

# Ki te Ao Mārama, Ki te Ao Mātauranga : Into the world of light, into the world of information

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This paper provides a brief overview of the Māori@Massey strategy developed for Massey University and describes how it has influenced the development and delivery of Māori services at Massey University Library.

In late 2002, Professor Mason Durie was appointed Massey University's first Assistant Vice Chancellor (Māori). This position was created to provide advice and support to the Vice-Chancellor and other senior managers, particularly on matters relating to Māori engagement with the University. Professor Durie also provides strategic and academic leadership for Māori, and represents Massey at a national level on matters relating to Māori tertiary education, research and development.

In early 2003, Professor Durie presented the Māori@Massey strategy to the University. The strategy was written to enable Massey to position itself to make a positive contribution to Māori development. The broad goals of the strategy were to make Massey University:

- a Māori-relevant university
- a place where Māori language and culture can flourish
- a place where Māori students are likely to graduate
- a university where Māori will obtain relevant higher degrees
- a university which has the teaching and research capacity to make a substantial contribution to Māori development
- a university that provides academic leadership for Māori development.

In the process of developing and implementing the strategy, Professor Durie made it clear that the driving philosophy behind its design was about benefiting Māori, rather than Massey taking advantage of the 'Māori market'. The strategy was designed to be implemented across all colleges, campuses and divisions of the University. Four platforms were identified to build the strategy with two of them, *academic excellence* and *campus innovation*, being focused on internal processes, and the other two *engagement with Māori* and *effective policies*, concentrated on the University's external relationships.

At the time that the Māori@Massey strategy was presented to the University, the Library had no dedicated Māori positions. In the late 1990s, the Library had had a Kaitakawaenga Māori position, but we had been unable to fill this when it became vacant in 2001. Subsequently, other Māori staff members in the Library offered services to Māori clients in addition to their usual jobs, leading to a situation where specific services for Māori could not always be delivered on a consistent basis.

Using the Māori@Massey strategy as a catalyst, our Māori library staff group, Ngā Manu Ka Rere proposed that a new structure be created to deliver Māori services. This structure was to include a Māori Services Manager as well as liaison positions at the Palmerston North, Auckland and Wellington campus libraries. In late 2003, an internal reorganisation of the staffing structure enabled the Library to create the Māori Services Manager's position, and Spencer Lilley was seconded for a two-year term that commenced in January 2004.

One of the first tasks for Spencer when he took up the role of Kaihautū Māori (Māori Services Manager) was to re-energise links between the Library and Massey's Māori community. Meetings were held with senior Māori managers, academic staff, Kaitautoko Māori (Māori Learning Support staff) and students. This was an opportunity to gain an understanding of their view of the current and future role of the Library in relation to Māori information needs.

After a thorough analysis of the outcomes from these meetings and the Māori@Massey strategy, a report entitled, *Ki te Ao Mārama, Ki te Ao Mātauranga* was prepared. This report adapted and operationalised the Māori@Massey strategy into a plan suitable for implementation by the Library.

The Library's response was based on the same four platforms identified in the Māori@Massey strategy. Under these four platforms, ten areas for development were identified:

Platforms				
	Academic Excellence	Campus Innovation	Engagement with Māori	Effective Policies
<b>Areas for development</b>	1. Information literacy 2. Research 3. Enrichment 4. Leadership development 5. Resource development	6. Liaison activities 7. Cultural environment	8. Community Resourcing 9. Māori Library and Information Community	10. National Library 11. Collaboration (CONZUL, TEC)

The areas under the heading of *academic excellence* recognise the Library's role in providing the skills, collections and human resources necessary to ensure that success is made possible for research, study or teaching for Māori academics and students.

The second platform focuses on the culture of the Library; in that it seeks to create an environment that reinforces and enhances, not only the academic experience, but also the cultural experience for Māori staff and students. Strategies identified for advancing this platform involve the development of strong relationships between the Library and Massey's Māori community, providing an inclusive and welcoming library environment and an emphasis on the promotion of Māori focused activities within the Library.

The *engagement with Māori* platform is particularly important for the University as we teach from five different sites in the North Island and have a strong national presence through our distance teaching initiatives. The presence of this platform in *Ki te Ao Mārama, Ki te Ao Mātauranga* recognises that the Library has a responsibility for developing links with Māori groups at the local and national levels, with an emphasis on pro-active participation in Māori networks and communities.

The final platform recognises the fact that many of the issues that are facing our Library are also challenging other libraries. These issues include resource development, information literacy, training, recruitment, retention and leadership. The platform of *effective policies* recognises that Massey University Library must contribute in a collaborative environment to ensure that these issues are addressed at a national level rather than in isolation in individual institutions.

Potential partners in this collaborative environment might include National Library, other members of CONZUL (Council of New Zealand University Librarians), LIANZA, Te Rōpū Whakahaui and other libraries in the tertiary sector.

## Implementation of Ki te Ao Mārama, Ki te Ao Mātauranga

The strategy was presented to the Library's management group in May 2004 and was rolled out to all staff by email and oral presentations. It was important that this happened, as it is

essential that the library owns the strategy collectively rather than it just being part of the Māori services domain.

Integral to the success of the strategy was the appointment of the Library's first Kaiwhakarato Pārongo Māori (Māori Information Services Librarian) in June 2004. Sheeanda's appointment to this role provided the Library with increased capacity in the areas of te reo and tikanga Māori, and brought a wealth of experience from her teaching background.

Specific actions have been developed to meet the requirements of the projects identified in the strategy and these have been included in the Library's business plan, performance plans of the Kaihautu Māori, Kaiwhakarato Pārongo Māori and other key staff, and the operational plan for Māori services.

Projects that have been completed include the development of Ngā Kupu Ora (our Māori resources collection), the drafting of strategies on recruitment, and Māori information literacy and the design of a te reo Māori plan for the Library.

## **Ngā Kupu Ora**

Ngā Kupu Ora was established earlier this year and includes approximately 8,500 items in a variety of formats, as well as hardbound copies of Māori Land Court Minute Books for the areas local to Palmerston North. The collection is adjacent to the New Zealand and Pacific Collection in the Turitea Library at the Palmerston North Campus. After consultation with Māori academic staff we used the following criteria to determine what items qualified for inclusion:

- Resources in the Māori language
- Bilingual material
- Resources with a particular Māori cultural perspective
- Biographies of Māori people
- Tribal histories
- Pre-European New Zealand history
- Resources relating to the Treaty of Waitangi

It was decided that we would duplicate some resources between Ngā Kupu Ora and the Library's New Zealand and Pacific Collection in order to protect the integrity of the latter collection. The resources in Ngā Kupu Ora are supplemented electronically by websites and databases available through our Māori subject guide on the Library website. The URL for the subject guide is <http://library.massey.ac.nz/findit/subjectguides/maoristudies/maori.htm>

It is envisaged that collections similar to Ngā Kupu Ora will be developed at our Albany and Wellington campus libraries, once they have their new library buildings.

## **Recruitment strategy**

The recruitment strategy was developed in an attempt to increase the number of Māori applicants for positions in the Library. We have five staff members that identify as Māori and we are all based at our Turitea Library in Palmerston North. Four of us have been at Massey for over nine years and all of us are in client service roles. In developing the strategy, it was recognised that there was a need not to only increase the numbers of Māori staff, but also to have Māori staff across all campuses and sections of the Library. The strategy identified a wide range of methods that could be employed to assist the recruitment process. These included the need to broaden the Library's advertising spread, to make wider use of informal networks, investigate internship programmes and change our internal selection and interviewing processes. It is also acknowledged that the concerns identified in the analysis of Māori recruitment issues were not restricted to Massey University and need to be addressed by the profession as a whole; this obviously would require cross-sectoral collaboration. This issue will be included on the agenda for the hui of CONZUL's Māori services librarians, being held this November.

## **Māori information literacy strategy**

The Māori information literacy strategy has been developed to ensure that Māori staff and students are able to take full advantage of the information resources available to them, to achieve success in their learning and scholarly research outputs.

Discussions with academic staff and student representatives combined with anecdotal evidence from library staff, led us to believe that Māori participation rates in information literacy classes was not occurring at the level we expected it to be. In an effort to turn this around, we have targeted key groups and individuals, including programme co-ordinators and Kaitautoko Māori (Māori Learning Support staff). One of our targets in the strategy is to have all internal Māori first-year students involved in information literacy sessions and we hope to achieve this in 2006.

We have been very successful in our attempts to develop ongoing information literacy relationships with programmes that have high Māori enrolment levels. Most of these programmes are delivered in a distance learning mode and include an on-campus course component. At each on-campus course, we have the opportunity to introduce and deliver new concepts and resources that build on previous information literacy sessions they have attended.

Also included in the strategy is a range of other projects designed to raise the consciousness of information literacy and its lifelong learning benefits, to increase the uptake of information literacy training opportunities by staff and students, and improve the delivery and development of information literacy tutorials for our distance students. The strategy will be implemented over a three-year period, commencing from August 2005.

## **Te reo Māori plan**

The te reo Māori plan for the Library evolved from a University-wide project sponsored by the Office of the Assistant Vice-Chancellor (Māori). The Library's plan includes 22 recommendations that are centred on achieving a level of consistency in the use of te reo Māori across all five of our libraries. This would include the use of te reo in signage, at service desks, in publications and on the Library's web page. Currently we have only one fluent speaker of te reo in the Library, so the plan will be implemented on a gradual basis until our capacity develops further.

## **Staff training and development**

Considerable effort has also been put into providing training for library staff members. We have focused on areas such as the Treaty of Waitangi, te reo and tikanga Māori. To provide some focus for these training opportunities we have tried to centre them around key dates on the Māori calendar such as Waitangi Day, Matariki and Te Wiki o te Reo Māori. The training has been delivered mostly by Ngā Manu Ka Rere members and this has assisted us all in our own professional and cultural development. Some of the topics we have covered in our training sessions include, Māori cultural and intellectual property rights, whakapapa resources and their significance, the relevance of the Treaty of Waitangi in the University and the cultural significance of Matariki. Sheeanda also developed a te reo me ona tikanga Māori programme for staff that was delivered over a five week period. These sessions were attended by 20 staff and it is expected that the programme will be repeated in 2006.

## **Profile of the Library**

Over the last 20 months, the profile of the Library has been lifted amongst the University's Māori community. Having two Māori focused positions makes it possible to have a presence at all major Māori events on campus including powhiri, poroporoaki, research seminars, graduation ceremonies and hui. Spencer is also a member of a number of University-wide and campus-based committees, including being the Māori general staff representative on the University's Academic Board.

## Challenges

Although the Library's response to the Maori@Massey strategy has helped considerably to provide a focus for the development and delivery of services, it has also created a range of new challenges. Success has raised expectations amongst Māori staff and students, and if this continues to build then the workloads of Māori staff start to become an issue. The development of strategic documents on recruitment, information literacy and Māori language policy has also had an impact on workloads, as they contain a significant number of recommendations that will lead to further project work. Much of this project work involves te reo Māori elements and the Library's low capacity in this area will restrict the progress of these projects. It is expected that some of these issues will be addressed once we are able to create Māori liaison positions at the Albany and Wellington campus libraries. These positions will also enable us to deliver Māori services consistently across our three Massey campuses.

## Recognition

In conclusion, the progress that has been made in the development and delivery of Māori services to date would not have been possible without the outstanding support that we have given by our University Librarian, John Redmayne, and our colleagues in the Massey University Library. Professor Mason Durie and the members of Te Mata o te Tau (Massey's Academy for Māori Research) have also been very supportive and have responded enthusiastically to our initiatives. Finally, we need to acknowledge the support and advice that has been provided by our colleagues in Ngā Manu Ka Rere (Massey University Library's Māori staff group).

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