

Te Tiriti o Waitangi Programme Development: **Supporting Information**



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Te Tiriti o Waitangi – Programme Development: Supporting Information

1. Purpose

To assist Tertiary Education Organisations in designing and delivering programmes (teaching, learning and assessment) that genuinely reflect Te Tiriti o Waitangi outcomes and promote equity for all ākonga (learners).

2. Context

- **Te Tiriti o Waitangi / The Treaty of Waitangi**
A founding document of Aotearoa New Zealand whose principles underpin our legal, ethical, and cultural responsibilities in education.
- **Why it matters**
 - Meets legislative and ethical obligations.
 - Ensures unique cultural, social and historical contexts inform teaching and learning.
 - Recognises the mana (status) of tangata whenua and supports aspirations of every learner.

3. Guiding Principles

When programmes are informed by Te Tiriti o Waitangi, they honour both tangata whenua and tangata Tiriti perspectives.

The kaupapa of [Te Hono o Te Kahurangi – NZQA principles](#) have been included to guide decisions by defining educational quality, ensuring Māori stakeholders' needs are met, assessing delivery capacity, and driving continuous improvement through expressions of:

- **Rangatiratanga** – Autonomy realised through the enactment of a Māori worldview in response to the aspirations and driving motivators of ākonga, whānau, hapū, and where relevant, the Māori community and sector stakeholders.
- **Whanaungatanga** – Connecting, fostering, and maintaining relationships based on respect, integrity and understanding for the benefit of all.
- **Manaakitanga** – Realised by mana-enhancing behaviour and practices for the care of ākonga, whānau, hapū, iwi, and community.
- **Pūkengatanga** – Represents the knowledge and skills to ensure the principles, beliefs, needs and aspirations of the people are sustained.

- **Kaitiakitanga** – Preservation, guardianship and enhancement of the world and its treasures for the benefit of all.
- **Te reo Māori** – The Māori language is alive, vibrant, and flourishing.

4. Embedding Te Tiriti o Waitangi Across Development

Education organisations may choose to refer to either *Te Tiriti o Waitangi* or *The Treaty of Waitangi* and its application, where relevant to their programme/s.

1. Curriculum and Content

- a. Integrate Māori knowledge systems, language and worldviews throughout learning materials.
- b. Include critical reflection on New Zealand’s colonial history and Treaty impacts.

2. Teaching and Learning Practices

- a. Employ pedagogy that value collective learning, storytelling and kaupapa Māori approaches.
- b. Create flexible pathways that respect diverse learning styles and contexts.

3. Assessment

- a. Allow assessment submission in te reo Māori where learning outcomes can be demonstrated. Ensure equitable assessment and culturally appropriate moderation.
- b. Design assessment tasks that allow for Māori epistemologies (e.g. pūrākau, mahi ā-ringa).
- c. Use whānau-centred feedback processes and recognise cultural strengths.

4. Learning Environments and Support

- a. Foster wānanga-style hui, marae visits or other culturally safe spaces.
- b. Provide wrap-around supports (e.g. Māori tutors, kaumātua, disability services) so all ākonga thrive.

5. Partnerships and Engagement

■ Local engagement with Māori stakeholders

Co-design and regularly review curricula to ensure authenticity and local relevance. This can include, iwi, hapū, Māori communities, Māori-owned businesses, Māori industries, Māori business associations and Māori with relevant subject matter expertise.

■ Wider Stakeholder Networks

Engage Pacific, tauiwi and tāngata whaikaha networks to reflect Aotearoa New Zealand multicultural diversity.

6. Equity-Focused Practices

- **Shared Decision-Making**
Share decision-making with Māori partners and include their voices in governance.
- **Accessible Pathways**
For example, scholarships, flexible delivery modes and programme durations, and targeted mentoring for under-represented groups. Where possible, design programmes to follow the ākonga life journey, family, community and employment obligations.
- **Continuous Improvement**
Gather ākonga feedback disaggregated by ethnicity, disability and background; use it to refine programmes.

7. Preparing Graduates for a Bicultural & Multicultural Aotearoa

By integrating Te Tiriti o Waitangi provisions, graduates will be able to:

- Engage respectfully with Māori and other cultures.
- Apply bicultural competencies in their professions.
- Contribute to an equitable and inclusive society.

8. Key Resources

- **He Tohu: Te Tiriti Workbook**, National Library of New Zealand
- **Te Ara** – “Principles of the Treaty of Waitangi”
- **Groundwork.org.nz** – Articles on Treaty in practice
- **NZQA** – Te Hono o te Kahurangi
- **Local Contacts:**
 - Iwi / Hapū / hapori Māori
 - Pakihi Māori – Māori-owned businesses
 - Māori industries and business associations
 - Relevant Māori subject matter experts
 - Tāngata whaikaha associations
 - Pacific business and community networks.

1. Integrating Māori Worldviews		
Normalising te reo Māori <ul style="list-style-type: none"> Use bilingual labels / signage in classrooms, handouts and online platforms. Begin and end sessions with a kupu o te rā (word of the day) in Te Reo. 	Assessment through a Mātauranga Lens <ul style="list-style-type: none"> Offer pūrākau-based projects where ākonga research and retell local iwi narratives. Use Māori frameworks (e.g. Te Whare Tapa Whā, Te Pae Māhutonga, Ranga) as frameworks for reflective journals or portfolios. 	Pedagogy Aligned to Tikanga <ul style="list-style-type: none"> Incorporate waiata or karakia to open and close lessons. Use noho marae-style wānanga for intensive experiential blocks.
2. Co-designing with Māori		
Pathways & Curriculum <ul style="list-style-type: none"> Programme pathways are clear and known – pre-requisite criteria identified and prior learning recognised and valued. Hold annual co-design hui with local Māori communities, industries, businesses and rangatahi to review and refresh learning outcomes. 	Kaupapa Māori Workshops <ul style="list-style-type: none"> Invite Māori partners to support guest lectures, noho marae or site visits. 	Joint Moderation Panels <ul style="list-style-type: none"> Include Māori representatives in the assessment moderation process to ensure cultural integrity.
3. Creating Inclusive Environments		
Culturally Safe Spaces <ul style="list-style-type: none"> Dedicate an ‘āhuru mōwai’ (safe space) on campus where ākonga can gather, kōrero, wānanga, study and whakawhanaunga. 	Holistic Ākonga Support <ul style="list-style-type: none"> Employ kaiārahi Māori (Māori navigators) who provide mentorship, pastoral care and study guidance. Ensure digital platforms are bilingual and screen-reader friendly. 	Celebration of Kaupapa Māori and Other Events <ul style="list-style-type: none"> Organise kaupapa Māori events (ceremonies, wānanga, symposiums, workshops), open to all ākonga groups. Promote and celebrate Māori Language week.

4. Fostering Critical Reflection

Structured Reflection Activities

- Use prompts: What? So what? Now what? to unpack historical case studies (e.g. land confiscations, urban migration).

Inter-Cultural Dialogue Circles

- Facilitate kanohi ki te kanohi (face-to-face) hui or talanoa between Māori, Pacific and tauwiwi ākonga on current Treaty issues.

Service-Learning Projects

- Require ākonga to partner with a Māori organisation on a community project, then critically reflect on power, privilege and partnership.

5. Redistributing Power and Opportunity

Shared Governance

- Ensure Māori representation for mana whenua, Māori and disability advisors on programme advisory boards.
- Māori student body to provide leadership, advocate and advise on what matters to ākonga Māori and a forum to provide feedback.

Targeted Scholarships & Pathways

- Co-fund scholarship initiatives with Māori and run transition-to-study boot camps for ākonga Māori and ākonga whaikaha.

Culturally Responsive Feedback

- Offer “kanohi kitea” feedback sessions (in person, relational) rather than only written comments.
- Use peer-to-peer feedback where groups affirm each other’s work before formal marking.



RINGA HORA

Services

Workforce Development Council

