

Procedure: Te Tiriti o Waitangi and Equity

The purpose of these procedures is to guide all staff on embedding the principles of Te Tiriti o Waitangi and support for Māori, Pasifika and learners with identified learning needs across Yoobee Colleges.

PROCEDURES

These procedures provide an inclusive framework that not only honours Te Tiriti and its significance to our Māori students but also extends its positive impact to embrace our diverse student community, including Pasifika students and those with disabilities or those that have identified individual learning needs.

Consultation and Collaboration

Yoobee Colleges works in collaboration with, and receives guidance from, Ngāti Whātua Ōrākei, other iwi as appropriate, and Pasifika communities with whom Yoobee has links, for any institute-wide strategies. This guides Yoobee in its ability to build a meaningful framework that is consistent across all its campuses and all ākonga/learners (see Appendix A). The relationship with Ngāti Whātua Ōrākei is maintained by members of the Executive Leadership Team and extends to UP Education, enabling strategies and initiatives across the wider group of New Zealand tertiary education providers under the UP Education group.

Ngāti Whātua Ōrākei, and Pasifika communities with whom Yoobee Colleges has links, can provide guidance on a wide range of strategies and initiatives, which can include:

- Website and other marketing collateral
- Staff training packages for Mātauranga Māori
- Staff training for work with Pasifika communities
- Development of student scholarship and or mentoring opportunities
- Other projects with a national impact

Staff are responsible for maintaining relationships with relevant local iwi, hapū or Māori individuals and Pasifika communities ensuring appropriate consultation for a variety of activities, including but not limited to:

- Student orientations, including visiting local Marae, holding a Powhiri or Mihi Whakatau, and whanau events where appropriate
- Campus cultural events
- Programme design (see Programme development, design and approval policy)
- Advisory Board representation
- Networking events
- Guest Speakers
- Supporting their rangatahi that live in the region.

Ensuring the iwi, hapū and Pasifika communities from the region the campus is located in, are part of the above activities and/or decisions about these activities.

Use of Data

Yoobee Colleges is committed to ensuring parity of education outcomes for ākonga (**Ōritetanga**). Yoobee will gather a range of data to continuously monitor the success of its strategies and implementations. Yoobee will use **qualitative data** to ensure initiatives and strategies are well received and adhere to the 4 articles explained in the Te Tiriti o Waitangi policy. Yoobee Colleges will also use **quantitative data** to measure a range of outcomes to determine the success of its initiatives, namely:

- Academic Participation Data:
 - Institute and programme participation rates
 - Attendance rates
 - Students at risk of withdrawal

- Completion Data:
 - Assessment completions
 - Outstanding assessments
 - Course completions
 - Qualification completions
- Student Satisfaction Data:
 - Sense of belonging
 - Growth in confidence
 - Helpfulness of support received

Academic Staff are responsible for timely and accurate data entry in SELMA on attendance, results, notes about the student, and actions taken to support learners.

Learner Success Coordinators are responsible for identifying priority learners at risk of withdrawal or not completing their qualification, and ensuring a strategy is in place to get the learner back up to date on outstanding assessments, this information is discussed with the Team Leader and Campus Managers every month. Where needed the Learner Success Coordinator will work with tutors to upskill them on individual learner strategies, that best support the learner.

Campus Managers are responsible for monitoring data weekly and monthly and taking corrective action where required.

The **Head of Learner Success** and the **Head of Operations** are jointly responsible for the reporting of data on priority groups, including Māori, Pasifika, and learners with individual learning needs in their reports to the Executive Team at their monthly meetings.

Senior Management Training

All Senior leaders will complete the programme Whatua Te Aho Tukurua which focuses on Mātauranga Māori, as well as training on Pasifika cultures through either Ako Aotearoa facilitated training or specified Pathways Awarua modules (see further details below).

Staff Orientation and Training

As per the policy, staff will receive appropriate training regarding the Te Tiriti o Waitangi and working with Māori, Pasifika and learners with individual learning needs. Staff induction will include information on Te Tiriti¹ and the topic is also embedded in the staff orientation tool, used for all new staff and provides links to the following information: The Waitangi Tribunal, The National Library of New Zealand (which has a dedicated section to the Treaty of Waitangi) and the New Zealand Ministry of Culture and Heritage.

Staff are encouraged to extend their knowledge through online courses and practical on-campus learning days looking at Whātua Te Aho Tukurua which focuses on Mātauranga Māori and the Cultural Capability Pathways offered by Pathways Awarua promoted by Ako Aotearoa. As part of their professional development journey, staff are able to pursue further knowledge such as other Māori language or cultural courses, which benefits not only the individual staff members, but also those around them as the understanding of Te Ao Māori and te reo Māori develops within a faculty and/or campus.

Māori Cultural Capability Pathways

The ako modules focuses on:

1. Ako (learning/teaching)
2. Manaakitanga (caring for each other)
3. Rangatiratanga (empowering students)
4. Whanaungatanga (relationships)

¹ Information will be based on the graphic novel of Ross Calman, Mark Deby and Toby Morris, with the focus on the arrival of Polynesian explorers to the signing of Te Tiriti to the New Zealand War and through to the modern day treaty settlement process.

Pacific Cultural Centredness Pathways

The modules focus on the seven different Pacific nations: Samoa, Fiji, Cook Islands, Niue, Tokelau, Tonga and Tuvalu.

Each module focuses on:

1. The core values that are held by each Pacific nation.
2. Participation in activities and reflection to help embed the values in the staff knowledge bank.
3. Gaining practical tools to help staff implement the values when engaging with Pacific learners.

Student Support

Fostering a robust sense of belonging for ākonga and their whanau is important as part of our student-centric approach. YooBee Colleges caters to the unique needs of each student to foster an enriching and empowering educational journey for diverse learners to thrive.

YooBee Colleges aims to genuinely connect with cultural communities, leading to stronger relationships and increased ākonga success through supporting ākonga and their whanau to achieve success in learning.

YooBee Colleges uses the following support systems (See also Pastoral Care and Student Support Policy) for ākonga; these include, but are not limited to:

- Tutor support
- Learner Success Coordinators
- Kaiāwhina student advocates
- Celebrating Māori and other cultural events
- Offering whanau campus events

We prioritise creating a safe and inclusive environment on our custom-built campuses, ensuring that every ākonga feels secure and supported in their educational journey. We actively encourage whanau involvement by inviting them to visit our campuses and participate in regular open days tailored for prospective ākonga and their families. Moreover, we facilitate opportunities for whanau to actively engage in their ākonga's learning experience, recognising the invaluable support system they provide. Through these concerted efforts, we are committed to nurturing a sense of belonging that empowers ākonga and their whanau to thrive academically, culturally, and personally within our colleges' community.

Campus Environment

Our campuses are designed to foster a sense of community and inclusivity, featuring open-plan layouts with designated student areas where ākonga can convene and engage in meaningful conversations. These open environments provide opportunities for ākonga to connect with one another, share experiences, and build relationships in a supportive atmosphere.

'The way we do things'

To further extend the 'see, hear and feel' concept, staff have an integral part in making this come to life in the way we conduct business and everyday activities. As such, where appropriate:

- Formal meetings will be opened and closed with a karakia.
- Māori terms and language will be integrated with on-campus signage and/or artwork, student staff communication and official documents.

Examples can include Māori greetings in communication, reference to more common words such as ākonga, whanau, mahi tahi, kai, rangitahi, etc.

- Appropriate Māori welcome protocol will be followed for events such as conferences, student orientation, graduation, degree monitor visits, NZQA panel events, etc. These may include a formal pōwhiri, but are likely to consist of a mihi whakatau including the singing of waiata. In case of uncertainty over the appropriate protocol advice will be sought from iwi or other individuals with the appropriate knowledge.

Programme Design

YooBee Colleges is committed to further evolving its education delivery as we strive to connect and consult with Māori in the design process across our various programmes, and better understand Te Ao Māori. In developing our course outlines, we look to the integration of Māori and Pasifika language, culture, tradition, stories, and customs relevant to the course topics. This deliberate incorporation aims to elevate Māori culture and heritage and foster a sense of familiarity and belonging among all learners.

We actively encourage discussions on health, well-being, and healthcare from Māori and Pasifika perspectives, leveraging provided content as a catalyst for dialogue. This inclusive approach not only enables Māori and Pasifika learners to share their cultural insights but also cultivates awareness and appreciation among peers who may not be familiar with Māori and Pasifika culture. By embracing and building upon the strengths and knowledge of our diverse community of learners, we uphold the guiding principles of Te Tiriti o Waitangi within our educational framework.

During programme development and delivery, the following questions should be considered:

- What elements show that Te Tiriti is central to the development of the programme and course delivery?
- How are Māori equal or lead parties in the development of the programme?
- What elements ensure equitable Māori participation and/or leadership in setting priorities, resourcing, implementing, and evaluating of a programme?
- Does your programme enable Māori to express rangatiratanga?
- Where have Māori been able to influence and hold authority during programme development?
- What evidence is there of Māori values influencing learning and teaching and programme delivery?
- Have you acknowledged the importance of wairua, āko and other te ao Māori concepts in programme delivery and learner support?

Undertaking assessment in Te Reo Māori

Learners may request to be assessed in Te Reo Māori (See Assessment Policy). Provided requests are received within the timeframe outlined in programme information to the student.

A student who wishes to have their assessment material assessed in Te Reo Māori should formally request this option. This request can be made through a designated communication channel, such as an online form or email. The student should clearly state their request, including the assessment details and the preferred assessment language (Te Reo Māori).

Upon receiving the student's request, the tutor is to acknowledge the request promptly and provide confirmation of receipt. The tutor then informs the Team Leader, who will engage in the appointment of an appropriate translator.

Refer to the Procedures: *Te Reo Māori Assessment Translation*.

Supporting Pasifika Learners – The Tapasā Framework

Tapasā is a cultural competencies framework for tutors. It helps educators understand how to teach Pasifika learners by illustrating different ways of learning and knowing through Pacific Island lenses (see Appendix B).

This includes learning and knowing:

- fa'asamoa - the Samoan way
- faka-Tonga - the Tongan way
- faka-Tokelau - the Tokelau way
- faka-Niue - the Niue way
- akano'anga Kūki 'Āirani - the Cook Islands way
- vaka-Viti - the Fijian way.

The Pacific Values Framework (PVF) is designed to support tutors who work with Pasifika learners and is focused on delivery of courses that are inclusive and relevant to Pacific learners and contexts. This involves recognising Pacific knowledge, languages, cultures, and identities as valuable to how subjects are learnt and taught.

There are three turu or competencies that form the basis of the framework.

Turu 1: Identities, languages and cultures

Demonstrate awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific learners.

Turu 2: Collaborative and respectful relationships and professional behaviours

Establishes and maintains collaborative and respectful relationships and professional behaviours that enhance learning and wellbeing for Pacific learners.

Turu 3: Effective pedagogies for Pacific learners

Implements pedagogical approaches that are effective for Pacific learners.

There are 5 key values in the framework:

- Alofa - love, dignity, respect
- Kuleana - responsibility
- Vaka - collectivism, shared journey
- Vā - relationship, reciprocity
- Fonua - belonging, connectedness.

TERMINOLOGY AND DEFINITIONS

Marae: a communal or sacred place that serves religious and social purposes to its communities

Mihi Whakatau is a term to describe a formal speech of welcome and is undertaken by a Māori representative of the institute. Mihi whakatau is traditionally used for welcoming, introductions, openings and general purpose which take place off the marae.

Ōritetanga a commitment to achieving equitable outcomes for Māori, which means centering equity in all our work and amending processes and standards to allow for more equitable outcomes.

Pōwhiri: A pōwhiri is a traditional ceremony welcoming people onto a marae.

Rangatahi: Young person(s)

Wairuatanga is the distinctive identity or spirituality of people and places. It contributes to a sense of belonging and connects Māori heritage with its contemporary context.

Waiata are songs and an essential part of Māori culture and customs; the words and expressions preserve the wisdom and knowledge of tupuna (ancestors) and can also recall a particular, time, place or event. The waiata may be sung at the end of a mihi (speech) to support the speaker and what they said, engage the listener, comfort the performer or calm or uplift the situation.

RELATED POLICIES, PROCEDURES AND DOCUMENTS

- **POLICY** Te Tiriti o Waitangi and Equity
- **POLICY** Pastoral Care and Student Support
- **POLICY** Programme Development, Design and Approval
- **PROCEDURE** Programme Development and Design
- **PROCEDURE** Pastoral Care and Student Support
- **PROCEDURE** Te Reo Māori Assessment Translation Procedure
- **STAFF GUIDE** A brief overview of Te Tiriti (*forthcoming*)
- **STAFF GUIDE** Classroom Strategies for implementing Te Tiriti and Tikanga Māori (*forthcoming*)
- [Tapasā – Cultural competencies framework for teacher of Pacific learner](#)