



Media Design School
at STRAYER™

Media Design School Tāngata Māori + Pacific Peoples Matawhānui / Vision 2020-2024

Mai te māpura mōhio, te mahi pai
O galuega silisili ese, e mapuna mai i se aloiafi pupula
Excellent work comes from a bright spark

Whāriki/ Foundation

Tāngata Māori and Pacific Peoples’ perspectives at the heart of our work in Aotearoa New Zealand, and informing the breadth, depth and width of our future work. Multicultural and intercultural in perspectives, this is a global mindset. We want our students and staff “kicking ass with all systems of knowledge”.

Uaratanga/Our Values:				
Manaakitanga: Exemplifying mana with respect, generosity and caring for others.	Kaitiakitanga: Exemplifying trustworthiness and guardianship.	Ahurutanga: Ensuring a safe environment for all participants.	Tū Tangata: Empowering all participants in our journey forward in life.	Whanaungatanga: Ensuring kinship principles with full, respectful engagement as an intrinsic part of shared and diverse cultural communities.

Our Pillars/ Ngā Pou Ahurea Rautaki

Pillar 1 Poutahi Cultural Connectedness/ Tūhono Ahurea	Pillar 2 Pourua Students/Ngā Tauira	Pillar 3 Poutoru Staff/Ngā Kaimahi
1.1 Authentically embed Māori and Pacific-based foundational principles and cultural protocols into all teaching and learning, curriculum, pedagogy, research, and engagement. 1.2 Establish a ‘Here for Good’ approach that is unique and focused on Aotearoa NZ. 1.3 Ensure a culturally safe and vibrant new campus at the Wynyard Quarter, creating the campus as a Marae.	2.1 Attract and engage Māori and Pacific students, reaching parity that reflects broader Aotearoa, and actively retaining Māori and Pacific students from enrolment to graduation. 2.2 Connect the broader student base to Māori and Pacific cultures, and celebrate and showcase culture through teaching and engagement. 2.3 Ensure our Māori and Pacific students are industry connected and get the jobs they want.	3.1 Increase the presence and visibility of Māori and Pacific staff through the recruitment, selection and engagement processes, including current Māori and Pacific staff from part-time to full-time. 3.2 Build cultural competency, confidence, literacy and connection of all staff to Māori and Pacific knowledge and cultural protocols. 3.3 Enable ALL Māori and Pacific staff at MDS to be engaged in research in order to increase the knowledge of cultural worldviews, protocols, academia, and languages.

Targeted Outcomes

- Tāngata Māori and Pacific Peoples Steering Committee meets twelve times a year
- Exceed parity in Māori and Pacific student numbers
- Increase in Māori and Pacific staff
- 95% retention for Māori and Pacific students
- 100% employment for Māori and Pacific graduates
- All spaces will be organised and managed to Māori and Pacific best practice
- Completely integrate Māori and Pacific cultures in teaching and learning, and in the Academic Governance Environment
- This plan will be relevant to Australia and to the internationalisation of Torrens/ Think/ MDS
- Industry thought leadership through collaborative research

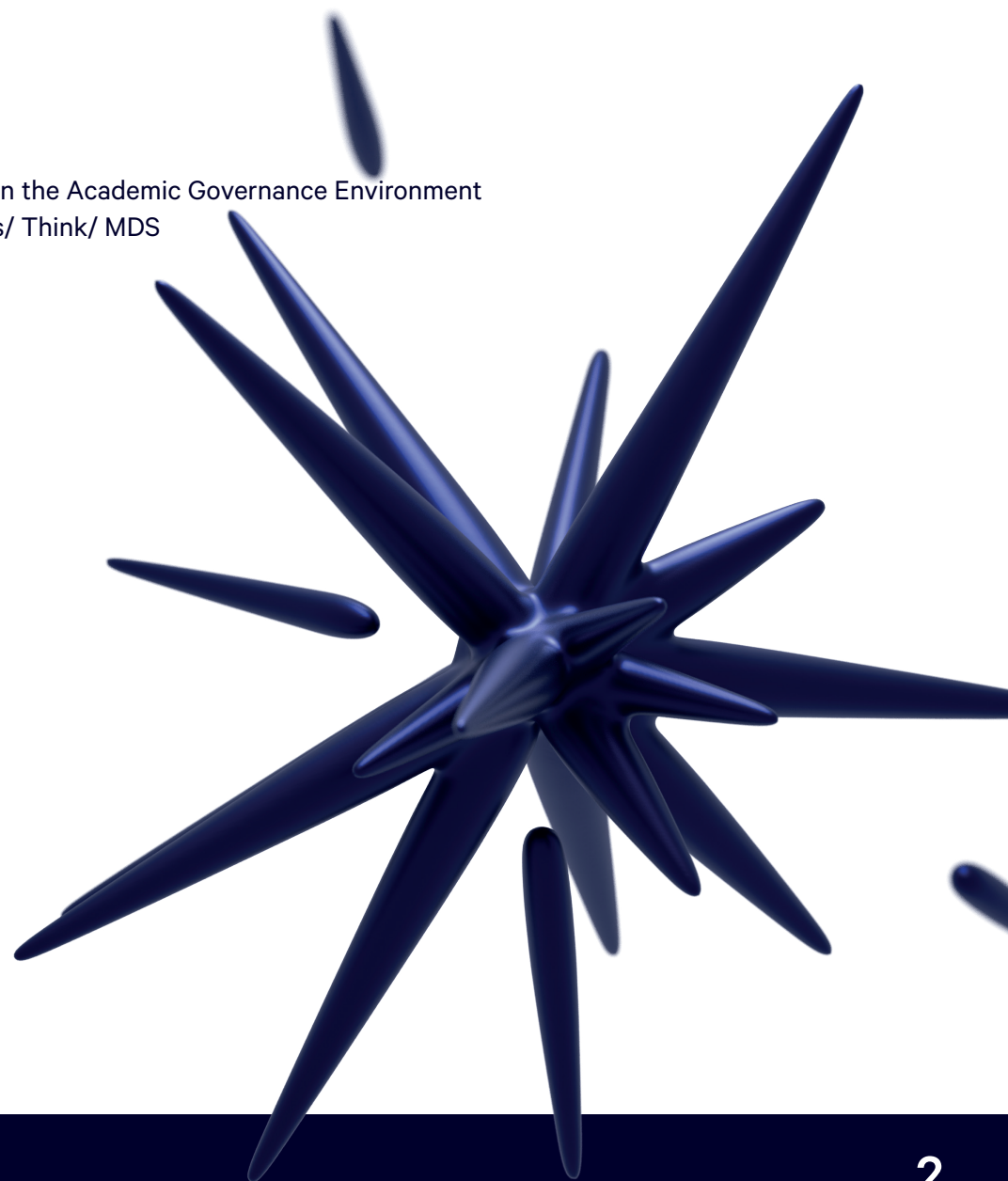
Interrelationships

Internal

- NZ Steering Committee/ Exec
- MDS Academic Governance Board

External

- TEC
- NZQA
- Mana-whenua
- Mata-ā-waka of Auckland
- Tribal Authorities of all iwi Māori
- Auckland City Council
- Local Councils
- TBC with Pacific Peoples advisory group and relevant external stakeholders
- TBC with Māori advisory group and relevant external stakeholders



Pillar 1 Poutahi



Cultural Connectedness/ Tūhono Ahurea

To achieve public endorsement towards the process of establishing a new private University in Auckland, as it is an absolute requirement from a broader social license perspective that our programs, courses and our governance are culturally safe, inclusive and engaged with Māori and Pacific communities. Equally, the NZ Government and NZQA requires tangible proof of this engagement.

1.1 Embed Māori and Pacific based foundational principles and cultural protocols authentically into all teaching and learning, curriculum, pedagogy, research, and engagement.	1.2 Establish a 'Here for Good' approach that is unique and focused on Aotearoa NZ.	1.3 Provide a culturally safe and vibrant new campus – at the Wynyard Quarter, ensuring the campus as a Marae.
• Ensure website, branding and events (internal / external) include Māori and Pacific information and that all material includes Māori and Pacific languages. • Faculty who have actively engaged with Māori and Pacific cultures are involved in course and curriculum design, delivery and review. • Establish and continuously support a Māori and Pacific Staff Committee. • Ensure Māori and Pacific representation on all Industry / Academic / Operational Committees.	• Build connections/relationships with established Māori and Pacific-focused projects in Auckland for potential staff and student involvement. • Promote and profile Māori and Pacific achievements internally across the Laureate Global network and externally in the NZ Aotearoa community. • Work with industry, local government, other government agencies and partners to ensure financial support, scholarships and programs that increase participation and further cultural understanding.	• Implement a dedicated, well-maintained architectural space, permanent and special, temporary displays. • Model our tikanga (rules) and kawa (prevailing cultural characteristics) as a marae, on best-practices of marae-in-general. • Hold welcome and other cultural ceremonies on a regular basis, involving both MDS staff and students.

Pillar 2 Pourua

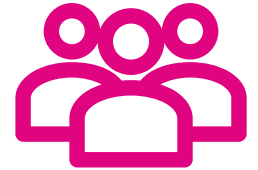


Students/ Ngā Tauria

To aspire to Māori and Pacific learner success is to provide learners with the right support and tools to fully realise their own successful educational outcomes. This means ensuring that all elements surrounding the learning are considered, supported and developed. These elements include (but are not limited to) teaching, programme development, engagement with whanau – hapu – iwi – Pacific Peoples, the learning environment, resources, pastoral care and robust quality career advice.

2.1 To attract and engage Māori and Pacific students in order to reach a parity that reflects broader Aotearoa, and to actively retain Māori and Pacific students from enrolment through to graduation.	2.2 To connect the broader student base to Tāngata Māori + Pacific Peoples' cultural perspectives and to celebrate and showcase culture through teaching and engagement.	2.3 To ensure our Māori and Pacific students are industry connected and get the jobs they want.
• To achieve parity of Māori and Pacific student participation and achievement at MDS by 2021 through relationship-building. • To provide advisory support to student representatives, associations and ambassadors, including being involved in the selection of Māori and Pacific students. • To hold specific Māori and Pacific events, including exhibitions of community and student work.	• Showcasing culture at Orientation, Graduation and other major events. • Design and deliver culturally relevant, NZQA-approved courses. • Generate, sustain and provide all necessary resources.	• To establish a business proposal for a Tāngata Māori and Pacific Peoples Success Coach system committed to student retention and employability. • Establish partnerships with Māori and Pacific businesses and community groups to further enhance Māori and Pacific student recruitment and retention both while at MDS and in their careers as alumni. • Initiate and help to maintain a Māori and Pacific Association for MDS Alumni.

Pillar 3 Poutoru



Staff/ Ngā Kaimahi

MDS staff are pivotal in the students' learning journey. Staff have a key focus on three priorities. Firstly – improving outcomes for Māori and Pacific students. Secondly – improving outcomes for current and future Māori and Pacific staff. And finally – the organisation has a core responsibility in the revitalisation of Tikanga Māori and Te Reo Māori.

3.1 To increase the presence and visibility of Māori and Pacific staff through recruitment, selection and engagement.	3.2 Build cultural competency, literacy and connection of all staff to Tāngata Māori and Pacific Peoples' knowledge and cultural protocols.	3.3 Ensure ALL Māori and Pacific staff at MDS are engaged in research in order to increase the knowledge of cultural worldviews, protocols, academia, and languages.
• To increase and achieve parity of Māori and Pacific staff recruitment at MDS by 2021 across academic and allied support in all MDS departments. • To provide culturally competent, advisory support for Māori and Pacific staff. • To hold specific Māori and Pacific events including celebrations of staff achievements.	• Provide professional development training to all MDS staff on Tāngata Māori and Pacific Peoples' knowledge and protocols, ensuring this is a mandatory SHRPS performance objective. • Actively support and grow knowledge and use of reo Māori throughout MDS as a highest priority. • Actively support knowledge and use of other Pacific languages in MDS.	• To ensure the MDS Research strategy contains criteria in research policies that research is open to ALL Māori and Pacific staff i.e. (Academic / Allied – Management support staff). This will provide an assurance that the Te Tiriti o Waitangi principles and obligations of 'partnership,' 'protection' and 'participation' are honoured. • Work in close relationship with the Research Office and the Strategic Research Plan. • Prioritise and foster H4G-based research projects.



Discovering Whakairo

Ruatepupuke discovered the art of carving while searching for his son in the ocean, who was taken by Tangaroa, god of the ocean. He came upon an underwater village, where he found the meeting house, Hui-te-ana-nui. Too his amazement the whare was covered in carvings, and his son transformed into a tekoteko and placed at the very top of the meeting house.

Cover art by Te Iwihoko Te Rangihirawea
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