Māori students in all of the degrees offered in the National School of Surveying. Moreover, it outlines the School's approach to teaching Māori content in courses and also developing research themes that deal with Māori issues surrounding the nation's land and ocean resources.

This framework is the product of Drs. Mick Strack, Kaiāwhina Surveying, and David Goodwin, Assisting Kaiāwhina. It is endorsed and accepted by all members of the School.

## 2. BACKGROUND – SURVEYORS AND MĀORI

The historic relationship between surveyors and Māori has been ambivalent. The early exploring surveyors were more often than not totally dependent on Māori as guides to the interior of New Zealand/Aotearoa, for daily sustenance and survival, as well as for protection from a variety of dangers. Local Māori were essential members of most survey parties, carrying equipment, clearing surveyed lines, and assisting surveyors in bush survival. Many early surveyors developed a scholarly interest in things Māori and became expert in Te Reo.<sup>1</sup> They recorded Māori culture and became involved in organisations such as the Polynesian Society.

However, surveyors were also at the forefront of land development and land sales (at times involuntary), and became symbols of impending land alienation and confiscations.<sup>2</sup> Surveyors also often acted unconscionably in dealing with surveys and applications to the Native Land Court.

Consistent with the growing land holdings and land management responsibilities by some significant iwi, encouragement of Māori into the surveying profession should be improved. The School is aware of the proportion of Māori students in the BSurv degree,<sup>3</sup> and supports a positive outreach of engagement with tangata whenua and encouragement for Māori student recruitment.

## 3. MĀORI ISSUES IN THE BSURV CURRICULUM

Māori and Treaty issues are recognised in the School curriculum as follows:

In disciplines of land tenure, cadastral surveying and planning there is an explicit recognition of the history of land settlement in New Zealand/Aotearoa, and the current land issues resulting from that history. **SURV206 Land Tenure 1** includes a very direct focus on Māori worldviews, customary tenure, the Treaty of Waitangi, the Native Land Court, Māori land loss, Māori land legislation, the Waitangi Tribunal process and settlements, and the status of Māori land today. The course exposes students to tikanga/culture through videos, music, and performance (e.g. poet and story-teller Apirana Taylor). A Glossary is also provided to encourage use of Te Reo especially to express Māori concepts.

**SURV306 Land Tenure 2** is less focused on Māori land, but reviews customary title and rights, case law affecting Māori, current Māori land legislation (Te Ture Whenua Māori 1993) and current land conflicts (including the foreshore and seabed, access to land, and Resource Management Act considerations – ancestral relationships, kaitiakitanga, waahi tapu, and Treaty issues).

In the resource management and statutory management area (**SURV205, Statutory Planning**), the requirements to consider Treaty issues are firmly stated in the legislation (e.g. the Resource Management Act and especially those Matters of National Importance) and occupy a central place in this course. **SURV305 Statutory Planning 2** includes a module on environmental ethics, where the Māori and indigenous perspective on the environment and customary use of resources is emphasized.

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<sup>1</sup> For example; S Percy Smith who became the Surveyor General in 1889, after surveying large areas of New Zealand since 1855 and becoming very familiar with Māori throughout the North Island, was co-founder of the Polynesian Society in 1892 along with other surveyors W H Skinner and Edward Tregear. And see: e.g. Bogle, A.H. (1975) *Links in the chain: field surveying in early New Zealand*. NZIS, Wellington; Easdale, N. (1988) *Kairuri the measurer of land: the life of the 19<sup>th</sup> century surveyor pictured in his art and writings*. Highgate/Price Milburn, for NZIS, Petone.

<sup>2</sup> For example: Byrnes G. 1998. 'Texted pasts' – the sources of colonial land surveying. Kotare 1 No 1 (1998) pp 7-14. [www.nzetc.org/downloads/Whi011Kota-t1-g1-t2.pdf](http://www.nzetc.org/downloads/Whi011Kota-t1-g1-t2.pdf).

<sup>3</sup> In 2010, 45 students enrolled in survey degrees and papers identify as Māori, and 6 as Pacific Islanders, in a total student roll of 257 Full Time Equivalent students.

**SURV207 Cadastral Surveying** covers the early history of cadastral surveying, and special requirements for searching Māori land titles and surveying Māori land are taught.

**SURV456 Land Tenure 3** has a section on customary tenure which includes pou whenua, pou rāhui and waka waka marks in Māori tradition.

The field astronomy component of **SURV302 Geodetic Reference Systems and Network Analysis** is set within a context of early Polynesian navigation techniques.

There are also numerous other project and thesis related areas where a detailed study of land and Māori issues can be and have been explored, some of which are listed Appendix 1.

There is a clear and obvious role for Māori issues to be taught in our curriculum. The School has integrated a Māori and Treaty perspective across some core papers that form part of the BSurv curriculum.

#### **4. KAIĀWHINA - MĀORI STUDENT SUPPORT**

The role of Kaiāwhina (Māori student support) is well recognised and provides a valuable direct link to Māori students. It also facilitates and fosters closer links with Te Huka Mātauraka (the Māori Centre), primarily to ensure that Māori students can access all avenues of academic and pastoral assistance.

The Kaiāwhina promotes opportunities for Māori within the school by identifying and supporting Māori students, by suggesting research topics with Māori themes, by encouraging Māori scholarships and study grants, and by referring Māori students to Te Huka Mātauraka. Student support includes attendance at the Māori Pre-grad ceremonies, and celebration of Māori student success.

The Kaiāwhina is also the liaison contact for Māori research consultation, contacts with Te Tumu (the School of Māori, Pacific and Indigenous Studies), and contacts with mana whenua, the local marae and with the Māori Land Committee of the New Zealand Institute of Surveyors (NZIS).

From 2010, the school has had in place a “synthetic” Blackboard course for surveying students identifying as Māori or Pacific Islander (see Appendix 1). The Blackboard site aims to present a Māori-friendly face to surveying students, including a “What, Who, Where?” Power Point resource with a campus map showing the Surveying School and, relative to it, the location of the Māori Centre, Te Tumu, the Pacific Islands centre, the Office of Māori Development etc. For each of these places, a slide gives a few typical questions handled by the centres together with people and their contact details (see Appendix 1). The Blackboard “course” also provides a convenient way to display announcements with notices and posters about relevant events, and assists the Kaiāwhina in emailing all Māori and Pacific Island students efficiently.

#### **5. MĀORI AND TREATY ISSUES RESEARCH**

Te Kura Kairūri should remain active in fostering research and teaching connections with other academics within the university. Opportunities exist for such connections through the Treaty Research Group, Natural Resources Law Research Cluster, the Centre for Sustainable Agriculture, Food and Environment (CSAFE) and others.

Working relationships with key Māori researchers with complementary interests should be continued and enhanced, for example, Jacinta Ruru (Law) and Jim Williams (Te Tumu – School of Māori, Pacific & Indigenous Studies) and Janine Hayward (Politics). Opportunities exist for these

researchers and other Māori academics, researchers and professionals to be invited to the school to present seminars. Similarly, surveying staff should actively seek out opportunities to participate in other departments' seminars, to share our perspectives on Māori land and resources.<sup>4</sup>

All staff and student researchers must be aware of the necessity to consult with The Ngāi Tahu Research Consultation Committee on ANY research that may have ANY impact on ANY iwi. The Consultation Policy follows:

## **5.1 Research Consultation with Māori**

### **Policy Content**

#### **1. Statement of Principles**

The University of Otago has a commitment to partnership with Māori consistent with the Treaty of Waitangi and the University's stated objectives.

The policy will operate under the korowai (cloak) of the Memorandum of Understanding between Ngāi Tahu and the University of Otago. In particular, principle 3.2 of the Memorandum of Understanding states that:

"Both partners acknowledge the principles of academic freedom and the University's role as a critic and conscience of society."

Both Ngāi Tahu and the University acknowledge the need for guarantee of both confidentiality and Intellectual Property surrounding the consultation processes.

#### **2. Procedure**

The consultation procedure will facilitate cooperative and collaborative working relationships between University of Otago researchers and Māori organisations and groups.

The Kaitakawaenga Rangahau Māori (Facilitator Research Māori) at the University of Otago will work closely with existing research committees, and other relevant stakeholders in this field, to facilitate ease of access for researchers to information relevant to appropriate consultation processes and the expectations of Māori. This position will operate as an intermediary between internal stakeholders of the University of Otago and Ngāi Tahu. This position will also act as an intermediary between the Ngāi Tahu Research Consultation Committee and the University, facilitating and streamlining the consultation process to ensure the turnaround fits timeframes determined by all parties.

There are avenues for consultation, all of which will result in written feedback to the researcher from the Ngāi Tahu Research Consultation Committee:

(a) At an early stage of the development of a research proposition, researchers are encouraged to approach the Kaitakawaenga Rangahau Māori, in order to provide an opportunity for Ngāi Tahu to contribute to the planning of the research in a manner that is beneficial to both parties.

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<sup>4</sup> For example, Mick Strack has presented seminars for CSAFE on Māori and/or customary land and resource rights.

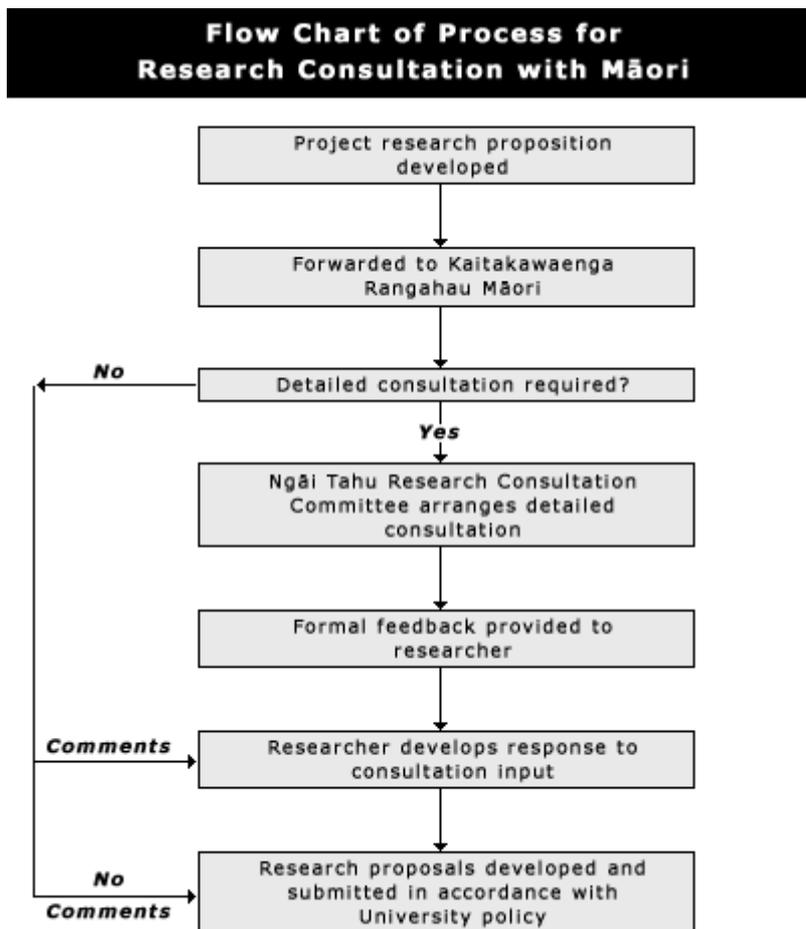
(b) Departments and Schools are encouraged to invite Ngāi Tahu Research Consultation Committee to a presentation on the different areas of research in the Department or School. The Committee may advise on which areas are likely or unlikely to be of interest to Māori.

(c) Individual researchers or research groups are requested to submit a research proposition to the Kaitakawaenga Rangahau Māori either as a paper- or web-based form. It will include the following information:

- (i) Principal investigator(s) and department(s)
- (ii) Title of proposed area of research
- (iii) Concise description in lay terms of the proposed area of research and its potential outcome
- (iv) Identification of areas that are of potential interest to or concern for Māori, if these are known to the researcher
- (v) Potential funding bodies
- (vi) Potential collaborations

A separate research proposition will be required for each area of research.

### Flow Chart of Process for Research Consultation with Māori



## 6. STRATEGIES ADOPTED AND PROPOSED FOR RESPONDING TO THE MĀORI STRATEGIC FRAMEWORK

### 6.1. THE SURVEYING SCHOOL AND COURSES

- The school has requested and has applied for bilingual signage throughout the building.
- The Website (<http://www.otago.ac.nz/surveying>) already uses some Te Reo translations – this is often the first exposure potential students have to our school – and a section needs to be added on Surveyors and Māori.
- The Website should highlight Māori focussed research within the School (e.g. as per Appendix 2).
- A welcome at the School annual retreat by the Office of Māori Development (from 2010) is viewed as a way of repositioning the school annually in the context of the university-wide Māori strategy, and tacitly reaffirming the School's commitment to University and Division Māori policies.
- Ensure all promotional material and school publications use Te Reo where appropriate
- Normalise the use of Te Reo in the School – greetings, welcomes, etc.
- Check, perhaps annually, that all computer keyboards in the School have the Māori keyboard freeware loaded. In addition, to email staff with a step-by-step procedure for autocorrecting certain key Māori words on their computers (e.g. changing Maori to Māori etc).
- As a School, to actively acknowledge Te Wiki o Te Reo - Māori Language Week
- Actively acknowledge Matariki as a special time for Māori.

### 6.2. STAFF

- To encourage all staff to undertake the training courses offered by the Higher Education Development Centre (HEDC) and others in Te Reo, pronunciation, and introduction to Te Tiriti.
- To encourage all staff to have their business cards printed in Maori and English where possible and appropriate (e.g. School of Surveying / Te Kura Kairūri).
- Prepare a glossary of words, ideas and concepts relevant to Māori in Sciences, surveying and land issues, to assist all staff to recognise the Māori and Te Reo connection to their work
- Ensure all staff (especially new staff) understand the various levels of University assistance in things Māori – e.g. the roles of the Kaiāwhina, Te Huka Matauraka, etc. and are aware of relevant staff networks – e.g. Awhi Mai, Awhi Atu and also of other resources such as:
  - Māori Strategic Framework
  - Te Timatanga
  - Whanau Guide
  - Te Reo Māori i Roto i Te Whare Wananga – Using Māori in the University
  - Korero Māori booklets from the Māori Language Commission
  - Te Tiriti o Waitangi
- To the above end, following a request by the School, the University Human Resources Department has agreed to add to the Otago University Departmental Induction Checklist, an introduction to departments' Kaiāwhina Māori and familiarisation with relevant policies. This is viewed as an ideal opportunity to set a tone of respect for tikanga within the school and to make new staff aware that New Zealand is not just another former colony with a different “flavour”, but a bi-cultural nation founded on a unique Treaty that still has relevance today. Also, to make new staff aware of the stance by the Otago University and the Division of Science in particular on Māori matters and to emphasise the importance (and the advantages for promotion and confirmation) of attending such things as Te Reo pronunciation, greetings, Treaty of Waitangi workshops Māori Research Consultation Workshop etc.
- Encourage staff attendance at Māori Pre-grad ceremonies.

- Support the role of Kaiāwhina within the school and ensure the position is recognised and given comparable weight with other key roles in the school.
- In recruitment, while not advocating positive discrimination, to advertise fairly and representatively, to interview in a culturally aware manner and to work at creating an enabling environment that is supportive and accepting of tikanga.

### 6.3. STUDENTS

- Course advice at high schools is not uniformly good, and special care needs to be given to advice and course approval for incoming students identifying as Māori. Course information and advice should include information and contact details for the Kaiāwhina Māori Surveying
- Early on, incoming Māori students should be welcomed and informed about the resources available on the Māori and Pacific Island Blackboard site, and in particular the mentoring offered by the Māori Centre should be singled out and promoted.
- At the commencement of each year, a request needs to be posted (on the Blackboard site) to ask whether any new students would like mentoring by students in higher years, and at the same time, if any students in higher years are willing to act as mentors. The Kaiāwhina could then facilitate suitable students exchanging emails and meeting.
- Be prepared to facilitate any networking initiatives by Māori students within the school and to participate in gatherings at a Divisional level.
- Ensure that careers talks are balanced fairly to include predominantly Māori schools.

### 6.4. LINKS UNIVERSITY-WIDE AND BEYOND

- Continue to build relationships with Te Tumu, with a view towards cooperative teaching and research
- The school was involved in drafting a policy by the New Zealand Institute of Surveyors (NZIS) for offering two Māori Land Bursaries to surveying students: (a) the Māori Land Entry Level Bursary of \$1000 for up to three recipients, to promote surveying as a career option for Māori students, and (b) the Māori Land Research Bursary of \$2000 for senior undergraduate students or postgraduate students to research topics of relevance to Māori Land issues, and these funds have benefitted Maori students. A suggestion has been made by the School that one of the three, \$1000 Land Entry Level Bursaries be changed into a fourth year prize for the top Māori-identifying student. It is anticipated that, if performance is assessed on a weighted mean of results in the professional years (for example, 200 level, weight 2; 300 level, weight 3; 400 level weight 4) then students will hopefully be encouraged to strive for excellence throughout the course and not only in the final year.
- In 2010 the School arranged for two Māori students to attend, with full funding from Land Information New Zealand and the New Zealand Geospatial Office, the National Māori GIS Conference in Wellington (see below). This kind of ad hoc support is a real possibility for the future.
- Publicise Māori student success (on the Web, in journals, in the prospectus).
- Build formal and informal relationships with local mana whenua and marae: this can perhaps most effectively be done where there is a focus on mahi (work), for example in the course of student projects involving Māori land and in the protocols and permissions leading up to such projects.
- Develop a relationship with Ngāi Tahu Runanga to promote surveying as a core need for them, for which they need to build capacity
- Promote visits and seminars by Māori scholars and surveyors.

## 7. APPENDICES

### A SELECTION OF RESOURCES HELD AT THE SCHOOL

Barlow, C. 1991. *Tikanga Whakaaro, Key concepts in Māori culture*. Oxford University Press.

Māori Language Commission. 1997. *Māori for the Office*. Oxford University Press.

Mead, H.M. 2003. *Tikanga Māori. Living by Māori values*. Huia Publishers.

Ministry of Justice. 2001. *He Hinātore kit e Ao Māori. A glimpse into the Māori world. Māori Perspectives on Justice*.

Orange, C. 1987. *The Treaty of Waitangi*. Bridget Williams Books.

Ryan, P.M. 2012. *The Raupō Dictionary of Modern Māori*. Raupo Books.

State Services Commission. 2006. *The Treaty of Waitangi*.

Te Puni Kōkiri. 2001. *He Tirohanga o Kawa kit e Tiriti o Waitangi. A Guide to the Principles of the Treaty of Waitangi as expressed by the Courts and the Waitangi Tribunal*.

Te Tāhuhu o te Mātauranga, Ministry of Education. 2009. *Te Reo Pūtaiao. A Māori Language Dictionary of Science*.

### BLACKBOARD “COURSE” AND “WHAT, WHO, WHERE” SLIDES



The image shows a screenshot of a Blackboard course page. At the top, there is a green header with the text "Synthetic Blackboard 'course'". Below this is a blue navigation bar with a "Logout" button. To the right of the navigation bar are two buttons: "Modify Content" and "Modify Layout". The main content area is titled "My Papers" and contains a list of courses. The courses are grouped into two sections: "Courses you are teaching:" and "Courses in which you are enrolled:". The course "SURV\_MAOR\_PACI: Maori and Pacific Island Students in Surveying" is circled in red. The other courses listed are "SURV426\_S2DNS\_2009: Advanced Land Tenure Studies (unavailable)", "SURV207\_S2DNS\_2010: Cadastral Surveying 1", "SURV202\_S4DNS\_2010: Geodetic Reference Systems and Network Analysis (unavailable)", "SURV201\_S1DNS\_2010: Surveying Methods 1 (unavailable)", and "SURV\_PG\_2010: Surveying Postgraduate".

What, Who, Where?  
Course Documents  
Announcements  
Communication  
Discussion Board  
External Links

Announcements



VIEW TODAY VIEW LAST 7 DAYS VIEW LAST 30 DAYS VIEW ALL

Tue, Oct 12, 2010

**Tue, Sep 21, 2010 - Maori Land Court Presentation Monday 27 Sep, 10am LG**  
Kia ora, katoa, Anaru Fraser is due to speak about the Maori Land Court, Maori Freehold land and the Maori Freehold land registration project. Brent Hall heard him speak, in Samoa, and it s  
be really interesting.  
10am, Monday 27th in LG. All welcome!

**Fri, Sep 17, 2010 - Nga Manu Korero 2010**  
[See poster under Course Documents]  
He mihi nui tenei ki a koutou kei roto i te ahuatanga o te ra.  
Nga Whakataetae Mo Nga Manu Korero National Secondary Schools Speech Contest 2010 is taking place in Otakou, NEXT WEEK, 22 and 23 September.  
You will be treated to some of the best young Maori speakers in te reo and English engaging in a high level of debate. This is one of the greatest opportunities f  
rangatahi in such a positive and inspiring situation encompassing the concept of whakawhananungatanga making it an inclusive occasion for ALL to be a part o  
For those of you who have not experienced one before I would encourage you to come along and view this event. What a fitting way to follow on from a very succ  
held last week where there was a fantastic response by community.  
So if you are interested come along and let people know and forward this panui on to your networks  
Hei kona

For information about Postgraduate studies support for Māori students



**Anaru Eketone** (Ngāti Maniapoto, Waikato) is the Māori Postgraduate Support Adviser, based in Graduate Research Services. Anaru coordinates programmes supporting students, including:

- helping to meet the challenges of being a postgraduate student
- linking students to resources and
- organising writing and research hui.

You can check out Anaru's webpage at <http://www.otago.ac.nz/research/graduate/otago030470.html> or contact Anaru :  
Tel: 4798082  
[maori.postgrad@otago.ac.nz](mailto:maori.postgrad@otago.ac.nz)

For information about Foundation Studies



**Foundation Year** provides English language tuition, academic courses and preparation for undergraduate degrees in Humanities, Health Sciences, Sciences and Business.

For information on the programmes run at Foundation Year, visit the website at <http://www.otago.ac.nz/uolcfy/about/index.html>

For information on the Tū Kahika programme which is a health sciences course to help Maori students prepare for their first year tertiary study and a career in Māori Health, go to the website: <http://healthsci.otago.ac.nz/tukahika/index.html>

## 8. APPENDIX 2 - RESEARCH ACTIVITY ON THEMES RELEVANT TO MĀORI IN THE SCHOOL OF SURVEYING

**SURV490/590 Dissertations** (and other research papers) allow students to focus on Māori land issues, and several such dissertations have been completed in recent years:

Michelle Orlowski 1996 Ki Roto I Te Awa. Aboriginal Title to Rivers in New Zealand.  
Dwayne Rosie. 2000 Kua Ngaro Te Manawhenua  
Nicola McHutchon. 2000 SILNA Land: Economically and Ecologically Sound Land Use Options.  
Jonathan Hodson 2003 Rakiura: Māori Land and Resource Management  
Hayley Beard 2006 Māori land Inventory for the Development and management of Māori Land.  
Hayley Beard 2007 Aoraki/Mount Cook and the Ngai Tahu Claims Settlement Act 1998.  
Cassino Edwards 2007 Preliminary Investigation into Effluent Disposal systems adjoining the East Otago Taiapure Reserve.  
Elizabeth Jeffery 2008 Landlocked Māori Land  
Bridget Wright 2009 The Recognition of Native Title in Australian Courts.  
Berghan James 2012. PhD Candidate 2017  
Mariana Pagan 2014.

### **PhD Theses** submitted:

David Goodwin 2007 Belonging Knows no Boundaries: Persisting land tenure custom for Shona, Ndebele and Ngai Tahu.  
Mick Strack 2008 Rebel Rivers: An Investigation into the River Rights of Indigenous People of Canada and New Zealand.

### **Research papers** published:

Strack, M. & Goodwin, D. P. 2018. More than mere shadow? : The colonial agenda of recent Treaty settlements. *Waikato Law Review*

Strack, M. 2017. Land and Rivers can own themselves. *International Journal of Law in the Built Environment*. Vol. 9(1):4-17. DOI:10.1108/IJLBE-10-2016-0016

- Goodwin, D. (2014). Communal land tenure: Can policy planning for the future be improved? In J. Whittal & S. Motala (Eds.), *Proceedings of the Second AfricaGEO Conference: Developing Geomatics for Africa* CONSAS Conference. Retrieved from <http://www.africageoproceedings.org.za/>.
- Strack, M. 2013. Surveyors, Maori Land and Te Tiriti o Waitangi. In: Strack, M. (ed) 2013. *Survey Marks*. School of Surveying and NZIS. Dunedin. p95-99.
- Goodwin D.P. (2013) "Land Tenure: The Wide View". In: *Survey Marks*, M. Strack (Ed.). School of Surveying, University of Otago and New Zealand Institute of Surveyors. Uniprint, Dunedin.
- Goodwin D.P. (2013) "Aligning the Ancestors: the orientation of meeting houses in New Zealand." *New Zealand Surveyor* (302): 13-20.
- Berghan, J., Goodwin, D. & Strack, M. 2013. Striking a Balance: Balancing cultural and productive uses of Māori Freehold land. *New Zealand Surveyor* 302:4-12.
- Strack M. 2012. Surveying sites of cultural significance. *Survey Quarterly*. No 70:14-15. June 2012.
- Goodwin, D.P. (2011) "Splitting the atom of communal land tenure, with specific reference to Māori freehold land." *New Zealand Surveyor* (301): 4-10.
- Strack, M. 2011. Bounding the Land: Cadastral Framework on the Taieri. in Ruru, J, J Stephenson, & M Abbott. *Making our Place*. Otago University Press. Dunedin.
- Strack M. 2011. Maori Land Title Reconstruction. *Survey Quarterly*. 66; 23-25.
- Strack M. S. 2011. Maori land: A. Customary title to foreshore and seabed. B Title reconstruction and Improvement. NZIS Maori Land Hui. 14 February 2011 Rotorua.
- Goodwin, D.P. (2010). "The story of the Mandesho people". *Survey Quarterly* 62 (June): 12-15.
- Strack, M. and E. Jeffery (2009). "Access to landlocked Māori land." *New Zealand Surveyor* 299: 31-35.
- Goodwin, D. P. and M. Strack (2009). Between the Lines: the spirit behind land agreements. The Construction and Building Research Conference of the Royal Institution of Chartered Surveyors. COBRA, University of Cape Town, RICS.
- Strack, M. (2006). "Māori Land Loss: A study of the process of alienation - The Taieri Native Reserve." *New Zealand Surveyor* 296 (December): 13-19.
- Goodwin, D. P. (2005). "Dealing with Priceless Treasure." *New Zealand Surveyor* (295): 9-17.
- Strack, M. (2004). "Customary title over the foreshore and seabed of Aotearoa: A property rights perspective." *TransTasman Surveyor* 6: 44-51.
- Strack, M. (2004). "Access, navigation and property rights in the foreshore and seabed." *Survey Quarterly* 39: 37-39.
- Goodwin, D. P. (2004). "Key aspects of community-level tenure conversion for economically blocked land with customary links." *FAO Land reform, Land settlement and Cooperatives* 2004(1): 120 - 130.
- Strack, M. (2003). "Māori Customary Title Heading Offshore: The Foreshore and Seabed of Aotearoa." *Survey Quarterly* 36: 3-4.
- Strack, M. and D. Rosie (2001). "Māori Land: Kicking around the football." *New Zealand Surveyor* 291: 15-19.