



THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tamaki Makaurau
NEW ZEALAND

Te taonga nō tua whakarere, he taonga mō āpōpō

A treasure from ancient times,
and for tomorrow

The University of Auckland Language Plan for the
Revitalisation of Te Reo Māori 2020–2025



Kupu takamua

Foreword



Tēnā koutou katoa.

The University of Auckland recognises te reo Māori is the foundation of Māori culture and identity and that it is an endangered language. The University has a role to play in preserving and protecting the language and culture and is committed to doing so in partnership with iwi Māori and the community.

I acknowledge the contribution the University of Auckland has made to the revitalisation of te reo Māori through the Department of Māori Studies and Te Puna Wānanga over many years. The University now seeks to build on that contribution into the future through the preparation of its first formal Language Plan for the Revitalisation of Te Reo Māori.

In order to revitalise te reo Māori so that it is a living language used by all of us, we are aiming to raise the status of the language, promote learning of te reo Māori and tikanga and encourage its use by creating opportunities for the language to be seen and heard every day at the University.

The University is privileged to include among its staff and students, te reo Māori experts who have encouraged many champions of the language, both Māori and non-Māori. We encourage the whole University community to embrace the commitments of this first University of Auckland Language Plan for the Revitalisation of Te Reo Māori.

Nāku noa nā,

Professor Cindy Kiro

Ngāpuhi, Ngāti Hine, Ngāti Kahu
Pro-Vice Chancellor Māori

Ihirangi

Table of contents

<i>Whakarāpopototanga matua</i>	Executive summary	2
1	<i>Whakatakinga</i> Introduction	3
1.1	Overview of the University	3
1.2	Māori at the University	3
1.3	Governance	3
1.4	Te Tiriti o Waitangi Strategic Objectives	3
1.5	Te reo Māori and Mātauranga as academic disciplines at the University	3
1.6	Māori Centre of Research Excellence	3
1.7	Te reo Māori	4
1.8	Revitalisation of te reo Māori at the University	4
2	<i>Whakamārama whānui</i> Background	5
2.1	University of Auckland Te Tiriti o Waitangi partnerships for mutual benefit	5
2.2	Te Reo Māori Policy	5
2.3	Whakamana Tangata: Student Services Strategy 2019–2022	5
2.4	A brief overview of language planning	6
3	<i>Ngā panga o te Maihi Karauna me te Maihi Māori</i> Implications of Maihi Karauna and Maihi Māori strategies	7
3.1	Te Whare o Te Reo Mauriora: Overview of the National Language Strategy	7
3.2	Overview of Maihi Māori	7
3.3	Overview of Maihi Karauna	7
4	<i>Te ngākau titikaha ki te reo</i> Core commitments	8
4.1	Standards	8
4.2	Governance	9
4.3	Professional and academic Staff	9
4.4	Students/Academic services	10
4.5	Branding/Identity	11
4.6	Communications	11
5	<i>Te whakatinana me te aroturuki</i> Implementation and monitoring	12
5.1	Administrative arrangements for implementing this Plan	12
5.2	Resourcing the Plan	12
5.3	Monitoring implementation of the Plan	12
	<i>Tohutoru</i> References	13
	<i>Āpitihangā</i> Appendix A: The University Strategic Objective 11	14
	<i>Āpitihangā</i> Appendix B: Te Reo Māori Policy	15
	<i>Āpitihangā</i> Appendix C: Assessing te reo Māori in coursework and examinations procedures	16
	<i>Kuputaka</i> Glossary of Māori terms	18

Whakarāpopototanga matua

Executive summary

The University of Auckland recognises te reo Māori is a taonga. It aims to be a place where the language can flourish, and where it is used by everybody, everywhere, every day.

To this end we published a Te Reo Māori Policy in 2018 and a Language Plan which operationalises the Policy across the University. The Language Plan has three priority areas: i) increasing staff and student opportunities to learn and use te reo Māori within the University; ii) a corpus of words and terms relevant to the activities of the University that is widely available to all; and, iii) greater visibility of te reo Māori and tikanga through our branding, marketing, web presence, re-creation of traditional pathways through pou and other cultural symbols, signage and daily operations within the University.

Three aspirational goals are proposed:

- **By 2040 50% of staff will have the ability and confidence to demonstrate a basic level of competency in te reo Māori.**
- **By 2024 all existing staff will have participated in professional development for te reo Māori learning and all new staff will be offered a course.**
- **By 2025 all students will have the option of a te reo Māori course in their programme of study.**

To achieve these goals, and the intentions of our Te Reo Māori Policy, the following areas of service and deliverables are defined and aligned with the New Zealand language planning elements for the revitalisation of te reo Māori (Te Puni Kōkiri, 2019).

Area of service delivery	Deliverables	Aotearoa New Zealand language planning elements
Standards	The University of Auckland te reo Māori Corpus.	Corpus, Quality, Use, Status, Domains
Governance	A University of Auckland Language Plan and Policy. Bilingual strategic plan. Strategic and annual plans align with the Language Plan.	Critical Awareness, Status
Professional and Academic Staff	Te reo Māori teaching and learning. Recruitment, induction, employment contracts value te reo Māori.	Status, Acquisition, Use, Domains
Students/Academic Services	Te reo Māori learning, assessment and research and te reo Māori use in courses, programmes and campus life.	Acquisition, Use, Quality, Domains
Branding/Identity	Te reo Māori signage, cultural icons, bilingual digital footprint and publications.	Status, Use, Domains
Communications	Communicating the Language Plan. Te reo Māori used in our communications.	Critical awareness, Status, Acquisition, Use and Domains

The language plan that follows presents current practice and planned initiatives to achieve the deliverables.

A Steering Committee comprising senior members of the University has been established to oversee implementation of the plan with support from a dedicated Project Manager and the office of the Pro Vice-Chancellor Māori. A prioritised programme of work with business cases to support initiatives requiring strategic investment will be

developed. Over the next five years, te reo Māori language revitalisation will be integrated through our business as usual planning and delivery mechanisms to align with this plan. The Steering Committee will maintain an ongoing relationship of trust and co-development with Te Mātanga Reo, who provide guardianship for the use of te reo Māori, mita and tikanga applications of te reo Māori, thereby ensuring that we are acting authentically in our work.



1 | Whakatakinga Introduction



This University of Auckland Language Plan for the revitalisation of te reo Māori operationalises our te reo Māori policy. We have drawn on the evidence for effective strategies for language revitalisation which highlights the need for a language plan.

We put forward this language plan for the revitalisation of te reo Māori to ensure at the University we:

- understand the precarious position of te reo Māori
- enhance the status of te reo Māori
- promote the development, acquisition and learning of te reo Māori
- ensure the quality of te reo Māori used
- encourage the increased use and normalisation of te reo Māori in the University.

We aspire to the University of Auckland being a place where te reo Māori can flourish, where the language is used everyday, by everybody, everywhere.

1.1 Overview of the University

The University of Auckland is the largest university in New Zealand, located in the country's largest city, Auckland. There are three campuses; the main campus in Auckland city, one in South Auckland, Manukau (Te Papa Ako o Tai Tonga) and one in Whangarei (Te Papa Ako o Tai Tokerau). Auckland is the highest-ranked university in the country, 83rd worldwide in the most recent QS World University Rankings and 1st in the inaugural Times Higher Education University Impact Rankings, based on alignment with the United Nations' Sustainable Development Goals.

1.2 Māori at the University

In 2018 there was a total of 5,556 full-time equivalent staff. Māori staff made up 5.9% of all academic staff, and 6.7% of all professional staff. The total number of equivalent full-time students was 33,805. Of undergraduate students, 8.7% were Māori, and of postgraduate students 6.3% were Māori.

1.3 Governance

The University's governing body is the Council, which comprises elected staff and students; a member appointed to advise on Māori issues; a member appointed from the alumni; Council appointees; and Ministerial appointees. The Vice-Chancellor is also a member of Council. Council is chaired by the Chancellor, who is a lay member of Council. Among its responsibilities the Council is required to acknowledge the principles of Te Tiriti o Waitangi/Treaty of Waitangi. The Vice-Chancellor is supported by a Senior Leadership Team including the Pro Vice-Chancellor Māori. On academic matters, Council is bound to consult the Senate. The Rūnanga is a committee of Senate and Council,

constituted as a Committee of Council and chaired by the Pro Vice-Chancellor Māori. The Rūnanga reports to Council through Senate.

1.4 Te Tiriti o Waitangi strategic objectives

The University Charter defines the approach it will take to fulfilling its Treaty of Waitangi obligations. The University Strategic Plan 2013–2020 sets a Te Tiriti o Waitangi objective for partnerships in which the University and Māori work together to achieve their shared aspirations. This strategic objective is addressed in the annual plans of each faculty, large scale research institute and service division, and reported against in the Statement of Service Performance and the Annual Report.

1.5 Te reo Māori and mātauranga as academic disciplines at the University

The University of Auckland has a proud history of Māori Studies. In 1950, Bruce Biggs was appointed to the first position in a New Zealand university dedicated to the teaching of the Māori language. The position was located in the Anthropology Department. The first Associate Professor of Māori Studies, Dr Ranginui Walker, was appointed, also in the Anthropology Department, in 1986.

The University opened Waipapa Marae in 1988 and in 1993 Dr Walker was appointed the first Professor and Head of Māori Studies. In 1996, the now Professor Ranginui Walker was appointed as the inaugural Pro Vice-Chancellor (Māori). Te Wānanga o Waipapa, the Department of Māori Studies aims to preserve and advance Māori language, culture and society.

In the Faculty of Education, Te Puna Wānanga (TPW), the School of Māori and Indigenous Education, is focused on education and teacher education underpinned by tikanga, te reo and mātauranga Māori. TPW has the largest number of Māori students and staff in the University and has the only te reo Māori-medium programme in the University located at its Epsom and Tai Tokerau campuses.

1.6 Māori Centre of Research Excellence

Ngā Pae o Te Māramatanga, New Zealand's Māori Centre of Research Excellence, hosted by the University of Auckland, was established in 2002. It conducts research of relevance to Māori communities and is an important vehicle by which New Zealand continues to be a key player in global indigenous research and affairs. The Centre's research is underpinned by its vision of Māori leading New Zealand into the future and it is focused on realising the creative potential of Māori communities and bringing positive change and transformation to the nation, and the wider world.

1.7 Te reo Māori

Te reo Māori is the indigenous language of Aotearoa New Zealand and as such is one of our three official languages. At the beginning of the 19th century te reo Māori was the predominant language spoken in Aotearoa New Zealand. By the second half of the twentieth century, English had become the everyday language and Māori language use was increasingly confined to Māori communities.

Despite the dominance of English over te reo Māori in everyday life, te reo Māori has been retained in a few domains, particularly through marae and Māori-led initiatives such as the Kōhanga Reo movement.

Recently we have seen growing demand to learn the language from people across all ethnicities, nationwide. However, te reo Māori remains listed as vulnerable in the UNESCO Atlas of Languages (Te Puni Kōkiri, 2019). The percentage of Māori who describe themselves as 'very proficient speakers' has remained static at about 11% and the percentage of Māori who can hold an everyday conversation in te reo Māori is declining. Only 3.5% of New Zealanders can hold an everyday conversation in te reo Māori, a decline from 4.3% in 2001 (Te Puni Kōkiri, 2019).

Although the Government has invested in initiatives to support the revitalisation of te reo Māori since the 1980s with the passing of the Māori Language Act 1987 and the establishment of the Māori Language Commission, these efforts have failed to protect and promote the use of the language as was originally envisaged. The Crown is now more actively committed to working in partnership with iwi and Māori to step up protection and promotion of te reo Māori under Te Ture o Te Reo Māori, The Māori Language Act 2016, and Te Taura Whiri i Te Reo Māori (formerly the Māori Language Commission). The Crown recognises iwi and Māori are the kaitiaki of te reo Māori and the Crown has a partnership responsibility to advance the language through strategic objectives in wider society.

1.8 Revitalisation of te reo Māori at the University

The University of Auckland recognises the decline of te reo Māori and is committed to taking a role in its revitalisation alongside community, iwi, Māori, and Crown organisations. The University is a national contributor to policies and programmes leading to the retention, transmission, development and revitalisation of te reo Māori. We acknowledge the substantial community interest in learning te reo Māori, including our staff, and the opportunity this presents to increase the number of students and staff offered te reo Māori courses at the University.

This language plan sets out how the University will use te reo Māori in the operation of our functions, in communicating with our staff, students and the wider public, and how we will promote and develop te reo Māori.

Chapter 2: Background and purpose of the University Language Plan

In this section we outline the University Te Tiriti strategic objective, our Te Reo Māori Policy, and the Whakamana Tangata Student Services Strategy, all of which underpin this Language Plan. A brief overview of language planning is also provided.



Chapter 3: Implications of Maihi Māori and Maihi Karauna

This section briefly outlines the national language strategy for the revitalisation of te reo Māori and how the University will support it through this language plan.

Chapter 4: Our commitments

In this section we present our commitments to enabling the use of te reo Māori in conducting our functions as a University. It includes how we will approach the implementation of each commitment, who will be responsible, and the timeline for implementation.

Chapter 5: Implementation and monitoring

An overview of the next steps for implementation of the Language Plan are provided in this section. A process for monitoring progress is also outlined.

2 | Whakamārama whānui Background

2.1 University of Auckland Te Tiriti o Waitangi partnerships for mutual benefit

The University of Auckland has a strong history of developing partnerships with Māori which acknowledge the principles of Te Tiriti o Waitangi. Promoting Māori presence and participation in all aspects of University life, and encouraging teaching, learning, and research in a range of fields important to Māori is a focus for the University Strategic Plan 2013 to 2020. Objective 11 of the Strategic Plan sets the intentions of the university for partnerships in which the University and Māori work together to achieve their shared aspirations (Appendix A).

It is essential to the University and to the country that we grow, maintain and strengthen our core of excellent Māori staff, provide te reo Māori programmes and programmes that attract Māori students and recognise their aspirations to participate fully within their chosen disciplines, and contribute to Māori intellectual and cultural advancement.

Honouring our commitments to Te Tiriti partnerships necessarily involves attention to the revitalisation of te reo Māori in partnership with our key stakeholder groups including schools, iwi, Māori, and communities.

2.2 Te Reo Māori Policy

As a minority indigenous language, te reo Māori requires special measures to ensure its vitality as a language used in a wide range of domains and contexts. The University is a national contributor to policies and programmes leading to the retention, transmission, and development of te reo Māori.

The University of Auckland has the potential to take a lead role within the Auckland and Northland regions in the revitalisation and regeneration of te reo Māori. To support the revitalisation of the Māori language, the University initially developed a te reo Māori policy in 2008 and reviewed it in 2018 (Appendix B). The 2018 revised policy provides a framework for the greater use of te reo Māori within the entirety of the University.

Te Mātanga Reo advises on the appropriate use of te reo Māori within the University to ensure that a consistent approach is adopted by faculties, schools, departments, service divisions and campuses. This group is responsible to the Pro Vice-Chancellor (Māori).

The reo Māori policy and implementation of the policy guided by this Language Plan reinforces the University as an institution that values Māori and Te Tiriti o Waitangi.

2.3 Whakamana Tangata: Student Services Strategy 2019–2022

The Student Services Strategy intends to give direction and clarity on priority areas for the

development and investment in our student services. The strategy is built around six outcomes to frame future development of services, with the ultimate aspiration for **an inspirational and transformative student experience that encourages a lifelong connection with the University of Auckland.**

A process of engagement with students and staff informed the strategy development, along with surveys, international benchmarking and consultants' reviews and reports. Below we summarise the findings of relevance to this Language Plan.

Eight key challenges that must be addressed were identified. Ensuring we reflect Te Tiriti o Waitangi as integral to student services is one of those key challenges and includes the need to address the following:

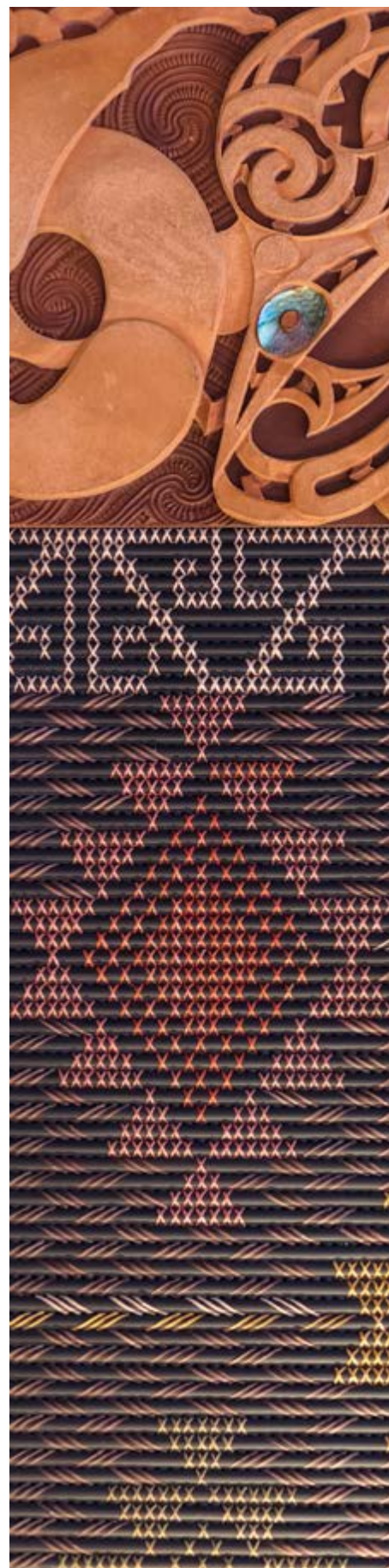
- Continue to partner with Māori to further develop services and a student experience that reflect the principles of Te Tiriti o Waitangi and our unique place in Aotearoa to the benefit of all students.
- Partner with Māori to further develop a holistic approach to services and student experience.
- Target strategies to develop an environment for Māori to ensure that we are the University of 'first choice' for Māori and that Māori experience success, as Māori.
- University implementation of its te reo Māori policy.

Māori student experience surveying and journey mapping raised several suggestions relevant to te reo Māori:

- Raising the profile and place of te reo Māori.
- Te reo Māori to become the primary language of Māori studies and Te Puna Wānanga.
- Te reo Māori signage and communications become commonplace.
- Provide support to translate and submit theses and assessments in te reo Māori (at no additional cost or time for students).
- Inclusion of Māori content/perspective across all study areas.
- Workshops with academic staff to raise awareness of tikanga, mātauranga and whakaaro Māori.
- Enhance Māori web presence and create a visible link from the University web home page to a Māori page with 100% bilingual content.
- Opportunities for students with te reo Māori fluency to advance to higher levels.

Workshop findings were summarised into 13 key themes. One was defined as cultural awareness and inclusiveness.

Cultural awareness and inclusiveness need to be a priority for the strategy. It is important to identify the isolation that Māori and Pacific



students particularly felt and the impact that had on them in terms of their overall student experience and experience of student services. Student participants spoke of encountering cultural insensitivity and discrimination which preclude a sense of belonging and in turn their opportunities to succeed. We also need to ensure that the strategy that we develop has at the core the acknowledgement that we are in New Zealand and therefore this gives us a unique perspective and opportunities.

The strategy defines six outcomes with a number of focus areas. The following selection of outcomes and focus areas highlights alignment between the University Te Tiriti o Waitangi strategic objective, the student services strategy and this Language Plan.

Ngā maunga whakahī: Build on core strengths and points of difference

- Showing mutual respect, generosity of spirit and care for others, by celebrating Māori as tangata whenua, our diversity and our identity within the Pacific.
- Partner with PVC Māori to ensure that we are responsive to Māori in everything we do.

Mana motuhake: Student-centred service delivery

- Delivery standards that take account of our uniqueness and incorporate tikanga Māori.

Pae tawhiti: Student success

- Visible commitment to the University's important relationship with Māori and the principles of Te Tiriti o Waitangi in the signs, symbols and imagery.

Whakamana taonga: Inclusive culture and student wellbeing

- Developing all staff to understand the University's special relationship with Māori and the principles of Te Tiriti o Waitangi and how this translates into service provision.
- Build cultural competency in all staff and their appreciation of the diversity of our students.
- Greater visibility of Māori heritage.
- Implementing the te reo Māori policy.

2.4 A brief overview of language planning

Language planning arises from international theory and practice of language revitalisation. Language planning is the attempt to modify the linguistic behaviour of a group and/or society with a deliberate process of implementing decisions to change the behaviour of others regarding the usage, status, acquisition, structure and functional allocation of a particular language (Kaplan and Baldauf, 1997).

Language planning in Aotearoa New Zealand

The Aotearoa New Zealand language plans Maihi Karauna and Maihi Māori for the revitalisation of te reo Māori, have drawn on language planning theory and the elements adapted for our unique context are as follows (Te Puni Kōkiri, 2019):

- **Critical awareness (Mārama pū)** Aotearoa whānui know that te reo Māori is a threatened language, accept the need for language revitalisation, and understand the roles of individuals and organisations to support revitalisation.

- **Status (Mana)** Aotearoa whānui understand the value of te reo Māori and accept that it is a part of our national identity.
- **Acquisition (Ako)** Aotearoa whānui have increased opportunities to acquire te reo Māori at a level that supports their use.
- **Corpus (Puna)** Quality new words, terms and standards are developed and available to support the use of te reo Māori.
- **Use (Mahi)** Aotearoa whānui can speak, listen to, read, write and comprehend te reo Māori at a level that supports their use and have access to reo-rich environments and domains.

Two additional elements have been developed and may be used by some agencies to support the above five elements and ensure the five elements translate into policy and operations within agencies. They are as follows (Te Puni Kōkiri, 2019):

- **Domains** Te reo Māori is understood and used in many places, contexts and by many people
- **Quality** In this context quality means that te reo Māori is valued and of a standard that is fit for purpose.

The ZePA model (Higgins, Rewi and Olsen-Reeder, 2014) has also informed the Maihi Karauna and Maihi Māori. It emphasises the importance of shifting individuals and communities from no engagement with the language (Zero) through passive (P) engagement to active (A) involvement and use.

In recent years there has been new research and theorising that further expands understanding of language revitalisation. This has led to consideration of the limitations of the current model underpinning language planning in Aotearoa New Zealand. (Dale, H. Personal Communication, 2019). It is likely new advice will emerge in the near future.

University language planning Internationally

There is a move by universities internationally to develop more explicit language policies. These policies have variously responded to the ways the academy uses languages for teaching and learning, for creating and disseminating knowledge through research and for administration (Liddicoat, 2016).

Specific university language plans for the revitalisation of indigenous languages however, seem to be rare internationally. Many universities in New Zealand and elsewhere refer to language revitalisation action in their strategic plans. Australian universities have published reconciliation action plans that acknowledge the historical insult of colonisation on the Aboriginal people of Australia and set out how they will contribute to reconciliation. These University plans include action to revitalise Aboriginal languages (Australian National University, 2018). In the United Kingdom and the Republic of Ireland, Irish, Welsh and Gaelic language revitalisation strategies are variously published in Healthy University Plans (Cardiff Metropolitan University, 2016), equity or strategic plans. Both Edinburgh and Glasgow Universities have published Language Plans for the revitalisation of Gaelic (University of Edinburgh, 2013; University of Glasgow, 2012).

3

Ngā panga o te Maihi Karauna me te Maihi Māori

Implications of Maihi Karauna and Maihi Māori strategies

3.1 Te Whare o Te Reo Mauriora: Overview of the National Language Strategy

The Crown and iwi Māori partnership for the revitalisation of te reo Māori is legislated under Te Ture mō Te Reo Māori 2016, the Māori Language Act 2016. The Act “acknowledges the detrimental effects of the Crown’s past policies and practices that have, over the generations, failed actively to protect and promote the Māori language and encourage its use by iwi and Māori” and “expresses its commitment to work in partnership with iwi and Māori to continue actively to protect and promote this taonga, the Māori language, for future generations.” (Te Ture mō Te Reo Māori 2016 S6)

The 2016 Act established the statutory body Te Mātāwai. Te Mātāwai represents and leads revitalisation among Māori, iwi and communities.

It issued a strategy called Te Maihi Māori which complements the Crown strategy Te Maihi Karauna. A ‘maihi’ is one of the two barge boards in the front of a carved whare. The symbolism in the Act is of te Whare o Te Reo Mauriora, a concept developed to represent an on-going partnership between the Crown and Māori for revitalisation of te reo Māori.

The shared vision of Maihi Māori and Maihi Karauna “Kia Mauri Ora te Reo” reflects that the Māori language is a living functional language. These policy documents argue that the state of “Mauri Ora” will be reached when whānau are acquiring te reo Māori as their first language through intergenerational transmission.

3.2 Overview of Maihi Māori

It has been argued that schooling and education alone will not ensure the survival of a language (Kaplan & Baldauf, 2005). On the contrary, researchers argue that if it was not for the Māori schooling movement, te reo Māori would be in a far more perilous state than it is now (Trinick, 2015). Therefore, promotion of Māori language use in homes and communities is considered to be at the heart of the Maihi Māori policy and it is represented in the vision kia ūkaipō anō te reo (te reo Māori is restored as a nurturing first language).

Two high level outcomes each contributing to the restoration of the Māori language in homes are Tuakiri and Whakatupuranga.

- **Tuakiri** – te reo Māori use in iwi and communities enhances local identity and community cohesion.
- **Whakatupuranga** – whānau (homes) are supported to re-establish and maintain te reo Māori as a first language.

Tuakiri and Whakatupuranga are related to key motivators for everyday use of the Māori language in homes and communities. These recognise that language is:

- being used as an everyday language of communication; and
- self sustained through daily use (i.e. requires the re-establishment of intergenerational transmission of language culture and identity).

Whāinga Rongomaio or aspirational goals proposed to support the high-level outcomes have been set across 20 years to bring about change over multiple generations. They also rely on Maihi Karauna to support national and societal change in attitudes towards the Māori language:

- **By 2040, one million people (or more) will be using Māori language in community immersion domains**
- **By 2040, the Māori language will be the first language of 25% of all Māori children (aged 0–7).**

The Maihi Māori strategy recognises communities and organisations will need to become familiar with the use of key language planning elements to drive language revitalisation outcomes. Opportunities for communities and whānau to engage in Māori language immersion environments will also be necessary.

Te Mātāwai leads the implementation of Maihi Māori, working with iwi, Māori, and Māori language communities/stakeholders on a range of investment and research initiatives.

The Chair of Te Mātanga Reo, the Māori Language Advisory Sub-Committee of Te Rūnanga at the University is a member of Te Mātāwai. Te Mātanga Reo is a University link with Te Whare o Te Reo Mauri Ora, the National Māori Language Strategy. In addition, University staff have made many contributions to the promotion, protection and development of te reo Māori, for example, research, publications, consultations and advice to inform government policy development of te reo Māori.

3.3 Overview of Maihi Karauna

While the Maihi Māori focuses on revitalising te reo Māori in homes, whānau and communities, Maihi Karauna also focuses on Aotearoa Whānui (macro societal/system level) in order to create the societal conditions for intergenerational transmission and the widespread use of te reo Māori as a living language in various domains including higher education.

The Maihi Karauna sets out a vision for te reo Māori in the future. It outlines what the Crown

will do to support a strong, healthy, thriving Māori language in New Zealand; Kia māhorahora te reo – everywhere, everyway, for everyone, every day.

The Maihi Karauna sets three aspirational goals:

- **By 2040 85% of New Zealanders (or more) will value te reo Māori as a key element of national identity**
- **By 2040 one million New Zealanders (or more) will have the ability and confidence to talk about at least basic things in te reo Māori**
- **By 2040, 150,000 Māori aged 15 and over will use te reo Māori as much as English.**

The approach to achieving the goals involves whakanui, whakaako and whakaatu.

- **Whakanui** creates the conditions for te reo Māori to be valued.
- **Whakaako** creates the conditions for te reo Māori to be learned.
- **Whakaatu** create the conditions for te reo Māori to be seen, heard, read and used.

There will be a staged approach to implementation of Maihi Karauna. A full cross government implementation plan will be published in September 2019. Te Taura Whiri i Te Reo Māori will lead the coordination of the implementation of the strategy.

Although the University of Auckland is not a Crown Agency, there are obligations which arise given our location in Aotearoa New Zealand where te reo Māori is a national language. The role of the University in supporting and realising the aspirations and needs of the Māori community in Northland and Auckland and nationally is underpinned by our Te Tiriti o Waitangi Policy and strategic objectives. Recognising and developing language as a taonga, is part of an academic mission for the University which preserves access to unique knowledge and practice domains that are of historical and contemporary importance.

We therefore set three aspirational goals:

- **By 2040 50% of staff will have the ability and confidence to demonstrate a basic level of competency in te reo Māori**
- **By 2024 all existing staff will have participated in professional development for te reo Māori learning and all new staff will be offered a course**
- **By 2025 all students will have the option of a te reo Māori course in their programme of study.**

4

Te ngākau titikaha ki te reo Core commitments

We have aligned six areas for service delivery to address the main elements of language planning for Aotearoa New Zealand:

- **Critical awareness (Mārama pū)** Aotearoa whānui know that te reo Māori is a threatened language, accept the need for language revitalisation, and understand the roles of individuals and organisations to support revitalisation.
- **Status (Mana)** Aotearoa whānui understand the value of te reo Māori and accept that it is a part of our national identity.
- **Acquisition (Ako)** Aotearoa whānui have increased opportunities to acquire te reo Māori at a level that supports use.
- **Corpus (Puna)** Quality new words, terms and standards are developed and available to support the use of te reo Māori.
- **Use (Mahi)** Aotearoa whānui can speak, listen to, read, write and comprehend te reo Māori at a level that supports use and have access to reo-rich environments and domains.
- **Domains** Te reo Māori is understood and used in many places, contexts and by many people.
- **Quality** In this context, te reo Māori is valued and of a standard that is fit for purpose.

Area of service delivery	Deliverables	Aotearoa New Zealand language planning elements
Standards	The University of Auckland te reo Māori Corpus.	Corpus, Quality, Use, Status, Domains
Governance	A University of Auckland Language Plan and Policy. Bilingual strategic plan. Strategic and annual plans align with the Language Plan.	Critical awareness, Status
Professional and academic staff	Te reo Māori teaching and learning. Recruitment, induction, employment contracts value te reo Māori.	Status, Acquisition, Use, Domains
Students/Academic services	Te reo Māori learning, assessment and research and te reo Māori use in courses, programmes and campus life.	Acquisition, Use, Quality, Domains
Branding/Identity	Te reo Māori signage, cultural icons, bilingual digital footprint and publications.	Status, Use, Domains
Communications	Communicating the Language Plan. Te reo Māori used in our communications.	Critical awareness, Status, Acquisition, Use and Domains

4.1 Standards

Outcome: The University of Auckland Te Reo Māori Corpus – the authorised collection of written and spoken te reo Māori text including texts for academic and common usage at the University of Auckland.

Current practice: A corpus of terms specific to the University is in the early stages of development. The work is being led by the Chair of Te Mātanga Reo and Kaiaarataki, Office of the Pro Vice-Chancellor (Māori). In its current form it is only available to a small number of people and is particularly focussed on building signage and naming of academic positions.

Activity	Lead	Term of plan	Language Planning Element
Establishment of a governance structure and process for development and ongoing updating of the Corpus of agreed te reo Māori academic and common usage terms.	PVC Māori and Te Mātanga Reo	Early	Corpus, Quality, Use, Status, Domains
Engagement of a professional with appropriate te reo Māori competency for a fixed term to develop the Corpus to the extent agreed by the governance group.	PVC Māori and Te Mātanga Reo	Early	Corpus, Quality, Use, Status, Domains
Establishment of a publicly available central repository/digital platform for the Corpus.	PVC Māori and Te Mātanga Reo	Early	Corpus, Quality, Use, Status, Domains
Communications to promote the availability and guidelines for use of the Corpus.	PVC Māori and Te Mātanga Reo	Early	Corpus, Quality, Use, Status, Domains

4.2 Governance

Outcome: The University is recognised as a Māori speaking university where te reo Māori is normalised, highly visible and in common usage. The University is a leader in strategies for the revitalisation of te reo Māori.

Current practice: *The University of Auckland publishes a Charter, Strategic Plan and Investment Plan. Each contains reference to the University's commitment to Te Tiriti o Waitangi. Other University strategies, annual operational plans and budgets are aligned with the Charter, Strategic and Investment Plans. Faculties, large scale research institutes and service divisions are accountable for achieving the objectives of the strategic plan and report regularly on progress.*

Activity	Lead	Term of plan	Language planning element
The University publishes a Language Plan which includes strategies for implementation of the Te Reo Māori Policy. Engagement of a fixed-term Project Manager to complete the business cases required and oversee implementation of the approved Language Plan projects.	PVC Māori and Director of Planning	Early	Critical awareness, Status
The University Strategic Plan to be published as a bilingual document.	Director of Planning	Mid	Status
Priorities and requirements for faculty and service division annual plans to reflect and align with the University Te Reo Māori Policy and Language Plan.	Director of Planning	Early	Critical awareness, Status

4.3 Professional and academic staff

Outcome: Senior leaders, managers and academic staff across the University can use te reo Māori in appropriate situations. Daily exposure to te reo Māori at the University supports all staff to develop their te reo competency. Learning and using te reo me tikanga Māori is highly valued by staff.

Current practice: *Kaiārahi support faculties with integration of tikanga and te reo Māori. Various Māori language, tikanga and Te Tiriti learning programmes have been offered on an ad hoc basis across faculties and service divisions, such as He Rākau Nikau, Te Wero Akonga te Reo and Te Akoranga Kairangi. Creative Arts and Industries have developed a speech bank in te reo Māori. Some faculties and service divisions have adopted tikanga and te reo Māori practices in faculty meetings and functions. The Faculty of Education and Social Work has established an annual series of milestone events in both University (pōwhiri, orientation, graduation, celebrations of excellence) and Māori and Pacific calendars (Matariki, language weeks). The PVC Māori offers te reo Māori development for senior leaders to facilitate their promotion of the Te Reo Māori Policy.*

Activity	Lead	Term of plan	Language planning element
Development, promotion and ongoing provision of training in te reo me tikanga Māori for all professional and academic staff at a range of levels based on the models (learning the lessons) previously delivered across the University.	Director of People, Organisation and Development (POD)	Mid	Acquisition
Provision of training and mentoring in te reo me tikanga Māori for the senior leaders.	Director POD	Early	Acquisition, Status
Showcase as champions, senior leaders and other key influencers who are learning te reo Māori.	PVC Māori and VC	Mid	Status
Undertake an options analysis and invest in the preferred option of a digital audio-visual mobile application (eg Kiwa Digital designed app for NZQA, TEC, Air New Zealand), to be customised for the University and available to all staff to support te reo Māori learning.	Director POD	Early	Acquisition, Status
Build capacity for face to face te reo te Māori teaching including identifying te reo Māori talent amongst students for teaching. Standardise remuneration for Kaiako providing language learning for staff across the University.	Director POD Director Human Resources (HR)	Mid	Acquisition
Identify and pilot in one service or academic area te reo Māori conversation drop in sessions for staff at a range of levels.	Director POD	Late	Use
Prepare induction material to be made available to all new staff advising of Te Reo Māori Policy, the Language Plan and the availability of options for language/tikanga learning.	Director HR	Mid	Acquisition
Investigate the feasibility of capturing staff te reo Māori learning experience at recruitment and exit as a measure of performance for the University Language Plan.	Director HR	Early	Acquisition, Use
Identify key performance indicators related to te reo Māori competency that are acknowledged as part of the Academic Performance and Development Review (ADPR) and promotion criteria.	Director HR	Late	Use
Work with employee representative organisations to develop a plan to include recognition of te reo Māori competency in position recruitment, grading and remuneration at the earliest opportunity.	Director HR	Late	Acquisition, Use
Ensure academic and professional staff performance criteria recognises the value of te reo Māori and is built into the promotion criteria.	Director HR	Late	Use, Status
Provide incentives to staff to be able to teach their disciplines and/or courses exclusively in the medium of Māori.	Deans	Late	Corpus, Status and Acquisition

4.4 Students/Academic services

Outcome: Te reo Māori learning and assessment is available and accessible to students and researchers across the University. Daily exposure to te reo Māori at the University supports students to develop their te reo Māori competency. Researchers have the capability to appropriately use te reo Māori as a core part of their activity.

Current practice: *Te reo Māori assessment and examination policy (Appendix D) has been developed to guide all faculties when a student requests assessment in te reo Māori. Faculties report difficulties with identifying discipline specific te reo Māori speakers of an appropriate standard and highlight the need to budget for costs associated with discipline specific assessment in te reo Māori.*

- *The Faculty of Arts is implementing a pilot programme of up to 12 stage one and two courses in which kaiako teaching assistants will be employed to embed Māori world views and whanaungatanga into course content and delivery.*
- *The Faculty of Medical and Health Sciences offers basic te reo Māori in a range of courses. A medical humanities course in year 3 of the MBChB programme which will include te reo Māori is currently being planned.*
- *The Faculty of Science is ensuring each new course in the new module Sustain 100G and associated sustainability teaching in Science integrates examples relevant to mātauranga Māori.*
- *The Faculty of Education and Social Work is ensuring each school has a Te Tiriti, reo and cultural responsiveness plan for teaching and learning. Te reo Māori courses are compulsory in all undergraduate and graduate programmes. The Bachelor of Education (Teaching Huarahi Māori) is currently the only programme in the University which is taught in the medium of Māori. There are only two Universities in Aotearoa New Zealand offering such programmes. Te Puna Wānanga supports a range of Māori-medium kura in Auckland and Northland in a range of educational programmes.*
- *Research is a major platform for a university. All researchers at the University identify at the point of planning, the implications of their research for Māori communities, including te reo Māori and mātauranga Māori. Mātauranga Māori includes Māori language, science, technology, laws, history, systems of property and values exchange and rituals and ceremonies. All Government research funding requires comment on Vision Mātauranga or Māori responsiveness (for example the Health Research Council, MBIE, Te Apaarangi Royal Society New Zealand). This requirement and incorporation of te Ao Māori is known as Vision Mātauranga.*
- *The Auckland Bioengineering Institute provides the MedTech CoRE's school outreach programme run at Ngā Taiatea Wharekura a Māori-medium secondary school. Their aim is to expand the programme further into other Māori-medium schools.*

Activity	Lead	Term of plan	Language planning element
Investigate the feasibility of capturing all student previous te reo Māori learning experience, at enrolment and when exiting any course or programme at the University.	DVC Academic, DVC Operations	Early	Acquisition, Use
Establish a process for capturing student intentions for assessment in te reo Māori at enrolment in any course or programme.	DVC Academic, DVC Operations	Early	Use
Establish a central register and community of interest for discipline specific te reo Māori teachers and assessors, agree a standard remuneration and communicate this across the faculties.	PVC Māori, DVC Academic	Early	Use, Quality, Domains
Establish a central register of postgraduate supervisors who are able to mentor postgraduate students studying and writing in te reo Māori and communicate this across the faculties.	PVC Māori, DVC Academic	Early	Use, Quality, Domains
Identify a responsible owner for the establishment and ongoing management of the central register, community of interest and business processes to support access to discipline specific te reo Māori teachers and assessors ongoing.	PVC Māori, DVC Academic	Early	Use, Quality, Domains
Develop accessible enrichment and credit bearing te reo Māori courses in addition to current general education courses offered by Te Wānanga o Waipapa, including the possible use of micro-credentialing for students and staff.	DVC Academic DVC Operations	Late	Acquisition, Use
Develop a te reo Māori bridging programme into the University for students who do not meet the University entrance requirements or students who meet the university entrance requirement but their language proficiency is not of a standard high enough to participate in a Māori medium pathway.	DVC Academic	Late	Acquisition, Use
Identify new opportunities for developing Māori-medium courses and pathways.	DVC Academic Deans of Faculties and programme leaders	Late	Use, Domains
Investigate the feasibility of offering a te reo Māori residential scholarship to support te reo speakers enrolling at the University in any programme, to live in a te reo Māori immersion environment and act as te reo Māori language ambassadors.	PVC Māori, Director Campus Life	Mid	Use

- *Kaiārahi provide advice and support to faculties on the application of te reo Māori policy and integration of tikanga. The University's Tuākana programme provides a University-wide culturally-relevant learning community that enhances academic success of Māori and Pacific students through group learning, whakawhanaungatanga, wānanga, meetings and workshops. Each faculty in addition to the Tuākana programme has its own discipline specific Māori student support initiatives.*

4.5 Branding/Identity

Outcome: All internal and external branding and marketing collateral includes te reo Māori of an agreed standard. The University is recognisable as a Māori speaking university where te reo Māori is highly visible and in common usage.

Current practice:

- *The Faculty of Science is aiming to improve visibility of kaupapa Māori in faculty communications and corporate collateral.*
- *The Faculty of Education and Social Work has developed new bilingual video content to support faculty marketing in 2018. Marketing of the Māori-medium programmes are in te reo Māori. The faculty has worked with an alumni group established via the 21st reunion of the Huarahi Māori and Te Reo Hāpai Programmes. This group is dedicated to the revitalisation of te reo Māori across the University. Its members were actively involved in the development of the University's te reo Māori policy. The Communications and Marketing division is exploring appropriate digital and content channels and partnerships to reach all target audiences with relevant information, and where appropriate, personalised and customised messaging.*
- *Development of a bilingual signage guide has been completed for two new substantial buildings on the City Campus. This will provide the foundation of a bilingual signage guide for all new buildings and transition of all current signage over time, to bilingual signage.*

Activity	Lead	Term of plan	Language planning element
Scope, plan and implement a project to achieve a comprehensive and consistent te reo Māori digital footprint across the University internet, intranet and Canvas.	Director Comms & Marketing, Chief Digital Officer	Early	Status, Use, Domains
Update the existing University Online Style Guide (Digital, Web, Print, Content, Writing) to include guidance on bilingual style and content (inclusive of the business process for accessing the Corpus and new translations not already available in the Corpus).	Director Comms & Marketing, PVC Māori	Early	Status, Use, Domains
Complete a policy and guideline (inclusive of the business process for new translations not available in the Corpus) for the implementation of new bilingual signage for both new buildings and the replacement of existing signs (Phase 2 of the bilingual signage project).	Director Comms & Marketing, Director Operations	Early	Status, Use, Domains
Scope and deliver a project to transition existing signage to the bilingual signage standard over five years including placement of relevant tikanga based iconography.	PVC Māori, Director Operations	Early	Status, Use, Domains
Develop and approve a te reo Māori range of merchandise.	PVC Māori and Te Mātanga Reo	Early	Status, Use

4.6 Communications

Outcome: All University staff are aware of the threat to the survival of te reo Māori and the University's potential for contribution to te reo Māori revitalisation through implementation of the Language Plan. The wider public are aware of the University Language Plan. Front of house telephone and reception staff use basic te reo Māori greetings and farewells. Staff across the University use bilingual email signatures, greetings, farewells and out of office messages. Learning and using te reo Māori is highly valued by students and staff.

Current practice: *A Te Reo Māori Policy is in place and is available to staff on the University intranet. Some front-line staff use basic te reo Māori greetings. Many staff do currently use a standard greeting and sign off in email communications. There is scope for broader uptake and more bilingual content.*

Activity	Lead	Term of plan	Language planning element
Deliver comprehensive communications on the University Language Plan including the availability of the Corpus and style guides.	PVC Māori, Director Comms & Marketing	Early	Critical awareness, Status, Use, Domains
Deliver a training programme to support University telephone and desk reception staff to give and respond to basic greetings in te reo Māori.	Director POD	Early	Acquisition, Use

5 | *Te Whakatinana me te aroturuki* Implementation and monitoring

5.1 Administrative arrangements for implementing this plan

This Language Plan provides the blueprint for implementation of the University Te Reo Māori Policy.

The Chancellor and Vice-Chancellor will be ultimately responsible for ensuring the University of Auckland delivers on the commitments set out in this Plan.

Service divisions and faculties will lead implementation of activity in their areas of responsibility either through business as usual or defined projects.

Projects approved for funding through the Vice-Chancellor's Strategic Development Fund (VCSDF) will follow the University Strategic Programme Office (USPO) standard project management methods.

5.2 Resourcing the Plan

The University will resource the implementation of the Plan. Funding will come from a mix of faculty and service operational and capital expenditure budgets as well as some new investment via the VCSDF.

The next step is to develop business cases for those deliverables that require new investment and undertake prioritisation of the deliverables to phase implementation.

5.3 Monitoring implementation of the Plan

The Pro Vice-Chancellor Māori will provide executive sponsorship and Chair a steering committee of senior professional and academic leaders who will provide oversight for implementation of the plan.

Te Mātanga Reo will provide te reo Māori expert advice as required.

Service divisions and faculties will report on their areas of responsibility delivered via business as usual in their annual report. Strategic projects will be reported according to USPO project reporting standards.

There will be an annual review of the implementation of this plan with a report provided to the Pro Vice-Chancellor Māori, who will then advise the Rūnanga and Te Mātanga Reo on the progress of this plan.



Tohutoro

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Appendix A: The University strategic objective 11

Treaty of Waitangi/Te Tiriti o Waitangi partnerships for mutual benefit

Objective 11: Partnerships in which the University and Māori work together to achieve their shared aspirations

The University of Auckland has a strong history of developing partnerships with Māori which acknowledge the principles of The Treaty of Waitangi/Te Tiriti o Waitangi. Promoting Māori presence and participation in all aspects of University life, and encouraging teaching, learning, and research in a range of fields important to Māori is a particular focus for this Plan.

It is essential to the University and to the country that we maintain and strengthen our core of excellent Māori staff, provide programmes that attract Māori students and recognise their aspirations to participate fully within their chosen disciplines, and contribute to Māori intellectual and cultural advancement.

The University will place emphasis on the development of productive and mutually supportive partnerships with mana whenua, iwi Māori, and Māori organisations. We will develop relationships to identify shared aims and aspirations and to develop, implement, and monitor programmes which achieve those aims and aspirations.

Measures:

- Proportions of Māori students
- Achievement of Māori students at all levels of study
- Proportions of Māori staff.

Key actions:

- Identify the University's key partnerships with Māori to advance shared aims and aspirations; develop, implement, monitor, and evaluate programmes to achieve mutual benefits
- Develop and implement policies and processes which promote Māori presence, participation, and achievement in all aspects of University life
- Promote and support excellent teaching, learning, and research for Māori intellectual, cultural and economic advancement across all relevant disciplines
- Develop and implement strategies to assist all staff and students to have a knowledge and understanding of The Treaty of Waitangi/Te Tiriti o Waitangi relevant to their disciplines
- Develop and implement policies and processes to improve Māori staff recruitment, promotion, reward, and retention
- Develop and implement strategies to improve Māori student participation, success, retention, and completion rates in all disciplines.

Āpitihanga

Appendix B: Te Reo Māori Policy

Application

All members of the University

Purpose

To support the revitalisation of the Māori language by providing a framework for the use of te reo Māori within the entirety of the University

Background

Te reo Māori is the indigenous language of Aotearoa/New Zealand and one of three national languages in statute. It requires special measures to ensure its survival as a language used in a wide range of domains and contexts.

The Auckland region has the largest concentration of people who identify as Māori and the University of Auckland Strategic Plan 2013–2020 recognises “a special relationship with Māori under the Treaty of Waitangi”. Objective 11 of

the Plan states that, “Promoting Māori presence and participation in all aspects of University life is a particular focus for this strategic Plan”.

The University has the responsibility to take a lead role within the Auckland region in the revitalisation and regeneration of te reo Māori. The use of te reo Māori will reinforce the University as an institution that values Māori and Te Tiriti o Waitangi.

Policy and principles

1. The University endorses the use of te reo Māori by staff members and students in the range of practices and contexts within the University based upon the following principles:
 - The University recognises that te reo Māori competency supports its relationships with **Tangata whenua**
 - The University promotes and encourages **Tikanga Māori**
 - Competence in te reo Māori is recognised as a valued skill
 - The University ensures **Kaitiaki** status with regards to te reo Māori. Te reo Māori used in and by the University is of a consistently high standard
 - The University ensures that there are provisions, including learning support, for staff and students to study te reo Māori and to study in te reo Māori at undergraduate and postgraduate levels through internal and extramural modes

- The University has procedures for assessing course work submitted in te reo Māori and ensuring competent staff are available for this assessment. This reflects te ao Māori (see Procedures for Assessing Te Reo Māori in Coursework and Examinations – previously Te Reo Māori Teaching, Learning and Assessment Policy)
- The University promotes te reo Māori in daily life and the ongoing running of the institution so that there is a demonstration of our commitment to te reo Māori. This includes branding, communications, titles, and technical support.

Te Mātanga Reo (Māori Language Advisory Group subcommittee of the Rūnanga) advises on the appropriate use of te reo Māori within the University to ensure that a consistent approach is adopted by faculties, schools, departments, service divisions and campuses. This group is responsible to the Pro Vice-Chancellor (Māori)

The University is a national contributor to policies and programmes leading to the retention, transmission, and development of te reo Māori

Definitions

Kaitiaki – guardian

Member – any staff, student, contractor or visitor to the University

Tangata whenua – ‘people of the land’, the indigenous people of Aotearoa/New Zealand

Taonga – treasure

Te ao Māori – Māori world view

Te reo Māori – Māori language

Te Tiriti o Waitangi – the Treaty of Waitangi written in Māori

Te Mātanga Reo – a Māori language advisory group that is a subcommittee of the Rūnanga and will advise on the appropriate usage of te reo Māori within the University

Tikanga Māori – Māori culture and protocol

University – the University of Auckland and includes all subsidiaries

Rūnanga – the committee that advises the University Council on:

- our aspirations to partner with Māori and support Māori development
- progress and achievements of our strategic objectives for Māori
- academic matters that are directly relevant to Māori curriculum content, delivery and research
- it also advises University management on operational matters relevant to the delivery on strategic objectives for Māori

Key relevant documents

[Education Act 1989](#)

[Education \(Tertiary Reform\) Amendment Act 2002](#)

[Māori Language Act 1987](#)

[State Sector Act 1988 \(section 77A\)](#)

[Te Ture mō Te Reo Māori 2016 | Māori Language Act 2016](#)

[Intellectual Property Created by Staff and Students Policy](#)

[Te Reo Māori Guidelines \(in development\)](#)

[Te Reo Māori in Teaching Learning and Assessment Policy](#)

[University of Auckland Strategic Plan 2013–2020](#)

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Appendix C: Assessing te reo Māori in coursework and examinations procedures

Application

All members of the University

Purpose

To support the understanding and application of the [Te Reo Māori Policy and Principles](#)

Background

These procedures detail the commitment of the University to recognising and promoting **te reo Māori** as an official language of Aotearoa/New Zealand through its use in assessment activities of the University.

Procedures

1. The University endorses the right of its students with an appropriate level of language fluency to use te reo Māori in assessment both for coursework and examinations.
2. The University will ensure that competent **staff members** are available to assess work submitted either fully or partially in te reo Māori.
Note – Ideally such staff members are competent in both te reo Māori and the subject matter of the course.
3. For courses taught in te reo Māori coursework and examinations will be assessed in te reo Māori.
4. A student may not use te reo Māori for coursework or examinations where:
 - a course is taught fully or partly in a language other than English or te reo Māori and the course requires students to demonstrate their knowledge and understanding in that language, or
 - knowledge and understanding in the English language is central to the objectives of all or part of the course.
5. Where courses are not taught in te reo Māori, students who intend to present all or part of an examination or course work in te reo Māori are required to give notice in writing to the course director (or appropriate person) in the relevant faculty or academic unit.
Note – This allows the University time to make suitable arrangements for marking, including translation and external assessment.
6. This notice is to be given within the first week of the semester or the first week of the quarter in which the course is being taught.
 - if inadequate notice is given, assessment tasks presented in te reo Māori are still to be marked. However, processing may be delayed and the likelihood of having the writing marked in te reo Māori may be reduced.
7. The University will endeavour to make the results of an examination or coursework presented in te reo Māori available to the candidate within the ordinary time-frame.
Note – Students should be aware that owing to the process of translation delays in returning coursework may occur.
8. In the event that a suitable person is not available to assess the work in te reo Māori a certified translator is to be recommended by **Te Mātanga Reo** (the Māori Language Advisory Group) in consultation with the Office of Pro Vice-Chancellor (Māori).
9. A translator will be used only when efforts to find a competent examiner or co-examiner capable of assessing the work have been exhausted.
10. The translator may seek clarification from the examiner or course co-ordinator if ambiguities occur in the script but he or she must not correct errors in the original script or make any embellishments.
11. If the coursework and/or examination script are to be externally assessed, the external institution undertaking the assessment is to be requested to indicate whether an assessor is available to assess the work in te reo Māori.
Note – If not, a translation will be sought as above.
12. The student's use of language must not be improved in the process of translation by the correction of errors or improvement of sentence structure.
13. It may be necessary for students to provide a glossary of technical terms to assist the translator. If so, they must be required to prepare this in advance, in consultation with their examiner.
14. Te reo Māori may be used in an oral assessment only when all key participants have the appropriate fluency in te reo Māori.
Note – Presentation of the PhD in te reo Māori is governed by the [Statute for the Degree of Doctor of Philosophy](#).
15. Te Mātanga Reo, a subcommittee of the Rūnanga, is to advise on the appropriate usage of te reo Māori within the University to ensure that a consistent approach is adopted by faculties and service divisions in the use of Māori language.
16. Although Te Mātanga Reo will not have a direct role in teaching and research programmes it may identify issues and opportunities for consideration and will advise on translation services as above.
17. Te Mātanga Reo reports to the Rūnanga and includes staff members, representative of faculties and service divisions across all campuses, who are able to advise on the use of te reo Māori.
18. Any final clarification required on the use of te reo Māori will be provided by the Office of the PVC Māori.

Definitions

The following definitions apply to this document:

Member means any staff member, student, contractor or visitor to the University

Staff member refers to an individual employed by the University on a full or part time basis

Te reo Māori means Māori language

Te Tiriti o Waitangi is the Treaty of Waitangi written in Māori

Te Mātanga Reo, a Māori Language Advisory Group is a subcommittee of the Rūnanga and will advise on the appropriate usage of te reo Māori within the University

University means the University of Auckland and includes all subsidiaries

Key relevant documents

[Education Act 1989](#)

[Education \(Tertiary Reform\) Amendment Act 2002](#)

[State Sector Act 1988 \(section 77A\)](#)

[Te Ture mō Te Reo Māori 2016 | Māori Language Act 2016](#)

[Statute and Guidelines for the Degree of Doctor of Philosophy](#)

[Te Reo Māori Policy and Principles](#)

Document management and control

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Kuputaka

Glossary of Māori terms

Term	Definition
Ako	To learn, study, instruct, teach, advise
Aotearoa whānui	New Zealand population as a whole
Kaiako	Teacher, instructor
Kaiārahi	Guide, mentor, pilot, escort, usher, conductor, leader
Kaiarataki	Leader
Karauna	The Crown
Mahi	To work, do, perform, make, practise, accomplish, raise (money)
Maihi	The bargeboards of a house
Matariki	Pleiades, Messier 45 – an open cluster of many stars, with at least nine stars visible to the naked eye. The first appearance before sunrise of Matariki in the north-eastern sky about mid-June indicates the beginning of the Māori year, and is the cause for celebrations.
Mātauranga	Knowledge, wisdom, understanding
Mauri ora	Life principle, life force, vital essence
Mita	Rhythm, intonation, pronunciation and sound of a language, accent, diction, elocution. Used frequently as a Māori equivalent of dialect
Papakupu	Dictionary, lexicon
Pou	Support, symbol of support, something that strongly supports a cause or is a territorial symbol representing that support
Pōwhiri	Invitation, rituals of encounter, welcome ceremony on a marae, welcome
Rūnanga	Council, tribal council, assembly, board, boardroom
Tangata	Human, individual
Te ao	The world
Taonga	Treasure, anything prized – applied to anything considered to be of value, including socially or culturally valuable objects, resources, phenomena, ideas and techniques
Te reo Māori	The Māori language
Te Tiriti o Waitangi	Treaty of Waitangi – the Māori language version
Tikanga	Correct procedure, custom, habit, lore, method, manner, rule, way, code, meaning. The customary system of values and practices that have developed over time and are deeply embedded in the social context
Tuākana	Elder sibling of the same sex, cousin of the same sex from a more senior branch of the family. Extended in modern times to describe mentoring relationships for example between younger sibling and elder sibling, junior and senior students or staff such as the University of Auckland mentoring programme for Māori and Pacific students
Wānanga	Seminar, conference, forum
Wero	To pierce, spear, challenge
Whakamana	To give authority to, give effect to, give prestige to, confirm, enable, authorise, legitimise, empower
Whakawhanaungatanga	Process of establishing relationships and relating well to others



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