

# Treaty of Waitangi at Victoria

Te Tiriti o Waitangi ki Te Whare  
Wānanga o te Ūpoko o te Ika a Māui

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Te Whare Wānanga o te Ūpoko o te Ika a Māui  
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# Introduction

Kei ngā hoa mahi o Te Whare Wānanga o Te Ūpoko o te Ika a Māui, tēnā koutou katoa. Tēna koutou e whai whakaaro ana mō te Tiriti o Waitangi i roto i ētahi āhuatanga o ā koutou mahi. Ahakoa he timatanga noa, he iti noa, he pounamu kē hai whakatairanga i te Tiriti.

Welcome to the Treaty of Waitangi at Victoria. This booklet has been compiled to help staff understand the place of the Treaty of Waitangi in both Aotearoa New Zealand generally, and in our workplace at Victoria University of Wellington. It canvases Victoria’s Treaty responsibilities and provides some guidance about how to apply the Treaty within the University environment. This is, however, a general overview only and we recommend that it be supplemented with the ‘Introduction to the Treaty of Waitangi’ workshop offered as part of Victoria’s Te Hāpai staff development programme (see [victoria.ac.nz/te-hapai](http://victoria.ac.nz/te-hapai) for details).

While we have taken care to be as accurate as possible with the information contained in this booklet, please be aware that the wording of the various plans and statutes that we have drawn from is constantly being updated and amended. As such, you should check the Victoria University of Wellington website ([www.victoria.ac.nz](http://www.victoria.ac.nz)) for the most current versions of each document. Where possible, direct links to the online version of each document have been provided on the relevant pages.

We hope that you find this booklet informative and useful, and that it helps you to further contribute to Victoria’s goal of being “imbued with distinctive qualities through its values and through the Treaty of Waitangi, mātauranga Māori and te reo Māori” (Victoria University of Wellington Strategic Plan, page 7).



# Treaty history— Migration

The following map shows the likely pattern of early human settlement in the Pacific. The Lapita dispersal from the Bismarck Archipelago to West Polynesia is quite closely dated to the period 3400 BP to 2900 BP. However, the precise chronology of Polynesian settlement remains uncertain and contentious. In particular, recent revisions to dating techniques have resulted in slightly younger dates for the initial settlement of a number of islands and island groups in East Polynesia. Included in the revision is a likely 1350 AD settlement date for New Zealand, which, coincidentally, in all likelihood matches proposed dates based on Māori oral tradition.



# Treaty timeline

- 1300–1350 Arrival of people from East Polynesia in Aotearoa
- 1350–1769 Through adaptation and culture change, people from East Polynesia became Māori
- 1769 Arrival of Captain Cook and crew in New Zealand
- 1770s–1830s Arrival of sealers, whalers, traders and missionaries
- 1835 Declaration of Independence signed by the United Tribes of New Zealand
- 1839 Arrival of New Zealand Company in New Zealand
- 1840 Treaty of Waitangi signed
- 1840 Hobson proclaims British sovereignty over New Zealand—by Treaty in the North Island and by discovery in the South Island
- 1843 Wairau incident. Te Rauparaha and Te Rangihaeata vilified for defending their land and homes
- 1845 Hone Heke cuts down flagpole above Kororarereka (Russell) four times in protest of Crown actions in the Bay of Islands
- 1852 New Zealand Constitution Act passes in Britain. It establishes independent government in New Zealand and fundamentally undermines the Treaty
- 1858 First Māori King, Potatau Te Wherowhero, appointed
- 1860 Tawhiao, son of the first Māori King, succeeds his father
- 1860 Crown attacks Wiremu Kīngi and Te Āti Awa in Waitara for refusing to vacate their land after an erroneous land sale. These are the first shots of the New Zealand Wars
- 1863 Crown attacks Waikato Māori and the Māori King
- 1863 New Zealand Settlements Act enacted. Enables the confiscation of millions of acres of land as punishment for a supposed rebellion in Taranaki, the Waikato, the Bay of Plenty and Hawke’s Bay
- 1877 Chief Justice Prendergast in *Wi Parata v Bishop of Wellington* rules the Treaty’s cession of sovereignty ‘a simple nullity’
- 1880–1910 Popular opinion assumes that Māori are a dying race
- 1881 Sacking of Parihaka is the final act of the New Zealand Wars
- 1892 First meeting of Māori Parliament
- 1893 Āpirana Ngata the first Māori to graduate with a university degree
- 1899 Victoria University of Wellington established
- 1900s Māori population increasing again
- 1935 First official celebration of Waitangi Day
- 1970 Ngā Tamatoa Māori activist group forms
- 1974 Waitangi Day becomes a national holiday
- 1975 Māori land march occurs, led by Whina Cooper
- 1975 Treaty of Waitangi Act passes
- 1975 Waitangi Tribunal established
- 1985 Treaty of Waitangi Amendment Act passes
- 1986 State Owned Enterprises Act passes, the first legislation to incorporate the principles of the Treaty
- 1992 Sealord settlement over Māori fisheries signed
- 1994 ‘Fiscal envelope’ proposed to cap Treaty settlement amounts
- 1995 Tainui settlement signed
- 1998 Ngāi Tahu settlement signed
- 2004 Foreshore and Seabed Act passes





# Declaration of Independence 1835

The Declaration of Independence of New Zealand was penned in English by New Zealand's official British Resident, James Busby, and translated into Māori by the missionary Henry Williams. In it, Māori declare themselves to be sovereign over the whole of New Zealand. Once copies of the document were sent back to England, Britain's colonial administration recognised it as a legitimate expression of Māori sovereignty. This reflected a change in attitude in the way that the British thought about the status of indigenous people.

The Declaration was adopted at Waitangi on 28 October 1835. Thirty-five ariki (paramount chiefs) and rangatira (chiefs) representing iwi (tribes) and hapū (sub-tribes) from the far north to the Hauraki Gulf signed the Declaration at that hui (meeting). Later, other notable leaders added their signatures, including Te Hāpuku of Ngāti Kahungunu and Pōtatau Te Wherowhero of Tainui. The English translation presented here was sent to the Under Secretary of State at the colonial office in London by James Busby on 2 November 1835.

## The Declaration of Independence of New Zealand—Māori

1. *Ko matou, ko nga Tino Rangatira o nga iwi o Nu Tireni i raro mai o Hauraki kua oti nei te huihui i Waitangi i Tokerau i te ra 28 o Oketopa 1835, ka wakaputa i te Rangatiratanga o to matou wenua a ka meatia ka wakaputaia e matou he Wenua Rangatira, kia huaina, Ko te Wakaminenga o nga Hapu o Nu Tireni.*
2. *Ko te Kingitanga ko te mana i te wenua o te wakaminenga o Nu Tireni ka meatia nei kei nga Tino Rangatira anake i to matou huihuinga, a ka mea hoki e kore e tukua e matou tewakarite ture ki te tahi hunga ke atu, me te tahi Kawangatana hoki kia meatia i te wenua o te wakawakarite ana ki te ritenga o o matou ture e meatia nei matou i to matou huihuinga.*
3. *Ko matou ko nga tino Rangatira ka mea nei kia kia huihui ki te runanga ki Waitangi a te Ngahuru i tenei tau i tenei tau ki te wakarite ture kia tika te hokohoko a ka mea ki nga tauwiwi o runga, kia wakarerea te wawai, kia mahara ai ki te wakaoranga o to matou wenua, a kia uru ratou ki te wakaminenga o Nu Tireni.*
4. *Ka mea matou kia tuhituhia he pukapuka ki te ritenga o tenei o to matou wakaputanga nei ki te Kingi o Ingarani hei kawae atu i to matou aroha nana hoki i wakaae ki te Kara mo matou. A no te mea ka atawai matou, ka tiaki i nga pakeha e noho nei i uta, e rere mai ana i te hokohoko, koia ka mea ai matou ki te Kingi kia waiho hei matua ki a matou i to matou Tamarikitanga kei wakakahoretia to matou Rangatiratanga.*

## The Declaration of Independence of New Zealand—English

1. *We, the hereditary chiefs and heads of the tribes of the Northern parts of New Zealand, being assembled at Waitangi in the Bay of Islands on this 28th day of October, 1835, declare the Independence of our country, which is hereby constituted and declared to be an Independent State, under the designation of the United Tribes of New Zealand.*
2. *All sovereign power and authority within the territories of the United Tribes of New Zealand is hereby declared to reside entirely and exclusively in the hereditary chiefs and heads of tribes in their collective capacity, who also declare that they will not permit any legislative authority separate from themselves in their collective capacity to exist, nor any function of government to be exercised within the said territories, unless by persons appointed by them, and acting under the authority of laws regularly enacted by them in the Congress assembled.*
3. *The hereditary chiefs and heads of tribes agree to meet in Congress at Waitangi in the autumn of each year, for the purpose of framing laws for the dispensation of justice, the preservation of peace and good order, and the regulation of trade; and they cordially invite the Southern tribes to lay aside their private animosities and to consult the safety and welfare of our common country, by joining the Confederation of the United Tribes.*
4. *They also agree to send a copy of this Declaration to His Majesty the King of England, to thank him for his acknowledgement of their flag; and in return for the friendship and protection they have shown, and are prepared to show, to such of his subjects as have settled in their country, or resorted to its shores for the purposes of trade, they entreat that he will continue to be the parent of their infant State, and that he will become its Protector from all attempts upon its independence.*

# Tiriti o Waitangi / Treaty of Waitangi 1840

The Treaty was drafted in English by Hobson, Busby and Freeman (Hobson's private secretary). Busby amended Hobson's and Freeman's initial notes on the Treaty and added several of his own new points, most notably to Freeman's three articles.

The final draft was produced from both Hobson's and Busby's notes by Freeman, although he is not generally credited as adding anything new or substantive to the document at this point. On the evening of 4 February 1840 this English version was given to Henry Williams and his son Edward to translate into Māori, which they did overnight for a hui (gathering) of 500 assembled rangatira (chiefs) on Busby's front lawn that took place on 5 February. The English version they worked from was later lost and has never been found. To complicate matters further, the missionary Richard Taylor copied the Williams' translation onto high-quality parchment on the evening of 5 February and it is this Māori version that was first signed on 6 February 1840 by about 46 rangatira. Taylor kept the original Māori version that he worked from but this has also now disappeared. There are nine versions of the Treaty documents known to exist today—one in English and eight in Māori. A church mission printer named Colenso created 200 copies from a Māori version on 17 February in Paihia. Only one of these copies survives today. Of the 540 signatures collected on the various Treaty documents, 501 appear on the Māori versions and 39 on the English version.

## Te Tiriti o Waitangi—Māori text

*Ko Wikitoria te Kuini o Ingarani i tana mahara atawai ki nga Rangatira me nga Hapu o Nu Tirani i tana hiahia hoki kia tohungia ki a ratou o ratou rangatiratanga me to ratou wenua, a kia mau tonu hoki te Rongo ki a ratou me te Atanoho hoki kua wakaaro ia he mea tika kia tukua mai tetahi Rangatira – hei kai wakarite ki nga Tangata maori o Nu Tirani – kia wakaaetia e nga Rangatira maori te Kawanatanga o te Kuini ki nga wahikatoa o te Wenua nei me nga Motu – na te mea hoki he tokomaha ke nga tangata o tona Iwi Kua noho ki tenei wenua, a e haere mai nei.*

*Na ko te Kuini e hiahia ana kia wakarite te Kawanatanga kia kua ai nga kino e puta mai ki te tangata Maori ki te Pakeha e noho ture kore ana.*

*Na, kua pai te Kuini kia tukua ahau a Wiremu Hopihona he Kapitana i te Roiara Nawi hei Kawana mo nga wahi katoa o Nu Tirani e tukua aianeī, amua atu ki te Kuini, e mea atu ana ia ki nga Rangatira o te wakaminenga o nga hapu o Nu Tirani me era Rangatira atu enei ture ka korerotia nei.*

### **KO TE TUATAHI**

*Ko nga Rangatira o te wakaminenga me nga Rangatira katoa hoki ki hai i uru ki taua wakaminenga ka tuku rawa atu ki te Kuini o Ingarani ake tonu atu – te Kawanatanga katoa o o ratou wenua.*

### **KO TE TUARUA**

*Ko te Kuini o Ingarani ka wakarite ka wakaae ki nga Rangatira ki nga hapu – ki nga tangata katoa o Nu Tirani te tino rangatiratanga o o ratou wenua o ratou kainga me o ratou taonga katoa. Otiia ko nga Rangatira o te wakaminenga me nga Rangatira katoa atu ka tuku ki te Kuini te hokonga o era wahi wenua e pai ai te tangata nona te Wenua - ki te ritenga o te utu e wakaritea ai e ratou ko te kai hoko e meatia nei e te Kuini hei kai hoko mona.*

### **KO TE TUATORU**

*He wakaritenga mai hoki tenei mo te wakaaetanga ki te Kawanatanga o te Kuini – Ka tiakina e te Kuini o Ingarani nga tangata maori katoa o Nu Tirani ka tukua ki a ratou nga tikanga katoa rite tahi ki ana mea ki nga tangata o Ingarani.*

## The Treaty of Waitangi—English text

*Her Majesty Victoria Queen of the United Kingdom of Great Britain and Ireland regarding with Her Royal Favour the Native Chiefs and Tribes of New Zealand and anxious to protect their just Rights and Property and to secure to them the enjoyment of Peace and Good Order has deemed it necessary in consequence of the great number of Her Majesty's Subjects who have already settled in New Zealand and the rapid extension of Emigration both from Europe and Australia which is still in progress to constitute and appoint a functionary properly authorised to treat with the Aborigines of New Zealand for the recognition of Her Majesty's Sovereign authority over the whole or any part of those islands.*

*Her Majesty therefore being desirous to establish a settled form of Civil Government with a view to avert the evil consequences which must result from the absence of the necessary Laws and Institutions alike to the native population and to Her subjects has been graciously pleased to empower and authorise “me William Hobson a Captain” in Her Majesty's Royal Navy Consul and Lieutenant Governor of such parts of New Zealand as may be or hereafter shall be ceded to Her Majesty to invite the confederated and independent Chiefs of New Zealand to concur in the following Articles and Conditions.*

### **ARTICLE THE FIRST**

*The Chiefs of the Confederation of the United Tribes of New Zealand and the separate and independent Chiefs who have not become members of the Confederation cede to Her Majesty the Queen of England absolutely and without reservation all the rights and powers of Sovereignty which the said Confederation of Individual Chiefs respectively exercise or possess, or may be supposed to exercise or to possess, over their respective Territories as the sole Sovereigns thereof.*

### **ARTICLE THE SECOND**

*Her Majesty the Queen of England confirms and guarantees to the Chiefs and Tribes of New Zealand and to the respective families and individuals thereof the full exclusive and undisturbed possession of their Lands and Estates Forests Fisheries and other properties which they may collectively or individually possess so long as it is their wish and desire to retain the same in their possession; but the Chiefs of the United Tribes and the Individual Chiefs yield to Her Majesty the exclusive right of Preemption over such lands as the proprietors thereof may be disposed to alienate at such prices as may be agreed upon between the respective proprietors and persons appointed by Her Majesty to treat with them in that behalf.*

### **ARTICLE THE THIRD**

*In consideration thereof Her Majesty the Queen of England extends to the Natives of New Zealand Her royal protection and imparts to them all the Rights and Privileges of British Subjects.*

*[Signed] W Hobson Lieutenant Governor*

*Now therefore We the Chiefs of the Confederation of the United Tribes of New Zealand being assembled in Congress at Victoria in Waitangi and We the Separate and Independent Chiefs of New Zealand claiming authority over the Tribes and Territories which are specified after our respective names, having been made fully to understand the Provisions of the foregoing Treaty, accept and enter into the same in the full spirit and meaning thereof in witness of which we have attached our signatures or marks at the places and the dates respectively specified.*



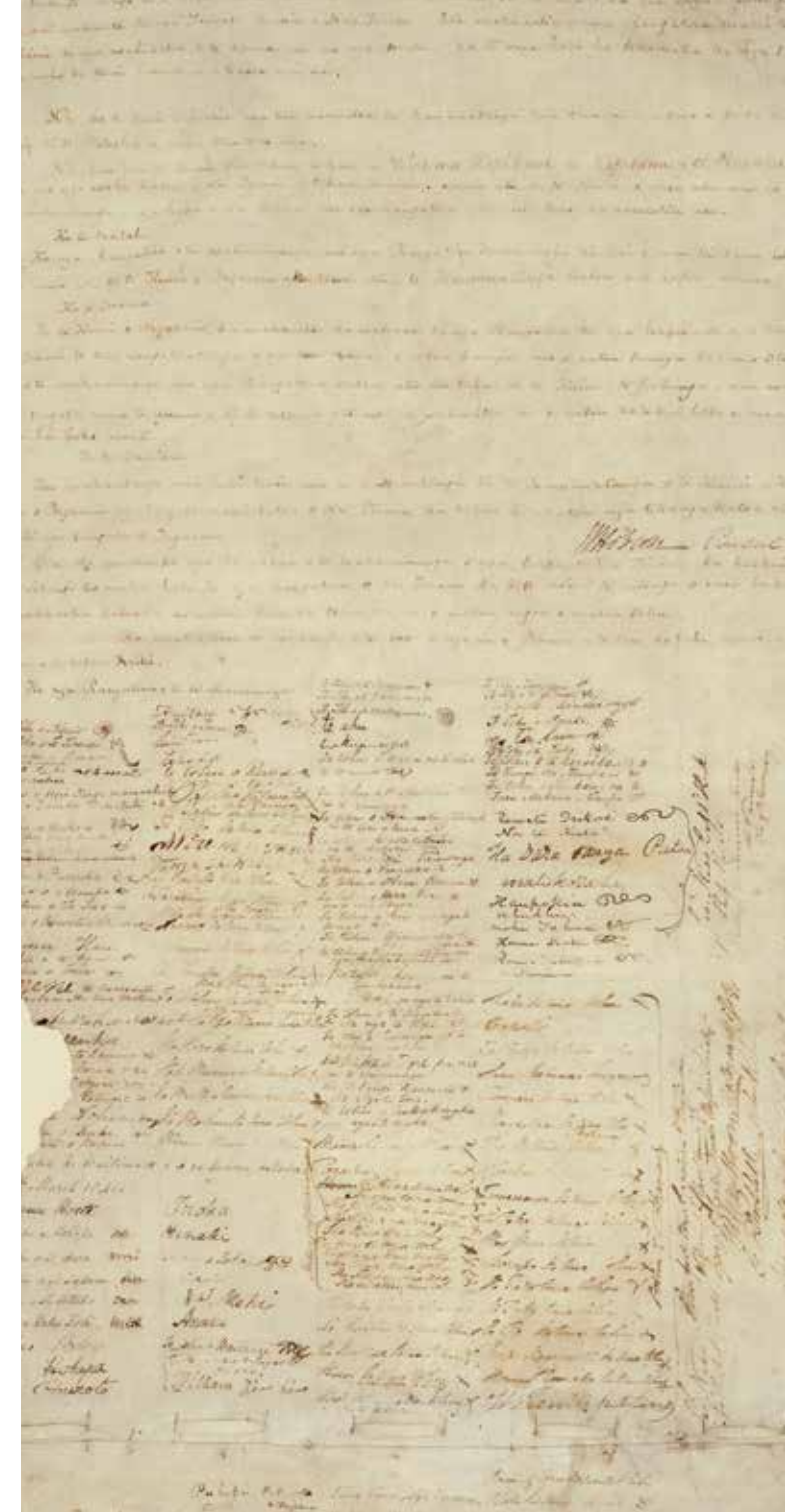
# Tiriti o Waitangi / Treaty of Waitangi signing locations

The following map shows the various locations of Tiriti o Waitangi / Treaty of Waitangi signings in 1840. Numbers of rangatira who signed are shown in brackets.



# Post-Treaty contemporary issues

In the 1970s, the political and cultural landscape began to shift in New Zealand, particularly through the activism of groups like Ngā Tamatoa and the Whina Cooper-led Māori land march. These led to the enactment of the Treaty of Waitangi Act 1975, which was introduced by Labour MP Matiu Rata and established, amongst other things, the Waitangi Tribunal. Revisions to the Treaty of Waitangi Act in 1985 saw the scope of the legislation widen to include historical grievances and other legislation, such as the State Owned Enterprises Act 1986, began to include clauses requiring adherence to the principles of the Treaty of Waitangi. In the 1990s, a number of significant Treaty settlements were reached between the Crown and Māori claimants, most notably the 'Sealord' settlement in 1992, which granted Māori a 22 percent interest in New Zealand's commercial fishing activity; the Tainui settlement in 1995 worth \$170 million and the Ngāi Tahu settlement in 1998, also worth \$170 million. Despite these advances, there were some attempts to limit the scope of the Treaty, such as the 'fiscal envelope' proposal to cap the total of all Treaty settlements to \$1 billion, and the passing of the Foreshore and Seabed Act 2004, which extinguished Māori ownership rights guaranteed by the Treaty.



# Treaty principles

The Education Act 1989 refers to ‘the principles of the Treaty of Waitangi’. The principles of the Treaty come from the realisation that the two versions of the Treaty, namely the English and Māori versions, are so different to each other in wording that they are difficult to use to shape the relationship between the two partners. Instead, it was decided by the Crown that the intent and the principles that underlie the Treaty should be used to develop the relationship instead. As a result, references to the Treaty principles began to emerge in legislation by the 1980s, and by 1989 the Treaty of Waitangi Policy Unit (later to become the Office of Treaty Settlements (OTS)) had been charged with articulating what the principles were. They came up with the following list.

## The Principles for Crown action on the Treaty of Waitangi

### PRINCIPLE 1

The Principle of Government/The Kāwanatanga Principle

The Government has the right to govern and make laws.

### PRINCIPLE 2

The Principle of Self Management/The Rangatiratanga Principle

The iwi have the right to organise as iwi and, under the law, to control the resources they own.

### PRINCIPLE 3

The Principle of Reasonable Cooperation

Both the government and the iwi are obliged to accord each other reasonable cooperation on major issues of common concern.

### PRINCIPLE 4

The Principle of Equality

That all New Zealanders are equal under the law.

### PRINCIPLE 5

The Principle of Redress

The Government is responsible for providing effective processes for the resolution of grievances in the expectation that reconciliation can occur.

(Treaty of Waitangi Policy Unit, 1989)

# The Treaty at Victoria—Education Act 1989

The requirement for all educational providers in New Zealand to acknowledge the Treaty of Waitangi is clearly set out in Section 181(b) of the Education Act 1989. This is the legislative basis on which Victoria’s Treaty goals, plans, statutes, policies and practices rely.

## Section 181 of the Education Act 1989

### DUTIES OF COUNCILS

It is the duty of the council of an institution, in the performance of its functions and the exercise of its powers,—

- a. to strive to ensure that the institution attains the highest standards of excellence in education, training, and research:
- b. to acknowledge the principles of the Treaty of Waitangi:
- c. to encourage the greatest possible participation by the communities served by the institution so as to maximise the educational potential of all members of those communities with particular emphasis on those groups in those communities that are under-represented among the students of the institution:
- d. to ensure that the institution does not discriminate unfairly against any person:
- e. to ensure that the institution operates in a financially responsible manner that ensures the efficient use of resources and maintains the institution’s long-term viability:
- f. to ensure that proper standards of integrity, conduct, and concern for—
  - (i) the public interest; and
  - (ii) the well-being of students attending the institution—are maintained.

See the full Education Act 1989 at [www.legislation.govt.nz](http://www.legislation.govt.nz)

# The Treaty at Victoria—Victoria University of Wellington Strategic Plan

The following are Treaty-related excerpts from the Victoria University of Wellington Strategic Plan, confirmed by the Council in September 2014. The Strategic Plan sets the direction for Victoria for the next five years, through the articulation of the University’s mission, vision, values and strategies.

Victoria will be imbued with distinctive qualities through its values and through the Treaty of Waitangi, mātauranga Māori and te reo Māori.

(Page 7.)

With, and as, tangata whenua, we value te Tiriti o Waitangi, rangatiratanga (leadership), manaakitanga (the generous fostering of knowledge), kaitiakitanga (responsibility for, and guardianship of, knowledge), whai mātauranga (intellectual curiosity), whanaungatanga (collaboration and collectiveness) and akoranga (collective responsibility for learning).

(Page 11.)

## Primary Strategy 4—Secure the intellectual potential put at risk through experience of disadvantage

Victoria University will endeavour to increase enrolments of talented students currently denied access to university study by their social, cultural or financial circumstances or by disabilities. Victoria will enrol 1,000 Māori students over and above the current number and reach a similarly increased proportion of Pasifika students. The progression of students from under-represented groups to postgraduate study is vital if the University, and New Zealand more generally, are to have the opportunity to employ additional talented and qualified staff representing the diversity of New Zealand society. Victoria will maximise its efforts to recruit such students and retain them through to successful Master’s and doctoral degrees. In addition, the University will do all it can to help the nation to secure the intellectual potential of these ‘missing thousands’ through collaboration with schools and communities, through the focus and quality of its teacher education programmes and through the outcomes of each of the distinctive academic themes identified on page 13.

(Page 19.)

## Enabling Strategy 1—Double the community of world-class scholars choosing Victoria

To achieve its vision, Victoria University will need to increase significantly the number of indubitably world-class scholars it employs. This will require the creation of a vibrant, highly creative, supportive and inclusive environment that encourages the recruitment, development and retention of a diverse community of eminent academic staff and top students.

(Page 25.)

See the full Victoria University of Wellington Strategic Plan at [victoria.ac.nz/strategic-plan](http://victoria.ac.nz/strategic-plan)



# The Treaty at Victoria—Victoria University of Wellington Investment Plan (2015–2017)

The following are Treaty-related excerpts from the Victoria University of Wellington Investment Plan (2015–2017). They cover all aspects of University activity, from students to staff, facilities to external engagement and research to teaching. The University writes the Investment Plan for the Tertiary Education Commission (TEC). The Investment Plan details the services that the TEC is buying from Victoria.

Our distinctive place in the tertiary education sector stems from a range of factors, namely

→ a strong focus on our commitment to the Treaty of Waitangi. (Page 3.)

The University will, however, continue to focus on goals relating to research, learning and teaching, and on our contribution in improving social, economic and environmental outcomes for all New Zealanders. The success of Māori and Pasifika learners will be of primary importance. Victoria will seek to address the priorities of Government in the next investment period through a range of initiatives focused on areas such as increasing our research intensity and responding to employer and industry stakeholder needs. It will ensure graduates are equipped for careers in the modern world and increase the proportion of Māori and Pasifika students attending and achieving at university.

(Page 3.)

The plan presents a summary of the University's strategic intent, including our performance story which outlines our contribution to the high-level outcomes sought by Government for tertiary education. It describes how Victoria will contribute to the priorities within the Tertiary Education Strategy 2014–2019 with a focus on delivering skills for industry, boosting achievement for Māori and Pasifika learners, strengthening research-based institutions and growing international linkages.

(Page 4.)

By implementing these strategies, we expect that Victoria will grow its enrolments over this investment plan period. We expect to increase the numbers of students in government priority subject areas such as Engineering, ICT and Science, and an increase in Māori and Pasifika students through ongoing outreach activities. (Page 7.)

Our distinctiveness as a capital city university comes from:

→ a strong focus on our commitment to the Treaty of Waitangi.

Evidenced by ongoing advice to the University Council by Te Aka Matua advisory group, Te Herenga Waka Marae's ongoing community programme, course provision and the support of Māori staff through Victoria's pan-university Toi huarewa faculty led by the Pro Vice-Chancellor (Māori). (Page 8.)

The success of equity groups such as Māori, Pasifika and students from low-decile schools will also continue to be of primary importance.

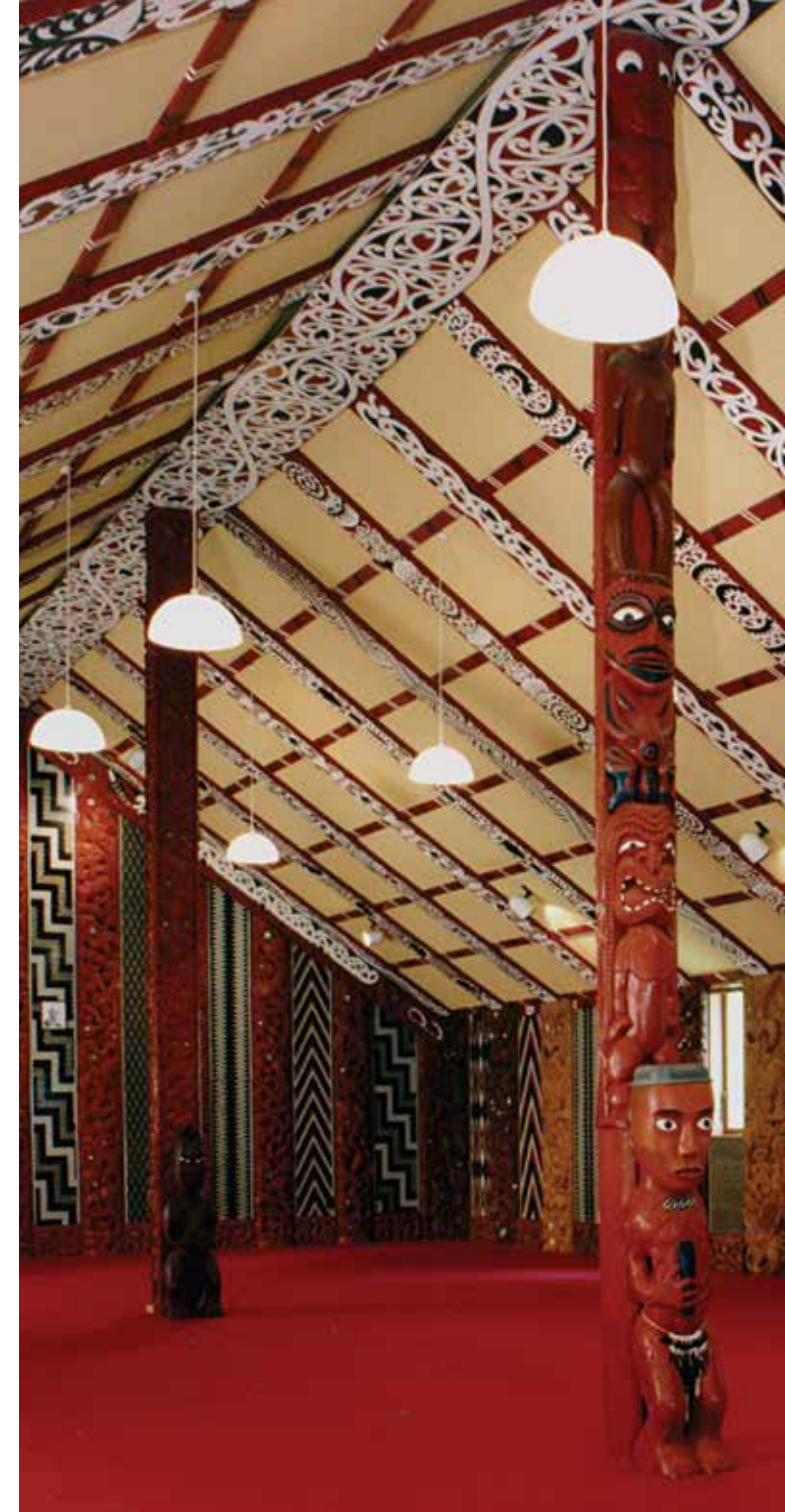
(Page 20.)

## Mātauranga Māori, pedagogy, programmes, resourcing and staffing capability

- Victoria will develop a framework for evaluating and growing Mātauranga Māori research and curriculum management initiatives across the university.
- The first objective of Victoria's Capability Strategy/Te Rautaki Kaiaka (2013–2017) is to establish a university community where there is respect for diversity. A specific goal is to continue to develop Māori staff capability and increase the ability of all staff to engage with Māori.
- Victoria will continue to support Māori student achievement by continuous improvement of our methods of engagement, curriculum and teaching practices.
- A wide range of specialist facilities, services and tautoko (Māori support) mechanisms exist across the university to support Māori students such as specific mentoring and tutorial programmes, Māori Student Advisors, and Kairauhi Tauira (Māori Students' Counsellor). In addition, Ngāi Tauira—the Victoria University Māori Students' Association—provides services and support to all Māori students. We will develop our capability to monitor the impacts of these services during the next plan period.
- Te Herenga Waka, the University marae on Kelburn Campus will continue to serve as a key gathering place and teaching facility.
- We will continue to develop staff ability to engage with Māori students. (Pages 26–27.)

The University's student retention plan includes specific actions for further improving Māori student retention by:

- maintaining and further developing a comprehensive Māori orientation programme
- disseminating course completion and retention information and develop interventions where these are low
- increasing and enhancing Māori student whānau/learning spaces and communities
- piloting and scaling up projects that have demonstrated improvements in academic performance for Māori students
- intensifying research into what raises achievement for Māori students
- encouraging teaching staff to reflect on and use pedagogical approaches appropriate to Māori learners, particularly to engage students in their first year. (Pages 27–28.)





**Collaborative partnerships with iwi, hapū and wānanga to grow and advance Mātauranga Māori research and research capability**

- Victoria researchers across the university will continue to work on local, national and international Māori research projects, many of which are collaborations with iwi, Māori asset holders and other Māori stakeholders.
- Victoria is also investigating establishing a Māori research institute that would provide a means of coordinating and enhancing Mātauranga Māori research at Victoria. The research would continue to cover a wide range of topics from Māori language and customs and the Treaty of Waitangi, to education, politics, resource management, science and health.
- Increasing Māori postgraduate student numbers will continue to be a key focus area.
- New Scholarship opportunities are currently being explored with funding from iwi, matched by Victoria, to support Māori students.

(Page 29.)

Victoria is committed to providing reo Māori tuition for all people and at all levels.

(Page 30.)

The primary facility needs highlighted in the 2014 SAMP [strategic asset management plan] gap analysis can be summarised as:

- Māori and Pasifika facilities and wider multi-cultural iconography.

(Pages 44–45.)

**Primary Strategy 2** – Enhance research quality, quantity and impact  
 Course completion rate for Māori students\* .....82.0%  
 Course completion rate for commencing Māori students .....TBD  
 (Pages 50–51.)

**Enabling Strategy 1** – Double the community of world-class scholars choosing Victoria  
 Number of Māori students that have completed research degrees.....20  
 Proportion of academic staff who are Māori.....Increase over 2014 result  
 Proportion of general staff who are Māori.....Increase over 2014 result  
 (Page 52.)

**Enabling Strategy 2 – Attain the scale, quality and academic profile of leading public universities**  
 Proportion of Māori research postgraduate EFTS of the University’s total EFTS.....0.3%  
 Proportion of Māori taught postgraduate EFTS of the University’s total EFTS.....0.7%  
 (Page 53.)

See the full Victoria University of Wellington Investment Plan at [victoria.ac.nz/investment-plan](http://victoria.ac.nz/investment-plan)

Performance Commitments SAC [special assessment conditions] Level 3 and Above			2011	2012	2013	2014	2015	2016	2017
<b>PARTICIPATION</b>									
The proportion of SAC eligible EFTS [equivalent full-time student] who are:	Māori	Level 4 and above	9.7%	9.9%	9.7%	10.2%	10.4%	10.6%	10.8%
		Level 8 and above	1%	1%	1.2%	new	1.2%	1.2%	1.3%
<b>EDUCATIONAL PERFORMANCE</b>									
<b>Course completion</b>									
The successful course completion rate (SAC eligible EFTS) for:	Māori	Level 4 and above	77.8%	79.8%	80.2%	81.5%	82%	83%	84%
		Level 8 and above	89%	90.6%	89.2%	new	89.2%	89.4%	89.8%
<b>Qualification completion</b>									
The qualification completion rate (SAC Eligible EFTS) for:	Māori	Level 4 and above	66.4%	67.6%	67.9%	70.2%	68.5%	69%	70%
		Level 8 and above	69%	73.9%	97.2%	new	70.1%	71.5%	72%
<b>Student Retention</b>									
The student retention rate (SAC Eligible student count) for:	Māori	Level 3 and above	77.2%	74.9%	81.1%	new	82.5%	82.7%	83%

(Page 54.)

# The Treaty at Victoria—Treaty of Waitangi Statute

The following are excerpts from Victoria’s current Treaty of Waitangi Statute. The Statute outlines the principle-based framework adopted by the Council to discharge its duties under the Treaty of Waitangi.

## Treaty of Waitangi Statute

### 4.1 Principle of Government or the Kawanatanga Principle

... the Council shall take into account the Principle of Government or the Kawanatanga Principle when it:

- ... (r) Commits to using the Treaty to guide our obligations to Māori as tangata whenua and Treaty Partners.

### 4.2 Principle of Self-Management or the Rangatiratanga Principle

The Council or any member of the University acting under the delegated authority of the University shall take into account the Principle of Self-Management or the Rangatiratanga Principle when it:

- (s) Commits to Māori research excellence with the potential for significant social, economic, and scholarly impacts.
- (t) Commits to the contribution of Mātauranga Māori (Māori knowledge) to scholarship across disciplines.
- (u) Commits to building Māori staff capability.
- (v) Commits to the contribution of Te Reo Māori and Tikanga Māori to the culture of Victoria.

### 4.3 Principle of Equality and the Principle of Reasonable Co-operation

The Council or any member of the University acting under the authority of the Council shall take into account the Principle of Reasonable Co-operation and the Principle of Equality when it:

- ... (bb) Strengthens the position of Māori within the University.
- (cc) Commits to Māori student recruitment, retention, and achievement.
- (dd) Establishes boards or other bodies within the University to give advice to the Council.
- (ee) Commits to building long-term and positive relationships with Māori stakeholders.
- (ff) Acknowledges the principles of the Treaty of Waitangi.
- (gg) Commits to increasing the capability of all staff to engage with Māori interests.
- (hh) Commits to the equity of opportunity for all staff.

See the full Victoria University of Wellington Treaty of Waitangi Statute at [victoria.ac.nz/treaty-of-waitangi-statute](http://victoria.ac.nz/treaty-of-waitangi-statute)

# Self-reflection

The following are some questions to pose yourself as you come to the end of this booklet. They are designed to help identify ways that you and your work team can contribute to Victoria's achievement of its Treaty goals.

1. What are three new things that you have learnt about the Treaty at Victoria?
2. What are some ways you could share your learning with your colleagues?
3. What are some things that you, or your team, already do that help give effect to the Treaty of Waitangi?
4. What is one thing that you could do today to help you become more Treaty responsive in your work?
5. How can you take what you have learned and apply it to your own life?
6. What prevents you or your team from doing more Treaty-related activity?
7. What further support or training do you need to help you become more Treaty responsive?

# Further Information

Additional information about the Treaty of Waitangi can be found at:

**[www.justice.govt.nz/tribunals/waitangi-tribunal](http://www.justice.govt.nz/tribunals/waitangi-tribunal)**

**[www.nzhistory.net.nz/politics/treaty/making-the-treaty/treaty-of-waitangi-signing-locations](http://www.nzhistory.net.nz/politics/treaty/making-the-treaty/treaty-of-waitangi-signing-locations)**

Fletcher, N. (2014). *A praiseworthy device for amusing and pacifying savages?: what the framers meant by the English text of the Treaty of Waitangi*. (Unpublished doctoral thesis). University of Auckland. Retrieved from **[researchspace.auckland.ac.nz/handle/2292/24098](http://researchspace.auckland.ac.nz/handle/2292/24098)**

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TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

**VICTORIA**  
UNIVERSITY OF WELLINGTON